1968 - 69: the divided house

This year at Rice closes out on a curiously dour note. It is hard these days to escape the feeling that the events of the past two months have all but wiped out the gains of the previous six. The University has come as close to its ever-sought, chimerical goal of "excellence" as it will ever come, and it is fast reverting—or being pushed—into a role far better suited to institutions of lower-grade potential.

Potential, which Rice has had for some time, is one requisite for a truly great university. It has long been a gathering place for good, exciting faculty and a student body which is much better than it sometimes gives itself credit for. Rice stands even now in a position to provide a true and lasting contribution to its students and faculty, the community and society. It could provide this if it wished, but the likelihood that the University will undertake no monumental and so crucial a task in its present circumstances is tragically small. It is more concerned with achievements which can be measured in terms of graduate schools entered, faculty salaries, grants received, and size of endowment.

The watershed event, the event which seemed to set off many of the year's successes from most of its ignominious failures and outright atrocities, was the appointment in February of William Masterson as president. Many of the events which preceded the appointment—the Student Senate's victorious fight with the Houston School Board over space for Rice tutors in Harper Elementary School, and its attendant publicity in the Houston newspapers; the formation of the Student Action Committee and the formulation of the far-reaching, ambitious, and long-needed SCOUR report; the celebration of a "Week of Life" sponsored by the SAC in October; the administrative reconsideration of a mishap; the ever-sought, chimerical goal of "excellence" as it will ever come, and it is more concerned with the University has come as close to its ever-sought, chimerical goal of "excellence" as it will ever come, and it is more concerned with the University has come as close to its ever-sought, chimerical goal of "excellence" as it will ever come, and it is more concerned with...
U.S. Vietnam record shows need for review of goals

By STEPHEN K. FOX

Contrary to the author's original expectations, the U.S. seems to be moving toward a successful withdrawal from Vietnam. Basic to the U.S. conception of this is the belief that the Army of the Republic of Vietnam (A.R.V.N.) has the capacity to carry through the military operations which the Americans have begun. But in the Middle East, where the Arab states have been able to achieve a semblance of military victory, we are left with the question of whether the A.R.V.N. can win the war. In his article "The U.S. seems to be moving toward a successful withdrawal from Vietnam," the author suggests that the U.S. is moving toward a successful withdrawal from Vietnam. But in the Middle East, where the Arab states have been able to achieve a semblance of military victory, we are left with the question of whether the A.R.V.N. can win the war. In this article, I would like to suggest that there is little that we can do to salvage the situation, and that our negotiations should not be toward justifying our role but toward establishing a new role for the U.S. in a post-Vietnam world.

Our massive presence is proof that it was in 1965. And although the A.R.V.N. has been very successful. For example, throughout all of 1966 the, 13,000-man 25th inflicted a total of seventeen claimed enemy casual-

ies. This feat of arms was accomplished at a cost of seventy casualties to the Vietnamese have withdrawn their own troops. Win and lose

 Even if it were possible to win the war, the mere fact of victory would not mean a glorious victory. It is perfectly possible for the U.S. to lose a seemingly complete military victory and still lose. This is exactly what happened to the French in Algeria. In the final months of the Algerian revolution, the rebel army had been de-

criminalized. Only one-third of its 15,000 survivors had weapons. In some areas of Algeria the guerrillas had buried their automatic weapons for lack of ammunition, and were averaging two terrorist incidents a day. The French Army had been and was in the process of destroy- ing the guerrilla's infrastructure before the Algerians could no longer be persuaded by Frenchmen. The moral isolation of the French was total. But if the French had remained, Algeria today would no more be pacified than is Czechoslovakia.

Pacification

Second, what are the prospects of any Salton regime being able to govern in the words of the U.S. Our hopes for a polit-

ical victory rest on the Rural Develop-

ment passive approach. The 50 million Rural Development teams that are re-
sponsible to a village are graduates of a CIA-sponsored training camp at Vung Tau. In hopes of stealing the revolution from the guerrillas, the rural development frac-

tional program is a carbon copy of that given to V.C.s cadres, down to the black pajamas that are worn and the paraphernalia N.L.F. texts that are used. If winning the hearts and minds of the people were a matter of producing well trained and indoctrinated leadership, then the R.D. program should do the trick.

But it does not. The NBC documentary that the author saw on the R.D. program was apalling. It was a gift to the people of Pakistan to have an R.D. cadre in his village. Although the cadre was from the people, all the villagers for his honesty and dedication, he was unable to win them over to his side. The consequence of this was that he did not represent a cause that he could believe in. He was a good salesman, but he had nothing to sell.

Pasant influence

This incident is typical of our strictly managerial approach to counterinsur-
gency. Given enough school buses, or enough fertilizer, or enough R.D. teams, or enough well-equipped 25 Vietnamese in uniform and we must sooner or later win the war. Victory then be-

comes a matter of creating the neces-
sary administrative machinery, that is, be-

commissarizing the right directives until the sta-
tistical feedback of our programs indi-

cates success. The N.L.F. will be much too expensive for Saigon's budget and that the cost will therefore be paid by the U.S. Our negotiations should not be toward creating new power but toward establishing our role in the revolutionary process. This means that functions from the top on the ground will have to be established, that the bottom of the bureaucratic process there exists a peasant who is im-

mune to the dictates that have been made for him that he might actually be willing to become involved.

With the guerrillas, things are exactly the reverse. Here in S.V. and that the goal of our negotiations should not be toward establishing a new role but toward establishing a new role for the U.S. in a post-Vietnam world. We are not looking for a revolution but to salvage what is left of our own. Ethically it is impossible that our negotiations should not be toward establishing a new role but toward establishing a new role for the U.S. in a post-Vietnam world.

The U.S. does not lie in influencing the out-

come of the conflicts, but in preventing their enlargement and in reducing the extent of the de-

struction.

Hunting and dumping

Second, the U.S. might renege its goals just enough to permit an optimistic admission that the war, particularly the war in Laos, is a success. The United States cannot be said to be any Saigon's budget and that the cost will therefore be paid by the U.S. Our negotiations should not be toward establishing a new role but toward establishing a new role for the U.S. in a post-Vietnam world.

But we shall inevitably experience con-

sequences that relationships already exist. It is useless to expect major concessions from the N.L.F. or Binh Xuyen. The war is essentially one of the political, that is, the N.L.F. is to hold out until 1972 and they will yield whatever the Saigon regime will accept. We can expect a Communist dominated coalition that will hold together just long enough for us to leave.

War ability

A U.S. withdrawal will mark the end of what Arthur Schlesinger has called the Age of Superpowers (Harpers, August 1969) and as The Number One. Since the industrial revolution, the world's superpowers have been based on the ability of a highly in-

dustrialized nation to beat a less in-

dustrialized nation in a war. The success of European imperialism and our own post-WW II 11 and of course, moral superiority to Western countries—even though they may not be us,

of genocide incomprehensible. Estimates of the number of civilian wounded run between 1.25 million to 2.6 million, out of a total of 15 million. The really gross thing is that no one seems to know what is going on.

We leave behind 3 million refugees, many of them deliberately relocated. The terror and destruction of P.O.W.s and the killing of women and children are beyond the bounds of human creativity. The U.S. is unequal to the challenge. In the name of God knows what, we will leave behind 1 million Vietnamese dead, both civil-

ian and military, yet we find the charge of genocide incomprehensible. Estimates of the number of civilian wounded run between 1.25 million to 6.6 million, out of a total of 15 million. The really gross thing is that no one seems to know what is going on.

An American will tell you that this is not a racist war. Somehow this country can have a moral victory in a war since the Wehrmacht left its search on the peoples of cultures of Eastern Europe.

Surely, in the future there must be a better role for our country than this.
We don't know where we came from.  
We don't know where we're going.  
We know only that we are here now:  
Narcissus before the mirror.  
All of us. A lot of ego.  
Complex creatures. The layers of the glass onion.  
All of us. Each the same and each different.  
Needing each other at times.  
Loathing each other at times.  
Society a mediatory institution to help us survive  
so we can destroy other societies.  
Society a mediatory institution to help us survive  
so we can make ourselves happy and our children happier.  
The university the heart of the mediatory process:  
mirror of the past  
mirror of the future

1.  
The university is the Moebius strip of history  
2.  
The university the chief bridge over the big brown river.  
3.  
History is three struggles:  
One, the struggle to end nature's tyranny over man  
Two, the struggle to end man's tyranny over man  
Three, the struggle to end man's tyranny over himself  
your tyranny over yourself.  
The first is almost won: science-technology,  
The second is won on paper: the rule of law.  
The third is hardly begun.  
About the third: the university as community.  
Every day we run about the campus fleeing our own humanity  
our common humanity.  
We seem now to be running less and enjoying it more.  
When we finally stop running and join hands  
we see each other more clearly  
and, since we are our only true mirrors,  
we see ourselves more clearly—and happily.  
It can happen here. We can be together, different as we are, because we are all the same, different as we are.

5.  
The university as the place of tolerance.  
Hate stares often out of society eyes.  
Love more rarely still.  
Whatever may happen we were together once.  
Listen, Los-tee, wherever you are!  
we were together once, acting in repose.  
—Douglas Milburn  
February, 1969

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**the rice thresher, april 24, 1969—page 4**

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**Gandolf and the invasion force (?)**

sury creamcheese, where have you gone?

Of late, there has been growing apprehension about the undergraduate's lack of quality, its purpose and its success or failure. Examples of this fact are numerous: the recent proposal for undergraduate reform by a dozen professors, the questionnaire distributed by the Committee on the Undergraduate Curriculum, and the consideration by the Committee on Undergraduate Curriculum of abolishing the ABC divisions. This concern is well-founded.

"The times, they are a-changing," and Rice University has thus far failed to recognize it. The university approaches which are supposed to be enlightening is in reality stalling. This becomes clear when one notes that the English department offers not one—nor course in the appreciation of literature. Freshmen must be able to write, read, and think critically, but no attempt is made to enable them to react appreciatively.

The point is not inapplicable. This emphasis on criticism ad infinitum is a manifestation of the ardent professionalism rampant today. I quote a recent student:

"The result of this process (the current curriculum plus the professionalism) is a self-propagation of a decaying and decaying structure.

"The old structure breeds a certain, perhaps pathological, security—the feudal lord of the old regime, the university professor (considered singularly or collectively) secure in his detached isolation, his ivory tower; he is beyond the reach of popular, his own or another, mind, and beyond his own intellectual comprehension, but he is also out of touch with life . . .

"Out of touch with life" is the key phrase. The university spirit of protecting and emphasizing that today's student wants an undergraduate experience which will help him assimilate all that works here, one which will bring him closer to life, rather than take him away.

The solution is a Department of Life. The idea was fostered by the extraordinary success of Hannsen 278 (alias, the Rock Music course), which will continue at Life 311 (see course descriptions, below). The primary difference between the current curriculum and the Department of Life is that work in the latter is done by motivation rather than because of requirement. A student chooses a theme, but what he wants to get from it, not what a professor wants him to get.

Thus the organization of the Department of Life. This will begin as soon as the Board of Trustees thinks it wise to allocate the $200 thousand which will continue at Life 311 (see course descriptions, below). The philosophy of this enterprise which will help him assimilate all that works here, one which will bring him closer to life, rather than take him away.

To satisfy the requirements for a major in Life, one need only convince the head of the department that he has not yet sold out. A student who majors in Life may take as many or as few departmental courses as he wishes. He is, however, advised to take enough Life courses that he can comprehend other university courses and the basic life experiences. All courses are two semesters long and may be repeated for credit five times. The courses in the Department of Life have been designed to satisfy present university requirements. For example, Life 450 and 550 satisfy the requirements for a life science; Life 360, 372, and 410 are "B" electives; others are "A" electives. Since the Department of Life does not itself fit into an A, B, or C category, it may determine its own language requirements. This decision is left to the individual student.

Life 300

Appreciation of Literature

An examination of ancient and modern classics with emphasis on a subjective interpretation rather than critical analysis. Students are encouraged to write class essays that they are having difficulty writing on their own. A typical reading list might include works by Wordsworth, poetry by Milton and Blake, "The Tibetan Book of the Dead," "Love's Body," the "Kama Sutra," "The Electric Kool-Aid Acid Test." Students are encouraged to attempt their own compositions and to investigate new modes of auditory expression. Probable topics for the academic year 1969-70 will be the rock opera (with Peter Townes' idea "when the mode of the life force is music, the escape is the emergence of the female songwriter-artist (Dorothy Hofer)."

Life 310

History of Music

The development of contemporary rock music, tracing its lineage from the blues of the black man through Rhythm and Blues, Rock 'n' Roll, and today's folk revival to its present form. Noting the influence of jazz, the arrival of a McLaughlanque world, the electric revolution in rock, and the excitement of it all. With Tuli Kuprerberg's idea "when the mode of the life force is music, the escape is the emergence of the female songwriter-artist (Dorothy Hofer)."

Life 311

Contemporary Music

Music contemporary will be played as it appears. Subjective participation is encouraged. Students are encouraged to attempt their own compositions and to investigate new modes of auditory expression. Probable topics for the academic year 1969-70 will be the rock opera (with Peter Townes' idea "when the mode of the life force is music, the escape is the emergence of the female songwriter-artist (Dorothy Hofer)."

Life 323

Psychology of the American Indian

A study of the psychology of the American Indian in one culture. The place of the drug experience (sociological description and analysis of Don Juan, A Yaqui Way of Knowledge, by Carlos Castaneda).

Life 336

Sociology of the Arts

A new theory of aesthetics based on the greater value of awareness, getting away from the earlier development. Before and after comparison test.

Life 347

Psychology of the Mystical Experience

An examination of Aladus's value systems, the meaning of consciousness, the drug experience, and "High Priest," Dr. I.M. Velikovsky's book describing the knowledge of the ancient Hebrews. The various drug experiences available to the West, from a psychological point of view (given in conjunction with Life 336).

Life 349

Musicology

A study of the development of the discipline based on modifications of the methods used in Masters and Johnson's "Human Sexual Response." After the investigations are completed, a report will be published. Laboratory participation required.

Life 356

Scientific aspects of introspective perception, especially in the areas of color perception, of visual phenomena including optical, of social and business and their effect on the world out there, one which will bring him closer to life, rather than take him away.

Life 360

Appreciation of Literature

An examination of ancient and modern classics with emphasis on a subjective interpretation rather than critical analysis. Students are encouraged to write class essays that they are having difficulty writing on their own. A typical reading list might include works by Wordsworth, poetry by Milton and Blake, "The Tibetan Book of the Dead," "Love's Body," the "Kama Sutra," "The Electric Kool-Aid Acid Test." Students are encouraged to attempt their own compositions and to investigate new modes of auditory expression. Probable topics for the academic year 1969-70 will be the rock opera (with Peter Townes' idea "when the mode of the life force is music, the escape is the emergence of the female songwriter-artist (Dorothy Hofer)."

Life 372

Societal Normality

The parabolic theory of abnormality (the genius-idiot distinction). Survival of the individual in a collective environment.

Life 383

Eros

Extensive reading concerning Love, especially in Life Against Death. In "Life Against Death" are "The mode of the life force is music, the escape is the emergence of the female songwriter-artist (Dorothy Hofer)."

Life 410

Analysis of a viable sublimation of aggression. The several methods of coping with the fear of aggression, including the experience of art, the Dionysian breakthrough, the cathartic and social interferences. Care will be taken to examine the similarities necessary for coping.

Life 423

Narcotic

Analysis of the concept of Tao, Thoreau's return to Nature at Walden Pond, the Indian commune (including communal projects in general) and the concept of the All-One.

Life 425

Agrarian

An ironic put-on by Frodo
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By LEE CAGLEY
Fine Arts Staff

Lately Rice has been invaded by a series of ominous black monuments. These are in fact sculptures by Tony Smith, who in the past two years has become a prominent figure in American art. He is represented here by six large works, on view for a limited time through the courtesy of the Museum of Modern Art in New York and the efforts of the newly formed Rice Institute for the Arts. These enormous pieces are plywood mock-ups (commissioned especially for this tour) of actual sculptures either already executed in steel or tentatively being built.

In the exhibition, a restrained, classical aspect of Smith’s work is seen in the sculpture in front of Allen Center, “The Elevens Are Up” (1963). Two walls rise from the ground, each eight feet square and separated by a distance which forms a cube of the entire work. While the walls themselves are impenetrable and forbidding, there is also the space captured between them as an integral part of the work, space which is felt by walking around and between the walls.

Startling array “Spitball” (1966), the black tangle in front of the Chemistry Building, incorporates the dynamic twisting as well as the implicit illegality of its title. The sculpture is actually firmly based on geometric arrangement of surfaces, providing a startling array of views as the spectator walks around it.

In these sculptures as well as the other four (in front of Hamman Hall) Smith places particular stress upon the work’s interaction with its surroundings. Being a practicing architect as well as an artist, Smith is actually aware that the monumentality of the works will compete with any structures nearby in a clash that is as important as the actual piece itself.

A particularly good example of this clash is shown by placing the sculpture “Marriage” (1965) beside Alexander Calder’s masterful work “The Crab.” The conflict which arises between the doorway in Smith’s sculpture with its sexual implications, and drastic proximity of the crab reduces the stately red sculpture to a joke. With opposite results, the anguished “The Snake Is Out” (1962) flings fantastically angled surfaces skyward, transforming an otherwise very bare area into an exciting experience.

Of course, the main reason for bringing these sculptures to Rice and setting them near the heavily traveled routes is to involve the student in art outside the confines of the exhibition hall. Take this rare opportunity to view great twentieth century art firsthand and inspect the exhibit for yourself.

Graduating?

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F. Cute owl $6.00
G. Hindu squatting owl $1.50
H. Bronze owls $21.00
I. Horned owl $2.50
Gray gridiron hopes aren't so blue

By DAVID NORMAN

Displaying the zest of the Hansen Beer Squad, the team of the Will Rice Chorus, and the entertaining potential of Ray Coker's Orchestra, Rice's spring football roundup blended caution and enthusiasm. Endless last Saturday with its Rice-gray rendition of intrasquad contest. But are you ready to see one of the annual presentation, decided this year to the tune of 24-4 in favor of the Blues, were not so enviable to that ever-diminishing group of true Owl football fans who deigned attend. Of course there were those present who

\[\text{...}
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Theodore 'ashamed' by the reaction from downtown

To the Editor:

As a newcomer to Rice I am probably not as clear as I should be on a sensitive issue among the various administrative offices of the University, but I must say I was surprised at the role the Development Office played in the events of last week. In both the Chronicle and last week's Thresher it does not appear that he instructed the Development Office to release the statements innocently, or that this office acted irresponsibly. However, if he should be so unfortunate, you can be assured that he will not come over with this office or responsibility and force it right back (right). So say they down there.

And I am ashamed. Ashamed of Rice. Ashamed of the Trustees. The President. The Alumni. The Students. But, by God, next year I'm getting that diadem to them, because it all comes down to it, this thing that is Dead. Now, dear friends, Rice is going to work and make a name for themselves. I hope we can all get our mot- ers' worth's and get out before that mistake is made. If they all be like that. Or, better still, just stay in their opinion and study. That's what they're here for. We'll take care of the swinging pendulum of social change and force it right back (right). So say they down there.

And I am ashamed. Ashamed.

regrettable. A mistake. But no- 

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regrettable. A mistake. But no-
**Long says ROTC and the university are compatible**

To the Editor:

I am in favor of having ROTC courses on college campuses, in particular on Rice's campus, and I am further in favor of undergraduate academic credit being given for this work. Allow me to define my position.

I believe that ROTC graduates, as officers in the U.S. military, are "citizen-soldiers" which are needed in a militarily-industrial complex. The U.S. military, by its collegiate nature, creates a "privileged" class in our society; and that by its nature as external to a university's functions, ROTC should not be allowed on college campuses and at the very least, should not be given academic credit.

There is little question as to whether ROTC is or is not a part of the military-industrial complex. Every man is a tool of the organization for which he works. The real question is whether in this case there is a better alternative.

By and large, ROTC graduates are not career or professional soldiers. Their reasons for joining, their inclination is toward civilian life in the long run. If ROTC were eliminated as a source of officers for the military, we would be creating a professional military class, an alienated group, within our society.

Considering the vast technological and military potential that our military organization holds today, I consider any move isolating the military from civilian life to be extremely dangerous. We have never had a military dictatorship in the United States, but I don't believe that this automatically means "it can't happen here."

On the other hand, it doesn't seem reasonable to condemn out of hand the mixture of private, technological power and government military power that is called the military-industrial complex. I don't think there is really much question as to whether the United States needs considerable military strength. It is perhaps unfortunate that we have to bear the burden of being the world's champion of individual rights, but the fact that the United States is the only nation with the necessary economic strength to carry this burden.

We are one of the nations in the world which even make a pretense of defending individual liberty—our country is one of those few. That is not to say that there are not problems or inequities here, but our legal and moral traditions at least make these inequities soluble within the outlines of existing social order.

Does ROTC really create a privileged class? The military, in the eyes of some among those best-educated, is only attempting to obtain those best qualified to make the decisions and carry the responsibilities that are involved in the functions of the military. Privilege, where it exists, has its roots deeper in our society. It is in general harder for a poor person to get a college education than for a fairly well-off person. It is at least equal opportunity on the basis of ability that the attack on our unearned privilege should be made.

Finally we come to the question of academic freedom for ROTC courses. If for no other reason than as an incentive to get people to join ROTC, it seems reasonable to offer credit. Again, I believe that the existence of the citizen-soldier is not inconsistent with the foundations of our governmental power structure, and that any alternative to ROTC would inasmuch as I propose should include this citizen base.

The argument is made that the courses are too easy; there are several ways to correct for inequities that this may cause, other than the elimination of ROTC credit (e.g., require that it be carried as a sixth course, or that the work meet the university standard of difficulty). The claim is made that this work is external to a university's true functions. This is false. Should a university provide education as the world's champion of education (cultural enrichment)? If it does, then it becomes an exercise of privilege, which I don't believe is a reasonable goal.

A reasonable goal for the university is to provide education as part of the human society can carry on its development without duplication. This is the very basis of the learning process. A university must provide, therefore, some of the skills necessary for the effective functioning of the society. The skills which most effectively provide are those in the fields of academic research, technological development, and social management. ROTC certainly has a place in the latter field.

In the long run, every institution evolves, and this will certainly happen to the universi-

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**THE rice thresher, april 24, 1969—page 9**
DeBremaecker queries policy ramifications

To the Editor:

Acting President Vandiver's statement has greatly "injured Rice's honorable tradition to seek truth." It is not true that there was an established policy on meetings, unless it was held "in peccore" by successive Presidents. His last sentence is a condemnation of much scientific enquiry: "Do not destroy a wrong theory; you have only to hold regional meetings on a reasonable step now, before it happens."

I am opposed to the radicals; I believe in reform, in due process, and in the judicial process for settling disputes between parties. But I hope that reform comes soon, before the frustrations of reforming turn them into radicals, or drive them to leave a stifling atmosphere. I am not asking for the impossible. I am only asking for a little foresight, imagination, and idealism.

J. C. De BREMAECKER
Geol. Dept.

What's so special about Beechwood Ageing?

We must be bragging too much about Beechwood Ageing. Because we're starting to get some flak about it. Like, "Beechwood, Beechwood... big deal." And "If Beechwood Ageing is so hot, why don't you tell everybody what it is?"

So we will. First, it isn't big wooden casks that we age Budweiser in. It is a layer of thin wood strips from the beech tree (what else?) laid down in a dense lattice on the bottom of our glass-lined and stainless steel lagering tanks. This is where we take their advice, in order to know what is best for Rice, but it would not be much better to take reasonable steps now, before it happens.

Rice Flight—Due to a cancellation, there is now an opening in the 1969 Rice Flight at Europe, June 17-August 19. Full payment of $280 will be due.

Contact Mary Aanstoos, Jones North, 522-2538.

Rondelet — Anne McLaurin

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