Resolution urges orderly display of opposition to war

Following is the text of the Vietnam resolution unanimously defeated 5-7, at Tuesday's Senate meeting. McEnany, Dean of Undergraduate Affairs, 1969-70 SA president, said he would have the resolution passed around in the form of a petition. Copies of the petition will be available at the Colleges and in the RMC.

Horstman said the petitions would be collected early next week and then presented to the new Senate Tuesday night.

Horstman indicated that Dean running. According to official he had no objections to her out-going President Lee Horstman, Assistant Prof. of Chemistry, was refused tenure. "The laws are so complex that we do not realize the ramifications of the draft laws and think that the SSS is unenforceable. According to Gray, this idea is ridiculous: 'People seem to take a fatalistic attitude toward authority. They feel that because the Selective Service System exists, they must go along with it. This is not true.'"

Testimony

How does Gray go about beating the draft for a client? According to him, the biggest percentages are won on technicalities. There are many varia-
tions which can be used. People should be aware of their entitlement. It is a common misconcep-
tion that obtaining a Conscription Objector status is the most-used legal means to avoid service. In actuality most of the cases are won by using administrative techniques.

Gray and other draft lawyers seem to use the weak points of a local board to win cases. Because most draft boards are usually underfunded, overworked, and all too often il-
logical, there is a considerable likelihood that the board has made a mistake somewhere in the process of its dealings with a registrant. A lawyer capit-
ulates on these variables to prove that their evaluation of a client was invalid and therefore un-
acceptable. In his office, Gray emphas-
izes that it was important to seek help as soon as possible after deciding that you don't want to serve. He said that if you pay income tax specialists to find deductions to keep our taxes as low as possible. In the same manner we hire a lawyer to help us to avoid serving two years in the military.

It is resolved that: we urge all concerned persons to engage in open and properly conducted meetings and discussions and meetings regarding the military draft policies of this country, especially during the week of March 16 to March 22 inclusive in the interests of focusing at-
tention on the widespread op-
position to the draft policies of our government, and to the govern-
ment's continuing involve-
ment in Vietnam.

next stop: Kansas

thursday, march 5, 1970
A better way to die

Horstman offers keys to the future

After my election, outgoing President Warren Glassman warned me that I did not know what I was letting myself in for. He was right. It is extremely difficult to give this job the attention it deserves. I do suggest, however, that the solemnity of it all at least be offset by the Sen-
ate's traditional lightness of touch, and by the high spirits of its belegarded chairman with a title like "king." In my first report, I hope to illuminate some of the key issues. I hope to persuade things to our advantage. The Senate, in this regard and in the future, is the ticket-selling center for college courses. It is also the economic planning committee for campus resources, and a key part of the university's next major fund drive.

The Senate should be encouraged to develop its role as a leader in the college community. This is a role that the Senate could take on with great pride and success. The Senate has the ability to foster a spirit of cooperation and community among the different groups on campus. It should use this power to bring different groups together and to promote a sense of shared responsibility for the future of the college.

The Senate should also seek to strengthen its ties with other student organizations on campus. The Senate is not the only organization that can represent the student body. Other groups, such as the Student Government Association and the Independent Student Organization, also have important roles to play in the college community. The Senate should work to build relationships with these groups and to ensure that their voices are heard.

Finally, the Senate should take steps to ensure that its members are well prepared for their roles. This includes providing training and support for new senators, as well as creating opportunities for experienced senators to share their knowledge and experience.

In conclusion, the Senate is a vital part of the college community. It has the potential to be a powerful force for change and to help guide the college in the years to come. The Senate should embrace this role and work to become an even more effective and influential organization.
GSA opinions partially tabulated

...although it was 128 questions long, 398 were returned. The GSA is still searching for thus had only been at Rice for a few months. This fact is reflected in a large number of "No Comment" answers on several questions.

1. Did you do your undergraduate work at Rice? Yes—19%, No—81%

2. If a graduate apartment building similar to a commercial unit had existed on campus would you have lived there your first semester at Rice? Yes—45%, Maybe—39%, No—16%

3. Would you live there now? Yes—31%, Maybe—43%, No—26%

4. Are the attributes and characteristics that make a man a good producer of research publications the same that make him a good teacher? Yes—7%, No—93%, Uncertain—22%

5. Should research output be given more weight at Rice than it is presently given in the granting of faculty tenure? Yes—11%, Maybe—35%, No—65%

6. If a graduate apartment building similar to a commercial unit had existed on campus would you require "reading comprehension" as a seminar on how to write active involve the problem? Yes—49%, Maybe—38%, No—13%

7. Do you believe there should be more courses for Rice students which directly satisfy the granting of faculty tenure? Yes—40%, Maybe—38%, No—22%

8. I believe most of these results, surprising as some of them are, do not require further comment. Their bearing on certain contemporary events is obvious. Last, however, results on questions 6 and 7 be misused. I should note that an "apartment building" is not the same as a dormitory. It was clear from the answers to other questions that a variety of apartment designs would be necessary. The most important quality for apartment students to require "reading comprehension" as a seminar on how to write active involve the problem? Yes—49%, Maybe—38%, No—13%

9. Do you feel it is desirable to require "reading comprehension" in two foreign languages for the Ph.D.? Yes—24%, Maybe—18%, No—58%

10. What is your first choice vocationally? Teaching —25%, Commerce or industry — 22%, Government work — 5%, Other — 24%, No Comment—11%

11. Do you feel Rice often turns out Ph.D.s who are ill-equipped to teach? Yes—26%, Maybe—39%, No Comment—35%

12. Are you getting adequate training for teaching? Yes—33%, No—33%, No Comment—34%

13. Do you feel that in comparison with your research and course work your teaching work is: Important—36%, Of little importance—39%, of no importance—25%, No Comment—5%

14. Would you like to see an organized attempt to teach you to teach? Yes—39%, No —13%, Undecided—48%

15. Would you be interested in a seminar on how and where one seeks grants? Yes—31%, Maybe—22%, No—47%

16. Do you believe that such courses intellectually studying all sides of the issue should also bring students into active involve the problem? Yes—49%, Maybe—38%, No—13%

17. Do you believe that such courses intellectually studying all sides of the issue should also bring students into active involve the problem? Yes—49%, Maybe—38%, No—13%

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page 4—the rice thresher, march 5, 1970

SWC race cinched with TCU win
By FORD HALL
On February 29, 1970, Rice clinched a share of the South- west Conference championship by defeating TCU 88-75 in Au- try Court. Before the day was over, both Texas Tech and Texas A&M had been eliminated from the race to give the Owls their first undisputed SWC title in over twenty years.

On the previous Tuesday, the team had suffered a defeat to Texas Tech when the players failed to rebound effectively and run the offense. Evidently, Coaches Knodel and Mehaffey made it painful clear in the practices before the TCU game that it was going to take pa- tience, hard work and guts to win, because on the following Saturday the Owls played one of their best games of the season.

The "Silent K" elected to start the match with TCU in a rela- tively new offense, the 1-4. With Gary Reist at the point and Steve Wendel and Don Sturr as double posts, the offense was nevertheless only partially suc- cessful during the first ten min- utes of the game. However, em- ploying a man-to-man defense and the backcourt, Wendel started the Owls in the stifling TCU attack. The Hornfrogs were extremely intent upon fast-breaking, but the pressur- ing man-to-man virtually elimi- nated any easy buckets. The zone defense was effective in shutting off TCU's inside of- fense, so that the Hornfrogs had to settle for 15-foot jumpers which were only intermittently successful. When Don Sny- der came in for Sturr with 10:30 left in the half, the Owls were ahead 16-14.

For the rest of the first per- iod, the Rice team ran its whirl- ing continuity offense, which, when performed with patience, inevitably effected TCU defen- sive mistakes and resultant points for the Owls. On defense, Wendel outplayed TCU's 6'9" Doug Boyd unscoredly, and al- most every missed TCU shot turned into a Rice rebound. The score at half-time was 37-27.

The starters for the second period were Myer, Reist, Sny- der, Wendel and Ted Melady. At first, the Owls widened their lead to 14 points, but then, in the next 10 minutes, the players characteristically squandered the margin until, with 9:15 left and Coach Knodel and Mehaff- fey distraught, TCU tied the score at 50-all. During this per- iod of incompetence, the Rice team had some costly lapses on offense and frequently failed to score by throwing the ball away. So, after a time-out, the Owls reverted to the 1-4 offense with great success. Reist quickly hit a 15-footer, Snyder fed Wendel for two points, and then Reist banked a drive in between two Hornfrogs to improve the score to 56-50. Then Coach Knodel decided to let Snyder run the point position, and Don respond- ed with two excellent passes, pro- ducing passes to Wendel and Reist.

At this point in the contest, the score was 59-52 and only six minutes remained, so TCU decided to utilize a porous full- court zone press. Reist and Snyder passed and directed their way through the zone with endless ease for some quick buckets, and, when time had run out, the score was 83-73 in Rice's favor. Gary Reist played his usual brilliant game, but without Steve Wendel, the Owls would have probably been defeated. The Wendel was very instru- mental on offense (19 points) and grabbed twice as many re- bounds as TCU's Doug Boyd. Defensively, Wendel eliminated most of TCU's garbage points and blocked or misdirected sev- eral Hornfrog shots. Don Sny- der played well for the third straight game, passing off for a number of assists, playing ex- cellent defense, and picking up the offense when it lapsed into lethargy.

No doubt Coach Mehaffey was pleased with the game. The Owls dominated the boards de- cisively, 52-28. In addition, the players did not exhibit any re- resistance in retrieving loose balls, an immense Owl habit in the past.

Coach Knodel used a variety of strategems against TCU, but he denies the employment of a patented trick play. This play, which is designed to bewildered the opponents, was used at least three times against the Hornfrogs, and has been used quite often in the past. The perpetua- tors of this brand of game- smartness vary, but usually the action is simply a pass from Reist to Myer on the wing. Myer, however, instead of going for the half-basket on the oppo- site direction with his doped defender, while the ball sails harmlessly out of bounds. When asked about the trick play, Boss Boon replied that he pur- pose it "to make the other team think that we've been." It works nearly all the time.

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Jalas: program quality unfulfilled

Jussi Jalas, Chief Conductor of the Finnish National Opera, was guest conductor of the Houston Symphony in two concerts presented at Jones Hall, Monday and Tuesday evenings. His program consisted of the overture to Mozart’s opera ‘Don Giovanni’, the Symphonic Suite from Alban Berg’s opera ‘Lulu’ and as the major work, Anton Bruckner Symphony No. 7 in E major. If this is any indication of Mr. Jalas’ talents the program builds, then I for one am enormously impressed. Perhaps the Mozart would have been omitted, but there is certainly light in pulling Berg and Bruckner.

Berg completed ‘Lulu’ in 1931 but only lived to orchestrate the first two acts. He also extracted (as he had done in ‘Wozzeck’) several orchestral fragments to form a symphonic suite, in which Lulu makes two brief appearances. In the Monday night performance, Lulu was sung by soprano Jean Preston. The audience at Jones Hall would have been delighted, but there is certainly light in pulling Berg and Bruckner.

Berg completed ‘Lulu’ in 1931 but only lived to orchestrate the first two acts. He also extracted (as he had done in ‘Wozzeck’) several orchestral fragments to form a symphonic suite, in which Lulu makes two brief appearances. The audience at Jones Hall would have been delighted, but there is certainly light in pulling Berg and Bruckner.

Miss Preston sang well in her two brief appearances, but her voice is too small and does not project well in this type of music. The audience at Jones Hall did not take too well to ‘Lulu’, but the work is an unquestioned masterpiece of our century. Repeated hearings would help to place this symphonic suite in the standard repertoire.

Anton Bruckner is at once his most lyrical and accessible work in this form. Jalas revealed some surprises: Bruckner symphonies, resulting in a performance that was not always well played, but convinced me that everyone was doing their best. The brass, tired from their contribution to the Berg suite, were nonetheless quite good, excepting some obvious bad moments in the fourth movement. In the enchanting Adagio, Bruckner introduced Wagner’s tubas (it is said that he wrote this movement in memoriam to Wagner, but there is evidence that it was completed before Wagner died) and in this movement Jalas and his orchestra were at their best.

Not having a score with me at the performance, I am unable to decide which ‘version’ of the 7th Jalas uses, but since he does incorporate the controversial cymbal clash at the climax of the Adagio (letter W, miniature score) I assume he used the revised 1895 edition. The slight revisions in the 7th matter very little, but my personal conviction is that Bruckner is best served by the original version (ed. Haas, 1944). This is the version used by Furtwangler in his magnificent 1949 recording of the work with the Berlin Philharmonic. Jalas is no Furtwangler, but he did convince me of his devotion to the cause of Bruckner.

I regret to say that the Monday night audience (score in hand) gave the symphony a rather tepid reception. While it is true that Bruckner is definitely an acquired taste, even those concert-goers devoted to only the Beethoven and Brahms symphonies must admit that these two over-played masters need a rest now and then.

THOMAS ZIMMERMANN

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and flexibility in all of its policies. But Rice should also be a compassionate institution, im-
portant to every cause but the need for refining and amplifying the humanitarian qualities of emerging World Culture in ways both large and small.

Rice should consider many educational reforms in keeping with such a perspective. Grades should be optional, and when failing grades are received they should go unrecorded. Those with special interests should be able to obtain exemption from all and amplifying the humanitarian qualities of Rice faculty should receive tenure for excellence, be denied student-alumni vote. Rice should deal with other private institutions in demanding that the federal government re-finance private education through more and larger student tuition sub-

sidiaries.

In sum, we conclude that Rice is the model of the well-run institution. America’s private universities must strive to chal-

lenge and to enrich the qualities of personal and social freedom, and to diversify student experience with environments of innova-
tion. It remains to be seen how Rice can im-
prove its challenge to its students. However, it is essential that some answers soon be forthcoming.

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