Dr. Harold Brown Now Officially Caltech President

Dr. Harold Brown officially took over as the acting president of Caltech. At the age of 70, Dr. Brown retired from the Los Alamos National Laboratory, which he had led for 20 years. The search for a new president at Caltech, which started with a special presidential search committee in 1972, was led by William Proctor, who served as provost at Caltech. Proctor, who had retired from his position, had been serving as acting president since 1972.

Brown stated: "Because our future is so vitally dependent on the quality of higher education and the interaction between the university and our society, I look forward to working in Washington, D.C., as Secretary of the Air Force under the Johnson administration." He had served as the head of the Air Force's Star Wars program and had been involved in the development of the Polaris missile. In 1963, he became the third chief executive of modern Caltech, succeeding Dr. Lee A. DuBridge.

During his time at Caltech, Brown had served as President Nixon. During the Johnson administration, Brown had completed his term as Secretary of the Air Force. He had been associated with Caltech for many years, having served as a consultant to the university's Laboratory for Laser Energetics. In 1972, he had been named the director of the laboratory's Livermore branch.

Air Force Secretary Prior to being named (in 1962) by President Johnson as Secretary of the Air Force, Dr. Brown had been appointed in 1961 as President of Caltech. He had been a member of the Institute of Electrical and Electronics Engineers and had received the IEEE Medal of Honor in 1972.

Dr. Harold Brown Now Officially Caltech President

What Is A TECH Position?

Anti-Inter-Propulsionism Lives!

by Marc Aaronson

Many students have long felt the need for greater interaction between our campus and other schools in the Southern California area, which offer different types of education. Several weeks ago ASCIT President's staff went to work on this idea and sent letters to various liberal arts colleges testing them on the idea of an exchange. Scriff, one of the Claremont Colleges, came back with a positive response to the proposal, and for the past several weeks students at both campuses have been organizing the Caltech-Scripps Exchange.

Marc Aaronson, freshman at Tech and coordinator of the exchange program, says that "the basic idea of the Exchange is to send fifty or more Caltech students to Scripps, where they will be housed in the dorms, attend classes, and gain a better understanding of a totally different educational environment. Similarly, an equal number of girls will live at Tech, learn in our classrooms, and bring a better understanding of a totally different educational environment. Similarly, an equal number of girls will live at Tech, learn in our classrooms, and bring a better understanding of a totally different educational environment." 

The Exchange was originally scheduled for late February. However, shortly before sign-up lists were distributed, the Scripps administration decided that they needed more time to consider the program. Says Aaronson: "The President of Scripps would like to discuss the Exchange with his Board of Trustees. It seems they are very touchy about the idea of breaking the precedent of not allowing guys to sleep in their dorms. A decision might not be reached for another month, so the Exchange will probably have to be postponed to the beginning of third term."

If the Scripps administration gives the green light, the Caltech-Scripps Exchange could prove to be a most educationally and socially rewarding experience for all those participating.

1200 High Schoolers To Invade Caltech

The Faculty Committee on Relations with Secondary Schools, a corresponding student committee, and the thirty exhibitors have been working since last fall in preparation for next Saturday, the ninetieth annual Student Days. Starting at 8:30 a.m., 1200 high school students and 300 faculty and counselors will each see six exhibits before leaving for breakfast.

The students will visit in the seven houses, where the food service committee has put on a challenge of feeding 2700 people in one day. For the first time, the faculty will have the chance to give the last exhibit of the morning and attend a reception in the Alumnae. This will give the high school faculty and counselors a chance to find out more about Tech, and the faculty

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Millonak Impossible

DEI Gives I.M. the Shaft

by Nick Smith

Last week, the Innocuous Missions Force stole the plutonium from their privately owned hydrogen bombs. What made this episode a little different was that they stole the bomb from our own Millikan Laboratory. (The bomb was made of lead, located on the fourth floor.)

Yes, this was the second great Caltech/DEI Impossible, with parts of our campus used for the location work. Of course, we didn't get mentioned in the credits, but the location was easily recognizable. Besides, all of the Russian secret agents knew who we were because of all the DEIs, so it wasn't a total waste. Now, how many of you out there remember the old labels anywhere in the episode? Good. Now, how many were visible on the show, and where were they on campus? Answers may appear in next week's issue.

Stolen B-Har

Aesthetically, it wasn't really the best of the DEI episodes of the show. Even if they were, as they believe, it was one of those episodes where somehow there was no real story. This is a real shame because the idea of an auction for immediate delivery (complete with tax and licensing fees) of a few hundred dollars, of a hydrogen bomb is very frightening. This is especially frightening at Tech, where many room stacks involve more technical work than this and the reading for the construction of a bomb. One thing that was true, and understandable, of course, was that the camera did a better job of recording this episode. No matter how bad you think the show needed filler? Anyway, it was the only episode from which I actually learned that people who are in the TV business don't use any kind of dramatic lighting. That's why, by the way, did anyone figure out what the IMF did with that plutonium? So that's where they get all their money.

Letters

News Of Special Grad Defeater

About three months ago members of the Yale Law School found that the Selective Service Law did not prohibit the granting of a IRDCJ for a second-year graduate student who then was holding a PHJ deferment. On this basis a second-year law student at the University of Texas filed suit in U. S. District Court in San Antonio. The suit is entitled Armandariz vs. Her GP. It was filed as a "class-action" suit which means that any ruling is precedent for all similar cases. On January 27, 1969, Judge Roberts of the U. S. District Court found in favor of the plaintiff, Armandariz.

The result of this ruling is that any second-year graduate student who has been granted a PHJ deferment is entitled to a preinduction judicial review for the purpose of challenging his IRDCJ classification at the end of the current academic year. The request for this review must be made by a lawyer. It is essential that your second-year grad student graduate students whose IRDCJ classifications have expired or are about to expire are aware of their rights. Time is of the essence after induction it will be too late.

Gustave O. Afifi

President
Horner Pres.

(Continued from page 1)

The Director at Large race is still hotly contested at this time. This is the only race to go into a second run-off. On the first ballot, Spain barely got a majority, but there were a significantly large number of votes cast than there were signatures collected, so the race was ruled a run-off election to be held Wednesday, after the Tech goes to press.

Bonner's position was created last December as a result of the recommendation by a faculty committee that a senior faculty post should be formed to improve communications. The need for such a post was long known. Many standing committees dealing with student activities had no student representation. Bonner will act as a coordinator for these activities. He elected the selection of the new dean of students, Dr. Robert Huttenback, and associate dean of students, Dr. David Wood, as well as the search for a new master of student houses, as involvement of his office in student affairs.

Bonner has yet to fully devote himself to this new job. The responsibilities of his former position as assistant to the president (which he held since February, 1967) still remain; these duties include: 1) doing odd jobs and errands that the president needs support on, such as studies, reports, and relations with the trustees, donors, and faculty; 2) acting as a representative for Caltech with federal granting agencies, and 3) acting as facilities coordinator for construction projects, including new buildings and the reuse of old.

Student representation

Bonner views himself as a student representative—defending student interests with higher administrative officials, and communicating and interpreting school policies to students. He is now setting up lines of communication and becoming familiar with the activities of student-oriented committees. He is eager for advice on how to improve communications. How, for example, should the members of committees report to the rest of the faculty and students? There is a lot of information available, but few are aware of it.

A news bureau release states: “The director of student relations will be given primary responsibility for maintaining and promoting good communications and good relations among students, faculty, and administration and trustees,” said Caltech President Lee A. DuBridge in explaining the purpose of the new position.

“Dr. Bonner, a Caltech alumnus, will maintain liaison between students and faculty and will coordinate the efforts of the student deans, the master of the student houses, and officers of other institutes responsible for student-related activities.”

And a letter from Dr. DuBridge to outgoing ASCIT President Joe Hilkes further emphasizes the director's function: “I now urge you and all other officers of ASCIT, and the officers of other student organizations, to remain in close contact with Dr. Bonner, to express to him your ideas and hopes for the improvement of student relations at the Institute, and to keep him fully informed of activities which student organizations wish to undertake, particularly those involving the Institute as a whole or involving relations with outside organizations and agencies, including foundations and the government.”

Let us work together

I received the impression that both sides of the college conflict are working towards the same goal. The administration is progressive, but prevailing academic myths sometimes produce misunderstanding and resigna- tion. Purile complaining must be channeled; the director of student relations is now an accepted, known line of communica- tions and agencies, including the activities of student organizations and including the government. I earnestly request the full cooperation of the entire student body with Dr. Bonner as he undertakes his important new duties.”

Kirk Douglas in THE BROTHERHOOD

and

Michael York in STRANGE AFFAIR

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The faculty-student communications difficulty is really a people problem. Are faculty welcome in student circles? Are students welcome in faculty circles? This “apartheid” quality of human nature—where two peoples perpetually see the other as “enemy”—causes the friction which mars so many campuses. But what is the appropriate line of communication—faculty-student? Bonner, for one, feels that his walking into a student house would be an inspection, but he would gladly accept an invitation to a meal. We need not only to associate with people having interests similar to ours, but with those who are in our agegroup. So a “formal” structure must be used as a link between groups.

There is a growing respect be-

(Continued on page 6)
Into the Incinerator

Barrel Writes College Boards

by Jim Cooper
(Colublican's Note to Cal Tech readers: Ah yes, gentle readers, it is that time of year again when boards of thrill-seeking high school kiddies invade our placid campus to turn themselves on with what we do here.

Following the year-old tradition of this newspaper, the staff of Coopers, Inc. has once again prepared a special column designed for the high school student only. Teachers need read no further.

Greetings and salutations from your friendly neighborhood columnist to all of you eager, happy, unsullied high school students. Although the purpose of your presence here is by no means to influence your choice of a college, many of you are undoubtedly considering Caltech as one of your choices. Since I wish to be known as a friendly, helpful columnist, I have prepared the second annual version of a quiz entitled, "Is It Tech for You?"

Although Caltech is presently a men's college, recent revisions in the Institute's admissions policy will mean that in the not-too-distant future Caltech will admit women undergraduates as well. I have also prepared a special section of the quiz exclusively for female high school students.

There is no time limit to the quiz, nor do you need a pen or pencil. Section I of the quiz is for males only, and section II of the quiz is for females only. Each question is to be answered "Yes," "No," or "Neither." We are about to begin.

SECTION I: 1.) Are you male? (If you answered "no" to this question, you are in the wrong section and should immediately go to Section II. If you answered "undecided" to this question, you are in the wrong section and should immediately go to the Genetic Oddities Section of the Biology Division.)

Do you enjoy taking showers? 2.) Is your favorite piece of classical music Wagner's "Ride of the Valkyries"? 4.) Do you think hamburbers for lunch every day would be wonderful? 5.) Do you think the word "wasser" stands for a new method for wave amplification by the stimulated emission of radiation? 6.) Do you think some waves are a sound? 8.) Do you think the word "ensei" is a sound? 20.) Do you think the word "Raphael" refers to some kind of fruity dessert? 22.) Did you miss last Sunday's episode of Mission: Impossible? 23.) Is the word "DEF" a German pronoun? 24.) Is the word "FEHI" really false? 25.) Do you think the best example of a horrid animal is an antelope? 26.) Does the word "CRITIRAN" refer to some kind of fruity drinking mix? 27.) Is your most prized possession your slide-rule? 28.) Do you calmly go to your home after your school wins a football game? 29.) Do you listen to become a physicist? 30.) Do you think you can get along with this stupid quiz any longer?

Now, to see how you did, please skip over the female section of the quiz and read the evaluation section.

The next section is for females only. Again, please answer each question "Yes," "No," or "Neither."

SECTION II: 1.) Are you a female? (If you answer "no," you are in the wrong section and (Continued on page 5)

Do you think Bridge is a mythological building that stands around and guard drinking tubes? 41.) Do you think that Feynman's Lectures in Physics is the clearest and most comprehensive survey of the subject you have ever read? 45.) Have you read Feynman's Lectures in Physics? 18.) Do you think that it is God who determines how the universe is to be run, and that He does not ask Feynman's advice? 217.) Do you believe an apostle is a sound? 17.) Do you believe an apple is a religious fanatic? 18.) When your science or math teacher says that something is "trivial," "intuitively obvious," or "easily derived," do you agree? 19.) Are you unaware of what the letters "HFID" mean when used in math proofs in lieu of "QED?" 20.) Does the word "great" mean 14 things? 21.) Are 14 things gross?

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Eric F. Goldman, Rollins Professor of History at Princeton University, will give a course titled "World History from 1914". The course, discussing the history of the world since 1914, will be taught as a seminar in two sections of twenty each, with registration on a first-come, first-served basis.

For years his course on modern European history has been among the most popular at Princeton. Goldman has been voted "best lecturer" by the student body for twelve years running. Lately he has become dissatisfied with the lecture method of teaching and has switched to the seminar approach, reducing enrollment in his course from 350 to 35. At Princeton, both senior and junior majors and humanities majors are enrolled in the course.

According to Daniel Revis, Assistant Professor of History, Dr. Goldman is looking forward to teaching at Caltech since he knows of the high level of intelligence of the student body. His approach toward his students is individualistic. This year, he will challenge his students with an iconoclastic approach to their studies, especially those who challenge his own ideas with reason and knowledge. Often, said Revis, these students, the ones who flatly disagree with him, are those who do the course.

Goldman received his doctorate in 1952 from the United States. His recent interpretive memoirs, "The Tragedy of Lyndon Baines Johnson," has been creating a stir among reviewers. He will be giving the Haynes Foundation Lectures on March 3rd, 6th, and 10th. The topic of these lectures will be "The Metamorphosis of The New American of the 1960's," and they will be held in Beckman Auditorium. The public is invited.

Barrel Boreds (Continued from page 4)

5.) Do you think college men are fascinating? 6.) Do you think college women are fascinating? 7.) Do you have an idea what they are? 8.) Is your weight between 80 and 180 pounds? 9.) Do you think college men are fascinating? 10.) Do you think college women are fascinating?

EVALUATION SECTION

For males

1.) Do you enjoy meeting fascinating males? 2.) Do you enjoy meeting fascinating females?

For females

1.) Do you enjoy meeting fascinating males? 2.) Do you enjoy meeting fascinating females?

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You will find a complete selection of Cactus Casuals slacks in our Alley Shop. Drop in at your earliest convenience.
Tech Ruggers Beat Riverside

by Chris Brennen

Incessant rain made handling difficult during Caltech's home league game against U.C. Riverside on Saturday. Caltech attacked from the kickoff, but good Riverside defensive covering prevented any score until Hyland converted on one of the numerous penalties which marred the earlier part of the game. Minutes later, the Caltech scrum-half, Cope, found a gap around the side of a five yard scrum and scored un molested. Riverside reduced the margin to 6-3 by a converted try, which was wing forward Fly-kicked forward and beat the Caltech defense to the touch down. After the restart, the Caltech halves, getting good ball from sterling lineout work by Fisher and Schramm, continued to worry the Riverside defense with lofted punts.

One such kick bounced awkwardly past the out-stretched arms of the Riverside fullback to where Liger, the Caltech wing, was on the spot to gather the ball for a clear run-in. In the closing minutes, the Riverside centre broke through from the half way line switched left and handed on for his outside to complete a fine consolation try. Though play was rugged in patches, the final score of 15-6 reflected a convincing Caltech win.

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CAMPUS INTERVIEWS

WEDNESDAY

FEBRUARY 26

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tive or write: College Relations Office, LTV Aerospace Corporation, P.O. Box 5907, Dallas, Texas 75222. An equal opportunity employer.