

CEP will bring Course VI plan to faculty at special meeting

By Daniel Crean

The Committee on Educational Policy (CEP) will recommend the faculty establish a screening process for freshmen desiring to major in the Department of Electrical Engineering and Computer Science (EECS). The faculty will consider the proposal at Tuesday's special faculty meeting.

The proposed screening would consist of a written application and an examination near the end of the freshman year. A committee of faculty members from Course VI and other departments would select applicants.

The application would consist of a "written document" said Arthur C. Smith, faculty chairman, at a special Undergraduate Association General Assembly meeting Wednesday. The application would "allow the student to convey the reasons and intent for wanting to major in [the department]," stated a report issued yesterday afternoon by the Committee on Educational Policy.

The examination would focus "on basic understandings in mathematics and physics relevant for work in electrical engineering and computer science." Faculty members in the Departments of Physics, Mathematics, and Course VI would design the test, which will "test basic preparation, not degree of sophistication," according to the report.

Smith said, "No grades of courses at MIT" would appear on the application.

"We are concerned with the pressure of the exam," Smith said. "We are aware of the pressure and competition that arises if you use freshmen performance" to screen potential majors.

Smith said he favors an exam over the use of freshmen grades for acceptance to Course VI. "I think it has the advantage of not putting day to day pressures on the freshmen."

"There has got to be some mechanism for people at MIT who make late decisions," Smith noted.

"The action being requested now applies only to the Class of 1988," a letter from Smith to the

faculty states. The committee "will present a proposal for actions which would apply to subsequent classes" in the spring.

No student currently attending MIT will be restricted from majoring in Course VI, although this is "not the same as saying anyone here can take any subject in the catalog," Smith continued. "The CEP is urging other departments to develop computer" subjects, and there is currently some sharing of teaching loads among departments.

The committee's other proposal would change the admissions process to "establish separate admissions into EECS . . . which would guarantee at the time of admissions students' subsequent entry into Course VI." The op-

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tech photo by Simson L. Garfinkel

77 Massachusetts Avenue.

Hope declines to release McBay letter

By Barry S. Surman

Mary O. Hope said Wednesday she will not release a letter that reportedly includes the justification for her dismissal last month as assistant dean for student affairs.

"It's against my welfare to give it out," Hope said in a telephone interview.

Hope had said repeatedly in the last two weeks she would release a copy of the letter from

Dean for Student Affairs Shirley M. McBay.

That letter "would put to rest a lot of rumors," Robert M. Randolph, associate dean for student affairs and Hope's former supervisor, said last week.

MIT President Paul E. Gray '54, Vice President Constantine B. Simonides, Director of Personnel James J. Culliton, McBay and Randolph have all refused to disclose the reasons for Hope's

dismissal, citing Institute policy against discussing individual personnel matters.

"The Institute has just as much right to give the letter as I do," Hope said Wednesday. "I should not jeopardize myself."

Hope would not say how releasing the letter might jeopardize her. "I haven't made up my mind what course of action I'm going to take," she said, refusing to elaborate.

Culliton said "even with the person's permission," the Institute would not release McBay's letter or discuss Hope's case. "We don't do that," he said.

The reasons for a termination might be made available to a

court or investigatory agency if a dismissed employee were to institute legal proceedings, Culliton said. "That's the only way."

"Individuals can really choose to do what they wish, but we have our policy and we'll stick by it," Culliton said.

Hope said MIT was responsible for her dismissal, and hence also responsible to explain its action. "The Institute did it," she said. ". . . They're the ones who made the charges. They let it out that I was dismissed. . . . They spoke on that."

"They can give the letter if they wish," Hope said. ". . . They have the opportunity to clear it

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MIT seeks funds from Harvard, Tufts for ROTC

By Diana ben-Aaron

MIT Provost Francis Low has approached officials at Harvard and Tufts to ask those universities to contribute to the ROTC program, which involves cross-registered students from those schools and Wellesley College.

"The ROTC program costs are not entirely borne by the government," Low said. "We pay substantial amounts from general funds to the armed forces to support these costs."

The government pays only for instruction, while MIT bears operating expenses such as space, office machines, and civilian staff, including secretaries, according to Charles H. Ball, assistant director of the MIT News Office.

"MIT has decided to ask Harvard and Tufts to pay a fair share based on the number of their students in the program," Ball said. "We are seeking some sort of a quid pro quo agreement with those schools."

Both Low and Ball emphasized that no agreement has been reached yet, although they said they are optimistic. "[Harvard Dean of the Faculty Henry] Rosovsky seems sympathetic to it and they are proceeding to see if they can do it and I'm optimistic they will," Low said.

Harvard students have been participating in MIT's ROTC program for seven years. "We could have come up with this at some time in the past," Low admitted, adding that the question had been prompted in part by

MIT's present financial bind. "You just look everywhere for reasonable sources of money," he said.

While the amount requested from Harvard is "over \$40,000 a year," according to Melissa D. Gerrity, associate dean of the Harvard faculty for financial affairs, MIT officials said the amount was not fixed and was subject to fluctuations based on changes in operating costs and number of students enrolled from each participating institution.

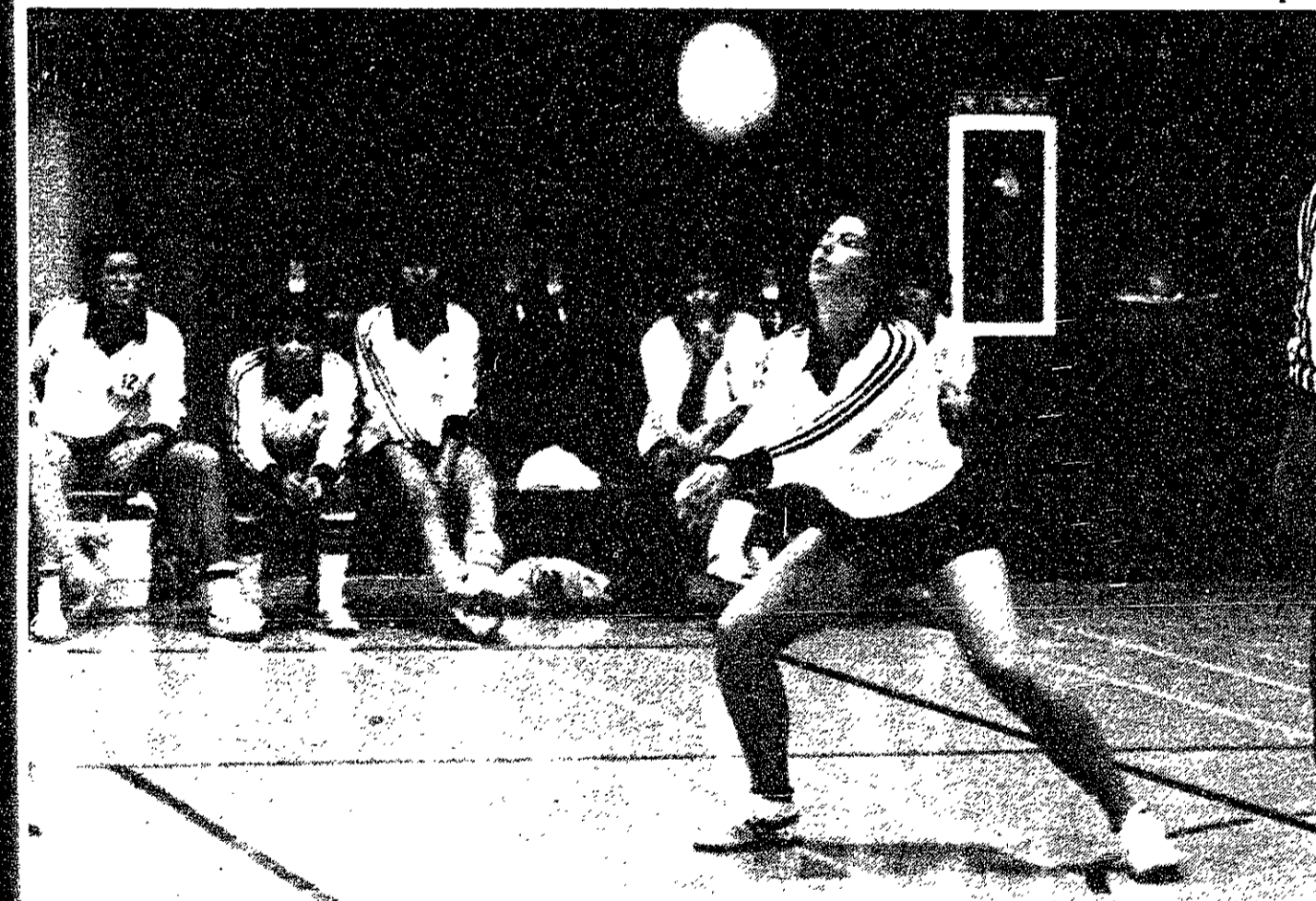
Associate Provost Frank E. Perkins '55 first suggested the plan last year.

Low noted that delays in assembling the necessary figures on expenses and enrollment as another reason the other universities had not been approached earlier.

"I felt [ROTC] was an activity in which we were investing considerable amounts of money and from which others were deriving much benefit," said Perkins. A ROTC scholarship covers full tuition as well as a \$100 monthly stipend, indirectly saving scholarship funds at participating institutions.

inside

MIT President Paul E. Gray '54 discusses overcrowding in the Department of Electrical Engineering and Computer Science. Page 2.



tech photo by Simson L. Garfinkel

Anella Munro '85 bumps against Salem State earlier this season.

Volleyball team in final four

By Martin Dickau

The MIT women's volleyball team will meet tonight first-ranked University of California at San Diego in the semifinal round of the National Collegiate Athletic Association's Division III Women's Volleyball Tournament in La Verne, Calif.

The Engineers, ranked fourth in the nation at 41-0, are the only unbeaten team in the competition. It earned the right to face the heavily-favored Californians by defeating Eastern Connecticut State University, 3-0, in the tournament's second round and Ithaca College, 3-1, in the quarterfinals. The quarterfinal victory also gave MIT the Eastern regional crown.

This season has been the most successful in the Engineers' histo-

ry. MIT, under the guidance of head coach Karyn Altman '78, has won all its matches, losing only five of its 97 games. Last year, the team also took part in post-season play but lost to Western Maryland College in the quarterfinal round.

UCSD won its second-round match against Western Maryland, 3-0, and crushed 13th-ranked host Juniata (Pa.) College 15-4, 15-4, 15-2 in the quarterfinals to win the Mideast regional and move on to the semifinals. UCSD has a 26-13 record, but its losses were to powerful Division I schools which most Division III teams never play.

Unranked host University of La Verne and number two Elmhurst (Ill.) College will square off in the other semifinal match.

La Verne upset third-ranked Occidental (Calif.) College, 15-9, 15-10, 15-7, in the second round and 10th-ranked Ohio Northern in the quarterfinals to win the Western regional title and earn a spot in the tournament it hosts this weekend.

Elmhurst, by virtue of its 3-1 wins over Illinois Benedictine College and the University of Wisconsin at Lacrosse to snare the Midwest regional championship, enters the final four with a sparkling 55-4 record.

The losers of the first two matches will face each other Saturday at 6 p.m. to decide third place. The title match follows.

MIT is scheduled to leave Los Angeles shortly after noon Sunday and arrive at 8:15 p.m. in Logan Airport.

Gray discusses Course VI overenrollment

By Diana ben-Aaron

President Paul E. Gray '54 is a former professor of electrical engineering at MIT. He received the SB, SM, and ScD degrees in electrical engineering from the Institute.

Q: What exactly is the problem with overenrollment in Course VI?

A: ... The problem, as I see it — that is, in numerical terms; it's indescribable what it means for the department — is that there has been a steady and increasing rate of increase of undergraduate majors in the department. Last year, on the order of 340 sophomores were enrolled in the department; this fall, there are something like 380. If one takes a look at the students who are presently freshmen and tries to extrapolate, based on all sorts of rules that have worked in the past, we expect perhaps 450 sophomore majors in the department next year. Total undergraduate enrollment in the department at the present time stands at something like 1100 or 1200 majors. One-third of the undergraduate population is enrolled in the Department of Electrical Engineering and Computer Science and it's growing at a rate that will push that figure to half



Tech photos by Stephen Berczuk

in two or three years. That size of undergraduate population over which the department at the moment has no control, coupled with their graduate population, over which they do have control, adds up to what I think they would describe as a crushing burden in terms of the need to advise, to teach, to supervise thesis work of the students, and the department view is that about 250, maybe 300, majors per class, 750 or 900 total, is what they are staffed for and have the capacity to serve in a reliable way. When you get above that, as they are now, approaching one-and-a-half times that, maybe even twice that, you begin to run into a whole set of problems related simply to the number of people, the size of classrooms, the size and capacity of laboratories, the size of lecture halls, the number of faculty, and the problem that office space represents as a limit on increased faculty. So the problem from the point of view of the department is simply too many people to teach, advise, and supervise thesis work. That's the problem we're trying to deal with. ... Something needs to be done to bring the number of majors in Course VI under control at a level which will not do serious damage to the department.

Q: You are firmly committed to limiting the number of undergraduate majors, as opposed to expanding the department to accommodate everyone who wishes to major in it?

A: I wouldn't put it as an either/or situation. You say "firmly committed," but I'd like to qualify that. I think that the department can undertake some expansion, but I think the amount by which it can expand is rather small. The department could not expand by 100 percent or even 50 percent. The department now has about 110 faculty; it could not grow to 150 faculty. It could not grow because there is not physical space to house them, office space or laboratory space for research, and, as I indicated earlier, there is not teaching space, particularly in terms of laboratory space, to accommodate a larger number of students. So I think, no, that the department could not grow to meet the present enrollment, let alone, some form of increase. There is an additional problem, which has nothing to do with office space or other limits on physical capacity, and that is that in order to hire qualified faculty — the job market, as I'm sure you are aware, a PhD in computer science, is a sellers' market. And I think if the de-

partment had the funds to set out next year, let's say, to add ten or a dozen people to the faculty, they probably could not do it, they could not hire that many people at the level of qualification that is needed. There just aren't that many people. This is a problem for a growing number of majors in electrical engineering and computer science. It is not a problem that is unique to MIT, it's a problem that's occurring in engineering schools everywhere, and at the same time, undergraduate enrollments have been growing over the last decade. When I speak now about engineering, all kinds of engineering, the number of bachelors' degree recipients who've gone on to graduate study has been declining, the number of masters' degree recipients who go on to doctoral study has been declining. Also, over the last ten years, the number of doctoral degrees awarded to US citizens has declined by a factor of two, and there simply aren't enough faculty and enough potential faculty candidates available to meet the demand for engineering education around the country. There are a variety of estimates you can get out of it; the American Association for Engineering Education estimates that about 10 to 15 percent of the faculty positions at 460 schools of engineering in the US are vacant. We have nowhere near that number of vacancies in this department in Course VI — it probably has one, two, or three vacancies, offers that remain that are not taken up, positions that are budgeted that could have been filled. But because of the national situation, the very strong sellers' market in terms of faculty, the department could not expand if it had the space, if it had the resources.

Q: Are there any other departments with similar problems?

A: I think there is none which has the problem quite so severely. There are three departments here which have grown rapidly in enrollments over the last six, seven, eight years. Beyond EECS, there are Mechanical Engineering and Chemical Engineering, principally those two, but also Aero/Astro. All three of those other ones were starting from a rather depressed student population bases. At one time, a decade ago, Aero/Astro almost had its student population dry up. With the cancellation of the Apollo program and the supersonic transport, the job market was very bad, and the undergraduate enrollment in that department declined to a very small number. Well, it has grown a lot — something on the order of 50, 60, 70 per class — that number is still well within the capacity of the department, and they can sustain a larger enrollment on the present faculty size. Chemical Engineering and Mechanical Engineering saw similar, although not quite as large, increases. Enrollment tripled from very small levels to levels that were reasonable in terms of size of the department. That problem, for the moment, is going the other way in Chemical Engineering, largely because of the poor job market ... at the bachelor's level in the last two years. The sophomore class in Chemical Engineering this fall was half the size it was a year ago. Mechanical Engineering, I think, is about stable.

Q: What are the financial aid aspects for the Class of 1988 and after?

A: There is a task force, formed about a year ago, chaired by Professor Frank E. Perkins '55 and advised by several other members of the Academic Council. That task force has been at work since then. They were asked to look at the fact that the Institute's financial aid policy, that the financial implications of that policy, to see if it made any sense to consider alternatives, and to make recommendations. Until that report's come in, I don't think it's fair to say what, if any, change might be made. The critical time for those questions is, of course, soon after the holidays, by February or March, when they decide on the applications of next year's freshman class. ...

Q: You don't know if the committee or task force is seriously considering the suggestion put forth in the independent newspaper Link in 1981 that MIT up the charges to the government and other people using its research facilities, instead of upping the charges to students?

A: I doubt very much that they're considering it, because it's a foolish suggestion, it's a suggestion that displays an ignorance and a sense of wrong facts. MIT is not paid by the government on a one-on-one basis on which we can set our charges for research as we please. The government establishes a uniform policy that applies to all institutions that receive federal funds for research, and to make a long story short, that uniform policy says that the government will reimburse institutions for what the government regards as all the costs incurred in the forms of that work. I would assert that they do not recognize all the costs, and

therefore they reimburse us for somewhat less than the research costs. On the other hand, we have no freedom in setting the price any longer for research, because the research is paid for on a cost-reimbursement basis.

Q: Do you have any freedom in setting the overhead?

A: No. The overhead rate is negotiated each year, and set several years ahead. That process is governed entirely by this framework of the policy understanding with the government. We certainly are active participants in the negotiations, and those negotiations can change the overhead very modestly one way or the other, depending on whether we are persuasive to the government. ... The cost of education — if you think of MIT as involved in two functions — think of it fiscally in two functions — one is education on the graduate and undergraduate level, the other is research, performance of research grants or contracts. ... Institutionally, it's an artificiality to separate education and research quite so cleanly, because research, after all, provides the environment in which graduate education occurs. It also affects very directly undergraduate education — just look at UROP, two-thirds of the undergraduate students are involved in UROP, and so they are directly involved in the research enterprise in that sense. So, fiscally, it's an artificial concept. But keeping in mind that artificiality, and looking at the educational side of the place, the costs of education have been, for as long as we've kept the records of them — and that goes to about the Depression, 1930 — the cost of education at MIT, per year, per student, has been something on the order of twice the tuition charge, and the difference between the price, which is what the student pays ... and the cost, is made up in earnings on the endowment, is made up on the gifts, but none of it comes from the federal level, from research reimbursement on the federal level.

Q: Do you think Project Athena will have any effect on Course VI overenrollment? What do you think will be the major effects of Project Athena?

A: Well, it's awfully early to speculate. The first round of proposals for projects will not be in hand until February or March ...

Q: So nobody knows exactly what it's going to do?

A: That's right. What we know right now is what physical resources we've got. We know something about what financial resources we have, and we know quite a lot about general objectives, but in terms of details, what's going to happen, who's going to do it, how it will affect what set of undergraduate courses in what way — those are speculations. Six months from now we'll know quite a lot, be-



cause these programs will all be beginning next fall, but there's very little that can be said specifically right now. I will tell you that my hope is that Project Athena, by making computing resources generally available to the undergraduate program across the Institute, will ease the pressures that are on Course VI. I believe that stands a chance of happening, if other departments can be encouraged to use those resources which brings computing into their activities in a natural manner, and which makes clear to students what I believe to be the truth — that if you're interested in learning not only how to use computation your professional field, but also learning something about the nature of computation and how to develop its capacity.

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news roundup

World

Runway collision at Madrid airport kills 90 — An Iberia Airlines 727 crashed into an Aviaco DC-9 on the takeoff runway Wednesday morning, killing 90 people and forcing the hospitalization of more than 30 of the approximately 45 survivors. The Aviaco plane had mistakenly moved in front of the 727, officials said. The Iberia jet, cleared for takeoff in heavy fog, slammed at 150 mph into the smaller plane.

Nation

Justice Department ends anti-trust suit — The Justice Department announced Wednesday that it is dropping anti-trust charges against four American oil companies because they no longer have any major effect on the world price of oil. William F. Baxter, chief of the department's anti-trust division, terminated the six-year litigation against the Exxon Corporation, the Standard Oil Company of California, Texaco Inc. and the Mobil Corporation, saying there was virtually no chance of bringing a successful suit.

Man would rather slice than stir — Roscoe James Brown, convicted of rape in Columbia, S.C., said Wednesday he would undergo castration to avoid a 30-year prison sentence. Circuit Judge C. Victor Pyle Jr. offered the choice to Brown and a second man convicted in the attack. Brown said he believes either sentence could ruin his life.

Weather

Weekend full of bluster — Today will be sunny with increasing cloudiness in the afternoon, high between 36 and 40. Snow flurries are possible tonight with a low between 26 and 30. Saturday's outlook is for clouds and sun with a high of 34-38.

Robert E. Malchman

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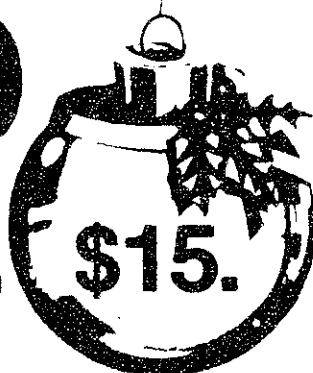
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Opinion

Editorial

CEP plan is least of all possible evils

A report issued yesterday by the faculty Committee on Educational Policy shows the committee has carefully considered the many possibilities for rectifying the present overcrowding crisis in the Department of Electrical Engineering and Computer Science. The committee correctly concludes the least damaging temporary solution should not be to change MIT's admissions policy, but rather to selectively admit members of the Class of 1988 into the overcrowded department in spring 1985.

Separate admissions would institutionalize Course VI as an elite. Any benefits derived from the easing of the overenrollment problem in the department would be more than outweighed by the increase in tensions during the application process and in the freshman year. The faculty must take steps however, to reduce the number of students majoring in Course VI. The plan calling for application to Course VI at the end of the freshman year, while undesirable, is the least offensive of the stop-gap measures.

The faculty, however, must be extraordinarily careful in considering this temporary measure not to erode further the unique character of the freshman year at MIT. Explicit academic measures — such as hidden grades and letters of recommendation — should not be included or permitted in the selection process at all. Some freshmen may otherwise take Course VI subjects just to get recommendations, ostensibly improving their chances of admission. This result, besides creating additional pressure in an already hectic and confusing year, could exacerbate overcrowding in introductory classes such as Structure and Interpretation of Computer Programs (6.001).

Any test required for admission to Course VI must be one for which students cannot study to improve their scores — and must be clearly described and advertised as such. The test should cover general knowledge and aptitude, not specific expertise. A freshman must not be put in the trying position of having to study all year with hopes pinned on the outcome of a single examination.

Although the faculty must carefully consider the proposed temporary solution, it must also immediately implement a long-term solution. MIT must recruit for its less well known departments. The major obstacle of such a program is the current reputation of MIT among high school counselors as just a place for engineering. To change this reputation, MIT has to act vigorously and immediately.

Equally important though, is that MIT *must* change its admissions policy. Changing other people's attitudes toward the Institute will not solve anything if MIT still biases the admissions process toward those who are interested in engineering. The Admissions Office must de-emphasize the importance of a science and mathematics background as an admissions criterion.

The only way to ensure a diverse student population is to choose people with diverse interests and to admit them. The present policy of accepting a mostly homogeneous population and then expecting it to major in diverse departments is inane.

The faculty members must remember that the committee's proposed solution, although the least detrimental of the possibilities, still sets a very bad precedent. The solution attacks one of the fundamental tenets of Institute policy on academic freedom. One of MIT's basic precepts is that students and faculty members are free to study whatever they wish; this idea is now being compromised.

The faculty must immediately institute a long term plan to solve the overcrowding problem. Potentially, the most damaging effect of the committee's solution, is that it might give some very shortsighted professors the mistaken idea that a permanent solution to Course VI overcrowding will result from just this proposal.

Column/Ron Bloom

Result of "The Day After" is heightened public awareness

Rabbit: "How is this country supposed to conduct a decent arms race if everyone is hysterical?"
Binkley: "Maybe it's time for a few hysterics."

— Bloom County

On the ABC panel discussion following the "The Day After," Dr. Henry A. Kissinger attacked the making of a graphic film from statistics known for decades. "Are we supposed to make policy by scaring ourselves to death?" he asked. The answer, as Binkley would agree, is "Yes." It is about time for people and the US government to get a little scared and start taking the issue of controlling the arms race seriously.

The total explosive power in the nuclear arsenals of the United States and the Soviet Union is about 12,000 Megatons, 1 million times more than the Hiroshima bomb. Recent studies have estimated that the cloud of smoke and dust caused by even a small exchange would cause a "nuclear winter" that would effectively wipe out the human race. Current plans budget \$2 trillion for defense in the next five years, one quarter of that for nuclear weapons.

We are exposed to statistics like those above quite frequently, but most people tend to give them little thought. Too many simply yawn and turn to the sports page upon seeing reports of how much the defense budget will increase

the next year, or what developed most recently in the arms negotiations. To catch people's attention, a simple graphic movie like "The Day After," watched by 100 million Americans, is what was needed.

Critics argue showing the film was a disservice to the nation, that it was propaganda, or that the purpose behind its showing was, as William F. Buckley Jr. said, "to launch an enterprise that seeks to debilitate American defenses." Buckley and others missed the point. It is unlikely this "propaganda" has suddenly turned viewers into radical disarmament advocates, sending them pouring into the streets for anti-nuke demonstrations. The film more likely gives each viewer the sense that his position on preventing such a fate is the right one. The film was a relatively non-ideological attempt to increase public awareness. People are now forced to think about their views, or begin thinking about developing one.

It would have been great if there were a movie that presented balanced issues and facts and appealed to reason instead of emotion. But 100 million Americans will not watch such a movie. One must attract the public's attention first, then educate them.

This heightened public awareness is the major benefit of "The Day After." People need to get a little scared, they need to be aware that under some combina-

tion of events, tensions, or accidents, these terrible weapons could be used with a result probably much worse than the one depicted in the movie. One cannot banish such a thought to some dusty recess of the mind.

Another major benefit to the airing of "The Day After" and its accompanying publicity directly relates to the first. Once people are more concerned with and educated about the issues of nuclear arms, then its government might take action to solve some of the present problems. Concern has been mounting in recent years to do something, public opinion must be further awakened, and our government must act, or be forced to act.

Criticism that the movie devastated Americans with fear and moved them to seek simple solutions is countered by polls showing no significant change in public opinion on the issue. While a public overwhelmed with fear is dangerous, a public mired in apathy is almost as bad. Americans are too accustomed to graphic movies to let one devastate it with fear and despair. They will be left, one hopes, with a little fear and a lot less apathy.

Carl Sagan reproached Americans for sleep-walking for 38 years and he said he hoped the film would spur a year-long debate on the issue. The film was the main topic of conversation for a day or two as people discussed the issues surrounding it, or recalled some of the more striking scenes: the launch of the Minuteman missiles under the shocked stares of Kansas onlookers; cars suddenly shutting down; houses blown apart as if they were made of cards; fields of dead and dying; the president's absurd radio address; or the wasteland that was once Kansas City.

If these images remain in people's minds for a while, maybe the next time someone sees an article about defense spending or the arms negotiations or a candidate's views on such a subject, a chill will run up the reader's spine and he will linger over that article before turning to the sports page.

Column/Simson L. Garfinkel

Teach how to learn

Fourth of a five-part series.

There has been a recurrent, but as yet unvoiced, theme to the past columns in this series: While MIT may be teaching the most revolutionary science and technology, its teaching methods have not changed significantly in its history.

There are exceptions to this assertion. Many "experimental" teaching techniques have been tried over the years. Some of them have been successful for a while and then failed; others have simply failed. The Experimental Study Group and Concourse stand out as experimental programs that have been successful. These facts are alarming; they are the result of MIT professors not approaching the problem of teaching technology in a scientific fashion.

Trends toward experimental teaching were most prevalent in the 1960s and 1970s. These programs were not proper scientific experiments because of several factors, rendering any "findings" from the experiment uninterpretable and inapplicable to the curriculum.

Experimental education programs in the past have not built on what was learned from previous experiments, but have instead started fresh with ideas original to a particular teacher. They have been, for the most part, not evolutionary developments in the course of education, but radical departures from previous teaching techniques. The students in these programs often make up a small, self-selecting, motivated group of individuals looking forward to a new kind of teaching.

Evolution usually punishes radical departures in favor of slow, methodical, breeding. A

radical break with tradition is occasionally successful, hence the Experimental Series Group, but, for the most part, they fail. There are also cases of successful experimental programs falling apart when the creative force behind the project goes on to new horizons, leaving another, less motivated, teacher in his place.

MIT's resources, both material and educational, would be better spent on the slow, methodical, development of curricula and teaching techniques. The Institute should develop a science of teaching. MIT should find and perfect ways not only to teach people more, but to teach them better and faster. Students attending MIT should learn how to learn: not just by trial and error, as they do now, but by a method developed as the result of years of research into the nature of human education and memory. The methods should continue to improve.

The students here are buckling under the workload. They are thrust into an environment in which pulling all-nighters is the only practical way to get their work done. The Institute has made an effort to help, but the Dean's Office knows nothing about educational techniques.

There is much human potential that has not been tapped. We should be able to learn a lot better than we do now. It should be possible to increase immensely the rate of learning and the retention of knowledge. MIT should be teaching its students three times faster than it currently is. MIT students should remember what they learn, in the smallest detail, forever. Accompanying these changes should be an increase in

(Please turn to page 5)



Reclarifies project goal

To the Editor:

I don't mean to belabor the point, but I feel that your editor's note in response to Dorcas Yao's letter [Feedback, Nov. 29] about Project Contact continues to create a misperception about the primary purpose of this project. The primary purpose is to provide information about what it is like to be a student at MIT. In the course of so doing, we would expect to dispel some negative misperceptions that potential applicants might have about MIT, and this might result in making MIT seem like a more attractive alternative to some students. However, I want to emphasize that the objective is to provide information to help people make well-informed decisions about their college choices.

Bonny S. Kellermann '72
Educational Council Director

The Tech

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Opinion

Change education

(Continued from page 4)

the amount of free, non-academic time, at the disposal of every student.

The argument against attempting to find a better way of teaching is that the faculty has no time for thinking about education, that all their time is taken up by teaching, research or begging for funds. This argument ignores the fact that, if properly administered, the result would at the same time lessen the planning time and increase educational effectiveness. The aforementioned argument is typically put forth by individuals who see any change in the status quo as threatening, something to be avoided.

A subject's development, just as a person's development, is an organic thing. The contents of a

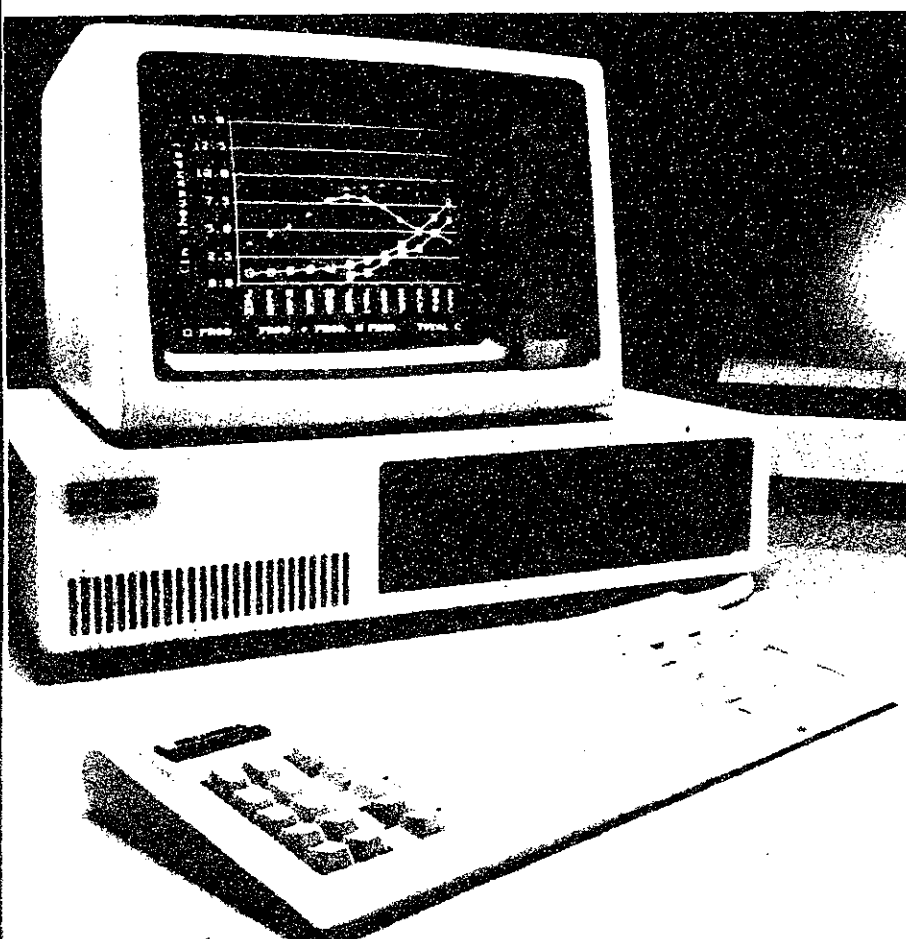
subject are the result of a continual dialogue among the professors in a department and the students of the Institute, concerns for monetary and outside pressures, and other factors. If this dialogue is unacknowledged, or recognized but not made use of, the course develops in a random and sporadic fashion. Changes of dubious benefit are made, often ignoring or eliminating perviously successful modifications. Work is redone, effort is duplicated. Everyone loses.

Instead of this pattern of development, we at MIT must seek new ways not only to educate, but to change the nature of education, change the way in which subjects evolve. This progression is as important as the subjects themselves.

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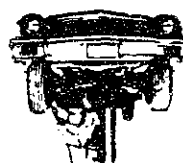
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Faculty to consider proposals

(Continued from page 1)
tion is "supported less strongly," than the proposal to screen freshmen already here.

"The basic difference [between the two options] is the timing," in accepting students into the department, Smith said. "They both have undesirable consequences."

A move to limit enrollment in the department has "been coming about for a long time," Smith said. Approximately 380 sophomores are currently in the department, which predicts 425 majors among next year's sophomores.

"If we go to 425, that'll be like no department at MIT has ever seen — 40 percent of the undergraduates," said Joel Moses PhD '67, head of the department. The department would be "comfortable" with 250 students per class, according to Moses.

Moses indicated he favored an admissions change to reduce the number of Course VI majors. Such an admissions process could be accompanied by a hurdle for freshmen who were not admitted to the department but who expressed an interest in majoring in

Course VI, he said. "The CEP has thought about a lot of things," Smith said. "What we're proposing is a limited part" of a solution. "It would be unfair to say that we have a permanent solution."

Applicants to the Class of 1988 accepted during December under the early action plan will be notified of their acceptance this month. Smith noted December's regular faculty meeting occurs Dec. 21.

Will not release letter

(Continued from page 1)
up. They have my permission to give it out."

Randolph said releasing the letter "would certainly be in our best interests," but denied receiving permission to do so. He declined to speculate how MIT would respond were Hope to request the letter be made public.

"We don't have her permission to give it out," Randolph said. "We don't have her permission."

The Institute has offered Hope, who held the position of assistant dean for 11 years, the option of early retirement, Culliton said last week.

Hope "has not yet decided, as

far as I know," if she will accept that offer, Culliton said Wednesday.

Hope said she has not yet reached agreement with the MIT Personnel Office on the terms of her departure.

"This happened suddenly," Hope said. "I haven't had a whole lot of time to think."

MIT has begun advertising, Randolph said, to seek applicants to fill the vacancy left in the Office of the Dean for Student Affairs by Hope's departure.

"We haven't started the formal search committee," Randolph added.

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sports

Women's basketball wins; men now 0-7

By Martin Dickau

Co-captain Cindy Robinson '84 poured in a game-high 21 points Wednesday night, as the women's basketball team defeated Colby Sawyer College, 58-47, in Rockwell Cage. The victory raises the squad's record to an even 2-2.

The squad dropped a 43-39 decision at Wesleyan University Monday, shooting a miserable 5-for-14 from the free-throw line. Louise Jandura '84 sank nine of her 11 shots, making her the only Engineer to reach double figures.

The men's team continued its slide, losing 83-75 to Brandeis University Saturday and drop-

ping a 55-54 heartbreaker to Hellenic College Wednesday night.

MIT had three players over ten points in Saturday's contest — Craig Poole '86 (19), Randy Nelson '86 (14), and Mike McElroy '87 (11) — but were thwarted by the hot hand of Judges' guard Paul Cellucci, who had a game-high 33 points.

The Engineers, who shot 62 percent from the floor during the

second half, were plagued by their own mistakes, turning the ball over 28 times.

Nick Papanicholaou put in a 20-foot jump shot with two seconds left to lift visiting Hellenic College to a 55-54 victory in Wednesday's game. John Shivanandan '84 had given the Engineers a short-lived 54-53 lead with 14 seconds remaining.

Hellenic's Thanos Katsigiannis

came off the bench to lead all scorers with 20 points. Poole, with 17 points, again paced MIT. McElroy chipped in with 14.

The pair of losses ends the fall portion of the Engineers' season with the team at a dismal 0-7.

The women's team will close the 1983 half of its season Saturday, when it hosts the College of Our Lady of the Elms at 1 p.m. in Rockwell Cage.

Science & Politics: An IAP Project

An MIT student panel is being formed to review the conflicting acoustical analyses of a sound tape made in Dealey Plaza when President Kennedy was shot. (Experts commissioned by Congress found a conclusive indication of a shot from the grassy knoll, while a panel of the National Research Council rejected this finding). Stipends may be available to participating students. For further information, contact Dr. David Scheim at 301 585-4777 or 301 496-2200. (Paid Advertisement)

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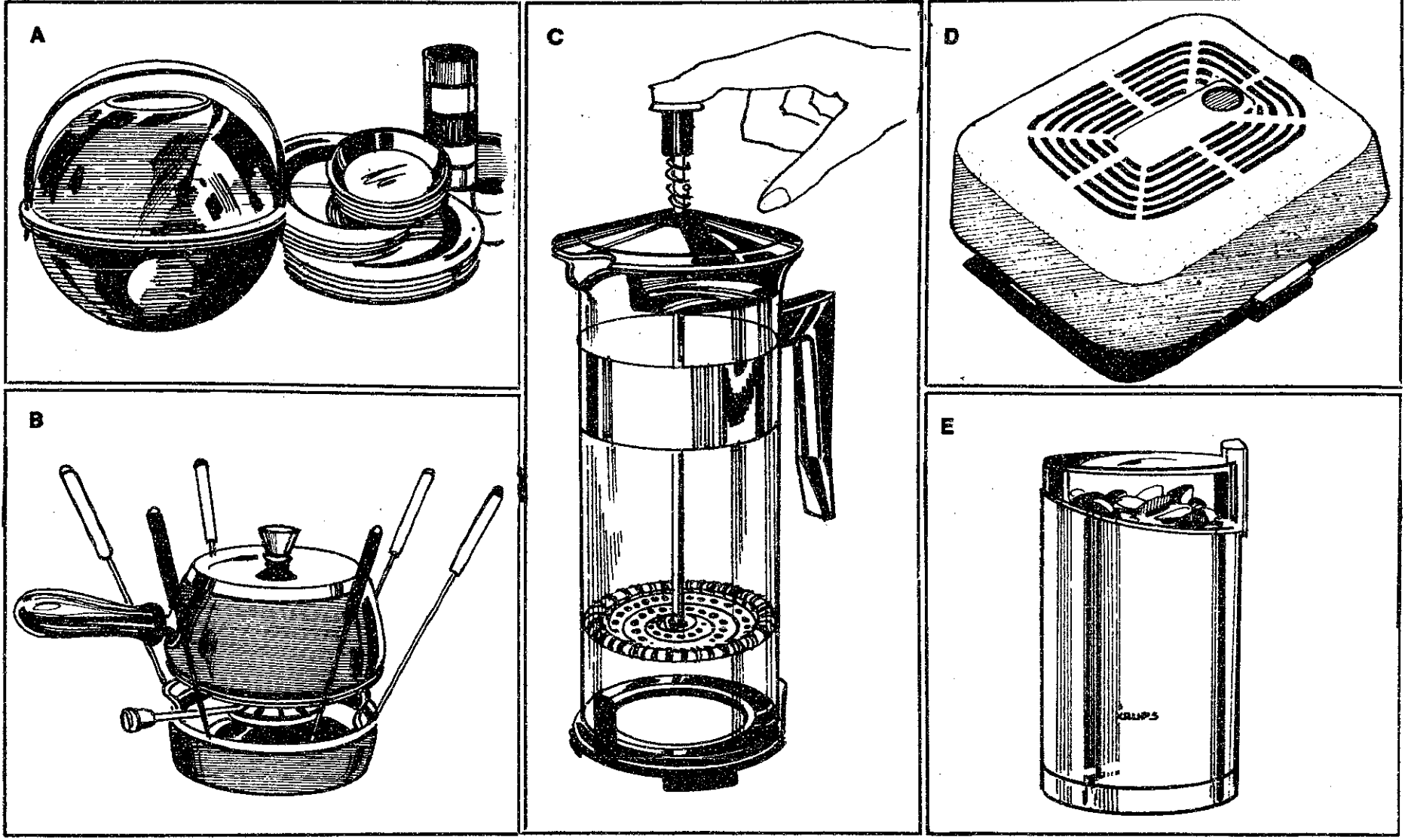
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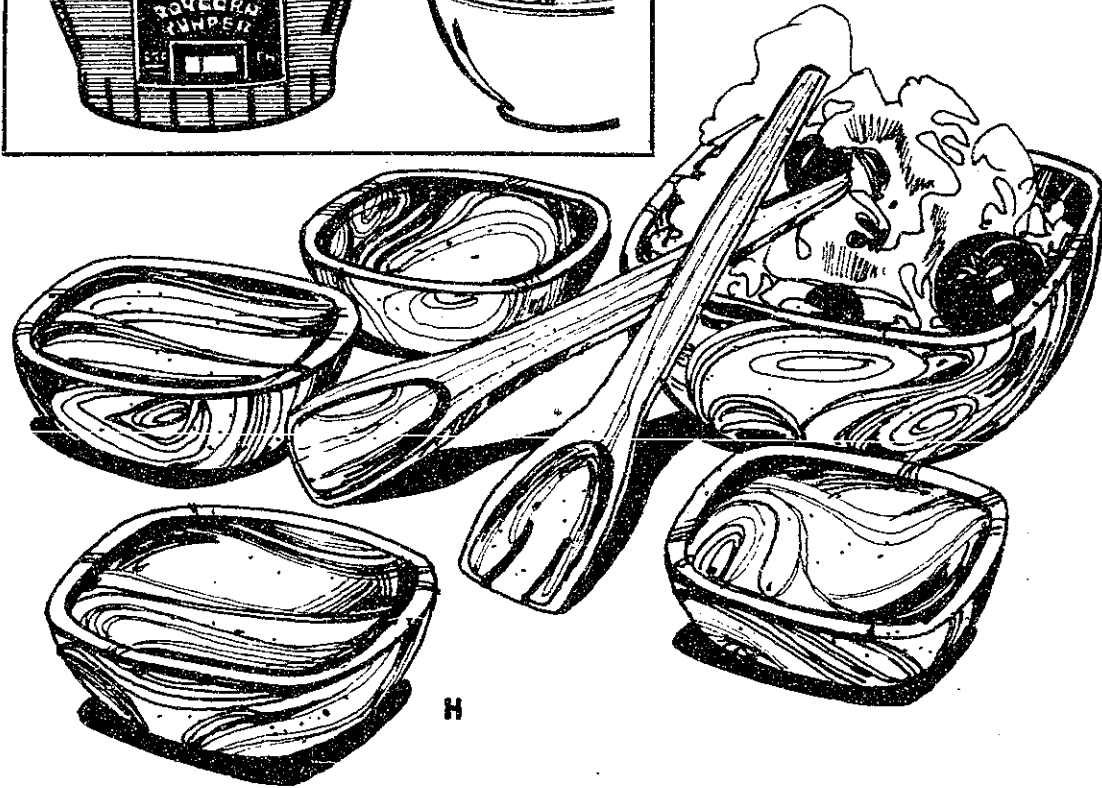
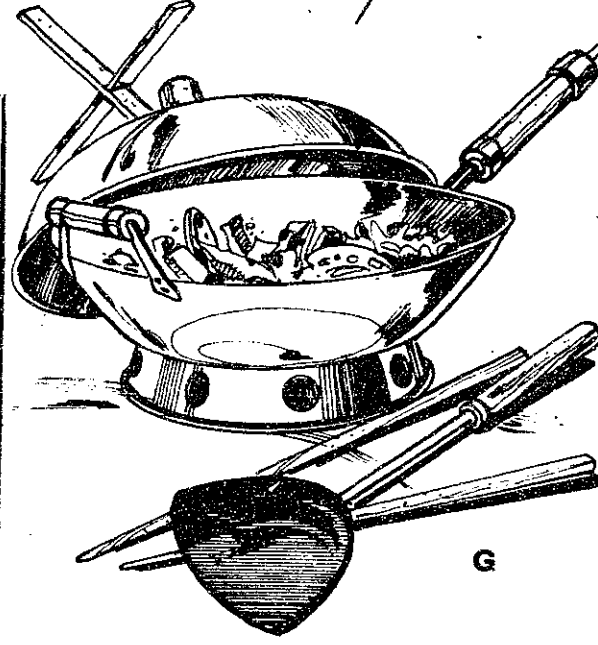
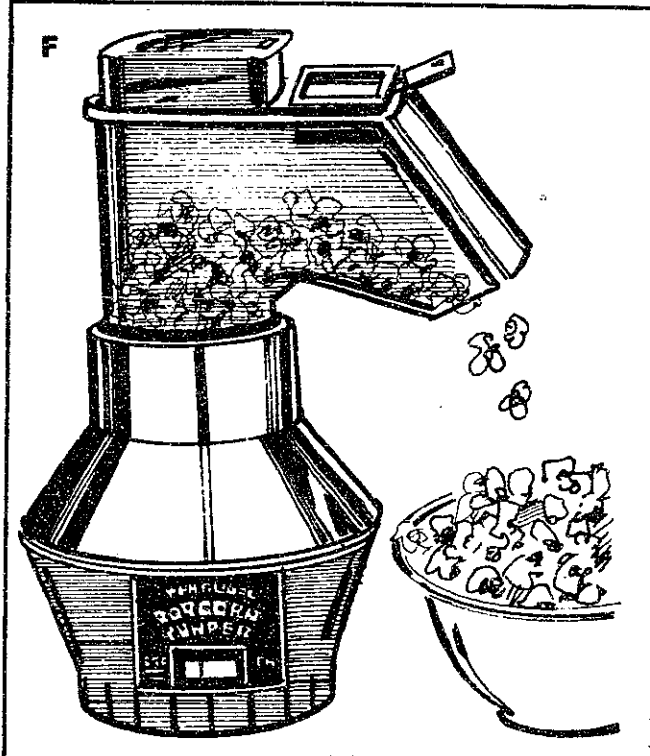
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