200 Representatives Arrive For Annual Debate Tourney

Almost 200 representatives of 92 colleges from nine States and the District of Columbia bridge today to participate in the 21st annual debate tourney.

The tourney, which is the oldest of its kind in the United States, will be held during the next 24 hours. The public is invited to attend the debates, which will be held in all buildings of the Harvard Yard.

The debate is sponsored by the House Committee, which acted in concert with the House of Representatives. The debate is being held primarily to provide a forum for the discussion of current issues and to encourage students to become involved in the political process.

The house debate will begin at 2:00 p.m. and will continue through the evening. The debates will be held in the Baker House and will be open to the public.

The debate is a significant event, as it brings together students from across the country to debate important issues. Thedebates are open to the public, and the house debate, which is expected to draw a large audience, will be held in the Baker House.

The debate is being held in conjunction with the annual conference of the House of Representatives. The conference is an important event for students and faculty, as it provides an opportunity to engage in discussions on a wide range of topics and to network with other members of the Harvard community.

The debate is expected to conclude at 7:00 p.m. with a final address by the House of Representatives. The address will conclude the debate and provide a summary of the key points discussed during the tourney.

In summary, the house debate is an important event that brings together students from across the country to discuss important issues. The debate is open to the public, and the house debate, which is expected to draw a large audience, will be held in the Baker House. The debate is expected to conclude at 7:00 p.m. with a final address by the House of Representatives.
Editorial

DISCRIMINATION II

example as

This is Brotherhood Week—dedicated, under the auspices of the National Conference of Christians and Jews, toward the promotion of understanding among religious groups, and the elimina-
tion of intergroup prejudices. We celebrate it at the Institute as an opportune time; at a moment when the problem of discrimination is of vital importance to all of us.

We doubt that there are any people who question the value of discrimination without prejudice—of discrimination based upon intrinsic values and not upon a form of identification. Discrimination, however, founded upon pre-judged values is an unhealthy situation. It is unhealthy to the individual, in whom it develops a restricted, unequal method of evaluation. And it stands in glaring oppos-
tion to the traditional American beliefs of democracy and equal

opportunity—ideals which men have come to consider "the Amer-

ican way of life." We need no further justification for a program to remove discriminatory clauses than the need to close the gap between that way of life and the one which we actually practice. However, now that the Institute Committee has abandoned the motion which was presented by the Discrimination Investigating Committee, it must seek to find another, more acceptable solution to the problem. The present Interfraternity Council has been in a position to exert pressure from within. The student body will be expecting to hear much from the I.F.C. on the progress made by its member groups toward removal of the clauses.

... a step taken ...

Institute Committee, meanwhile, is to be commended for its decision to set up a committee whose responsibility it will be to report on the situation of restrictive clauses at the Institute. The decision was reached by no means an adequate solution (the elimination of a particular chapter, for instance the Freshman Advisory Board of Students) is a sizable step in the direction of our goal. The Institute can regard the progress which this motion is expected to make with a great deal of satisfaction. For by creating a committee to dis-
simulate information we are removing the subject of discrimination from the student's mind and bringing him into education, to expand the narrow "we-group" attitude which accounts for discriminatory practices. The motion provides further that all incoming students will be informed, prior to fraternity rushing, that restrictive clauses are present in some fraternity constitutions. It is our obligation to present to the prospective pledge an accurate picture of fraternity life; and the existence of discrimina-
tory practices constitutes a vital portion of that picture. It is up to the individual, however, to reach his own conclusions based upon the information made available to him.

Now have been, several valid objections, raised to portions of the original motion. It was felt by some students that a letter concerning discriminatory restrictions in some chapters, would place the entire fraternity family in an unfavorable light and might keep the new student from attending the rushing pro-
grames. Although we cannot fully justify the withholding of infor-
mation simply because the individual mind prefers to attribute guilt to association, we realize that little would be gained by frightening the naïve and unknowing prospective freshman. The motion was therefore changed and more correctly so—allocated to provide for distribution of the information at the initiation of the rushing ceremonies in September. The I.F.C. president will be available at this time to explain and clarify the report.

... a question ...

It was suggested by one member of Institute Committee that we might consider the possibility of including in the report, the names of the eleven fraternities which still have clauses. For a knowledge of the fraternities which do discriminate might keep some students from fraternities where no fraternities are the only use of the knowledge by parents. But knowledge will still be expected. We honestly doubt it would occur. For in the cases cited, the students WERE NEVER AWARE of the existence of clauses. It makes little difference whether the student receives information in printed form or by word of mouth. The freshman still has the opportunity of questioning the existence of clauses in each fraternity be it visited by being forewarned with the knowledge that they do exist. We see no reason why the student body and the incoming freshmen should not be further informed as to which fraternities have restrictions.
Annual Hillel Purim Festival
Set For Saturday At Burton

The Tech

Harem music, refreshments and folk songs will all be a part of Hillel's annual Purim Festival and Dance.

Hillel members from the Institute, Simmons, Tufts and Jackson will take part in the Festival, which will be held next Saturday at 8:30 p.m. in the new Burton House Lounge.

Refreshments To Be Served

Bialik will be served, (which will include the traditional Purim cake, macaroni) featured on the evening's program will be the well-known team of Hillel and Aviva, Israeli folk singers, who have just arrived from Israel.

Hillel plays the Chalti, or shepherd's pipe which he made from the bellow reed that grows on the bank of the river Jordan, while Aviva plays the Miriam drum, made of goat skin stretched over the top of a clay jar.

Tickets Available

Admission to the affair will be $1.50 per couple. Information about tickets may be secured from Hillel's Social Chairman, Martin Mills, telephone Ext. 3282.

Come one . . .

Come all . . .

THE TECH SMOKER

Professor WILLIAM GREENE, SPEAKER

Wednesday, February 25
5:00 P.M.

TYLER LOUNGE

Nothing no nothing beats better taste

LUCKIES TASTE BETTER!

Cleaner, Fresher, Smoother!

Ask yourself this question: Why do I smoke?

Do you, yourself, smoke for enjoyment.

And you get enjoyment only from the taste of a cigarette.

Luckies taste better-cleaner, fresher, smoother! Why? Luckies are made better to taste better. And, what's more, Luckies are made of fine tobacco.

LS/MPT—Luckie Strike Means Fine Tobacco.

So, for the thing you want most in a cigarette—

for better taste—for the cleaner, fresher, smoother taste of Lucky Strike . . .

Be Happy—GO LUCKY!

"Behavioral Science"

Awards Will Be Given

Students whose interest in psychology, sociology or anthropology has developed beyond their college careers are being offered support for graduate work in these subjects by the Ford Foundation.

The Behavioral Sciences Division of the Foundation has announced the inauguration of a limited and experimental fellowship program available to graduate students in psychology, sociology and anthropology, and for study in the behavioral sciences.

Available To Graduates Only

These fellowships are available on-the- job to college graduates from a select group of schools (of which the Institute is one) who have not as undergraduates concentrated in science or engineering, but have developed late in their college careers an interest in the behavioral sciences. Science or engineering majors are provided with new channels to further their interests in psychology, sociology or anthropology.

For those who have completed undergraduate work in the fields of psychology, sociology or anthropology, the Ford fellowships are available on the job. They will be provided with new channels to further their interests in psychology, sociology or anthropology.

For those who have completed undergraduate work in the fields of psychology, sociology or anthropology, the Ford fellowships are available on the job. They will be provided with new channels to further their interests in psychology, sociology or anthropology.

"Our Teams Won--In 1881"

...and experience, our team would rank with Exeter's plainly shows the capital goal kicking. As for the other members of the team, it is needless to mention. But his work had not been in vain. With trembling hands he handed the following yellow and crumbling manuscript to the typesetter: (It was dated Nov. 30, 1881.)

"The Exeters played well, and were superior to our men in passing, but infinitely inferior in rushing, kicking, and tackling; which is rather to be wondered at, considering our poor chances for practice and the good ones of Exeter.

(Editors note: Neither times nor names have changed.)

"Game was called at seven minutes past three, and the close of the first inning found us with one goal, zero, for Exeter. In the second inning another goal, and in spite of the Exeters' "Bronc on" they were unable to score one, the score stood two goals in nothing, in our favor.

Their faith restored, our melancholy reporter brightened visibly. Here indeed was a sign of hope. The courage and ability that "with a little more practice and experience, our team would rank with the first." His faith restored, our formerly melancholy reporter walked briskly out of the office.

The meeting was held to enable the graduates to observe the college, to obtain any additional information, and with students, tours of inspection, (Continued on Page 3).

Burchard Speaks At Mt. Holyoke College

John E. Burfchard, Dean of Humanities at the Institute and a trustee of Mt. Holyoke College, spoke last Saturday to members of the Mount Holyoke Alumnae Cornell at a buffet luncheon held on the college campus. The title of the address was "Open Sesame."

The meeting was held to enable the graduates to observe the college, to obtain any additional information, and with students, tours of inspection, (Continued on Page 3).

Where's your jingle?

It's easier than you think to win $25 by writing a Lucky Strike jingle like the ones you see in this ad. You need jingles—and we pay $25 for every one we use! So send as many as you like to: Happy-Go-Lucky, P.O. Box 67, New York 46, N.Y.

When you think of cigarettes, look for Lucky Strike. It's the only cigarette with a filter. No other cigarette has a filter.
Meet The Stars
An ex-patriot star on the Engineering team, this year has been
Harold C. Wells Jr., of Amherst, Mass.
A product of Amherst College, Harold Wells Jr. is a fourth-year
undergraduate in the Engineering program. He is a co-captain of the
Amherst College hockey team, and a member of the Engineering
team's executive committee.

Sophomore, MIT
A sophomore at MIT, he is a member of the Engineering team's
executive committee, and a co-captain of the hockey team.

Howard E. Munro '53
A member of the Engineering team's executive committee, he will
represent the team at the upcoming tournament.

Bronson Building
The Bronson Building is located on the campus of MIT, and is the
home of the Engineering team's executive committee.

The Tech
NORTHEASTERN UNIVERSITY
SCHOOL OF LAW
Day and Evening Programs
Leading to the Degree of Bachelor of Laws
Graduate Curriculum
CO-EDUCATIONAL
For catalog write, Lavelle N. Nicholson
47 MT. VERNON STREET • BOSTON 8, MASSACHUSETTS

THE DU PONT DIGEST

Varied experiences in a Du Pont chemical plant
Sty engineers for higher responsibility

As was pointed out in the last issue of the Digest, Du Pont's many
product lines have afforded demands in production super-
vision and other fields.

For a better idea of what the work
involves, let's consider a specific case —
the production of "Myobon," a
chemical used in the textile industry.

Many of the problems encountered
in the production of "Myobon" are the same
as those arising in the production of other
chemicals. There is the same continuing
effort to improve quality, while cut-
ning costs through the better use of
equipment, instrument controls and
raw materials.

The supervisor works hand in
dand with the plant technical section
to

Under the guidance of the technical
section, the supervisor must be

This same approach is being taken
in all sections of the company. A
supervisor must be able to think
on his feet, to make decisions, to
deal with unexpected problems,
and to maintain high standards of
workmanship.

Production Supervisor Robert B. McClure (left)
right), B.E., in Chem., West Virginia '36, and Elwood E. Barger (far left), B.E.

Changes in company policy and
necessitate

The unusual problems encountered
in "Myobon" production are largely due to the technical nature of the
process. Its greatest use is in the hot, humid months, when it is

May, 1953

Mr. R. B. McClure, Production Supervisor, with Mr. E. E. Barger, Production Supervisor, at Du Pont's plant in Wilmington, Del.

Back to the top
Special Student Rates Offered
For Play, "The Fourposter"

Applications Being Accepted
Professor William C. Greene, of the
Department of English and History,
and Miss Cargile Houghton of the
T.C.A., are handling applications of
the limited number to which Applic-
ations must be made by the
February 24.

Mr. Greene will hold an
appointment to discuss the play with
the students who are interested in its
consideration.

The Tech

Student Finds British Study
"Deviates Much From Institute"

by Martin E. Brillant '54

This week the associate editor of
The Tech, J. S. Plunkett, interviewed a
young man from M.I.T. who, having
studied at Oxford, feels that his study
in England is different from what he
had expected.

"I was interested in the idea of
studying in England," said the student.
"I had heard a lot about Oxon and
Cambridge, and I was looking forward
to the experience of a new country.
But what I found was quite different
from what I had expected.

The most significant feature of
the British education is its emphasis
on practical work and hands-on
experience. In the United States, the
emphasis is more on theoretical
knowledge and abstract concepts.

In England, the students are
involved in projects and research
from the very beginning. They are
given the opportunity to work with
real-world problems and to
contribute to real-world solutions.

This hands-on approach is very
different from the theoretical
approach found in many American
universities. The students are
expected to apply their knowledge
in practical situations, which
enables them to see the relevance
of their studies.

Another significant difference is
the structure of the courses. In the
United States, the courses are
organized into broad categories such
as English, History, and Science.
In England, the courses are
organized into more specific topics,
which allows the students to
specialize in areas that interest them.

The British university system is
also different from the American
system. In the United States, the
students are assigned to classes and
taught by the same instructor for the
entire term. In England, the students
are assigned to classes and taught
by different instructors each week.

In addition, the British
universities have a strong tradition
of extracurricular activities, which
is not as prevalent in American
universities. The students are
encouraged to participate in sports,
clubs, and other activities, which
helps them to develop a sense of
community and belonging.

Overall, the British education
system offers a unique and
challenging experience for
students who are interested in
practical work and hands-on
experience. It is different from the
American education system, but it
is also rewarding in its own way.
Undersea Lecture

(Continued from Page 1)

Captain Courteaux listened through the speaker as the main villain of divers was dangerous. HeMaisel the deck, captain of the ship, said that the animals attack only when pressed and released from men if at all and pressure bubbles in the blood.

It is called the "bends." When a diver comes to the surface, pressure is released from the body. Pressure increases non-linearly as the pressure increases.

One day, while cruising around the campus in his solid gold car, the engineer decided to test his new invention, called "the bends." He slammed his foot down upon the starting brake pedal, he succumbed to the water's pressure, became unconscious, and died. The "bends" are caused by the presence of gases in the blood stream. This is called the "bends." When a diver comes to the surface, the pressure on the gases is released, causing bubbles to form in the blood stream. This is called the "bends." When a diver comes to the surface, the pressure on the gases is released, causing bubbles to form in the blood stream. This is called the "bends."