925 Freshmen Arrive At Institute, Flood Housing

Convocation Starts Frosh Weekend

The 1956 Freshman Weekend program got under way Thursday morning with a class meeting, activities in Kresge Auditorium with President J. R. Killian as featured speaker. Other speakers on the program included Professor John R. Bute, beginning his first year as Dean of Students and Dr. Charles M. Lathrop, beginning his first term as chairman of the faculty Freshman Advisory Council.

Richard L. Bache, director of athletics; Dr. John W. Chappelhorn, associate medical director; and Malcolm M. Jones '07 of Boston, president of the Undergraduate Association, also addressed the new students during the program.

President Killian set the mood, stating, "There has never been a time when more was expected of freshmen and students, when high quality ones were in greater demand and when there was such a wide range of important work for them to accomplish."

Dr. Killian emphasized further that "discipline and engineering are bringing about explosive changes in our way of life."

"In their discoveries and advances they come from one triumph to another," Dr. Killian said, "and the scientific, engineer, manager, and architect in consequence become of greater importance to the economy; the health, the safety, and the advancement of the nation."

"At the same time that their responsibilities thus become greater," he added, "the requirements which rest upon them become more severe."

"Discipline and the advancing complexity of their work exacts of them increasingly greater creative reasoning and generation of their specialty, and breadth of outlook."

Dr. Bache, president of the Undergraduate Association and Finance Committee, stated, "The Freshman Weekend program was designed to introduce prospective freshmen more to the Institute, to freshmen in general, and to freshmen in particular. Also, freshmen of this year are almost completely involved in every campus activity. Included were Mid-States junior, Undergraduate Association President; Bruce Blanchard '57, president of the Athletic Association; and Mike Bosser, president of the Interfraternity Conference. Following advice as to the rules and mechanics of joining, Dean Fassett gave an inspiring speech. The meeting was started after a short question and answer period with the freshmen and the answers coming from those on the speaking platform."

"Almost all the chapters acquired between fifteen and fifty pledges, and most pleased with the results. Rush Week was a success. Delta Kappa Epsilon came through with the largest pledge class, which numbered seventeen students. Such a large class was needed by this house because of a small class last year, which left only fourteen active brothers returning. At the other extremes, Delta Upsilon fell short of its mark by about three men, as they pledged only six. Lower fraternity members and other functions were cited as one possible reason for the small pledge class, which bears out the fact that total attendance was down."

"The class of 1956 includes in numbers almost every type of student. The Frosh have been very active on the Institute campus. To cite a few examples, members of the Freshman Association President; Bruce Blanchard '57, president of the Athletic Association; and Mike Bosser, president of the Interfraternity Conference, Following advice as to the rules and mechanics of joining, Dean Fassett gave an inspiring speech. The meeting was started after a short question and answer period with the freshmen and the answers coming from those on the speaking platform."

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"In activities as well as in academic work," he said, "MIT's aims is to develop self-starting, self-directing, self-reliant individuals, each seeking for himself an accompaniment of discipline."

"Freshman events scheduled for Thursday and Friday included informal gatherings, athletic programs, and a tea for women students held at the dean's house. Thursday evening's opening student was the guest of his faculty advisor of class."
**EDITORIAL**

A Greeting

The battle of freshman weekend and rush week have come almost to an end; and, in a few days, the nine hundred entering freshmen will be attending their first classes. To them—welcome and a word of caution.

They have been subjected to testing, counseling, processing and speeches. They have filled out forms, read slick catalogues and brochures, been approached by fraternity men and scholastics, activity men and athletic men. They have been welcomed again and again and received advice on where to live, where to eat, where to go and what to do. During this confusing time, one thing has been neglected—education. The nine hundred freshmen came to MIT for the finest technical education available.

At the end of one year—or four—many of the same nine hundred will feel cheated, will feel that Time, Life, Fortune and This Is MIT lied, will feel that the education they received was second-rate and unsatisfactory. They will be partly right.

Four years of secondary school accustomed them to the teaching of trained and interested pedagogues. Four weeks of Institute training, of exposure to engineers and scientists—experts in their fields and amateur teachers—as instructors will have them disappointed—in the quality of the teaching and the confusion of their work. Selection does either have direction, organization or meaning. Many will take advantage of the Institute's liberal attitude toward class attendance and homework; others will grind away painfully—both suffer.

Institute undergraduate education is the finest, but it is far from ideal. All too often the instructors have but little interest in teaching and less ability. It is not altogether their fault—advancement is the reward of research not teaching. All too often the courses are poorly organized and without meaning. Institute education—like other American technical institutions—is run on a rigid and archaic system. Too many courses are required—but other American technical institutions is run on a rigid and archaic system. Too many courses are required—but other American technical institutions is run on a rigid and archaic system.

The nine hundred entering freshmen will get full value for their four years if they take Time, Life, Fortune and This Is MIT and with a salt shaker and face the years ahead with eyes more open than many.
The Tech
Page Three

Counseling Program Intensified For New Frosh

This year, the entering freshman should have little trouble acquainting himself with Tech, for assistance is being offered from all directions. The faculty, under the Freshman Advisory Council, and the students, using the Freshmen Coordinating Committee, are doing all possible to help him with his problems.

The Freshman Advisory Council, now in its fifth year of operation, is concerned rather with the educational effectiveness of the Institute. Members of the FAC are appointed with the responsibility for aiding the freshman in his transition from the academic situation of high school to the more demanding life at MIT. Nevertheless, the members of the FAC do realize that this cannot be completely divorced from the other aspects of the student's development; as a result, the advisor is also consulted on academic and personal problems alike.

The incoming frosh are divided into 35 sections of approximately 28 students each. Each section in turn is divided into two groups, with an advisor assigned to each. The two groups will have different areas of interest corresponding to the interests of the advisors. Further, the two advisors and five or six instructors will constitute a small group of the faculty responsible for the education of the section.

In a memorandum to the faculty advisor, Charles Choate, Chairman of the FAC, summed up its purpose: "Our responsibility is to the entire freshman class—a mediocre performance by a boy in the academic situation of high school to the freshman this past Wednesday as part of an experiment being run by the College Entrance Examination Board. The program consisted of a two-hour exam on the physical sciences which was followed by tests in the social sciences and humanities today. The three exams will help the College Board to reevaluate their present college entrance testing program.

The present program, given to high school seniors applying to member colleges, consists of an aptitude test and three achievement tests in any high school subjects chosen by the students. These latter tests have been subject to criticism for the past few years. The opinion of the College Board is that the present achievement tests are too specialized and restricted in their nature. The objective of the new tests is to replace the achievement tests with a general program that will test the high school senior more extensively. The tests are not attempting to replace one achievement test with another. Rather, they are designing the new tests to show how much the high school senior has learned in accordance with his ability.

The specific purpose of this week's tests is to aid the College Board in developing the tests. The tests will be evaluated by them and the results will remain their exclusive property. At the end of the scholastic year the results of the tests and of the year's work of each student will be compared. The results will not be made public and are given only for the purpose of developing new college entrance tests.

FRIDAY WEEKEND
(Continued from page 1)

Freshmen also met in small groups with their academic advisors. This second advisory group worked under the direction of the freshman coordinating committee, and under the direction of the Institute Committee. Under the auspices of the FAC, the advisor will take advisory responsibilities for approximately ten or twelve freshmen.

Freshman activities will be concluded with a reception to be held from 8:00 to 10:00 p.m., Sunday by President and Mrs. Killian for the new students and their parents.
In Year's Last Races

Lose at Compton Cup

3 Heavyweight Crews

Tec. A. I.

Page Four

Winning by 3/4 length. Tech's shell to lead briefly, but soon both Prince-

length ahead of Dartmouth. MIT with Tech coming in third a half

length back. Princeton took the

hind, with Tech coming in still an-

finished third 2 and

the last 20 strokes to win the

distance, the Tigers outpulled Har-

three firsts and Harvard one.

Tech's shells were never in close con-

regatta races at Princeton. With the

next to last in four Compton Cup

Saturday as they finished last or

another disappointing afternoon last

ond frosh race went to Princeton by

Dartmouth by three seats. The sec-

was fourteen seconds behind, beating

fourteen seconds with MIT the only

other contestant.

(Theodore) Roosevelt honored 1

of Tech; crowned a

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A Note

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A Perennial Problem

Fall Housing Squeeze

Page Four

THE T

"SPRING"

Backer Material—cots are the

answer to the "Big Squeeze"

(Continued from page 1)

situation, already acute, has been caught

in the undertow; and at the present time

ing situation, already acute, has been caught

in the undertow; and at the present time

of it will most certainly have a successful four

years at MIT.
Participation, Competition Keynote Athletics

By Paul Jay Goldin

The many contributions made to science and industry by the Institute and its traditionally high academic standards have all but obscured its place in intercollegiate sport. You may have heard of the scientific achievements and of the academic tradition but it is extremely unlikely that you know that MIT introduced interscholastic sailing competition or was one of the first to recognize the fast growing sport of weight-lifting.

But of the lack of big-time Tech major sport teams, the athletic program has received little notice. It is, however, one of the most important to be found in any university, large or small. The program includes every sport, major or minor, with the single exception of the Great Eastern Intercollegiate weightlifting. Participation in varsity, freshman, and j.v. athletics is perhaps the most complete anywhere. Almost one-third of the under-graduate body has at one time or another participated in the intercollegiate program.

Of "Minor" Sports

Before I mentioned major and minor sports, let me correct myself. At the Institute there are no minor sports; all sports are treated equally. This is perhaps the essence of the MIT attitude.

We like to win, we are out there not just to "participate" but to win if possible. Just as there are no minor sports, there are no minor victories. A win by the basketball team over a comparatively minor league opponent rates just as high as a win by the crew over a definitely big-league adversary.

But it is obviously impossible for a college like Tech to compete in the so-called big-time in every sport without assuming special privileges to athletes and recruiting prospects. This is not the way the Institute does things. We, therefore, compete with schools in our own classes. Since the rankings of the teams varies with each sport, the caliber of our opponents varies greatly. This policy is perhaps the best possible one. If it were more generally in use, the present situation of drastic overemphasis in intercollegiate sport would be virtually nonexistent. MIT has found the answer to overemphasis not in the equally undesirable complete deemphasis but in proper emphasis.

(Continued on page 5)

Eight Points Needed For Athletic Requirements

The MIT physical education program requires every student to complete a minimum of eight athletic points by the end of the sophomore year. These points can be earned through participation in the various intercollegiate sports or by enrolling in a physical education class.

The physical education classes are regularly scheduled twice a week, wherein an instructor supervises the group in one of several different sports available through the year. These classes accomplish their dual purpose of preventing and correcting imbalances of physical development, as well as providing an opportunity for competitive physical recreation without making the demands of an intercollegiate sport.

The points awarded by each sport is based on the quality of the competition. Points are awarded for each quarterly activity and it is possible to complete the requirement in one year.

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(Continued on page 5)

Field Day Highlight Of Fall Season;
Features Five Sports, Glove Fight

Tradi8ionally the climax of freshmen-sophomore rivalry at MIT, Field Day will once more this year on October 27. In the past Field Day was the highlight of the athletic season, but with the elimination of hazing and the almost certain death of the colorful purple shaft, the place and importance of the day are somewhat less. Last year's contest, one of the closest fought in recent years, went to the sophomores by a 23-0 count, first shutout since 1939. In recent years the upper classes have dominated the event, as the last frosh victory was in 1950. With the exception of last year, however, all points were decided by the glove fight.

Besides the glove fight, last remnant of rivalry in the past, Field Day officially consists of five athletic events. First event on the card is the Crew Race, usually a more exciting event for the finish can heat from four to six crews to the anti- one. The scene then shifts to Alumni Pool, where the sophomores pull out of the crew, usually get enough quality to win the two relay races: The Gung-Ho Relay Race, and Football Game close out the sched- ule on Briggs Field. The sights tradition- ally win the tug and the football game but the relay race is a tossup.

Both the glove fight and the relay race are races are races of endurance, but in the tug of war, the seniors meet the freshmen for the first time in every sport one can imagine and cuts from both Freshman and Varsity teams in almost every sport. A win in the tug of war is a tossup with the sophs having the ad- vantage in knowledge and experience but the freshmen will have to unite and build up their spirit without the usual friendly help from the sophomores.

Whatever the outcome, Field Day will be watched with great interest by the administration, Institute Committee, and all the students, with the turn out and enthusiasm this year having a great ef- fect at the future of one great MIT tradi- tion.
The Tech's heavyweight crews suffered another disappointing afternoon last Saturday as they finished last or next to last in four Compton Cup regatta races at Princeton. With the exception of the freshman race, Tech's shells were never in close contention as the Princeton boats took three firsts and Harvard one.

Holding a slight lead the entire distance, the Tigers outpulled Harvard in the last 30 strokes to win the varsity race by a length. Dartmouth finished third 2 1/2 lengths behind, with Tech coming in sixth another length back. Princeton took the JV race by 2 lengths over Harvard, to lead briefly, but soon both Princeton and Harvard rallied to a lead in the freshman race by 2 lengths over MIT the only other contestant.

In Year's Last Races

THE T TANGENTS

"SPEAR BARKS"

Chapter 5

Participation Great

The athletic program at Tech is designed to allow the fullest possible participation. Many of the sports, crew and squash, in name two do not require a great deal of previous experience. In almost all sports at the freshman level and in many at the varsity level there is no "cut" made.

The athletic facilities are excellent and are being constantly improved, witness the brand new boathouse and the new boating facility.

The interviews will begin with the faculty members giving a brief sketch of himself and of Tech. Since most of them are "old pros," they will also comment on the future of their departments and how Tech has changed over the years.

Announcement

IMPORTANT TO FRESHMAN

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The COOP prizes are never higher than elsewhere, and in many cases for the same quality much lower. In addition, a Patronage Refund is credited to members on all purchases of $25 or more.

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