McGovern loses election

By Norman D. Sandler

After almost two full years of facing discounting polls and political maneuverings, the race for the White House narrowed down to George Stantony McGovern with a record landslide victory by Presi-
dent Richard M. Nixon.

True, the victory had been predicted for several months by Gallup, Harris, Yankelovich, Sin-
dinger and all the other pollsters whose suggestions the McGovern camps came quick to the forefront of the political scene and their plans were being laid down, and campaign workers were assured that the campaign was being gained and the gap between the South Dakota senator and Mr. Nixon was closing.

As it turns out, that gap did close quite well. As far as the actual election was concerned, as Nixon took 49 states for a total of 531 electoral votes (out of 538; 270 needed to win), that gap will now be closed. In fact, the campaign is calculated to show the nation the setting down of an individually big loss.

As announced, the Ashdown dining hall will cease operations on December 20 of this year. The first questions that Chancellor Paul Gray on the reasons for the announcement. Gray explained that a number of factors were involved in the decision. As 1970 has been losing money constantly since 1972. Two years ago, the administration made a similar decision, and the result was a flood of protest including a petition by 1500 students. Gray explained, "the workers were assured that a reallocation occurs depending on the expenses of each department. It is not a question of what can be afforded, but what is fair.

Strike unlikely

Alexander said the possibility of a strike rests on the success of Phase II set up. If a strike were to occur now the government housing board could stop its work and end it. Alexander also noted that it is not wise to re-

Weekly salaries were raised $15 to $20 every year which would happen. The company's present pressure points. The administration's conclusion was to close Ash-
down dining facility is not, in the main, a hope to balance the expenses of each department. It is not a question of what can be afforded, but what is fair.

Gray details Ashdown closing

Union fights for benefits

Members receive. While the Lin-
coln Labs do 90% of Department of Defense work and the Draper Labs do 50-60% DOD work, the employees do not have any more

equity in their retirements, according to the union members. TheAssociated Union of Employees, which is a part of the MIT employee's union, is fighting for the rights of those employees who are currently employed.

Gray also indicated that the physical plant problems involved. The administration estimated that it would take a minimum of $25,000 to bring it up to a reasonable standard and more like $50,000 to effectively modernize it.

The forthcoming remodeling of the dormitory will accentuate the problems. The Institute has decided to start a two-stage reconstruction over a two year period, meaning that the hall would have only half its residents during this time. It is estimated that the residents do not use the hall, since there are only about 40 common contracts in the dorm. There seems to be a con-
cern about the possibility of the hall closing due to its atmosphere and poor conditions. The administration's plan was not well being used sufficiently, it is likely these two features would work in the administration's favor, resulting in a decline in volume again.

Plant problems

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FIVE CENTS
BOMB BLOWS NEAR EC; SOME DAMAGE DONE

By Paul Schindler
At about 1:26 a.m. Tuesday morning, an explosive device went off near Walcott 404 and 405 in East Campus, blowing windows and awakening resid-

ants.

Complaints about the noise were received as far away as Kendall Square and West Campus. MIT Campus Police re-

sponded to MIT calls; three cars from the Cambridge Police de-

partment also responded.

City and state fire officials were on campus Wed-

nesday, questioning students in a low-level investigation.

While the window damage has reported to The Tech that personal

injury would almost cer-

tainly result if people had been in the rooms where windows were bro-

ken.

Other sources described the recent history of explosive de-

vices near East Campus in an exclusive interview with The Tech. Several weeks ago, at a point last spring, cherry bomb ex-

plosions in the area between the Green and the East side of the Labs caused increased patrol frequency, discouraging nocturnal blunders.

However, for the past few months, a new kind of explosion began occurring, most powdered, cherry bomb, and much harder to pre-

clude. After the first explosion, city fire officials were notified at explosion sites almost imme-

diately upon detonation but be-

cause the explosion was un-

able to occur in a confined space, the method used in the ex-

plosions, apparently, is to attach an explosive and a weight to a weather balloon, sending it into the Green Building. The weight

causes the balloon to drop straight down; the explosive is fused, and thus goes off in mid-

air. It is impossible to trace the persons involved can disappear into the tunnels minutes before they explode.

On Tuesday, either the wind or the weight was insufficient, and the resultant drift to the Annex Street side of East Campus disturbed both students and passersby.

FINDBOARD: WHERE THE BREAD IS

By Rob Hunter

The Finance Board of the Undergraduate Association (UA) is an active participant of ten members who must be designated head of the group; a statement to this effect may be filed, along with the names of the members, with the UA-ASA, secretary in room W20-403. An activity constitut-

ion should also be filed at this time. When this application is filed, the UA-ASA executive board will review and (probably) approve it. It is also a good idea to get in touch with Bob Dwyer, the UA-ASA president, when the application is filed, since there are occasional delays in the secre-

tary's office.

In addition to this, requests must contain specific information as to the expected use of the money, a request for five hundred dollars to start an organiza-

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Kendall area development remains in question

By Walter T. Middlebrook

As reported in the Cambridge Chronicle, NASA has withdrawn all its interests in the Kend- all Square area.

The withdrawal was actually re- ported in December of 1969. Since that time, however, nothing has been done toward the development of this land. It has also been one year since U.S. Transportation Secretary John Volpe allowed the city to proceed with private develop- ment of the eleven acres of so-called "surplus NASA land."

Yet, nothing has been done.

City officials of Cambridge consider it one of Cambridge's top priorities to begin develop- ment in that area.

So far they've received many suggestions from community groups and the Cambridge Chamber of Commerce. On the other hand, they've only re- ceived two formal proposals. These came from the Cambridge Redevelopment Agency (CRA) and the city planning board for uses of the eleven acres, also known as the qua- drangle - west of Sixth Street.

The two plans do conflict, though. The CRA's plans call for development of the quadrangle and the adjoining 1.33 acre "Golden Triangle" (south of Broadway and north of Main Street) to produce more tax revenue for the city. The planning board's plans call for the development of low and moder- ate income housing for families, with ownership potential as a key ingredient. The plans also call for a recreation area there.

The board also admits that these plans would mean a tax loss.

The problem which has arisen now is that ever since Kendall Square was declared an urban renewal area in 1964 to make way for NASA, the CRA has had the responsibility for drawing up plans. The planning board must approve the plans, however. The inability of the two agencies to reconcile differences is a part of the reason for the delay in develop- ment of the area.

Not only has the disagree- ment between the two agencies caused a delay in the develop- ment of Kendall Square but it has also caused a fair amount of heated disagreement. Mem- ber of the CRA says its project plans were drawn on the basis of previous planning board guide- lines and approvals, that the planning and development department initially approved its plans, and that the change of heart of the board was a major price.

In reference to these state- ments, the board has its own ideas. According to Arthur C. Parris, board chairman, the CRA wants to initiate a "get the old residents out" program. He went on to say, "We want to develop housing for people who live here now."

When contacted about the issue at hand, City Planning and Development Director Robert Bowyer said, "The board and CRA are aiming at different ends."

The CRA wants to expand the tax base. The planning board wants to promote family housing in its top priority. You can't compare the two.

The CRA plans for the develop- ment of the area are the pro- duct of 18 months of work and are based mostly on recommenda- tions made by consultants commissioned by the authority. These consultants, Gladstone As- sociates, Inc., completed their study in the fall of 1971. They carried out their study on the assumption the Quadrangle and the Triangle would be developed simultaneously.

The CRA's recommendations for the Triangle are:

- a motor hotel with 400 units, varying in height up to about 40 stories
- a retail complex of about 184,900 square feet in area
- 31,000 square feet of general office space
- technical office space of about 400,000 square feet in area
- 900 units of high rise, market rate apartments.
- 2140 parking spaces, 740 of which would be underground.

The CRA says that its plans are the city would net $7.1 million in tax revenues.

In a letter to the CRA, Board Chairman Parris pointed out that the board was in "substan- tial agreement" on the develop- ment of the Triangle, but agreed on the development of the Quadrangle.

Parris said that since the Quadrangle was originally to be used by NASA before it decided to move out in 1969, it was not supposed to be developed for tax objectives like the Triangle.

The other would be to use the tax surplus to fund a city develop- ment corporation to construct new low and moderate income housing and rehabilitate and conserve existing housing.

The controversy goes on as Planning Director Bowyer answers these proposals with "where could new housing be built?"

Nevertheless, and with a lack of direction from city hall, it seems that it will be a long time before any development at all gets underway in Kendall Square.

PREVIEWS NOW SEATS AT BOX OFFICE
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"Taking it all together - performance, features, styling, the BSR 810 moves into ranking place among the best automatics we know of. And at its price, the others may well be in for a real contest."

From HIGH FIDELITY MAGAZINE-May, 1972

The BSR 810 offers an impressive group of design innovations for music lovers . . . for professional users of transcription turntables . . . and for the audiophile who revels in sophisticated high fidelity equipment. It has the tightest specifications for rum- ble, wow and flutter we have ever seen. We would be pleased to send you detailed technical specs upon request. As a matter of fact, few—if any—automatic turntable manufac- turers publish complete specifications as we do. Only your personal inspection can reveal the overall excellence of this fine instrument. May we suggest a visit to your BSR dealer.
One more replay… and a prognosis

By Peter Peckarsky

What can one call a reasonable man who wields a violent, flamboyant power, but then goes down to an ignominious defeat? Nice guys finish last.

More than a quarter-century ago, the history of Milton Haven Brown's administration made the headlines of the nation. Mr. Brown's administration was generally successful in addressing the needs of the students. Several years later, the administration was criticized for its handling of the sit-in movement. The administration was accused of being insensitive to the students' concerns, and the sit-in movement eventually led to the resignation of Mr. Brown.

Perhaps the most important of Mr. Brown's administration's initiatives was the establishment of a new political party. This party was successful in winning a significant number of seats in the upcoming election. It was also successful in winning the support of the President, who had previously supported the administration.

However, as the election approached, the party began to face internal conflicts over its platform. Some members of the party felt that it was too moderate, while others felt that it was too radical. Despite these conflicts, the party was successful in winning a significant number of seats in the election. This success was due in part to the support of the President, who had previously supported the administration.

In the end, the administration was successful in winning a significant number of seats in the election. This success was due in part to the support of the President, who had previously supported the administration. However, the administration was also successful in winning the support of the people, who had previously supported the administration.

Perhaps the most important lesson to be learned from Mr. Brown's administration is the importance of effective communication. Effective communication is key to the success of any administration, and it is especially important in today's fast-paced world. Mr. Brown's administration was successful in communicating its message to the people, and this helped to win their support. In contrast, the administration was criticized for its lack of communication, and this contributed to its downfall.

In the end, Mr. Brown's administration was successful in winning a significant number of seats in the election. This was due to the support of the people, who had previously supported the administration. However, the administration was also successful in communicating its message to the people, and this helped to win their support. Perhaps the most important lesson to be learned from Mr. Brown's administration is the importance of effective communication.
Democrats hold congress despite landslide

Tuesday, including seats in the South. Republicans were elected to the House from Mississippi and Louisiana, where it now appears that the former one-party, Democratic, southern state may be replaced with two parties for the first time since just after the Civil War.

The House has not been as much of a burden to the Nixon administration as has the Senate, though Republicans were hoping

that the Nixon coattails in a landslide of record-breaking proportions would be sufficient to elect the Republican majority, which would have taken 29 more seats than the Republicans were able to grasp.

Massachusetts

Perhaps the biggest story in the Massachusetts congressional races throughout the state’s twelve congressional districts was in the race in the ninth, where Independent candidate John J. Moakley halted Rep.

Louise Day Hick’s bid for reelection by slightly over 3000 votes.

In other races which before the election were considered to be extremely close, Facher Robert F. Drinan (D) won reelection in the fourth district by defeating liberal Republican Martin Linsky by 10,000 votes; John Kerry, of the Vietnam Veterans Against the War, lost his bid for election in the fifth district by being edged out by conservative Republican Paul Cronin.

In one of the closest congressional races, the twelfth district will be sending Democrat Gerry Studs to the House late this fall, after he narrowly defeated Republican William Weeks. Races in the sixth and seventh congressional districts gave Democratic incumbent Rep. Michael J. Harrington and Rep. Torbert MacDonald easy victories over their Republican opponents.

Five Massachusetts congressmen went into Tuesday’s elections unopposed. They were Silvio Conte (R) in the first district, Edward P. Boland (D) in the second, Harold D. Donahue (D) in the third, Margaret M. Heckler (R) in the tenth, and James A. Burke (D) in the eleventh.

In the eighth district, which includes Cambridge, Rep. Thomas P. O’Neill (D) easily defeated John E. Powers of the Socialist Workers Party, and now may be in line to succeed retiring Rep. Hale Boggs (D-La.) as House Majority Whip.

In the only Senate race in the state, Edward Brooke, the Republican incumbent, easily defeated Middlesex District Attor-

ye John DiMenna for a second term.

NSF backs feedback; equipment is available

By David Weiman

Professor of Mechanical Engineering Thomas Sheridan and Mechanical Engineering Research Assistant Dr. William Koos are demonstrating to groups of people of various socio-economic positions and geographical locations to reach consensus on particular questions. It has found several experimental uses in group meetings here at the Institute, and Sheridan makes himself and his equipment available to groups on request.

The format of the group meetings consists of questions and answers, along with free discussion. Each participant in the discussion is given a small switch box to use in relaying his decision. A statement is made, or a question is asked, and each member registers his opinion, or categorically objects to the available question or answers. After calculating and displaying the response profile of the group to everyone, the coordinator or another participant can immediately refine the question, or query an available computer database. Eventually, through open discussion of participant responses, revealed data and revision of the questions, one can discover the underlying factors that have caused divisions among the participants. This process provides for an immediate and anonymous response from each individual present, and allows for complete participation.

Sheridan’s project is a continuation of a pilot experiment that he engaged in during the summer of 1972 along with members of the MIT Operations Research Center. Under contract by the Massachusetts Department of Education, Sheridan and a student travelled throughout the state, organizing groups of parents, teachers, and school administrators of various communities by using this technique. With continuing research and development, Sheridan and his students now plan to apply their technique to diversified fields. Public education, health care planning and transportation planning represent three major areas of interest to which group feedback can be applied. Also, several television stations and the National Council of Churches have shown interest in the application of group feedback to their projects.
Gaslit Street. Two rooms plus kitchen, fast, transfers from airport, and air fare, 8 nights in a hotel w/breakfast. The Matterhorn includes: Round trio via (Italy). This trip to the slopes of skiing at Zermatt (Switz) and Cerise.

Finboard: where the bread is

may be compared by analogy to intercollegiate athletic teams, and - is currently the only sponsoring body for these extra-MIT expenses. The unallocated reserve is the catch-all for requests which don't fit in the above categories. Most activities' operating expenses come under this head. There is one important exception to the general funding policy here: Finance Board does not fund operating expenses of exclusionary groups. Finboard will fund expenses for events which are open to the entire MIT community (i.e., the Black Student Union's concert program) but it does not fund the office or other operating expenses of groups which are not open to the entire community.

This year's budget is based on activity requests and budget proposals made last spring. Copies of the allocations made then are available in the Finance Board Office, room W20-405. There is still a substantial sum of money available to activities who make requests. Activities who plan to

make requests should indicate this by calling extensions 3-5680 or by stopping in at the office and having word with the chairman, Natalie Parks. The next meeting of the Board is Monday, November 13 at 7:30 pm. Current members of the board are:

Natalie Parks '73, chmn.
Fred Hughes '72
Rob Hunter '73
I4A Ashford, Alston
Robert Elkin '73
Baker House
Joy Jocelyl '72
McCormick Hall

Dean for Student Affairs, Room 7-133, is in charge of events and exhibitions in the lobby. Kline is in charge of architecture class 4.17, "Architectural Design. Special Problems," which is set up to deal with problems in the lobby and come up with new things to do with it.

Students in 4.17 work on setting up a physical framework for things to happen in. They receive design credit for designing the structures that are used, and they are paid wages for working on their construction. The type of things being planned are an Independent Activities Program. Information program booth, an information station as part of the Information Office, and an improvement of the coffee stand.

The Lamson-Litchfield-Rohsenow jazz trio will play songs from the '20s and '30s here starting at 12:15 pm Monday. The group is composed of Professors Roy Lamo and the Department of Humanities clarinet, Arthur Litchfield of the Purchasing Department on drums, and Professor Warren Rohsenow of the Department of Mechanical Engineering on piano.

The lobby of Building 7 is a central and important area. Displays and events have taken place in the lobby before, but not on a regular basis. For example, recently there has been a demonstration of pottery making and a strobe display. Weinberg plans to have chamber concerts in the lobby every Wednesday at noon.

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4 Burdick Drive, Port Chester, New York 10573
Course begins on Sept. 29 for Oct. 21 LSAT and on Nov. 16 for Dec. 16 LSAT.
Dear Israelis, Dear Arabs

A Working Approach to Peace by Roger Fisher, Department of Law, Harvard University

This searching, highly readable book consists of the author's correspondence and meetings with Hussein, Gada Meir, Abba Eban, and Riad. The letters contain operational documents illustrating in specific terms how particular ideas might be put into action, to bring peace to this little-known area. Indexed and illustrated with maps.

Benjamin Franklin

A Biography in His Own Words. Edited by Thomas Fleming, intro by Whitfield J. Bell, Jr.

Drawing upon the definitive edition of The Papers of Benjamin Franklin, Thomas Fleming presents a unique and fascinating look at one of America's most beloved heroes. With 32 pages of full-color illustrations, and 260 illustrations in black and white.

Stranger to the Ground

by Richard Bach, author of the phenomenal best-seller, Jonathan Livingston Seagull

The author takes the reader into the cockpit of a single-engine Air Force jet and shares with him the remarkable experience of a night flight over peace-time Europe. A compelling, sensitive narrative of terror, loneliness and remembrance of things past.

Five vows to win UMOC

By Ken Davis

Many distinctions can come upon a person in his years at MIT.

He can be first in his class, he can achieve office in a powerful campus organization, he can take over the ROTC building, or he can be elected Ugllest Man On Campus. The last is possibly the highest honor one can achieve, to be selected the ugliest by one's own classmates.

The rather farcical proceedings known as the UMOC On Campus (UMOC) contest are, in reality, a charity drive conducted by Alpha Phi Omega. The candidates who campaign for the title of UMOC get no votes, but contributions. The winner is the student who collects the most, all proceeds going to a charity selected by APO.

The UMOC contest was originally begun in 1958. It lasted until 1962 when it was discontinued. However, a revival occurred in 1966, and a UMOC has been elected annually since then. The amount of money raised has increased from approximately $400 in 1966 to over $2000 the last two years.

The ugliest man on campus need not be a man. In 1968, the winner was Cynthia Helgeson, who ran on the slogan, "Who's the ugly guy, with the funny looking chest?" and "Would you like your son to look like me?" Cynthis, now in an administrative capacity in the MIT Admissions Office, narrowly edged out Al Tuna for the title. Al came back to take the honors as Mr. Ugly in the following year, with a victory total of $536.

The 1970 UMOC campaign was marked by a plethora of candidates. The eight man field included Don "Deja Vu" Garrett, Matt "The Beast" Bandy, David S. Grubbs, Rowf Knopf, David Toktor, Kenneth "Gritz" Skier, Matthew Lieff, and the perennial Herman Quacy Wthopoo, who was annually represented by a picture of a brick wall. Deja Vu, the winner with $749.40, was shown in his campaign poster as a baby alligator.

The 1971 campaign achieved a new level of tension when The Tech's front page was marked by a plethora of candidates. The eight man field included Don "Deja Vu" Garrett, Matt "The Beast" Bandy, David S. Grubbs, Rowf Knopf, David Toktor, Kenneth "Gritz" Skier, Matthew Lieff, and the perennial Herman Quacy Wthopoo, who was annually represented by a picture of a brick wall. Deja Vu, the winner with $749.40, was shown in his campaign poster as a baby alligator.

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MIT dentistry is more than just fixing teeth

With the mounting unbalanced interest in careers in the health sciences it is noteworthy that very few MIT students turn their eyes toward "dentistry."

Perhaps this is due to the unfortunate misconception that all a dentist can do is "fix teeth." In fact, the dental practitioner today is trained in the area of dental medicine — involving the art and science of preventive health and healing concerned with the entire oral cavity, its various structures and tissues including the teeth.

"Fixing teeth" comprises but a small portion of the obligation of dental medicine to the health of the nation. Oral medicine is more accurately descriptive of this profession and to those in the vanguard oral medicine is appropriately considered as a specialty area of general medicine.

The unusual training that MIT has provided to students who have gone into medicine has made it possible for many to make substantial contributions to the profession — at the teaching, research and consultation level. MIT-trained students are in an equally good position to bring their talents to bear on the field of oral medicine where the opportunities in research, teaching and practice are wide open and the profession is charming and much needed.

The progressive schools of dental medicine are anxious to attract qualified students from MIT for the regular dental programs and in some cases for combined medical-dental programs leading to the MD-DMD degree as well as DDS-DMD programs leading to the DSc-DMD degree.

Dr. M. Henry Goldman, Associate Director of the Boston University Medical Center and Dean of the BU Graduate School of Dental Medicine will be at MIT on November 14 at 4 pm in Room 7-102. He will describe the combined programs offered at BU. All interested are urged to attend. Further information can be obtained from the Preprofessional Advising and Education Office (10-180, 4-1152).
Freshmen get chance for different education

By Bert Halstead

The room is silent. "A novel will be published in England next year, and the timing of its publication blackboard suggests. A smiling Professor B. W.immer, a workshop, and other activities centered on areas of mutual sten.

Concourse can give credit for Institute requirements such as 18.01-18.05, 8.01-8.02,41, and 21.01-21.02. If students wish to explore other areas of the course, they may take an extra course outside of Concourse. Each term students have advanced placement for 18.01 may take 18.02 or 18.05 during the fall term if they wish. In addition, students get a substantial amount of general elective credit for each term they are in Concourse. Credit for it institute requirements is awarded by means of a point system. Each assignment is worth a specific number of points, and may be turned in at any time after it has been assigned. Assignments are graded pass/no credit. Passing an assignment entitles a student to the specified number of points, while if no credit is given, the assignment may be resubmitted. One hundred points entitles a student to a credit in a subject, while typically 150-200 points worth of work will be assigned in each area each term. Quizzes are also given, but on the same basis that tests are. The quiz is to be re-done and resubmitted for credit at a later date. Still, the freshmen are exposed to "the quiz experience."

Concourse has many more dimensions than these. A letter sent to all inco.

In pursuing these goals we as faculty are frequently put in the position of trying to help students intelligently, rather than solve them, and to choose problems for themselves as well as accept problems as a subject matter for a given day."

The general theme for this semester is "Sources and Ideology of Disciplines" session, a weekly seminar split into four groups, each undertaking a project such as a feasibility study of colonizing the moon, or a group-analysed science fiction novel. The report that emerged from this group, the panel on "Working Groups, in which we.

The report that emerged from this experience became the blueprint for Concourse. "We are a group... from widely different professional specialties..." We propose to carry out a pro.

EMERITUS HERALD E. EBERGREN and JERRELD R. ZACHARIAS, and MIT President Jerome W. Wiesner. Attendance at the Forums has been very good, and many previous speakers have come back to attend the Forums in subsequent weeks. Concourse can give credit for Institute requirements such as 18.01-18.05, 8.01-8.02,41, and 21.01-21.02. If students wish to explore other areas of the course, they may take an extra course outside of Concourse. Each term students have advanced placement for 18.01 may take 18.02 or 18.05 during the fall term if they wish. In addition, students get a substantial amount of general elective credit for each term they are in Concourse. Credit for it institute requirements is awarded by means of a point system. Each assignment is worth a specific number of points, and may be turned in at any time after it has been assigned. Assignments are graded pass/no credit. Passing an assignment entitles a student to the specified number of points, while if no credit is given, the assignment may be resubmitted. One hundred points entitles a student to a credit in a subject, while typically 150-200 points worth of work will be assigned in each area each term. Quizzes are also given, but on the same basis that tests are. The quiz is to be re-done and resubmitted for credit at a later date. Still, the freshmen are exposed to "the quiz experience."

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EMERITUS HERALD E. EBERGREN and JERRELD R. ZACHARIAS, and MIT President Jerome W. Wiesner. Attendance at the Forums has been very good, and many previous speakers have come back to attend the Forums in subsequent weeks. Concourse can give credit for Institute requirements such as 18.01-18.05, 8.01-8.02,41, and 21.01-21.02. If students wish to explore other areas of the course, they may take an extra course outside of Concourse. Each term students have advanced placement for 18.01 may take 18.02 or 18.05 during the fall term if they wish. In addition, students get a substantial amount of general elective credit for each term they are in Concourse. Credit for it institute requirements is awarded by means of a point system. Each assignment is worth a specific number of points, and may be turned in at any time after it has been assigned. Assignments are graded pass/no credit. Passing an assignment entitles a student to the specified number of points, while if no credit is given, the assignment may be resubmitted. One hundred points entitles a student to a credit in a subject, while typically 150-200 points worth of work will be assigned in each area each term. Quizzes are also given, but on the same basis that tests are. The quiz is to be re-done and resubmitted for credit at a later date. Still, the freshmen are exposed to "the quiz experience."

Concourse has many more dimensions than these. A letter sent to all inco.

In pursuing these goals we as faculty are frequently put in the position of trying to help students intelligently, rather than solve them, and to choose problems for themselves as well as accept problems as a subject matter for a given day."

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We don't make a lot of noise, but this is where it's really happening. You see, a large corporation like Kodak has the resources and the skill to make this world a little more decent place to live. And we intend to do what we can to see that this is exactly what happens.

Take our home city, Rochester, New York for example. We cut water pollution in the Genesee River by using natural bacteria to dispose of unnatural wastes. We cut air pollution by using electrostatic precipitators in a new combustible waste disposal facility. We helped set up a black enterprise program in downtown Rochester, and we've been experimenting with film as a way to train both teachers and students—including some students who wouldn't respond to anything else.

And we didn't stop with Rochester. Kodak is involved in 47 countries all over the world. Actively involved.

Why? Because it's good business. Helping to clean the Genesee River not only benefits society... but helps protect another possible source for the clean water we need to make our film. Our combustible waste disposal facility not only reduces pollution... but just about pays for itself in heat and power production and silver recovery. Our black enterprise program not only provides an opportunity for the economically disadvantaged... but helps stabilize communities in which Kodak can operate and grow. And distributing cameras and film to teachers and students not only helps motivate the children... but helps create a whole new market.

In short, it's simply good business. And we're in business to make a profit. But in furthering our business interests, we also further society's interests.

And that's good. After all, our business depends on society. So we care what happens to it.
this question is not known, as there are no Concourse alumni who are juniors or seniors, and only a handful who are sopho-
more. The consensus of this year's Concourse Freshmen seems to be that Concourse is a lot of work involving a lot of reading. There is some feeling that "I'm acoustic equipment in the background of this year's Concourse students, there are 46 freshmen enrolled in Concourse, and the seplex
vate steady over since the first

An important part of Con-
course is that students and staff read excerpts from the Francis Bitter Natural Magnet Laboratory and has nothing whatever to do with the play.  

Concourse offers alternative freshman year

(Continued from page 9)  

apathy, stubbornness, or panic on the part of the students. At one point student enrollment dropped to a low of twelve, but then several new freshmen joined the program halfway through the year.

This year, in part to the efforts of some of our students who have beenflammatory, the Working Groups are no longer required and the students and staff. "Students and staff are more involved in these aspects than ever before. Artificial barriers of age difference and 'professional' distance have been partly effectively struck away... We believe that the sphere of understanding and enjoyment-in-learning is crucial to our purpose, and that it requires a particular educational strategy is not at all accidental." Naturally, so far, we

are up to date on youth fares: Both Domestic and International.

Says Bucciarelli, "Some treat Concourse just as an educational program. They come and they go. Others make it the center of their whole college experience." We believe that the sphere of understanding and enjoyment-in-learning is crucial to our purpose, and that it requires a particular educational strategy is not at all accidental." Naturally, so far, we

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Rothenberg considers educational creativity

By Jim Moody

Dr. Albert Rothenberg, Associate Professor of Psychiatry at Yale Medical School, in an article in the October 31 at the MIT Education Division Colloquium on "Is Creativity a Proper Goal for Education?" He discussed some of his current research on creativity, as well as the public's general awareness about the subject.

Rothenberg began by pointing out that "we live in an age of the smashing of old boyhood, as the "the value-laden arena" of such terms as "creativity" impedes scientific discussion. He stated that creativity is a proper goal for education, and this involves some redefinition of what is meant by creativity.

Educational psychologists began to do creativity research in the early '60s, in support of educational applications. This research effort was given a big boost by the launching of the Russian Sputnik, producing concern over America's standing in scientific progress. A good reaction to this was the discovery by Watson of the double helix structure for DNA. Watson's description of the discovery makes clear that the actual breakthrough consisted of connecting simultaneously identical but specially opposed forms. This breakthrough was not the complete answer, and a whole set of research had to be worked out to give it validity, but it was the creation that enabled the final concept.

Rothenberg has taught highly creative students, and the good problem-solving technique, as well as satisfying broader emotional needs, encourages the expression of human creativity. The good problem-solving technique, as well as satisfying broader emotional needs, encourages the expression of human creativity.

Rothenberg insists that creativity and productivity are very distinctive capacities. Educative problem solving can only have one or other of these capacities, whereas productive problem solving can produce much research of a very common nature.

As another example, Rothenberg's own research has shown that there is no correlation between spontaneity in the expression of one's emotions and creativity. Yet, the application of this notion, as a method for increasing creativity, has resulted in pre-school movements, T-groups, and the tendency to form some university classes to focus on talking about themselves rather than subject matter.

A final example of the misconception of creativity is that, in Russia, the idea of applying scientific creativity meant the training of artists and other talents through Pavlovian conditioning.

Thus, the question of whether or not creativity is a proper goal for education depends on what the concept of creativity is, and on the function of education. Rothenberg then explained his limitations on his "yes" answer to this question, by discussing his own research.

He focused on the thought processes of proven creators, actively engaged in the creative process. He did not want to be in advance that creativity, as in great works of art, can be continuous with that of the general population. Therefore, his thoughts did not apply to general notion of creativity, to simple productivity, normal behavior, or the ability to find alternate solutions to problems, but to proven creators and geniuses.

One of the thought processes he found to be operating in creative thought, Rothenberg called "Janisian thinking," after the Roman god, Janus, many faces were of different directions. Janusian thinking is "the capacity to conceive and utilize two or more opposite or contradictory concepts, images, or ideas, simultaneously."

Rothenberg has taught highly capable students, and the good problem-solving technique, as well as satisfying broader emotional needs, encourages the expression of human creativity. The good problem-solving technique, as well as satisfying broader emotional needs, encourages the expression of human creativity.

Another important sideline of these studies of creativity and intelligence was that they depend on the relationship between creativity and the traditional concept of genius. The present notion of genius can treat other implicit values and assumptions, instead of the educational upheaval of the 1930's, "progressive" education, with its emphasis on freedom and spontaneity in class, was developed at this time. Creativity replaced progressivism as an acceptable goal, but the emphasis remained on freedom and spontaneity.

Rothenberg then pointed out in it that the large amount of interest in the subject of creativity, not much concrete knowledge is known about the role of creativity in education. Aside from the previous experimental findings, the only other principal contribution by educational psychologists has been to point out that casual children may also be creative. This is important because, in education, conformity is often rewarded for his own, taking an unusual behavior is not tolerated at all. This is not still enough, however, for one can ask himself if it is possible for himself to be creative.

Rothenberg then outlined implicit assumptions about creativity. First, creativity is not totally an innate capacity. Poets are to degree degree made, not born. Second, creativity is not necessarily a capacity of geniuses. Anyone interested in considering creativity as a proper goal for education must ask about the concept of creativity he is employing and what he considers the essential features of education to be. For example, many who speak of creativity are often referring to productivity, the capacity to produce the amounts of research or ideas.

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