

The Tech

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CAMBRIDGE, MASSACHUSETTS

FRIDAY, APRIL 13, 1973

FIVE CENTS



Photo by Dave Green

Blackmer to be appointed to post as associate dean

By Paul Schindler

Associate professor of Political Science Donald Blackmer will be named associate dean of the School of Humanities and Social Sciences in the near future, according to usually reliable sources.

Blackmer will be working with the new Dean of the School, Harold Hanham (*The Tech*, September 19, 1972) on a half-time basis, while continuing his teaching and research. He will be replaced by associate professor Harvey Sapolsky as executive officer of the Political Science department this summer when Blackmer officially takes over his new duties.

Blackmer feels strongly about his commitment to Political Science; he told *The Tech* that he was "not deserting the department." He also said he was "looking forward to the challenge of working with a new dean, in a new position which, as far as I know, has never existed before."

When asked if there would now be more administrative structure in the School, Blackmer was quick to point out

that his half-time teaching, and Hanham's work as temporary head of the Humanities department caused a "need for an associate." He expects "to collaborate in all aspects of the job" of school dean, but noted that it would take "practice to accurately define the division of labor."

Hanham told *The Tech* that there is a "crisis character" to the "whole business of humanities at MIT," and that the question of what a humanistic education is, and how it relates to science and technology is "in need of resolution." During what he hopes will be his short tenure as department head and dean both, Hanham sees much work to be done.

As an example, he noted that the "humanities requirement, as now constituted, may not be the 'best way' to teach humanities." "There may be no best way," he added, but he will work on the problem. He also alluded to a "crisis in morale" among humanities faculty, saying that "something has to be done."

Hanham concluded by noting a strong desire to return

to half-time teaching, which he plans to do at the end of the '74 academic year. He holds a joint appointment in Political Science and Humanities, and has re-affirmed his interest in the study of science and technology several times since coming to the Institute.

Blackmer was not so definite on his future plans for the School, noting that he has not yet taken up his post. "I have no catalogue of imperatives going into this job," he noted, adding later that he did not view the School as being "under-administered at this time."

Tufts wins election; Collective takes 2nd

By a margin of 22 votes, Linda Tufts became the new Undergraduate Association President and David Bok was named Vice President, edging out their nearest opponents, the Spring Collective.

The counting Wednesday night went six ballots before five of the six candidates for the UAP office were eliminated, with the Collective holding a weak lead over all the contenders, including Tufts, until the sixth ballot.

A total of 1662 votes were cast in the election, with all but 59 going to the six "established" candidates, which included Baker House (running as a collective), Roland Janbergs, Larry Russell, the Collective, Tufts, and Jerry Wilkens. The traditional votes for "No UAP" were absent from this year's election, after last year capturing nearly 20% of the 1100 votes cast.

In addition to the noticeable lack of votes for "No UAP," this year's election did not have the usual amount of campaigning or publicity. Cam-

paigns for the contest essentially began at the beginning of the week, as the race for the UA presidency had been marked by confusion and controversy, having been postponed once from an earlier date in March.

The debate was over collectives running for the UAP/UAVP offices, and was resolved last week in a referendum, at which time the Collective and any other group with enough signatures on petitions, was declared eligible to run for the office.

A referendum question on UA endorsement of Vietnam-America Friendship Week (see story this issue), did not appear on the ballot as had been agreed to earlier. Members of the Friendship Week Committee told *The Tech* that UAP Curtis Reeves, who had taken charge of the Election Committee last month, eliminated the referendum from the ballot at the last minute, failing to inform anyone prior to the election. Reeves was unreachable for comment.

TABULATED RESULTS OF THE UAP RACE

	1st	2nd	3rd	4th	5th	6th
Janbergs-Morgenstern	116	122	129			
Russell-Newhausen	209	209	243	261		
Spring Collective	476	484	503	515	595	637
Tufts-Bok	437	449	472	518	566	659
Wilkens-Jordan	249	251	255	278	311	
Baker House	116	116				
Write-ins	59					

Tufts-Bok win on sixth ballot

New housing report issued

By Mike McNamee

The report of the Committee on Student Environment, dealing with the Institute Housing system, was released Friday.

The report, which is the product of four years of work by the student-faculty committee, was written by Associate Professor of Philosophy John C. Graves, who chaired the committee for the last year of their deliberations. The report deals with sociological aspects of the MIT dormitory system. If approved by the faculty, the Graves Report will probably become the basis of any new housing built by MIT in the near future.

The report covers such topics as the housemaster-tutor system, plans for a more flexible housing system, coeducational living, and plans for a new house. The CSE dealt with the more philosophic sides of the issues; a working plan, to implement the suggestions of the report, is currently being developed by O. Robert Simha of the Planning Office and Richard Sorenson of the Vice-President for Operation's office.

Major departures from the last housing plan issued by the CSE (the 1963 Report, which was the basis for MacGregor and the renovated Burton) include suggestions on coed life,

which was not considered in the '63 Report, and the development of a housing system that allowed free movement from house to house every year. (A major analysis of the Graves Report will appear in *The Tech* soon.) Specifically, the Graves Report calls for the Institute to implement coed living wherever possible in the housing system, without exceeding a ratio of 70% male to 30% female in the coed groups. Although the report strongly urges coed living, the committee realized that some students would prefer single-sex housing, and stated that such housing should be provided. The suggestions on coed living were based on an extensive questionnaire circulated by the CSE last year.

The "mobile housing system," as the second proposal is known, would establish a lottery, to be held each spring, in which students could draw for rooms in the housing system as a whole. The plan would also encourage students to move around in the system more, so as to gain wider experiences in their MIT careers. Although the Graves Report does not specify the exact mechanisms for handling such a system, it states that provisions should be made for groups of students who want to move together, and for

students who don't want to move at all.

This is the first major report by the CSE since 1953, when they issued a report on housing. In 1969, when many administrators felt that funds for more new housing would be available, the CSE, then chaired by Associate Professor Roy Feldman of Course XVII, was asked to determine if the precepts of the '63 report should be used to design new housing.

After the prospects for "MacGregor II" dissolved, the CSE slowed its deliberations. "With the financial crisis, we didn't know whether we were planning for 1975, '80, or '85," said Graves. It wasn't until last year that the committee started to work hard on the report. "We had to start almost from scratch," Graves recalled. "We read many reports and studies on MIT housing, and met for about two hours a week almost every week." Graves authored the report himself, over the summer last year.

Copies of the Graves Report have been sent to many faculty members, administrators, housemasters, and house presidents. Copies will be available at the desks and libraries of the dorms, for use within the dorm. Copies will also be available, in limited numbers, in the Dean for Student Affairs office.



Photo by Craig W. Reynolds

Fourth ABC science show:

Next Friday, April 20, at 10:30 on ABC the fourth in the series of six programs "What About Tomorrow?" will be shown. The show will discuss "Searching the Unknown," and the quest to unravel the many mysteries of nature.

Filmed at MIT, the show is narrated by ABC science editor Jules Bergmann who interviews six scientists: Victor Weiskopf, Steven Weinberg, John King and Philip Morrison of the Physics Department; David Baltimore of the Biology Department; and Hans-Lukas Teuber of the Psychology Department. Each professor discusses his research, which is an attempt to better understand part of our environment.

The three physicists discuss general approaches to research in theoretical physics.

Weiskopf and Morrison were both pioneers in atomic energy research. They discuss the scientific and social responsibility of scientists. Morrison, who worked on the development of the atomic bomb, is acutely aware of this problem. He told Bergman that "It was not scientists who made the atomic bomb. We were the same people, but we weren't acting as scientists, we were acting as military engineers... Maybe we should have thought more about making them..."

Baltimore, who is doing cancer research, stated that "I have, at times, considered stopping my work because I was

worried about the misuse..." Ultimately Baltimore decided to continue his research and he stated his three reasons for doing so. King stated his belief that "pure research is never pure... and that word is really dangerous..." King cited various examples of important scientific discoveries of great value that, unfortunately, could be misused. He indicts scientists for not taking a stand on these issues. "I think scientists have to take responsibility... and not say 'I'm innocent, it's the politicians.'... It's a very, very

complicated social problem, but it's there, it's there."

According to Teuber "the potentials for mischief (in psychology) are greater than in the other two fields... I think that if you ever see, ever, the misery of a mentally ill person, and you have here a promise of a cure, I think that offsets the potential abuse."

The concluding speech by Bergman makes some very strong points about the role of science in our society and the future of scientific research. It is a show well worth watching.

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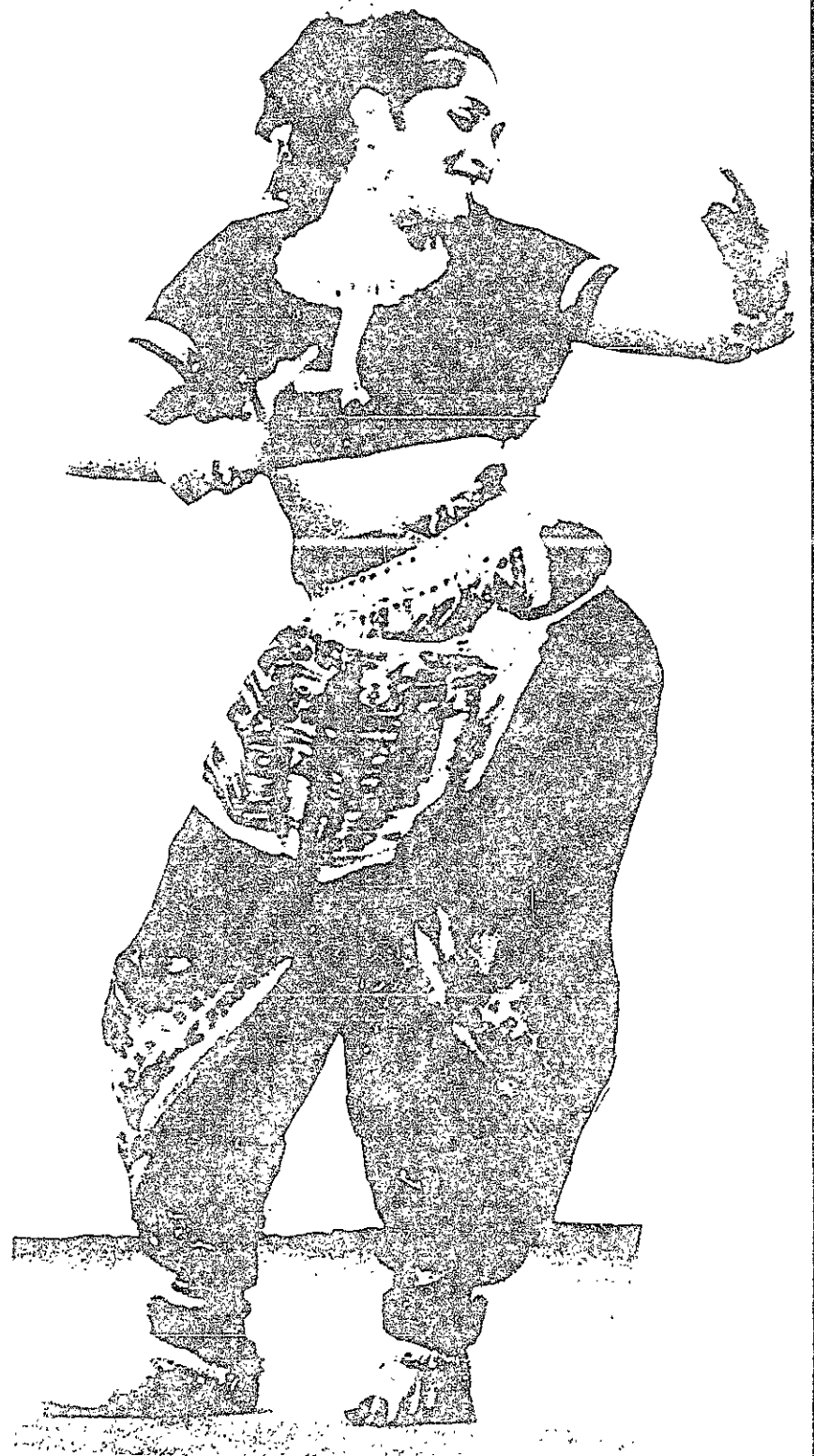
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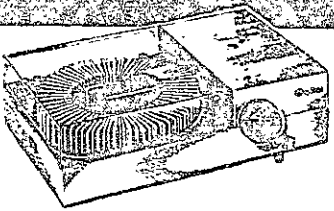
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MIT STUDENT CENTER

Vietnam week upcoming

By Barb Moore and Ken Davis

The week of April 23-29 has been designated Vietnam-America Friendship Week, featuring discussions, lectures and teach-ins concerning the current situation in Southeast Asia. A referendum deciding whether or not the UA will endorse the events was to have been held Wednesday along with the election for UAP, but was removed from the ballot at the last minute.

Several MIT organizations, such as the Peace Coalition, the Science Action Coordinating Committee, and the Graduate Student Council are helping to plan the events. The program will encompass Cambridge, Worcester, Arlington and several other surrounding communities. Noam Chomsky, MIT professor of linguistics, David and Philip Berrigan, Tom Hayden, George Wald, former Congressional candidate John Kerry, and BU Professor Howard Zinn are among the scheduled participants.

Jeff Mermelstein of MIT

SACC, stated that the Friendship Week will serve several purposes. First, it will focus on the meaning of the ceasefire in Southeast Asia today. Second, it will begin the process of reflection upon the lessons which the US has learned from the Vietnam war. Third, it will raise money for medical aid and reconstruction in Southeast Asia. Hopefully, the discussions and teach-ins will present a clear view of the situation which now exists involving the US and Vietnam.

The tentative schedule of events at MIT has been arranged. The week will start off on Monday, April 23, with a teach-in featuring Chomsky, Ngo Vinh Long, President of the Vietnamese Student Union, and Lillian Shirley, coordinator for Medical Aid for Indochina. A press conference will also be held.

Tuesday, the documentary film "Who Invited Us?" concerning American involvement in Southeast Asia will be

shown. Wednesday, President Jerome Wiesner, John Kerry, former head of Vietnam Veterans Against the War, Zinn, and William Bundy, former presidential advisor to Lyndon Johnson are scheduled to speak. A play on Vietnam involvement will be presented on Thursday by the Proposition improvisational theatre company. Further possibilities such as films, readings, art shows and picnics are being considered.

Saturday, April 29, has been designated Medical Aid to Indochina Day. Various fund-raising projects will take place during the week to help rebuild hospitals and provide health care in North Vietnam.

The Vietnam-America Friendship Committee, made up of the participating MIT organizations, have set as the overall goal of the project the presentation of a wide range of viewpoints. They hope sufficient student interest will be generated to make the program a success.

Lab to study transportation

By Barb Moore

The Center for Transportation Studies, an interdepartmental effort to analyze problems and advancements in modern transportation systems, has been established at MIT.

Members of the center anticipate nationwide notice as being the most inclusive and multimodal study yet undertaken of the transportation situation. Elected as Director of the center is Paul Roberts, Professor of Civil Engineering.

The interest in transportation studies extends throughout the engineering department, and includes members of the economics, urban studies, political science, government, law, and management departments as well. The center consists of MIT faculty from these areas and additional faculty from other universities in the Boston vicinity.

The center hopes that through its studies, interdisciplinary research will be stimulated, and that educational programs concerning transportation systems will be improved, if presently existing at all. The studies will concentrate on the uses of such systems by society, and technological advancements to improve these services. Analysis of issues of public policy and governmental legislation will also be considered.

The center has set as its objectives: 1) to facilitate research on transportation matters; 2) to facilitate research on interdisciplinary and intermodal problems in transportation; and 3) to provide a focal point for development of a graduate program in transportation studies within the School of Engineering.

Much of the importance of the new center relies on the

different approach to the necessary environment for continuing transportation research. Rather than the previously exclusive engineering approach, the Center for Transportation Studies plans to operate as a combination of the many viewpoints represented. As Roberts stated, "We hope that the center will be the largest and most comprehensive research facility of its kind in the country."

Members of the Steering Committee for the center are: Professors Earnst Frankel of Ocean Engineering; Ralph Gakenheimer of Urban Studies and Planning; Herbert Richardson of Mechanical Engineering; Robert Simpson of Aeronautics and Astronautics; William Wheaton of Economics, and Zenon Zannetos of the School of Management. The center is located in building 9 on the MIT campus.



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Endorsement:

Women at MIT

We, the members of the Dormitory Council, do hereby urge the administration of MIT to make a major commitment to the undergraduate women at MIT. It is our belief that the major problems of women can be predominantly traced to one source: there are not enough women at MIT. We, therefore, urge that a program be promptly initiated in the following manner:

- 1) A task force for the purpose of analyzing the problems that face women at MIT should be created. This task force on women should be charged with finding solutions to the problems they are sure to uncover.
- 2) A financial commitment should be made to encourage an active recruiting program specifically aimed towards the goal of increasing the number of undergraduate women at MIT in a substantial manner without lowering any admissions standards.
- 3) An internal and external educational effort should be implemented to remove the false stereotype of the MIT woman and her role at MIT.

Dormitory Council is prepared to assist in the implementation of this proposal in any way possible. A frank recognition of the problems that affect women, and a strong effort towards solution of these problems can only make MIT a healthier place to live and grow for all.

(The Tech Editorial Board endorses the resolution printed above. We too stand ready to assist in any way possible.)

On Pass/Fail

(Next Wednesday, the faculty will consider pass/fail grading. Two documents on that topic have recently arrived at The Tech.)

Report to the Faculty on Freshman Grading

The Student Committee on Educational policy recommends: that there should be a single passing grade for freshmen.

The basic reasons for the single passing grade for the freshman year are that it removes unwanted anxiety over grades, and therefore allows students to adjust to MIT, that it provides the opportunity for educational experimentation, and that it has permitted improvements in the curriculum.

that there should be no hidden grades and that this policy be explicitly stated in the *Catalogue* and to incoming freshmen; that no external use be permitted of freshman written evaluations; that letters of recommendation should deal with general competence as opposed to an evaluation of a particular subject; that no method exist to reconstruct a grade;

Once any grades are released we are no longer on a single passing grade system, and it is possible for the student to be misled by the facade of a single passing grade over hidden grades.

that there should be a realistic and usable, non-public, non-passing grade;

The use of non-public, non-passing grades can serve to help raise standards without permanently damaging a freshman's record.

that the 60-63 unit limits are unfairly restrictive on those who can competently and beneficially handle more; and that the faculty continually evaluate the number of units assigned to subjects and required for graduation.

The placement of unit limits runs counter to one of the goals of single passing grades in that it will inhibit educational exploration and experimentation.

MEMO TO: CEP
FROM: Peter Buttner
SUBJECT: P/F Committee Report

Although I support (and helped write) the P/F Committee's recommendation concerning a credit limit as probably the most appropriate response to the faculty sentiment expressed in our survey, I plan to vote against it in the Faculty meeting. I'd like to explain why.

The practical options open to the committee were limited, partly by our charge and partly by our credibility in the eyes of some opponents of pass/fail. The concern about overloading has existed and did come through from some faculty as clearly as any other message. Though not all of us believe a limit is appropriate, the recommendation does at least appear

to respond to the concern we heard. We did apply a degree of interpretation, because we rejected the idea of a limit with exceptions (the intuitive solution) as probably leading to a *de facto* limitless situation, at some cost in credibility, frustration and time.

However, some of us feel that a limit responds more to the symptom than to the actual condition underlying most faculty frustration. That condition is the extent to which students actually pursue (or don't pursue) their individual subjects. I believe that some faculty feel that too many students are (just) getting by (with too little effort) in too many subjects. The assumption is that by limiting subjects we can re-direct energy where it "ought" to go. It may work in some cases but I think the horse-water analogy fits.

Instead we should look for solutions at the individual subject level. Without in any way suggesting that the faculty put the screws to their students, we can nonetheless ask them to re-examine the amount of commitment and effort they expect of their students, particularly to pass. Freshmen are already held to high standards in some subjects (e.g., some biology, chemistry, math and physics options, a few freshman seminars, occasional sections in humanities subjects, all computation subjects). Internal fail (as proposed) or no record should encourage more constructive attention to minimum passing standards.

Ultimately the individual student will decide how much of his or her energy is going to be devoted to formal or semi-formal academics. If individual subjects were designed to necessitate the student's spending, on the average, the amount of time implied by the units of credit, the load distributions would look a lot more like they did before pass/fail. That would make us feel better, being assured as well that we had satisfactorily high standards without being unreasonably demanding of individual students. And we could rest easier with those (apparently) fewer students who wanted to work toward personal goals or express their individuality by accumulating units faster than the norm.

If we move toward more uniform "truth in credit" practices and if passing standards shift upward, the student who experiences a difficult transition from high school and who "benefits" from the present widely-varying standards stands to get hurt. Or does he? Not if instructors continue to develop ways to support students during the term and to respond flexibly in the time dimension when appropriate. Furthermore, any student who now passes a subject without having a reasonable command of the material

(Please turn to page 5)

Commentary:

Pass-Fail: basic issues

By Lee Giguere

Basic dissatisfaction with Freshman Pass-Fail appears to be surfacing among the faculty.

The current discussion of the first-year Pass-Fail program was ostensibly prompted by the needs of pre-med students for a more detailed indication of their performance in freshman courses than either the formal pass-fail grades or the Freshman Evaluation Forms, but that issue, at least according to Professor of Biology Bernard Gould, has been resolved.

The CEP, reviewing the proposals of the Committee on Freshman Pass-Fail grading, chaired by Professor of Mathematics Arthur Mattuck, is examining a wider range of possibilities than are encompassed by the Mattuck committee's report. According to Faculty Chairman Hartley Rogers, the options that the CEP is examining range from retention of the *status quo*, without implementation of the Mattuck proposals, to a return to letter grades and the abandonment of Freshman Pass-Fail.

Rogers reported three issues with which the CEP was concerned: hidden grades, the threshold between passing and failing, and overloading.

The last two of these, and two of the Mattuck committee's proposals (one for an "internal fail" to replace the present grade of F and the other for a limit on the number of credit hours a freshman can take), point to what is probably one of the basic issues in regard to Pass-Fail.

Last year, some members of the Humanities faculty voiced concern that the adoption of hidden grades would heighten an already large level of indifference toward humanities courses on the part of students, especially in the freshman year. While this concern is no longer so great within the Humanities Department, I sense that dissatisfaction with Pass-Fail throughout the Institute is closely tied to a concern on the part of the faculty not only with grading, but with the issue of the quality of student work in most courses.

Any debate over grading, however, can only serve to obscure this issue. If students are not interested in their course work, if they are unwilling to work up to the standards set by their professors, if they refuse to commit themselves to their work, these can only be symptoms of some more serious problem. Toying with the grading system, making it either stiffer or more lenient, will only serve to mask the symptoms but not alter the essential dissatisfaction some students may feel toward some of their course work.

The basic educational issue is the need to get students involved, interested, and excited. Pass-Fail, the other experimental program in the freshman year, UROP and the Undergraduate Seminars program are all predicated on the belief that the sort of work done by the MIT faculty, research and study, are inherently interesting. The insistence on the part of the Institute that research quality must remain the principal factor in guiding tenure decisions because only men and women who have done outstanding work in their own fields are qualified to teach in those fields is based on that assumption as well.

The solution to student apathy in the classroom is not to begin to return to a reward system that is based on the carrot and stick approach to learning.

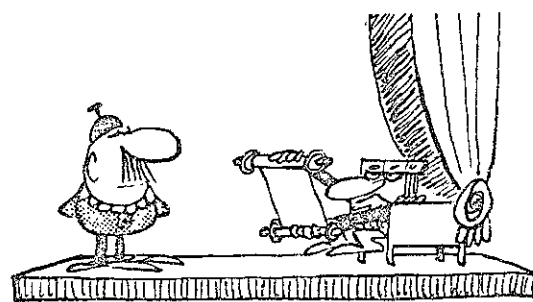
A simple, single passing grade, as a certification of a student's competence in a subject, would suffice. Any further grades can only serve to obscure real shortcomings of an educational system. Pass-Fail should be retained. It allows a student, in fact forces him, to allot his own time and set his own educational priorities. Rather than studying to get a grade, Pass-Fail grading encourages students to seek their own interests and concentrate on them. But all this has been said before.

The real issue is the quality of education at MIT. If students aren't interested in their work, aren't excited about their studies, be they freshmen or seniors, the fault lies deeper than the form in which they are graded.

Rather than trying to improve the grading system, or to design any sort of grading system, the need is to examine

and improve our educational system. Well-taught subjects, well-planned lectures, and a solid, meaningful curriculum should be the goal of MIT, not an elaborate, highly-articulated grading system.

The aim of Pass-Fail is to allow students the freedom to choose their own interests, to manage their own time and to be students rather than just pupils. Necessarily, this goal conflicts at times with required courses. Necessarily, it means that some students who are taking a course will not be very interested in it, and will not be willing to devote large amounts of their time to material that they consider of secondary importance. At the same time, Pass-Fail allows students to commit themselves more fully to the studies that interest them. No one, it seems, expects a physicist to be a master of American literature, anymore than literature professors are expected to understand the intricacies of quantum physics. Why should any of these professors expect their students to commit themselves equally to both fields?



Continuous News Service

The Tech

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Letters to The Tech

To the Editor:
 I don't write letters to the editor very often, but it seemed to me that the April 6 *Tech* article by Richard Parker and David Olive on the Political Science Department required a personal rejoinder. The article as it stands is right in its identification of a past tendency on our part to emphasize graduate training as opposed to undergraduate teaching. But read overall, it misleads the undergraduate reader about what is *now* going on within the Department. We are very far from having solved all the problems involving our relationships with MIT undergraduates, but a little more work on the authors' part might have turned up two propositions undergraduates might find interesting. First, most of us are keenly aware of the problems discussed. Second, we are taking very concrete steps to deal with them.

Sapolsky, Skolnikoff and Kaufman. Many if not most of these are open to undergraduates. And this is to say nothing of offerings in urban politics and other fields which have direct relevance to an American-politics curriculum.
 (2) Beginning in September 1973, Professor Jeffrey Pressman of Dartmouth will be joining the Department. Professor Pressman is keenly interested in teaching and working with undergraduates, and has a fine reputation at Dartmouth on both counts. He is an "Americanist," and will offer courses on American politics, Congress, and (at the seminar level) the implementation of federal policies in local areas.

In pointing out all this relevant information, I would again want to reiterate that it by no means eliminates all the problems discussed by the article. Until very recently, our American offerings were not in fact well developed or coordinated. What is sketched out above should thus be seen as a beginning, not as an end. It will also continue to be necessary for us to monitor what we do when presenting material to undergraduates. Our standards are and should continue to be high; but undergraduates are not necessarily journeyman professionals in political science. It is also obvious — and nowhere more obvious than in the American field — that the problems we deal with are of urgent substantive importance. A narrow "technological" or overspecialist approach to these problems simply will not do. Nor would I deny that

our communications with undergraduates about what we are up to have been seriously inadequate. They must be systematically improved, with communication regarded on all sides as a dialogue, a "two-way street."
 The crucial deficiency of the article was that it quite failed to capture any of these time-related *facts* of the case. And so I think it did the Department an injustice. Things are happening right now which it did not mention; and many of the changes indicated above are not "pie in the sky": they will be very visible next September.
 One other point of fact: Professor Skolnikoff is *not* the former chairman; he is still very much the head of the Department.

Walter Dean Burnham
 Professor

There is no more suitable place to focus this than in the American-politics field itself. Thanks very much, fellas, for the kind remarks, but I am by no means the only member of the Department who is directly concerned with American politics! Let me be as specific as I can.
 (1) The article completely fails to acknowledge the simple fact that, even this year, there is far more being offered for undergraduates in American-related fields than those courses for which I am directly responsible. This is not only so with regard to Professor Diamond's justly-praised labors on Politics and Television. Undergraduates should know that there are courses here on bureaucratic behavior, science and public policy, and the US budget, taught by Professors

(3) Professor Louis Menand will offer an undergraduate course on American constitutional law in the 1973 academic year. Such a course meets a long-standing undergraduate demand, and is offered by a teacher whose qualifications are already well known to MIT undergraduates.
 (4) Professor Lipsky, Professor Pressman and I are developing a jointly-taught course for undergraduates, Political Science 17.08 (American Politics and Social Change). This will also be offered in September 1973. I will say no more about it now than to give my impression that people may find it interesting. It should also be noted that this "teaming up" across "field" borders will not be confined in the longer run either to this course or to these two fields. (I am puzzled, by the way, that the article doesn't mention this year's Political Development course for undergraduates, developed by the senior people here in that area.)

On Pass/Fail

(Continued from page 4)

stands a chance of being hurt later on. The aim should be to achieve a balance between reasonable passing standards and reasonable flexibility for the student; many instructors seem to have already accomplished this.

I don't believe that we need a limit in the short term to protect either our students from themselves or MIT against abuse. Students have made, and others will continue to make, poor judgments with respect to their own limits, but most seem to learn a lot about themselves in the process. A limit will only frustrate

some students and may serve to direct attention away from more basic issues.
 Consequently, it would be perfectly reasonable for the CEP *not* to endorse the P/F Committee proposal regarding a limit and instead to enjoin those faculty who are concerned about the engagement of their students to examine their own teaching practices. At the same time it would be appropriate for the CEP to undertake a thorough review of teaching and credit-granting practices, with emphasis on understanding why some faculty manage to engage their students so well. I urge you to adopt this view.

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RLE faces funding slash

The Research Laboratory of Electronics (RLE) is anticipating a decrease in its budget for fiscal 1973.

Government agencies such as the National Science Foundation, the National Institute of Health (NIH), the Atomic Energy Commission and NASA contribute the major portion of RLE's support. Considering the federal government's reordered priorities which include cutbacks on sponsored research, RLE Director, Electrical Engineering professor Henry J. Zimmerman, says it has seen "storm clouds on the horizon."

A large research proposal submitted to the Joint Services Electronics Program has been funded, but at a level of 4.5% below that requested. The

funding for a substantial NIH program will terminate next fall, and a renewal contract only half as large has been secured. Zimmerman reports that the faculty have submitted numerous smaller proposals to other agencies to compensate for such budgetary disappointments, but admits that the number of such proposals pending is "more than I'd like to see."

The laboratory director states that NASA and other federal space agencies which previously contributed to RLE's support will very probably be unable to expend such funds in the future. To weather the government's present disfavor of pure research topics, Zimmerman says RLE is composing

more proposals for projects that will apply developed technologies to civilian needs.

RLE is an interdepartmental laboratory which currently employs approximately 100 faculty, 300 graduate students and 100 undergraduates researching nearly thirty topics in areas as widely diversified as communication sciences, general physics and plasma dynamics. Zimmerman feels that the variety of the laboratory's endeavors will save it from extinction by current trends and notes that projects in the communication sciences, which have extended into such areas as biomedical research, have already begun to bridge the gap between research and its practical applications.

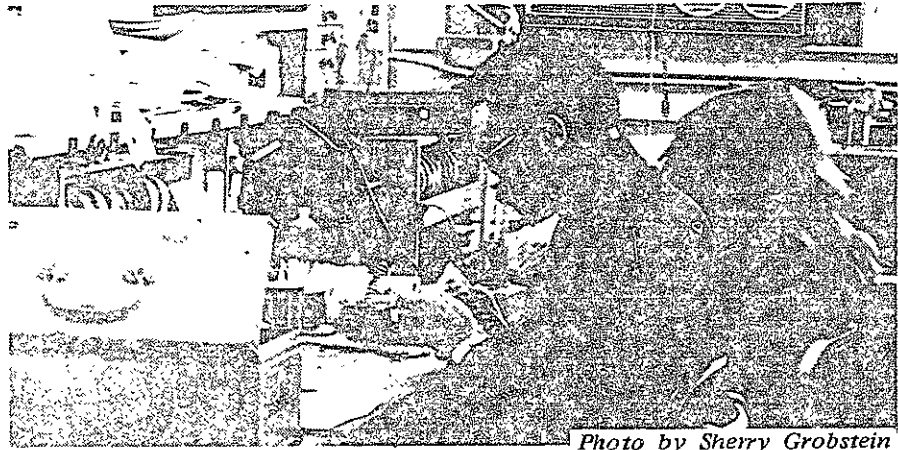


Photo by Sherry Grobstein

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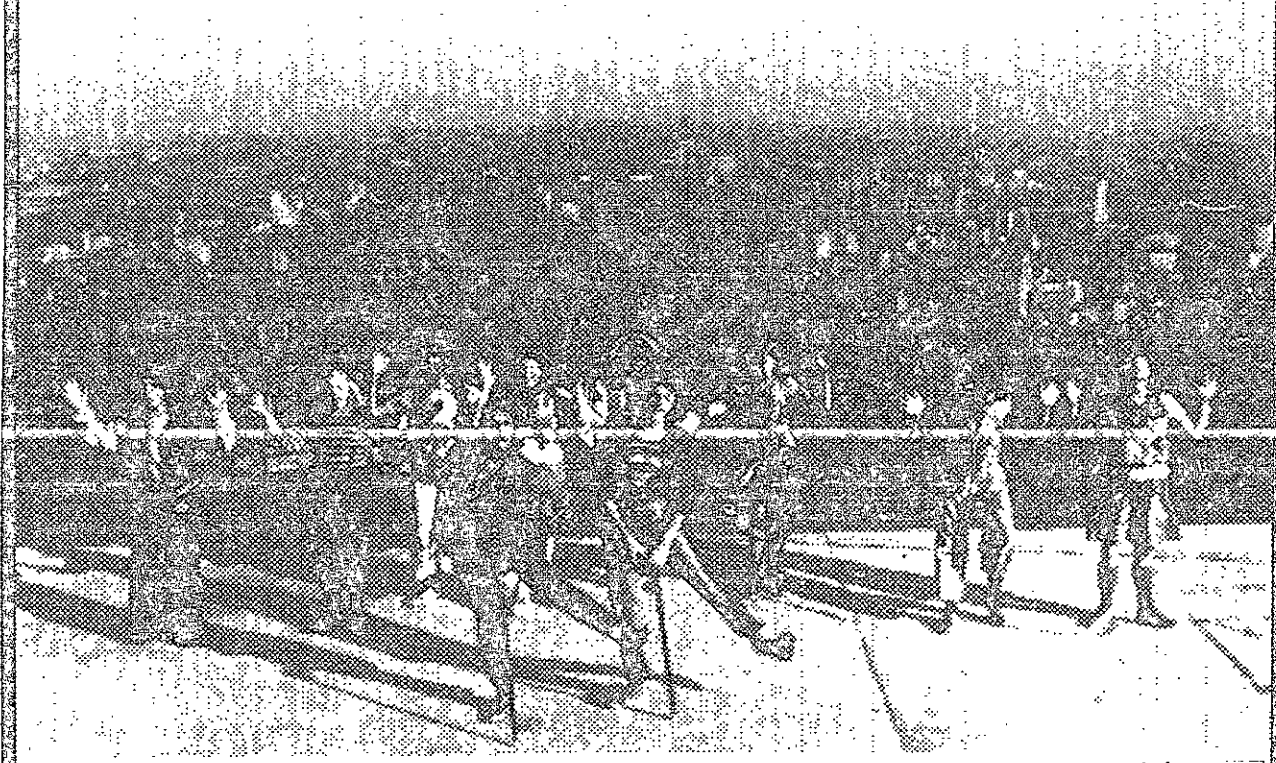
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Sports

Track at UNH

It seems that the outdoor sports season always gets to New England before spring does. In a meet against New Hampshire at UNH last Saturday five of the eighteen events were contested indoors. Although the weather wasn't too bad that day, snow and heavy rains earlier had prevented UNH from preparing their jumping and shot put areas.

The meet was close right until the end when New Hampshire swept the triple jump and won the mile relay in what appeared to some to be an MIT victory. Gary "Sugar Bear" Wilkes '74 running anchor, closed hard on the UNH runner; but the judges ruled it a UNH win. That made the final score 86-64. In the 440 relay earlier, Wilkes, George Chiesa '74, Jimmy Banks '76, and Dave Wilson '73 combined for a win in 45.3 seconds. After a good lead by Wilkes, a bad pass gave UNH the lead. Chiesa made up the difference and then some before Banks put the race out of reach for UNH.

A very strong wind hampered many of the runners; this resulted in below average performances on both teams. There were some bright spots, though. In track's toughest race, the 440 yard intermediate hurdles, Billy Leimkuhler '73 turned in a fine 58.6 to win that event. Billy is not normally a hurdler; but he consented to fill a vacancy in that event and was a pleasant surprise on Saturday. Chiesa, besides running both relays, managed second places in the 220 and 100, just missing first place in the latter. Wilkes, in addition to both re-

lays, took second in the 440 and competed in the shot put and long jump. In a tough double John Kaufmann '73 placed second in the mile and two mile runs.

A fine throw by sophomore Dave Grasso gave him a first in the discus. Despite the gale winds, Mike Charette '74 heaved the javelin 202'2", only two feet short of his varsity record. In the hammer, there may not be anyone who can beat Brian Moore '73 and John Pearson '74. They took first and second with respective throws of 178'1" and 164'4". Brian fouled on a throw which was over 190'. He also won the shot with a put of 47'8½". Co-captains Moore and Wilson led the team scoring with 11 and 9½ points respectively, Wilson winning the vault and taking second in the long jump.

Police Blotter

Police Blotter is a compilation prepared by Campus Patrol to report crimes occurring in the MIT community.

4/1/73

Breaking and entering and larceny at Senior House: door forced and hi-fi and tape recorder taken. No observation of any suspect.

4/6/73

A student was apprehended making illegal use of a master key at Walker Memorial. Key confiscated and report to be submitted for discipline purposes. Four robberies on campus: three armed. Weapon used in armed robbery believed to be .25 caliber automatic. Total of \$75 taken from students. One victim, a non-student, sustained injuries including a broken wrist.

4/7/73

Report from MacGregor of illegal entry and trespass by four non-students. Suspects took food from refrigerator. CP Headquarters is investigating poor response time on the part of the CP.

4/10/73

Report of large quantity of telephone cable in 12 cartons stolen from Bldg. 10 second

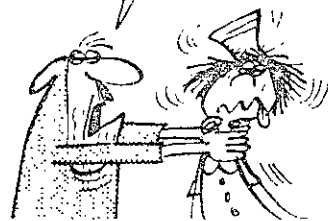
floor. Removed during night. Total value \$900. CP investigating observation by worker.

4/11/72

Two reports regarding a subject, about 35-40 years old, who has been annoying and accosting women. Recent incidents in Bldgs. 33 & 3. This subject, on the pretext of brushing some object from the girl's clothing, then engages in indecent assault. Assailant

floored by well-placed kick from last victim. CP has description and is investigating.

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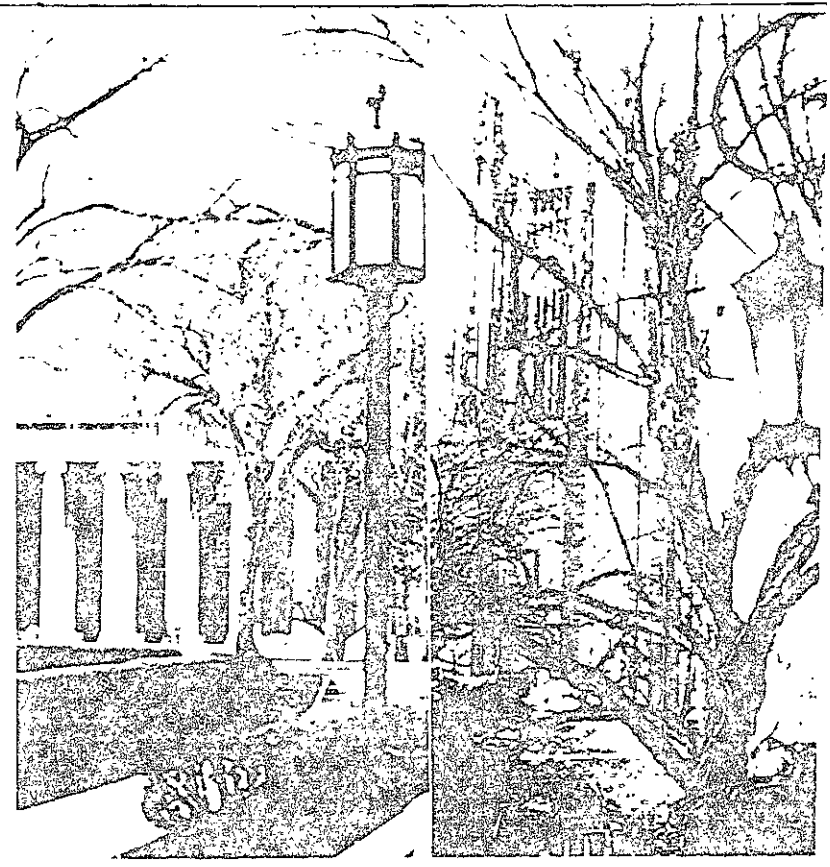
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CEP wants p/f approved, residence exchange killed



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tional commitment to help
people live together in different
groups." He concluded by not-
(Please turn to page 6)

By Norman D. Sandler
The MIT faculty will meet today to consider the fate of the pass/fail option for freshmen students, as well as recommendations from the Committee on Educational Policy (CEP) concerning the Wellesley-MIT Exchange (see meeting agenda below).

grades which shall be recorded for freshmen students are "P," subject passed; "F," subject failed; "I," subject incomplete; "O," absent, and "OX," absence satisfactorily explained. Proposed changes which have been discussed by the CEP have included a system of high pass/pass/fail for freshmen, as well as the system which appears in the Mattuck Committee's recommendations to the faculty. That modification would be a continuation of the pass/fail grading now in existence, though the only grades which would be recorded for official Institute transcripts would be "P," "I," and

"OX." The proposed system would then essentially be a pass/internal fail grading scheme. Another facet of the CEP recommendations is the regulation of work loads for freshmen students on pass/fail. The Committee proposes a maximum of sixty credit units for freshmen during their first term, increased to 63 units during the spring term, with exceptions allowed only by petition to the Committee on Academic Performance.

Wellesley Exchange
The CEP has also discussed the issue of the Wellesley-MIT Exchange program, which was due for some type of faculty action at this month's meeting. After deliberations over the issue of the academic and residence exchange, the CEP recommends: (1) that the cross-registration program between the two schools continue, (2) that the residence exchange not be renewed; and (3) that the two schools explore possibilities for other joint programs.

demie ambience" which could be provided students who take advantage of the programs as reasons for its success. For the present, the Committee recommends approval of the program, though it suggests that another review be undertaken three years from now.

straints... which mitigate against a residence exchange for the present," the Wellesley-MIT program not be renewed. In its summary recommendations to the faculty, the Committee does not raise specific objections to the existing program, stating only that in future residence exchange programs, "students from other institutions must not be given priority in accommodation over *bona fide* MIT students."

Fac mtg agenda

In addition to the MIT-Wellesley Exchange and Freshman pass/fail, there will be other business at this afternoon's meeting of the faculty

nations to those of the committee was sent to the faculty last week.

The Committee on Educational Policy will then present a statement on Women and Education at MIT. Then the faculty will discuss and vote on motions having to do with pass/fail and the Exchange (see stories elsewhere in this issue).

The meeting is scheduled to conclude with a motion to accept the report of the MIRV Committee and to "establish an Ad Hoc Committee to study Desirability of a Standing Faculty Committee for Review of Grant and Contract Proposals." If the meeting runs long, precedent indicates it is possible that this business will be postponed to a later meeting.

Faculty sentiment shifts

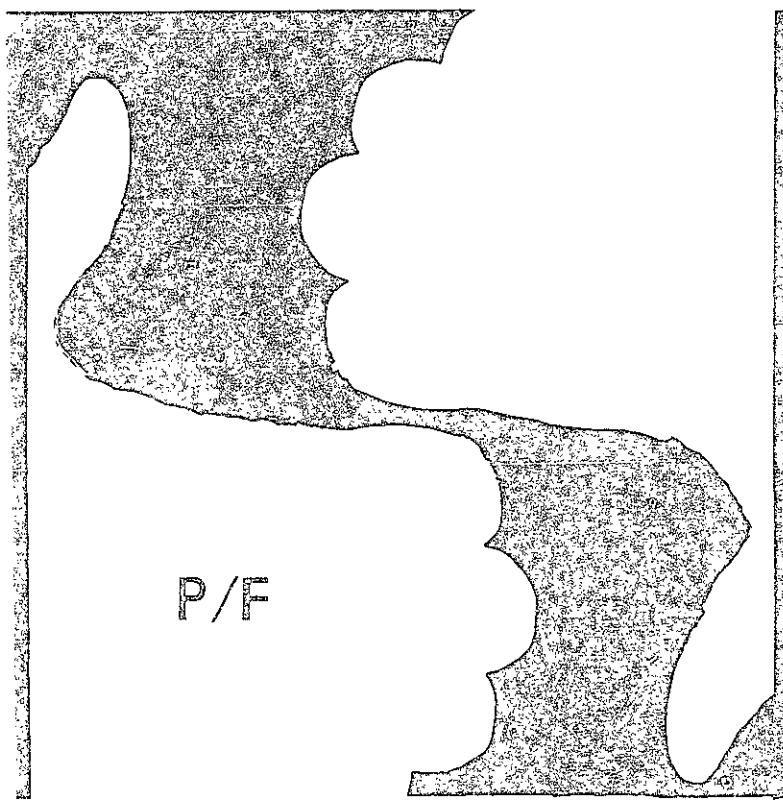
By Mike McNamee
Recent changes in the faculty's attitude toward pass/fail and the Wellesley Exchange Program may present new problems when these issues are considered at today's faculty meeting.

would be almost meaningless in this context... the evaluation forms work much better"

Another issue raised by the Pass/Fail report is the matter of credit limits. Buttner, whose memo to the CEP on that subject was printed in *The Tech* of April 13, said of credit limits: "I feel that a unit limit is unnecessary. Many faculty members want a limit, for many different reasons -- to get students to concentrate, for example. I feel that the only real reason for a credit limit is to keep students from tooling too much, and even that is based on the assumption that students would tool less if they took fewer subjects, which may not be true. I think a credit limit would hurt a lot of students."

that she was planning to speak to the faculty on the Exchange and how it should be amended (as a member of a student-faculty committee, Benson can address the faculty during discussion of the report). "I feel that some steps should be taken to make sure the Exchange is not unfair to MIT women," Benson said, adding that she might draft a proposal to present to the faculty formally.

At Wellesley, the Exchange has already been approved by the Academic Council, which corresponds to the faculty meeting at MIT. Helen Falkson, the Exchange Coordinator at Wellesley said, "We consider the Exchange to be an unquestioned part of our curriculum... students plan their courses and schedules to take advantage of the Exchange. It would be pretty bad for us if the Exchange were not renewed. We've had students tell us that they would transfer out of Wellesley if they didn't have the Exchange available." One problem Falkson sees is that fewer MIT people want to participate than Wellesley students, she attributes this to the fact that MIT classes meet more often, and MIT students carry more subjects, than is the practice at Wellesley.



Rumors have been circulating that the CEP is planning to introduce a Pass/High Pass/Fail plan as an amendment to the Mattuck Committee proposals. This plan would put first-year students on a three-level grading system, with High Pass being given for outstanding work. One suggestion was that a High Pass would be given to the top 10 to 15% of the students in a subject. This would be more restrictive than the A-B-C-F system used for upperclass grading, since, in many upperclass subjects, up to 40% of the students receive A's, and another 40% B's.

Assistant Dean for Student Affairs Peter Buttner, head of the Freshman Advisory Council, told *The Tech* that a Pass/High Pass/Fail system would cause quite a few difficulties, especially in the core curricula. "Right now, we have people migrating from hard physics to easy physics, from applied calculus to regular calculus. A High Pass

inning naus, house libraries, offices for house government, and seminar rooms. The report suggested that all students be given single rooms, grouped in suites of four to ten students; four or five suites would form an entry. The size of each house, according to the '63 CSE, should be around 300 students. The Housemaster-Tutor system, which had already been implemented in some houses prior to 1963, was expanded upon recommendation of the CSE. This allowed for a senior faculty member to be assigned to each house as a housemaster,

science, 6.251, has in the past emphasized his concern for the future of his students. "How," as he puts it, "they can be effective in their careers, how they can be happy, and what are the mechanisms to aid this." Donovan mentions a basic point which must be dealt with even before considering the happiness of an individual; the question of rights vs. responsibilities. "In the 60's, students have been very concerned with their rights. I don't think that's going to be the issue of the future. "I think it's going to be their responsibilities. We're shifting

my opinion of an MIT student is that he is one whose responsibilities are greater than those of someone else," Donovan stated. "That is partly because, as one girl puts it, 'The MIT student is the very pinnacle of the finest minds in our country.' He represents a power -- a power that can be used for good or for bad, for self-interests, or for the interests of the community." Donovan emphasizes that before an MIT student can use this power, he must first "find himself." "He must develop a 'self- (Please turn to page 3)

asked "What consequences will follow from this statement," referring to it as a remarkably pious document. Rogers replied, noting that he has "not often been accused of piety," and continuing to note that there were two kinds of problems raised; solvable operational problems, and long range problems. "The image of MIT is an operational problem which can be solved almost immediately," according to Rogers, while such problems as an anti-female classroom ambience can only be solved over the long haul with "heightened awareness and consciousness."

When it was first approved, he stated, it was hoped that women from Wellesley would improve the "cultural ambience" of MIT. "We have changed a lot since then," he noted, adding that there are a lot of groups in the area to whom students might be exposed, but not "in the classroom and in the dorm." "I do not see the exchange as a great positive good," Smullin said, and "I do not believe it is part of our educational commitment to help people live together in different groups." He concluded by not- (Please turn to page 6)



Baseball

By Dan Gantt

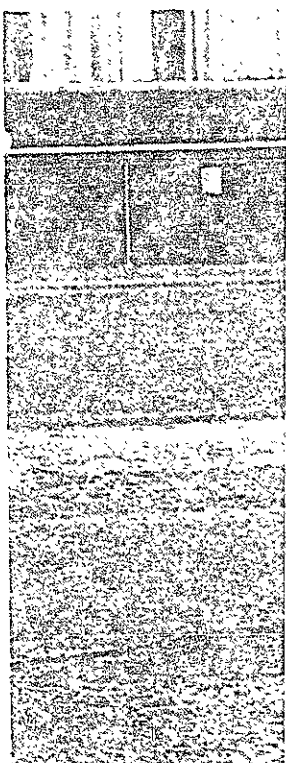
Victories over Georgetown League rivals Boston College and Brandeis and a narrow 1-0 victory over St. Anselm given MIT's baseball season its strongest start.

After returning from a road trip in Florida and a rainout, the team finally opened at home Friday and responded with a 9-6 win over BC in a darkness-shortened contest.

MIT errors helped Boston College to a five-run first, but BC pitcher

BOSTON COLLEGE AT MIT	
MIT	AB R TB
Hennickson 2b	2 1 0 0
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Fordell 3b 2b	2 1 0 1
Baker cf	4 0 1 0
Ammer 1b	2 1 1 0
Chapman 3b	2 1 0 0
Rosland 1b	1 1 1 1
DeKam ss	3 2 2
Team c	0 1 0 0
Loose lf	0 0 0 1
Saach p	1 0 0 0
Beal p	0 0 0 0
Totals	22 6 7 7

BOSTON COLLEGE	
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500-011	6-52
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Senior hurler Bill Biles to throw a three-hit

Netmen by Ho

By Ken Da

The MIT tennis team continued to have the week. They dropped matches to Harvard and Yale while defeating the weaker Bowdoin, 9-0.

Team captain William Young '74 placed a good part of the blame for the squad's 7-2 defeat at the hands of Yale to its own poor performance. "We should see better days," he said. Young himself on first court defeated Yale's Grossman 6-1, 6-0, and combined with Lee Simpson to take the first doubles 3-6, 7-5, 6-3 in an exciting match.

The netmen turned in a strong performance in downing Bowdoin. The Maine school

Editorial

The Tech's Editorial Board has become increasingly concerned with the state of affairs regarding the issues to be decided at this afternoon's faculty meeting. This concern, which is the basis of today's special issue, is centered on four major points: the possibility of the acceptance of a Pass/High-Pass/Fail system; the adoption of a credit limit for first-year students; the blind acceptance of the Wellesley Exchange, without further study on its effects on female MIT students; and finally, the manner in which the decisions will be made.

A Pass/High-Pass/Fail system, which apparently is an attractive option to the 55% of the faculty which wants more informative grades (*The Tech*, 3/16/73), seems to be a direct violation of the "Spirit of Pass/Fail" that was debated so much last spring. It is, after all, a three-level grading system, and as such is only a step away from the A/B/C/F system that most upperclassmen at MIT seem to be on. We believe that, used properly, the freshman evaluation forms can serve as an excellent means of identifying outstanding work, and still be within the framework of a true Pass/Fail system. Pass/High-Pass/Fail would provide little more information about a student's work, while raising serious questions about the sincerity of MIT's commitment to Pass/Fail.

We agree with the adoption of a credit limit as a temporary means of directing first-year students' energies, but we also feel that further consideration and study should be given to the general problems of credits and classes at MIT. Peter Buttner's *Commentary* in *The Tech* of April 13 points out the pertinent arguments against a credit limit; we agree that "we should look for solutions at the individual subject level" and suggest that the faculty answer any concerns about falling standards by "re-examin[ing] the amount of commitment and effort they expect of their students." If students are not committing themselves to their courses, it makes far more sense to examine the courses than to blindly adopt measures to force them to commit themselves - at best a "carrot and stick" view of educational processes.

A strong possibility exists that the faculty will approve the Wellesley Exchange program this afternoon, despite the objections that have been raised by MIT women. We believe that this action should be deferred until further study has been made of the exchange and its effects of the female MIT student's search for identity. Strong objections that "MIT treats Wellesley students better than it treats its own women students" have been voiced by MIT women, citing priorities given Wellesley students in courses and in housing due to the Residence Exchange. If the Exchange is a viable program, it will not lose, and will certainly gain, from a year's study of the problems that plague it.

Finally, we encourage all faculty and students to attend this afternoon's meeting, in 10-250 at 3:15 pm. Anyone who has ever attended a faculty meeting knows that decisions are made by a small percentage of the faculty. We feel that the issues being discussed today deserve the attention of the entire community. The MIT community should show, in at least this one instance, its concern for the reform that it discusses so often.

The Tech has covered the Pass/Fail and the Wellesley Exchange extensively in the past, and wants its coverage to be available to the MIT community. Special arrangements have been made today so that anyone wanting back issues dealing with aspects of these issues should call x3-1541 and state what area he/she is interested in. The back issues requested will be ready at W20-483 (Student Center, fourth floor), where they can be picked up.

Young, bowdoin 7-0, at the time. His injury also forced Bowdoin to forfeit first doubles. MIT's Ted Zouros '74 made a fine comeback, winning the second singles after losing the first set. Wally Shjeflo '74 and Mike Lewis '74 also played well.

Harvard again proved too tough for MIT, as the men from up the river came away with an 8-1 victory. The sole winner for the visitors was captain Young, who downed Ken Lindner 7-6, 6-1. Lindner defeated Young in the New England tournament last year.

Dave Kuentz '73, Jerry Tourgee '76 tied it up before the half-time intermission with an outstanding play in which he single-handedly broke a Tufts' clear, scooped up the loose ball, and waited until the last possible instant before firing on goal - this made it 3-3.

Late in the third period Glenn Pinkerton '75 converted with an off-hand quick-stick on a Larry Pestal '73 feed to narrow the lead Tufts had built up to 5-4. But by 0:46 in the last stanza the tally was 7-4, and it looked as though maybe Tufts was going to pull away. Not so.

By Barb Moore

News Analysis

Exchange: after 5 years

The MIT-Wellesley Exchange was begun in the fall of 1968 as a five-year experiment. The goal of the exchange was to add diversity to the educational opportunities at both institutions. The five-year experimental stage is now over, and the faculty will vote today on whether to continue the exchange.

The Joint Committee on the MIT-Wellesley Exchange has handled the program for the past five years. In its report to the Committee on Educational Policy, it recommends the continuation of the cross registration program, as well as the residence exchange. This proposal must now be evaluated, and the fate of the exchange decided (see story, page 1).

In its five years of existence, the exchange has increased from the original 80 participants per school to well over 200 this academic year. In a survey taken in the spring of 1972 by Jane Sauer, the MIT coordinator of the exchange, and her Wellesley counterpart, Helen Falkson, 82% of the MIT undergraduates felt that the exchange should continue. However, this survey pointed to some obvious shortcomings with the program: the near total lack of participation of MIT women (few women took part) and the problems of overcrowding caused by the housing exchange.

At the time, it was also noted that the exchange was not creating the predicted subject enrollment. Most of the MIT participants registered for Wellesley humanities offerings, as expected, but the Wellesley students were not taking science or engineering courses at MIT. This stimulated the question of just how much diversity the exchange adds to the students' education. The most enthusiasm for the program was shown by those who had participated, indicating that the exchange is rewarding for those it reaches.

This academic year, the housing exchange was not continued, due to the extreme shortage of housing at MIT. There have been previous reports of housing reserved for Wellesley students when an MIT coed could not be assigned a room in the same coed dorm. One consideration in the reduction of the class size for next year was exactly that, admit less freshmen so the residence exchange program might be reinstated.

Another common complaint concerns the practice of reserving space in many of the very popular MIT courses, such as film making, 4.051, for Wellesley students, when MIT students are not admitted to the same course.

One student said, "MIT students argue that they should have top priority to take an MIT class, since they are the ones paying \$3100 to do just that. Why should someone from another school have first choice?" If space is not reserved for Wellesley cross registration students, according to Kristin SerVaas, editor of the Wellesley News, the classes will be con-

tinually full and no Wellesley students will ever have the opportunity to experience some of the best MIT offerings.

By far the most serious problem with the program as it has been conducted is its adverse effects on MIT women students. In February 1973, Jane Sauer once again conducted a survey on the exchange, this time questioning only MIT coeds. The results of this survey have been published, and are available. Her report confirms the problem: that MIT women students feel they suffer a "loss of identity" due to the presence of Wellesley students, and also that they gain nothing from the exchange.

News Analysis

Pass/fail: a solution after three trial years

By Paul Schindler

The report of the Mattuck Committee, the latest committee on Pass/fail (issued March 16 in *The Tech*) is the culmination of some five years of effort on the part of the faculty to create a mechanism for freshman pass/fail that is workable and acceptable to a majority of faculty members and students.

Originally, pass/fail for the freshman year was begun as a five-year experiment. During the first three semesters of the experiment, various credit limits, from 54 to 57 units were imposed. They proved unwieldy; petitions for exception were flooding the CAP and proved very difficult to judge. Thus the limit was dropped.

Very little else was heard until last spring, when the questions of hidden grades arose. The continuation of pass/fail as it currently exists seemed imminent until the question of medical school admissions suddenly rose to prominence. The Mattuck committee was charged with investigating the severity of the problem and was assumed to have that narrow purpose.

One recommendation of the preceding spring, a "pass/no record" system had been rejected by faculty vote. It reappeared in the new report in a variant form, "pass/internal fail" which suggests that "freshman grades of F or O be recorded for use only within the Institute," and that some statement explaining this should appear on the transcript. Chancellor Paul Gray, one of the

original proponents asked at the last faculty meeting if this might be a "practice," but most of those attending the last meeting did not seem sympathetic. One hoped for a "pass/internal fail" recommendation, which would be a "hesitancy" current by faculty members comes to failing students. Much more discussion on the recommendation that there be only a "P" grade, "P." Some members find this negative, feeling that it is a "dilution of outstanding work." That objection, a question of "hidden grades" (which the Mattuck committee apparently decided to be as "terrible as everyone assumed, based on medical admissions of MIT were supposed to be second recommendation: the faculty "continue outstanding work" in concrete terms. "These would, of course, be admitted member, and even Mattuck identified this as being equivalent grades. In spite of the original of a credit limit, the committee suggests a credit limit to redirect freshmen which, according to now being dissipated overloads.

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