

CSE report: analysis of a major statement

By Michael D. McNamee
(Michael D. McNamee, Associate News Editor of The Tech and a resident of Baker House, has been studying the Graves Report for several months, and has written an analysis of the Report. This is the first of a series of articles on housing at MIT. —Editor)

The Report of the Committee on Student Environment on Undergraduate Housing may be one of the most important reports issued by a faculty committee in the past ten years, from an undergraduate's point of view. Not-so-coincidentally, it has been almost exactly ten years since the CSE brought out its last report on the MIT dormitory system, back in 1963. That report later became the basis for the renovation of Burton House and the design of MacGregor. Associate Professor of Philosophy John C. Graves, ex-chairman of the CSE and author of the current report, feels that this report will probably be as significant as the '63 Report.

"We've tried to approach the matter of undergraduate housing from the philosophical and sociological side," Graves said. "We were asked to see if the recommendations of the '63 Report still held in the context of today's mores, with today's students."

The CSE is a standing committee of the faculty, whose charge (according to the Rules and Regulations of the Faculty, Section 1.74.4.) reads: "It shall be concerned with student life, especially with the non-academic features which have a direct bearing on the education of the student as a citizen and a member of the Institute community." Graves described the charge as being "very broad — it can be applied to almost anything." He added that housing was an obvious candidate for CSE study; this is reflected in the efforts of the '63 and '73 Reports.

The '63 Report

The "1963 Interim Housing Report," submitted by the CSE in November of 1963, has governed Institute housing policy for the past ten years. Taking the attitude that housing was an integral part of the educational experience, and that it should be used to further the non-academic portions of a student's education, the '63 committee recommended that each house be designed to serve as a complete, self-contained residential unit.

This concept implied that each house would have many common facilities, such as large dining halls, 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,

with a junior faculty member serving as senior tutor. Graduate students, in the ratio of one per 30 or 40 students, would serve as tutors. The function of the housemasters and tutors was not strictly defined; it was expected that they would serve as counselors, organizers of study breaks and get-togethers, and unofficial advisors to the residents.

Anyone who has experience with MacGregor or the "new" Burton will see the effect of the 1963 Report on the planners of these dorms, which are large, plush dorms, furnished with single rooms arranged in suites and entries. There are many common facilities, exactly like those described above.

Since the '63 Report was issued, many changes have occurred in the MIT dormitory system. McCormick and MacGregor were built; Burton was renovated, and Bexley was added to the system. Although the '63 CSE recommended compulsory Commons for all dorm residents to further the social goals of undergraduate housing, the Burton dining hall was never opened after the renovation, and Commons was made voluntary for all residents in 1971. Coed housing, which was not even considered in the context of parietal rules which were in effect in 1963, was started as an experiment in 1970 in East Campus and Senior House; it has since been implemented in Burton, as well as some fraternities and Student House.

The new report

Due to the many changes in MIT's housing system, many administrators and faculty

(Please turn to page 2)

The article on Vietnam-America Friendship Week which appeared in the April 13 issue of *The Tech* had errors in the schedule of events, and a true schedule appears on page 2 of this issue.

Donovan espouses social responsibility

By Wendy Peikes

Sitting in the living room of a large old house on his farm in Northern Massachusetts, Associate Professor of Electrical Engineering John J. Donovan expressed his views on the role of the MIT graduate in society. He also commented on how an MIT student can achieve personal satisfaction in his or her career and life.

Donovan, who teaches a popular course in computer 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

Exchange, P/F approved, 200 faculty attend meeting



Chairman of the faculty, Hartley Rogers.

By Paul Schindler

At an unusually well attended faculty meeting Wednesday afternoon, the MIT faculty voted overwhelmingly to continue the MIT-Wellesley Exchange, and to accept the Mattuck proposals for the continuation of freshman pass/fail.

The anticipated major debate on these two issues did not materialize; only one amendment was offered and that was defeated. There was a great deal of discussion, however, some of it heated.

Almost 200 faculty were present, and the usually empty student section of 10-250 had about 75 people in it, in part due to a large publicity campaign encouraging attendance.

Prior to the two main events, there were two other items of the agenda (the final item, acceptance of the MIRV report, was postponed to another meeting, as predicted in yesterday's



Arthur Mattuck, Chairman of the Pass/Fail Committee.

extra edition of *The Tech*); a piece of routine faculty business regarding the nomination of new faculty officers and a "Statement Concerning the Education of Women at MIT."

The statement began by stating that there are "problems relating to the education of women at MIT which cannot be dealt with properly in the context of the Wellesley-MIT Exchange program." The statement by the CEP then goes on to quote some sections of the Ad Hoc Committee on the Role of Women's report explaining why MIT should be singled out.

There are three specific proposals in the statement: that MIT get more women as junior and senior faculty, that it get more women students, and that it make an effort to correct the image of MIT and of certain "professions and their associated educational programs as necessarily if not exclusively male." (The complete text of the statement appeared in Wednesday's *Tech Talk*).

The CEP statement concludes by noting that a "major faculty effort to understand and correct these problems is necessary at this time."

The statement was adopted by an overwhelming voice vote of the faculty in attendance. Several faculty members made personal statements supporting the formal statement: Faculty Chairman Hartley Rogers reminded the faculty that an MIT student's major business is in the classroom, but that the faculty must attend to women's problems.

Professor William M. Siebert 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."

President Jerome Wiesner suggested that all women, not just students, have special problems. He urged all departmental officers to have "sensitivity" sessions with women in their area, pointing to the success of such a session held with the academic council last year. Problems arise, he said, "as much out of innocence and thoughtlessness... as cussidness or plans to make things difficult."

As one professor put it, speaking of women's problems at MIT, "The administration has gotten the message. It's time the faculty got it."

Wellesley Exchange

The faculty next considered the MIT-Wellesley Exchange recommendations of the CEP; that the exchange be continued, and that new joint activities be developed by the two schools. The CEP took exception with the proposal of the Joint Committee when it recommended the continuation of the residence exchange; the CEP stated that it should "not be renewed at this time."

Professor Thomas Sheridan told the faculty meeting about the highlights of the CEP discussion. One objection discussed was the contention that there is preference given to Wellesley students in some very popular MIT courses. Sheridan said there was a subtle distinction, but that "Wellesley students will not be given preference over MIT students. The new student-administration-faculty committee being formed to monitor the exchange on a continuing basis is being charged to be watching for such problems. He also noted that "the residence exchange doesn't make much sense now, but may in a few years," and that "this program has been a lightning rod for the concerns of women."

Professor Robert Hulsizer then asked why the arrangement with Harvard was cross registration, while we have an "exchange" with Wellesley, and what Wellesley offered that Harvard did not.

Sheridan explained that the Harvard program is "a different animal," which was always intended to be very limited. Wiesner agreed, noting that Harvard was not expected to grow into anything greater, while Wellesley was. "It hasn't happened yet," he said, but further growth was intended by the resolution.

Professor Louis Smullin, head of the Electrical Engineering department, said that "the exchange has fallen behind history." 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-

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CSE recommends diversity

(Continued from page 1)

members felt that a new report was needed. Therefore, in the fall of 1969, when money for a new dorm seemed to be forthcoming, the CSE (then chaired by Associate Professor Roy E. Feldman of Political Science) was asked to see if the 1963 Report should be used as the design guideline for new housing. "It was a rather difficult task," said Graves, who was a member of the CSE then. "MacGregor hadn't been finished, and Burton hadn't been started. We couldn't assess their success as student residences, since, at that time, no students had lived in houses designed under the '63 Report."

The funding for "MacGregor II," as the proposed new dorm was called, didn't materialize, however, and the pressure was off the CSE. It almost took too much pressure off the committee - Graves said that "we [the CSE] didn't know whether we were planning for 1975, '80, or '85." The committee did most of the work on the report, last year, meeting for two or three hours almost every week. "We had to start almost from scratch," Graves said. "We read several reports and studies that had been done on MIT housing, and even commissioned some additional ones, such as the questionnaire on coed housing, and an extensive program of interviews in Burton and East Campus."

Housing and education

The 1963 Report took the view that residence was an important part of an undergraduate's education, and that the house should be designed to increase the effectiveness of specific educational goals. This view was part of the legacy of the Ryer Report, a report issued in 1956 by the Committee on Student Housing, which stated that the residential system is "a powerful non-curricular agency which can be utilized to facilitate the realization of the full purpose of education." Quotations like this are rife in the history of MIT housing - one sees them in speeches, annual reports of the president, and in almost every study of the housing system.

While agreeing that it would be nice if the residential system could be used to develop qualities such as responsibility, leadership, good judgment, taste, and citizenship in students, the Graves Report points out the discrepancy between ideals and practice, and the dangers of forcing students into artificial molds, inherent in such suggestions. It also adds that no one part of the MIT experience can be isolated as an agent for a

particular goal; "it is essential that we use all MIT's diverse resources, curricular, residential, and others, if we wish to make our students responsible leaders as well as excellent scientists and engineers."

After considering the efficacy of using the housing system as an extracurricular force for the development of character, the CSE concludes that a student should be given maximum opportunity to find his own individual life style, and should not be pushed by the residential

system toward any one set of ideal standards. The report also stated that social interaction between the diverse elements of MIT's population should be maximized.

Graves said, "We saw that both the residential system and the student body are more diverse today than in 1963; we accepted this as desirable and tried to work out its implications in order to provide a more effective residential experience for all."

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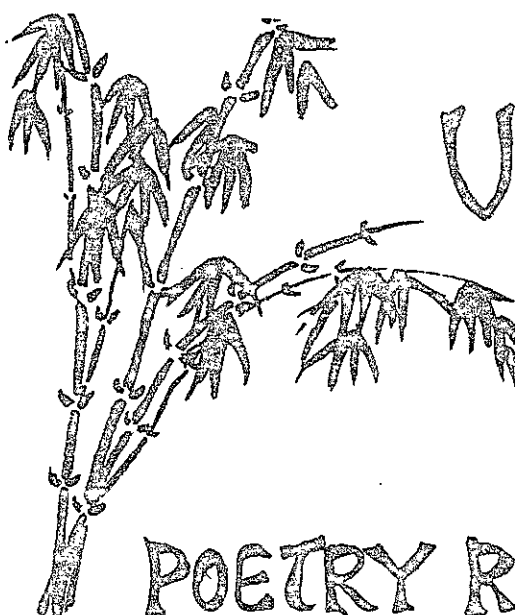
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PATRICIA CUMMINGS MIT humanities department

BARRY SPACKS MIT humanities department

RICH EDELMAN ex-member of Rosa Luxemburg SDS at MIT, now works with Hovey Street Press

BASIL PAQUET editor of Winning Hearts and Minds, an anthology of poetry by Vietnam Veterans

TEACH-IN

Tuesday, April 24
Lobdell, Stud. Center
8:00 pm

NDAM CHOMSKY MIT's own, always well informed on the current situation, will focus on current thinking of US policy makers

MIKE ANSARA longtime movement activist, ex-Associate editor of Ramparts magazine, now works on staff of Boston Indochina Peace Campaign

GEORGE HILDEBRAND Asian Scholar, member of Cornell Asian Studies department, area of expertise: Cambodia

FORUM

Wednesday, April 25
26-100 8:00pm

TOM HAYDEN founder of SDS, member of the Chicago Conspiracy, been to North Vietnam several times, author, initiator of Indochina Peace Campaign

GLORIA ENEBSON ex-Saigon correspondent for NY Times, lived in Vietnam from '70 thru '72, won awards for articles on life in Viet. villages

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Thursday, April 26
1-390 8:00pm

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Donovan urges flexibility

(Continued from page 1)
 image' and goals. Unless these are strong, he will find himself in trouble."

"When you're young, you develop some sort of image of yourself. As you get older, that changes a bit: a little bit of your idealism gets shot down. But then, there is a period in your life when you get so wrapped up in your advancement and your technology, that you don't give much thought to yourself any longer. The trouble is that once you run into a problem, you back up to the image that you had of yourself, an image that you had when you were seventeen years old. It is not a realistic image of the world and yourself as they are now."

He explains that one of the things an MIT student should try to do is "get rid of hangups" and "straighten himself out." "Once he gets rid of his hangups, then he can be quite effective."

The factors which contribute to the happiness of an individual have been discussed by Donovan and with his wife, Marilyn, a number of times. They came to the conclusion that there are two basic characteristics of a fulfilled person. One is that the person has a goal; the other is that he is at peace with himself.

Donovan asserts that once a person realizes that he must have a goal, he must choose an appropriate one. He can have a narrow, self-serving goal, or one that can help a great deal of people. The big payoffs go with goals that serve society and himself. "A person can be happy with any goal as long as he has that goal. If he doesn't pick good goals, when he fulfills those goals, he will no longer be happy."

Donovan speaks of people who through school and their 20's and 30's have a goal to get their degrees or good jobs and nice houses. "They get that, but they wake up at 40 or 50 years old and say 'What have I done

with my life?' They were happy for a few years, but there is now nothing left." He advises MIT students to "shoot for a goal that is important and relevant."

Peace with one's self, according to Donovan, is a changing, dynamic thing. A person who is at peace is one who is still doing things, but has a contentment about him. Another thing he observes about people is that "happiness is a habit." It is reflected in a person's approach to his or her day to day living. "If you say 'I'm unhappy now but I know I will be happy later,' then when you get to that later point, you can't get rid of the habit of not being happy. You'll still be grouchy, you'll still be dissatisfied. Happiness is something to get into. It's how you approach other people."

Donovan feels that MIT's future is bright as long as the Institute doesn't become too parochial. MIT has become great because of its ability to adapt to situations of the times. It has been able to change while many older institutions lacked flexibility. They have closed their eyes on what's going on, while MIT is keeping relevant. It is "very easy to get tenure and go off in your own little corner," though that is what jeopardizes a school's progress.

Donovan sees the interdisciplinary areas as big payoff areas in research. The world's big problems are: the delivery of health care, energy, transportation, population. These are "tremendously fertile areas for people to go into." Solution of

these problems involves a combination of economics, medicine, mathematics - what is called an "interdisciplinary" background. A person concerned with these problems must understand "the economics of the situation, the politics of the situation, the physics of the situation... the technology of the situation."

In his own field, that of computers, Donovan does not see the big payoff in pure research, but rather, in applying the technological knowledge we now have to other fields, such as decision-making systems, file systems, data-base systems, and delivery of health care.

Donovan would like to see MIT concentrate more on interdisciplinary areas. For example, he would like to see more undergraduate medical courses. "A course in pathology or one in human diseases can be as important as one in electromagnetic theory. For some reason or other, all the undergraduate colleges in the US are devoid of medical courses."

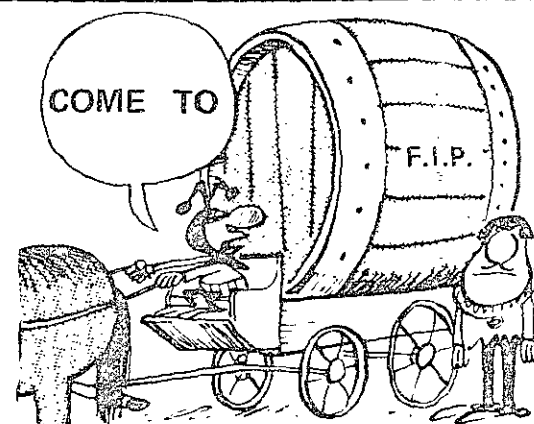
In response to the question of so many MIT students going into medicine, Donovan felt that was good. "MIT teaches an approach to solving problems - this approach is badly needed in medicine."

He quotes a friend of his, Dr. Ingelfinger, editor of the *New England Medical Journal*: "Before 1942, physicians did more harm than good. After 1942, things have been more or less 50-50." Donovan noted that in-

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There Will Be Hearings For The NOMINATIONS COMMITTEE On Thursday, April 26.

Previous experience with the Student-Faculty Committee system will be highly regarded. Make appointments for hearings at W20-403, x3-2696.



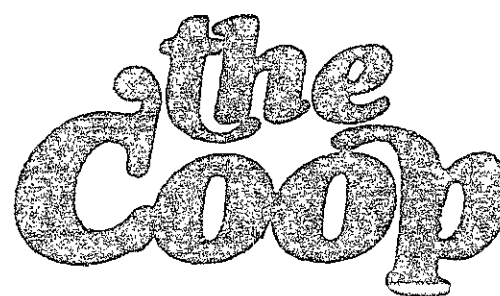
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The MIT decision process

By Paul Schindler

What is the major similarity between an MIT Faculty meeting and a national political convention? It is that both are merely fronts for the real decision making process, which occurs behind closed doors.

A small group of reasonable men, the Committee on Educational Policy, meets in private session as often as is necessary or possible. They make recommendations which are, in general, passed without significant objection. Occasionally, the handful of faculty who normally attend the meetings may offer amendments. And certainly, it is not unheard of for these people to change a suggestion after it has reached the floor.

In the main, however, the direction and thrust of faculty meetings is predetermined. The amendments are understandable: after all, even Democrats and Republicans are allowed to put on a show in public view.

The governance of a university, however, should be a little more serious and a little more public than our national parties. The high theory of universities is that power divides very simply. The Corporation is a "holding" company of sober-sided business people who make sure that the physical plant and endowment continue to support the educational process. The faculty determines the direction of the process, and passes on the detailed plans for implementation. Following these plans precisely, the administration carries out the will of the faculty, no more and no less.

This is pretty much idealistic hooey, as are most excessively democratic structures. In any such structure, a few people, in this case interested faculty and senior administration, make the real decisions. And real decisions are not strictly limited to the final form of a proposal's plan for implementation. Real decisions include, but are not limited to, such critical questions as agenda and timing.

Agenda

Agenda is perhaps the great unsung decision point of our times. Control of what issues are significant enough to be considered and discussed is the right to control the on-off switch on the bullhorn. The long-established faculty policy that no decision can be made on an issue for which there has been no written advance notice virtually insures agenda hegemony. Even if someone brought something up from the floor, it could not be decided until advance notice of it had been sent out. An unpopular issue could be treated poorly.

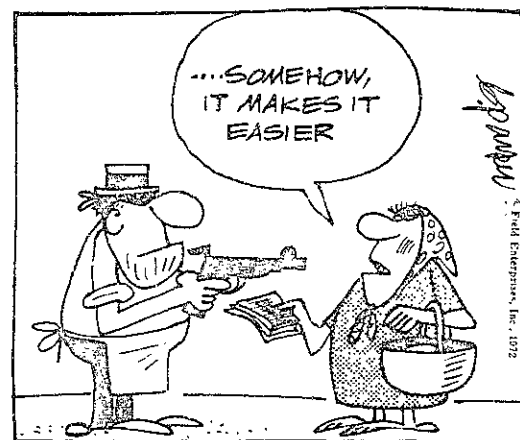
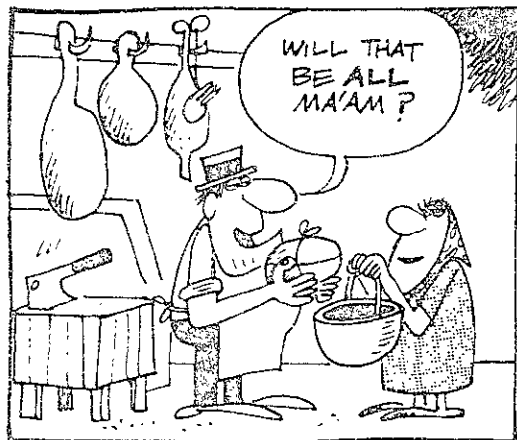
This is not to say that the faculty is being stifled by an imposed despot. Things are as they would have them; the authority to set the agenda rests in the hands of the officers of the faculty who form the faculty agenda committee (according to faculty chairman Hartley Rogers, this group is himself, the associate chairman, the secretary of the faculty, and Drs. Wiesner and Gray).

It is rather to say that the faculty, suffering from the same inertia problem that afflicts all human beings, will not try very hard to overcome the built-in institutional barriers to widespread large-scale public discussion of major issues. It is better, they seem to feel, to keep the nuts and bolts behind the closed doors of the individual committees, and reveal only the output, not the input, to public scrutiny.

Timing

Timing is another possible area of abuse, although it does not appear that it has been anything but random in the recent past. Here I do not reflect the timing of faculty meetings, which is

THE WIZARD OF ID



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standard (and causes some conflicts with classroom work), but rather on the timing which causes some issues to be buried by events.

Thus, without nefarious motive, we find that the acceptance of the MIRV report was scheduled for the same meeting as pass/fail and Wellesley Exchange. Even such an august body at the MIT faculty has limited facilities for concentration, and it seems certain that more of their thoughts will be devoted to the two major issues than the one minor one.

Admittedly, further delay in action on this already preposterously delayed report would seem foolish: here we can only hope that someday a mechanism will be developed to keep such issues from getting buried at the end of otherwise crowded meetings. The same goes for

Letters to The Tech

(The Tech was sent a copy of this memo. -Editor)

To:
Carola B. Eisenberg
Roy Lamson
Jerome B. Wiesner

The tremendous attention which the MIT Symphony Orchestra has received of late has served to heighten long-lived resentment of that organization by other MIT musical clubs. Tensions have been in existence between the Orchestra and other groups for a long time, and we feel that the matter should be brought in the open and an unfair situation corrected.

One cause for resentment stems from the fact that the Orchestra is allowed to maintain status as an MIT student activity despite its membership policy, and as such receives Institute funding for its operational expenses. The following information concerning the structure of the Orchestra, obtained from their tour program, shows this status to be somewhat in error:

MIT Undergraduate and Graduate Students	52
MIT Staff and Alumni	15
Wellesley Students	11
No MIT/Wellesley connection	17
TOTAL non-students	43
TOTAL membership	95

It is seen that 45% of the membership are not registered MIT students and that 30% have no connection with the Institute at all. There is nothing wrong with this in itself; the problem is that the MIT

No Longer News

According to MIT telecommunications officer Morton Berlan, it appears that NET has adopted a policy of removing public coin telephones that experience fraudulent use.

As of April 10, two phones were removed in a single week: one from building 35, the other from Walker Memorial. As Berlan points out: "If this situation continues, the community at large will suffer - not NET."

So, for the sake of those who wish the continued availability of pay phone service in convenient locations on campus, kindly do your hacking somewhere else, or preferably not at all.

-PS

such things as the Chancellor's budget reports, and the "Report of the Special Committee on End-of-Term Arrangements" made at the end of the last faculty meeting.

All in all, there are clearly some faults with the official picture of power at MIT as presented near the beginning of this column. Ostensibly, that is how MIT is run. In fact, it is a meritocracy run by a few interested people, as is any other large organization. Let's face it and stop kidding ourselves.

Attendance at faculty meetings

It might be possible to change this, if anyone wanted to. One way to do it would be to attend faculty meetings in large numbers. The number of people eligible to attend and vote at faculty meetings is shifty, but lands in the neighborhood of 900. Only heinous war

Symphony Orchestra excludes MIT students to achieve this structure. Auditions are required to join the Orchestra, and MIT students are given no priority for membership. Membership is granted on the basis of ability, without regard to student status. Many MIT students perfectly capable of playing the parts have been turned away because others from outside the Institute played better. Yet the Orchestra receives its financial support through the MIT Humanities Department, and thus out of the tuition payed by MIT students. Many are thus forced to support an organization which excludes them in favor of those on whom the burden of financial support does not fall.

Why this situation has developed is unclear to us. The Orchestra has clearly disregarded the basic justification for the existence of student activities by excluding some MIT students in favor of outsiders. In contrast, we will explain how some of the other musical groups are organized.

The MIT Concert Band is open to all, but is still about 95% MIT students. Since the Concert Band does not require auditions, it must remain very flexible and so membership varies from about sixty to ninety persons. This causes them no significant hardship. The MIT Festival Jazz Ensemble and Concert Jazz Band must limit their membership since the nature of such groups is that they have about twenty musicians. Both groups consist entirely of MIT students. Despite this, the Festival Jazz Ensemble remains one of the leading groups of its kind. There is no reason why the Orchestra could not do as well.

We feel that the present structure of the Orchestra is unfair to the students of MIT and that the special attention given the Orchestra by the Institute this year is unfair to the other musical organizations which are far more representative of MIT. If the Orchestra insists on maintaining its present structure, alternatives for funding should be sought, such as sharing the burden with Wellesley and re-naming the organization the MIT-Wellesley Orchestra. If the Orchestra is to retain its present affiliation and funding, it should be made to enforce a priority system giving preference to MIT students.

At a time when the Institute is showing such great concern for the Arts, it should not forget that its first responsibility is to the students who make up the Institute.

by Brant Parker and Johnny Hart

crimes committed by the President of the United States have ever been able to turn out significant attendance.

Yet, it is clear to us that the issues discussed and passed on at the last three faculty meetings will be having repercussions and effects at MIT long after Vietnam has been forgotten by all but a few. And yet, only the same people show, time and again.

This is not meant to disparage those faculty who attend regularly. They are a loyal, dedicated, concerned group who should be congratulated for their willingness to sit through lengthy discussions of issues that may have scant effect on their own careers. It is meant to disparage that large group of "concerned" faculty who so easily work themselves into indignation over Vietnam, yet never seem to be able to clear one Wednesday afternoon per month on their calendar for a faculty meeting.

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MIT Concert Band
Jeffrey M. Schweiger
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MIT Musical Theatre Guild
Leon Rivchun
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"Honeywell should listen"

(Continued from page 3)

Insurance companies charge people higher rates if they fly a lot or if they smoke, but charge a person the same whether or not he uses a physician (e.g. a Christian Scientist or non-Christian Scientist). He explains, "It is not that the physicians are incompetent, it is that they do not always have enough information available to be effective. Technology can give them that information."

Medical knowledge is often available somewhere in a book, but not accessible to a doctor, especially one in a small town. He illustrates this by the problem of drug combinations. There is information somewhere about the effects of two drugs on each

other — whether they will be disastrous if taken together, or whether they will compound the effects of the individual drugs. Unfortunately, at present, this information is not always within the reach of a physician.

He does not hope for the replacement of physicians, since, "In some cases, people can be more effective, and sometimes can be cheaper than a computer."

Donovan has, for many students, become synonymous with 6.251. In teaching it, he employs many of his ideas about successful individuals. He believes that it is important to a person's future success to learn how to work with his colleagues. This idea is applied to his course, as he suggests that students "work

with a buddy" while studying for tests or working out machine problems. He tries to teach what he calls "an approach to solving problems," as well as the concepts of algorithms, recursion, etc. 6.251 also includes specific applications: design of assemblers, loaders, and compilers.

Concerning specific types of companies to work for, Donovan does not advise students to work, for example, with a straight electronics firm. Rather, a better bet would be a company applying the electronics to some relevant field, such as health care or environmental protection.

His outlook on the future of the world? "Bright" he says, because "the students we are teaching will make it a better world."

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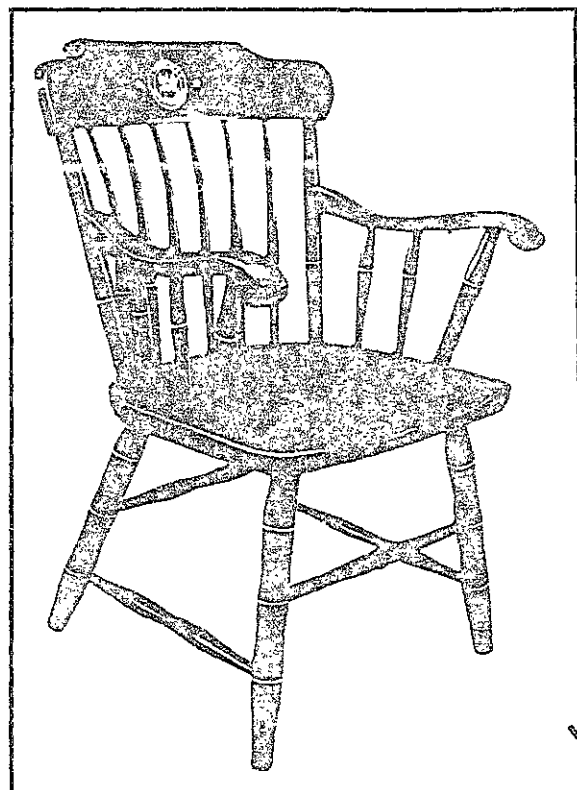
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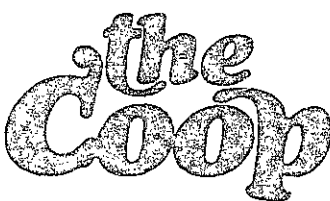


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Exchange, P/F approved

(Continued from page 1)
ing that he was "underwhelmed."

Janice Benson, a student member of the latest Exchange Committee suggested that one central office should handle information on all exchanges MIT participates in, noting that all besides the Wellesley exchange are difficult to get information on. Sheridan suggested that the different natures of the exchanges called for different treatment of them.

Former Assistant Dean for Student Affairs, Professor Emily Wick concluded the remarks by saying that the selection and appointment of members of the new committee was "critical," and that this was a "great opportunity" to make the exchange programs useful, now that MIT is "more sensitive than it was in the past."

The faculty passed the resolution on a voice vote; only one dissent could be heard in the vast hall.

Professor Arthur Mattuck, chairman of the current pass/fail committee, introduced the recommended motion to implement his committee's report as presented at last month's faculty meeting. Holding the motion which was sent out with the call to the faculty he said that he would "read it for those who like to be read to." The changes proposed to the rules and regulations of the MIT faculty would implement his committee's four proposals: internal fail, a credit limit for freshmen, a continuation of hidden grades, and use of only one passing grade.

The CEP recommended that all of the Mattuck proposals be adopted as provisional and interim but without a specific limit on time. The recommendation was made because, according to the CEP, "the proposals offered the best immediate answer to difficulties currently perceived in first year grading."

Rogers read the extensive printed description of the CEP discussion of the pass/fail issues, including a section in which it was stated that a heavy majority of the CEP would argue that the "highest passing grade should be more exclusive than the current upperclass A," effectively arguing for pass/high pass, but noting that it could not be suggested without thorough discussion in the community.

Assistant Professor G.E. Nelson offered the only amendment of the afternoon: elimination of the credit limit. Describing the possible devastating effect a credit limit would have on freshman involvement in language courses, his amendment inspired

spirited discussion of the need for and effect of the credit limit proposal. Deterioration of the advisor-advisee relation was noted, as were problems in the current system of credit allocation.

The amendment was defeated by a vote of 33-66. After its failure, there was some further discussion, then the entire motion was passed 82-14. Finally,

Rogers brought up a motion to set up an ad hoc committee to analyze grades at all levels. It was passed by a voice vote. The meeting was then adjourned.

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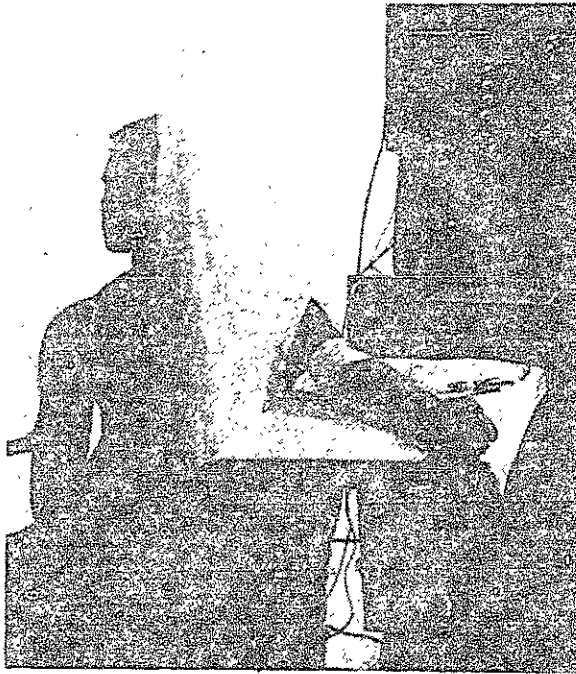


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Sports

Lightweights beat Yale

By Gary Tyler

In the first scheduled competition of the 1973 season, the MIT lightweight crews swept five races at Yale last Saturday. The varsity, junior varsity, freshmen, second freshmen, and third varsity crews got a running start on their season of away races by beating the corresponding crews from Yale University.

The race conditions matched the perfect record of the lightweights. There were sunny skies and untroubled waters on the Housatonic River just outside New Haven, Connecticut. The race course is two thousand meters through a scenic valley. It is an exciting course because the rowing area is bounded a short way past the finish line by a waterfall. The varsity eight, coached by Jack Frailey, expected to get an early lead on Yale. However, Yale surprised them by only falling one seat behind during the first five hundred meters of the race. By fifteen hundred meters, Yale was only three seats behind. With Pete Billings setting the stroke, the varsity clinched the race with a 37-stroke per minute finishing

the small margin to the somewhat high cadence of 35-strokes per minute. MIT's winning race time was 6:02.5, one-half second faster than Yale.

The junior varsity highlighted the day with the fastest time and sprint. Coach Frailey attributes

the longest margin of victory. Stroked and captained by Andy Mohlenbrock, the JV rowed a smooth, steady race and was definitely stronger than the Yale JV. Their time was 6:01.5, beating Yale by 20.8 seconds and nearly six lengths.

Golf squad to meet Williams on Sat.

MIT varsity golfers face a strong Williams College contingent at MIT's home course in Meheun Saturday, then head into the Greater Boston collegiate tourney at Concord Country Club next Monday.

The match and the tourney will wind up a busy two weeks for MIT since returning from a Florida tour in late March.

In a triangular meet at home early last week, MIT fell to Brown and Holy Cross in matches decided by total strokes of the five best of seven players for each school. Holy Cross swept with a five-best score of 404, to 409 for Brown and 426 for MIT. Pete Wolczanski '76

paced MIT with a 78, second low for the meet.

A week ago in another five-best total score contest, MIT's 412 strokes gave the Engineers a victory over Wesleyan with 434, but was second best to Tufts with 400 even. Captain Bob Keeth '73 led MIT with a 78 for the day and a tie for second low medalist.

Earlier this week at Vesper Country Club in Tyngsboro, in a hole-by-hole match play, MIT lost four matches but won three from St. Anselm's College of New Hampshire and lost five and won two from Lowell Tech. Wolczanski won both his St. Anselm's and Lowell Tech matches. Keeth and Jim Harrison '73 added wins over St. Anselm's. Jeff Vining '73 contributed the second win over Lowell Tech.

The golfers finished out this week with a triangular match against Worcester Poly and Babson Institute at Wellesley Country Club before facing Williams and the Greater Boston tourney.

Wilson places first in BC decathlon

By Donald Shobrys

Despite MIT's lack of depth, the Boston College relays were not without their high points for tech varsity track squad. In one of the few individual events, Dave Wilson '73 took first place in the decathlon. His point total in his first attempt at the two day, ten-event ordeal was only about 300 points short of the 6200 needed to qualify for the NCAA College Division championships. Unfortunately, due to the schedule, Wilson, who has already qualified for the college nationals in the pole vault, will not have another chance at the decathlon this season.

In another outstanding individual performance, Mike Charette '74 threw the javelin 218'3", shattering his old varsity record by over 16 feet.

The only scoring by an MIT relay team was the fourth place taken in the hammer relay by Brian Moore '73, John Pearson '74 and Peter Haag '74.

MARATHON

In other weekend track competition, George Puthill, a physics grad student here at MIT ran the very respectable time of 2:46:56 Monday in the Boston Marathon. He placed 106th out of the nearly 1600 entrants.

A cross country skier who competed in the International

Biathlon competition held at Lake Placid, New York, this winter, George ran the race as part of his off-season training.



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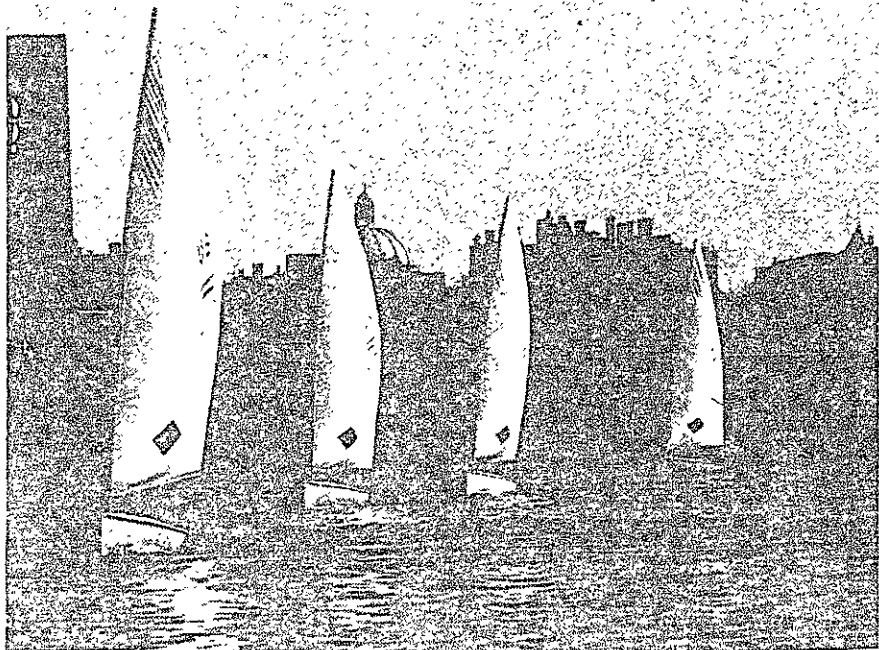
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The finish line in the Finns class event in the Geiger Trophy Regatta. Photo by Roger Goldstein

Sailors fair well in weekend races

All of MIT's sailing teams saw a lot of action last week, with regattas scheduled on three days of the four day vacation. The men's varsity competed in the MIT Open, Geiger, and Oberg Regattas, while the women's varsity squad sailed in the Sloop Shrew Trophy Regatta on Saturday and Sunday.

The first event of the weekend was the MIT Open Invitational, sailed on Saturday on the Charles River. MIT, represented by Chuck Tucker '75, with Scott Luria '76 crewing, and Randy Young '74, with Jeff Freedman '75 as crew, finished second of sixteen schools, six points behind first-place finisher Harvard. Tucker placed third in A-Division, while Young finished second in Division B.

The final results of the regatta were: Harvard 19, MIT 25, Tufts 26, Coast Guard Academy 44, Colby 55, Bowdoin 56, Northeastern 58, University of Vermont 60, Yale 69, Norwich 82, Babson 82, University of Maine 90, University of Massachusetts-Amherst 94, Boston State 106, Merrimack 111, and Holy Cross 113.

Consistent sailing by the men's varsity led to a victory in the Geiger Trophy Regatta on Sunday. The event was sailed at MIT in one division each of Tech Dinghies, Larks, Finns, and CCT's. Light winds in the morning forced postponement of the racing until after lunch.

Alan Spoon '73, with Dean Kross '73 crewing, placed second in the Larks, while Steve Cucchiari '74, with Bob Longair '73 as crew, was runner-up in the Techs. Frank Keil '73 placed third for MIT in the single-handed Finn division, and John

Avallon '73, with Tucker and Young crewing, sailed to a third-place in the CCT's (keep sloops).

Overall results were: MIT 52, Harvard 56, University of Rhode Island 63, Coast Guard 64, and Tufts 65.

In the Oberg Trophy Regatta (Greater Boston Championships) on Monday, the varsity squad finished a disappointing fourth. Plagued by various problems throughout the event, the Tech sailers never really got going. Spoon and Kross finished second in A-Division, while Cucchiari and Longair sailed in 'B.' Maria Bozzuto '73 and Young represented the team in 'C'.

Results of the regatta were: Harvard 53, Tufts 54, Northeastern 55, MIT 62, Boston University 67, and Boston College 90.

In the Sloop Shrew Trophy Regatta at Radcliffe on Saturday and Sunday, MIT's women's varsity squad placed second behind the host school. Bozzuto, with Penny Butler '75 crewing, was low-point skipper in A-Division, while Shelley Bernstein '74, with Jill Westcott '76 and Barbara Miglierina '76 as crew, sailed for MIT in B-Division.

Results of the event were: Radcliffe 40, MIT 60, Boston University 78, Salem 117, Jackson 117, Yale 120, and Simmons 166.

The schedule for this weekend includes elimination heats for both the New England Dinghy Championships and the New England Singlehandeds, as well as a Lark Invitational at MIT. The women's team will race in Invitationals at Stonehill and Boston University, while the freshman team will compete in a Dinghy Invitational at Rhode Island.

Sports

Baseball splits two games

By Dan Gantt

With each passing game, it becomes more evident that MIT's baseball success this season will depend on the quality of its pitching and defense. Last weekend's contest with Lowell Tech and Middlebury serve as excellent examples.

Lowell Tech smashed three pitchers for 14 hits while receiving eight gifts from MIT fielders in rolling up an ominous 16-6 score on, of all days, Friday

the 13th. However, the very next day Middlebury ran into a brick wall in Mike Royal '76 as his five-hitter, backed by solid fielding, yielded a 4-0 shutout.

MIT was leading Lowell Tech 4-1 before the roof caved in. Five runs in the bottom of the third on just two hits and a six-run fifth virtually signed MIT's death certificate.

The clutch hitting of captain and right fielder Rick Charpie '73 with a two-run single in the

first and an RBI baseknock in the third was perhaps the Beavers' only bright spot in the contest.

Saturday the 14th was a different story altogether. A pair of doubles by Mike Dziekan '76 and timely hitting by Kevin Rowland '74 (three singles) and Charpie with a double and a single provided Royal with all the support he needed to dump Middlebury. Royal overcame early control problems to post MIT's first shutout of the campaign and pick up his second win of the season.

Plating single tallies in the first and fifth innings and a pair in the third on Charpie's two-base blast down the left field line, the MIT nine racked up their third triumph without defeat on Briggs Field. MIT does not return to action at home until next Thursday at 3 pm against Lowell Tech.

MIT heavy crew destroys Columbia

By David I. Katz

This past Saturday, the MIT Heavyweight crews walked past a smaller and less powerful Columbia crew. Due to Columbia's lack of oarsmen, the only event rowed in eight's was the varsity event. The JV and freshman squads rowed in fours.

In the frosh race, the MIT 'A' crew finished ahead of the MIT 'B' boat by 9.1 seconds and was 30.2 seconds ahead of Columbia.

The second race on this almost perfect day for rowing was the Junior Varsity Fours. Again, there were two MIT shells entered in the race against one from Columbia. For the second time in as many races, the Columbia crew seemed to give up all hope of winning at about 800 meters. This left a very close race for first between the two Tech boats. The winning boat, with Carl Lofgren '75 at bow, Rick McKie '74 at two, Tom Higgins '75 at three, Doug Looze '74 at stroke, and Toby J. Sommer '75 at coxswain finished ahead of

the MIT 'A' four by only .9 seconds, while Columbia was over 17 seconds behind.

The varsity showed its experience and skill as they powered past Columbia. Coach Peter Holland told his crew to go all out for the first kilometer. They did this and left a disheartened Columbia crew three and one-half lengths down at the thousand meter mark. They coasted to victory from this point with an 18-second lead.

This weekend will see tough races for all MIT crews. The lightweights will go against perennial rival Harvard, and the heavyweights meet Northeastern, last year's EARC Sprint winner. This should be a weekend of good races and fast times.



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Harvard	26	0	0
Duke	2	2	0
Lowell	2	1	0
Rice	1	1	1
Kennedy	1	1	0
Harvard	1	1	0
Chonola	1	0	0
Rockwell	1	0	0
Sayers	1	0	0
Macdon	1	0	0
East	2	0	0
Wargo	0	0	0
Yung	0	0	0
South	2	0	0
Billing	1	0	0
DeAngelis	1	0	0
Czaplinski	0	0	0
Regal	0	0	0
total	0	6	1

MIDDLEBURY AT MIT			
MIT	AB	R	RB
DeLan	1	1	0
Wolcott	1	0	0
Lowell	1	0	0
Rice	1	0	0
Kennedy	1	0	0
Harvard	0	0	0
Rockwell	0	0	0
Harvard	2	0	0
East	1	0	0
Wargo	1	0	0
Yung	0	0	0
South	1	0	0
Regal	1	0	0
total	11	2	0

MIDDLEBURY VS BOSTON COLLEGE			
MIT	AB	R	RB
MIT	0	0	0
BC	0	0	0
total	0	0	0

INTERACTIVE LECTURES

- COSMOLOGY**
by Prof. Philip Morrison, MIT
- IMPLICATIONS OF THE APOLLO 11 LUNAR MATERIAL**
by Dr. John A. Wood, Smithsonian Observatory.
- SYMBIOTIC THEORY OF THE ORIGIN OF HIGHER CELLS**
by Prof. Lynn Margulis, Boston University
- EXPERIMENTS ON THE ORIGIN OF LIFE**
by Prof. Carl Sagan, Cornell
- LEAF INSECTS, BIRDS, AND HUMAN COLOR VISION**
by Prof. Jerome Lettvin, MIT

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