By Mike McNemar

The report of the Ad Hoc Committee on Freshman Pass/Fail was released today (see pages 5 & 6). The faculty will discuss the report in their meeting Wednesday, and will vote on the future of P/F in April.

The committee suggested two major changes to the structure of the present system, recommending a limit on the number of units freshmen will be allowed to take, and proposing that the grade of "P/F" be replaced by an "ungraded" system. This system, intermediate between a "pass-no record" plan and the "P/F" grade, would not put permanent grades of F or O on the transcript; they would be used only within the institute. The second proposal, which would have removed all record of the student's having taken the course if he failed it, was ruled down by the faculty last spring.

The committee, chaired by Professor of Mathematics Arthur Mattuck, was appointed last November to study the pass/fail system as it currently stands, especially as it relates to graduate school admissions. Although the faculty was supposed to make a final decision at the end of the spring P/F experiment last spring, some questions were raised about problems with medical schools' refusal to accept "P/F" grades from applicants, and the committee renewed the experiment for 1973-74 while further study was made.

Faculty opinion on pass/fail, as expressed on the questionnaire sent out by the committee, was mixed; 49% thought that P/F was good, and had turned out well, with 28% disagreeing and 23% "no opinion." Continuing questions were raised about how the "P/F" grades from applicants, and the committee renewed the experiment for 1973-74 while further study was made.

Faculty opinion on pass/fail, as expressed on the questionnaire sent out by the committee, was mixed; 49% thought that P/F was good, and had turned out well, with 28% disagreeing and 23% "no opinion." Continuing questions were raised about how the "P/F" grades from applicants, and the committee renewed the experiment for 1973-74 while further study was made.

Faculty opinion on pass/fail, as expressed on the questionnaire sent out by the committee, was mixed; 49% thought that P/F was good, and had turned out well, with 28% disagreeing and 23% "no opinion." Continuing questions were raised about how the "P/F" grades from applicants, and the committee renewed the experiment for 1973-74 while further study was made.
Report sets course limits, recommends internal fail

Continued from page 1) the student by protecting him "against a purely mechanical interpretation of the transcript." It was also felt that this would help stop the growing tendency of giving P or I to students for marginal work so that P would not appear on the transcript to hurt the student later. With the internal fails system, F would not appear on the transcript, and the committee felt that this would encourage faculty to lighten up their grading.

Students to assess Vietnam war issues

Over 1,100 MIT undergraduates and graduate students will be invited to complete questionnaires in order to obtain data for a research project aimed at assessing student opinion and retrospection on the Vietnam War.

The Vietnam Assessment Study Group, a student research project sponsored by the Undergraduate Research Opportunities Program, is an outgrowth of the total student body on such issues as the January 27 settlement in Paris for people of Vietnameese descent. The study is being done in connection with the general problem of evaluating performance under a P/F system; the committee stated that it supported the current policy of "requiring the faculty to identify outstanding work, report it to the students in terms of concrete terms, and keep a record on file to be made available at the student's request."

The medical school problem, which was the main concern of the faculty last spring, is mentioned only in connection with the general problems of evaluating performance under a P/F system; the committee stated that it supported the current policy of "requiring the faculty to identify outstanding work, report it to the student in terms, concrete terms, and keep a record on file to be made available at the student's request."

Kemp, who teaches organic chemistry, saw another medical school problem arising: "When you get many students in a school who are there mainly for preprofessional courses, you begin to get an attitude that the college is just a way station. Many prestigious institutions are beginning to find this out; they are accepting students whose major concern is what big-name professional school they can go to from there." The lack of concern about the MIT degree is degenerating to the Institute, according to Kemp; he sees the major problem with this in biology and chemistry.

Several faculty members expressed concern to The Tech that were not mentioned or mentioned only shortly in the Mattick committee report. Gregory St. John, chair of the Biochemistry Department, expressed especially hard on the humanities curricula: "It stands to reason that if MIT students are going to pay more attention to their technical courses than to humanities, P/F encourages this tendency. The pressure to do well in science is still there, but what pressure is there in literature and the arts?"

Other faculty members commented on the implications of pass-fail. Associate Professor of Russian D. A. S. D. also served as housemaster of East Campus while P/F was starting, he said, "Up to a certain point it was coming to me and asking what was wrong with the students who seemed to have more free time, were happier and were making the MIT adjustment most easily." Drake said that he felt P/F was a good mechanism for first-year students to adjust, although it had some problems.

A professional abortion: that is safe, legal, and inexpensive

Can be set up on an outpatient basis

The Problem Pregnancy Educational Service (212) 712-2360

24 hours - 7 days for professional, confidential and caring help.

Mass. auto insurance, explained.

Mass. automobile insurance can get a little complicated. Ask a lot of questions and you can get a lot of answers.

We'll simplify things. And we'll help you keep your premiums as low as possible.

W.T. Phelan & Co.
Insurance Agency, Inc.

11 Dunster St., Harvard Square (next to the Holyoke Center).

Tuition postponement: learn now, pay later

By Tom Buxey

The expense of college education has grown at an exponential rate for several decades. American universities are in deeper financial trouble than they have been for generations. In addition, the tuition increases that the condition causes come at a time of diminishing parental and student willingness or assumption of the costs of higher education.

Certainly, even if universities reduce costs and become more efficient, unless institutional income keeps pace with inflation, education quality will be lowered. In view of the stimulating costs faced by the students and the financial crunch of the institutions, many universities have been forced to consider new means of financing their operating costs without shifting the burden directly upon current family incomes.

For this reason much attention has been focused on the loan schemes at Yale University. The Tuition Postponement Option permits Yale students to defer part of the cost of education until after the student leaves Yale. In exchange, each participant pays a percentage of his annual income each year for a period up to 3 years. The objective of this is to allow the students to pay for their education when they can best afford it. A key point is that it spreads the burden of repayment on all participating students so that the costs of education are shared in a way that does not penalize those who select lower paying careers in addition the payment burden will rise or fall as a participant's income rises or falls over the course of the payment term. Students will not pay back a cost of their own loan, but an annuity year is for 10 years after he graduates. Upon graduation he begins paying. 4% of his adjusted yearly income for 10 years, or, if he has any outstanding loan balance, he begins paying 4% of his adjusted yearly income for the remaining balance.

Under the plan, each student must defer payment of up to $1140 a year until after he graduates. Upon graduation he begins paying. 4% of his adjusted yearly income for 10 years, or, if he has any outstanding loan balance, he begins paying 4% of his adjusted yearly income for the remaining balance.

In short, the objective of the Yale plan is to allow students to charge their education against future earnings. This is accomplished by conventional loan programs, but Yale feels their plan is an improvement for two reasons. First, repayment is based on actual earning power. In addition, by extending the repayment period students are capable of financing a larger portion of their education without requiring large payments immediately. Where the Tuition Postponement Option most of the risk is transferred to the university.

In many ways, the Yale plan is not very different from the "Technology Loan Fund" recently established by MIT as

Relax and Divert

CAMPUS CAFE

650 Commonwealth Ave, (Opposite B. U. Town)

Pocket Billiards

Pinball Machines

Great for a date!

For Tom Birney

BOSTON'S NEWEST THEATRES ARE

MAGNIFICENT MIND BLOWING

By Tom Birney

REX W-producing

Boston Phoenix:

As a member of the group, he and his wife have been involved with the group since its inception in 1971 and have been active in organizing and participating in various events. He has also been a contributor to the organization's newsletter, "The New England Free Press." He is a strong advocate for the rights and freedoms of the press and has been a vocal critic of government censorship and surveillance. In his free time, he enjoys reading, writing, and spending time with his family.
Engineering outlook good

MIT considers plan for tuition deferment

(Continued from page 2)

similar fund created earlier by Harvard. In each, the student's payments increase each year as his income increases and the size of his payment is in some way correlated to his income. However, there are several differences between the MIT and Yale programs. In Yale's program, the student's payments will be much smaller in the years immediately after graduation than they are at MIT, but will normally continue for a longer period (probably 20 to 25 years) instead of about five years, as is the case in the MIT plan.

In order to qualify for most plans, including MIT's, the student must prove to the college's satisfaction that he is in need. The Yale Tuition Post- ponement Option is offered to any student who wants it. However, the notable difference is that in the Yale plan a low-income student is not required to pay the same amount for his loan as a high-income borrower.

Chancellor Paul Gray reports that MIT has examined the Yale plan in detail as a possible aid for students in dealing with the planned tuition increase. Aside from the philosophy of aid put forth by the Yale plan, the major obstacle to implement is said to be the high cost of initiating such a system on a large scale. Yale has estimated that the Postponement Option will require an investment of from $30 to $50 million over the next five years.

**THE SUNDAY SHOPPER**

**NO EXPERIENCE OR SELLING REQUIRED**

You will become part of a national firm, which selects men and women of ability to become part of a proven success!

**WE OFFER:**

- Sales in a business
- Locations obtained by corporation
- Complete training
- Desirable, quality environment
- Very competitive pay
- Flexible work schedules
- Access to women's mutual aid

**CREATIVE MARKETING CORP.**

**MARKETING DIRECTOR DEPT. L**

5821 Manchester

Maplewood. Mo. 63143

**NOTES**

* The Physics Department will hold an Open House for freshmen and sophomores interested in learning more about the opportunities in physics here at MIT on Monday, March 19 from 7:30 to 9:30 pm in the Student Center Mezzanine Lounge. Department faculty and students who will be on hand to chat with students and answer questions regarding courses and options for physics majors, career opportunities, etc. Refreshments.

* Gary Wood, the MIT student who won last fall's art competition, will be told on Monday, March 19 in Cambridge. Notice to all interested students in attending the trial should contact Wood.

* Nominations for the Goodwin Medal, which is awarded by the Undergraduate Council, are being solicited from the Dean of the Graduate School. Submissions may be made to the Health and Welfare Office or to Dean Irene W. Sils, Room 1-134, AAPT. Entries are due by March 2, 1973. Nominations may be made by any student or faculty member. Winners are selected through the board of the nominee's department, the Undergraduate Association, or the Graduate Student Council. The Goodwin Medal is awarded in recognition of effective teaching by a graduate student who is either a Teaching Assistant or an Instructor. Further information may be obtained by calling x-3486.

* George Rutles will discuss satellite communications in India at the Study Group on Social Values and Technical Transfers in the Third World, on March 22 (Monday) at 7:30 pm in the Jackson Room, 10-200. Foreign students in particular are welcome.

* The Harvard School of Public Health has recently announced a new program in Health Policy and Management. Dr. Joel Albertson, head of the School, announced that his program will begin in September. Students interested in attending the program are urged to apply immediately.

* Approximately 100 students will be attending the Career/Course program conducted by the Program on Social Values and Technical Transfers in the Third World, on March 22 (Monday) at 7:30 pm in the Jackson Room, 10-200. Foreign students are encouraged to attend.

* A video tape of the recent Cosmology Conference program conducted by Dr. George W. Bennett, the School of Science, is available. Contact Linda in 7-410, x-34771 for details.

* Freshman Evaluation Forms are due today, March 23. Interests of freshmen are due the following Monday, April 2.

* Students interested in working on Res/GAMIT are invited to attend an initiation meeting on Monday, March 19 at 7:30 pm in the TCA office (920454). If you have no time to help and can't make the meeting, or would just like to make your own comments on the project, call Paul Giguere (x-7866) or Richard Bach (x-4632). Graduate students especially needed. Copies of Res/GAMIT are available at TCA for $1.

**MORS THAN ONE AT A TIME**

**ONCE A KNIGHT ENDED THE PRICE OF A 6-PACK**

**AND FOR THE PRICE OF A 6-PACK YOU WERE PROMISED A SPECIAL TEST...**

**WHEREIN TRUE TALENTS WOULD BE REVEALED!!**

Passing comment on pass/fail

By Lee Greigur

Next week's meeting will be asked to vote on the "permanent" disposition of the program that was the outcome of that meeting, the form it sets for the freshman year at MIT, may well seem to many a very short run. But the most significant of all the many issues that have been brought to bear on the question of attitude towards education and education in general is the question of innovation that the Faculty carry with them as they walk out the doors of 10-25.

Pass-Fail was born five years ago in an atmosphere of ferment about the future of the Institute. Two classes that year were apparently being educated for the whole of the program were apparently not be the sole result of the committee's program. A growing dissatisfaction among the students was further evidenced in the sense of a concern for wider issues. It was, perhaps prompted in part by its sense of the possibility of not being able to continue the debate here would entail an unreasonable and, I think, unnecessary the student's later chances. The committee is just the opposite: "We aim for grades as little value." Changed, among other things, is "To conduct a faculty-wide survey of opinions." If anything, the discussions of recent years seem to be trend towards the "spirit of Pass-Fail." From Chancellor Pao H. Gray (who was deeply involved in the original issue of Pass-Fail five years ago), on down, it was the "spirit of the question." The discussion of the issue, and it was the apparent conflict of the question, spoke to the medical school question. That grades were not only to the student but to society in general, their very existence in fact, is seen by some as a basis for education itself. Of course, for others to avoid either crisis or change, but to change. The term Pass-Fail is at best a temporary solution. In the one hand, it set forth the "spirit of Pass-Fail," but no grades of F or 0 are permanent. That's the way things are at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.

Whatever solution is adopted Wednesday may not be seen as permanent. In fact, no solution of the committee is of quietism, will there be a decade of survey. No solution is permanent, and that's the way it is at MIT these days. But that's not the way things should be.
Once again freshman pass/fail is before the faculty for action, and our ad hoc committee is making recommendations. A brief history is at the end of this report for those who need or want it. During the four years of our existence, we investigated how "hidden grades" for medical school applications were used. In consultation with many departments about pass/fail, and, most importantly, sent questionnaires about pass/fail to all the faculty and a sample of students. We begin with a brief summary of the highlights of these studies.

The response rate from a sample of 250 freshmen and 250 juniors was 65% respectively. A few late questionnaires were not tabulated.

About 1/3 of the juniors felt that pass/fail had increased their choice of major, for instance by allowing them to explore, experiment, and learn what they did and didn’t like. Details by department can be seen at the end of the report, and we suggest faculty look at them. Juniors did not feel that pass/fail had any significant effect on how well prepared they were for upperclass courses.

In a series of questions, freshmen voted strongly in favor of the hidden grade policy, though many felt it could be handled better — for instance by more timely announcements.

In another series of twelve questions, both groups were asked to compare what they did under pass/fail to what they thought they would have done under letter grades. There are no surprises in the results, which generally bear out the oft-quoted view of pass/fail: it encourages freshmen to take more subjects, follow their interests, work less hard overall in their more subjects, spend more time in recreational activities, and contributes to a generally more relaxed atmosphere. There are only tendencies: many students felt pass/fail made no difference in their behavior.

Present attitudes: faculty

All faculty and freshman advisors received the questionnaire, and over 500 returned it. For the school of engineering, the one hand, reduction of anxiety, on the other, more realistic evaluation of the present difficulties with pass/fail, so that the more drastic action of returning to a two-level grade system is not needed.

Freshman evaluations

These forms are filled out twice a year by student and instructor, and were initially intended both to substitute for grades and to give a more meaningful evaluation than grades could. They are not used as much as they were in the beginning, and the quality seems to be declining. A somewhat subjective study of a sample this fall rated about half the comments as of "poor quality" — too short, unresponsive, containing only grade-like information, etc.

The reasons are plain enough. Mass lecture-recitation subjects, often untended by many, do not give much chance for the meaningful contact which could lead to good evaluations. For the self-paced subjects, the exam record is often considered adequate as an indication of progress, both by student and instructor. In other large subjects, grades are kept because of the upperclassmen in them, and this often leads to grade-like evaluations.

Look on the brighter side: half the comments are good, useful to teachers, their instructors, and the advisors. If the others are routine, they at least do no harm. For now, the FAC should be encouraged to experiment with the format of the evaluations. Instructions should let the freshmen know in advance just what type of comments they will be able to provide, and what type they hope to receive from the students. Even if the evaluation is perfunctory, good students will still be guaranteed an indication of where they stand if our next recommendation is adopted.

### Continue to use a single passing grade

1. Continue use of the single passing grade P.

The questionnaires suggested alternatives and all were nibbled at.

**What should be the passing grades?**

<table>
<thead>
<tr>
<th>Pass/fail</th>
<th>High pass</th>
<th>Honor pass</th>
<th>Letter grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>3, 5, 7, 9</td>
<td>10, 12, 20</td>
<td>13, 15, 17</td>
<td>20, 22, 24</td>
</tr>
</tbody>
</table>

---

**Continue to identify outstanding work**

- Of freshmen who had an opinion, 4/5 thought the present practice was "good" or "OK." Only 10% reported that it had dampened their liking for pass/fail (over 3/4 said it had either increased their liking for pass/fail, or had no effect on it).

- We believe that identification of outstanding performance is a valuable ingredient of a pass/fail system. The policy meets these needs.

First, it is a guarantee of feedback to the student doing outstanding work, second, it is a minimum of the meaning of the concept "outstanding." The evaluation forms have proved unreliable, in this matter, so we feel that the faculty should be required to make special provisions for it.

Second, the identification is kept on record in departments files, and is available to students who want to improve their chances for admission to a postgraduate program such as medical school. Students who feel they will need an outstanding record in some four-year subject should make it clear for the others can ignore it with impunity. The record maintains a low profile, appearing only on the evaluation form and in the departmental letter of recommendation.

**Experience and evidence**

In the questionnaire, 17% of the freshmen report that medical school is at least a possibility for them, 4% are considering law school. Moreover, this past winter, the offices of courses 1, 5, 7, 8, and 18 each received over 30 requests from seniors to report their performance in first-year subjects, almost exclusively for certain medical schools. A follow-up from last year's applicants shows that the information provided this way is satisfactory, and that it is appreciated.
I

in advanced placement for it. The C:AP can students who enter knowing a substantial all and the rest in the spring; procedures obstacles to a three-year bachelor's degree. freshman receives no units for any tion in that subject. t towards a degree and one cannot then allowed; of course, these don't count 12-unit electives might wish to create.

Of course some students mnay be deterred overload than at present, since any failure may result in a still greater tendency to: exploration doesn't amount to much be-

important purpose of pass/fail is to en-

pile up ungraded units. We agree that an some students are spreading themselves range of standards for I and I and other

work these things out, in consultation with the departments. Relevant data and background This spring, in a sample of 100 fresh-

mathlphysics+hum
Course II seeks improved image

By David Olive and Richard Parker

It remains one of our most difficult and frustrating tasks to inform freshmen—and by implication, society—at large, of what mechanical engineering is a profession really all about and of the multitude of exciting things that mechanical engineers do.

This concern, about a misperception of the type of mechanical engineering was, we found, an increasing one among the Chairman of the MIT ME Department, which is reflected in the high student output of Mechanical Engineering Department recently sponsored a dinner for faculty, members of the department did on the same thing, to expose the student to the many disciplines in mechanical engineering. The faculty of the department concern about under- graduates members of the department at present, as have the high emphasis on undergraduate research, the frequent undergrad- uate seminars (which are open to the entire student body) and do not require an ME background, and department get-togethers. For example, the mechanical engi- neering department recently sponsored a dinner for faculty and undergraduates in the West Lounge of the Student Center to discuss distribution of grades and desirability of final exams.

The involvement of undergraduates in the department is high and the only complaint that was voiced from those inter- viewed centered on a lack of funds. One undergraduate student, who said that the research opportunities were available. However, if you want to be paid you will be told that "the department is poor."

This problem is discussed in the beginning of the recent annual report: "the engineering's over-all teaching was rated, by his students, to be a 3.3 on a scale of 4.0. This might think that it was pretty good. But if you look at this (chart) showing how much the profes- sor in the department did on that question you will see that a 3.3 is in the lower fifty percent." Shapiro stated that the scores and relative standings of the professor is important both in terms of making someone a better teacher and in terms of promotion within the depart- ment.

One drawback to this system is that the results are not shown to the students. Though there are pros and cons to doing so, and optimally the students should know how their peers feel about various courses and professors.

At present the department is focused on the mechanical engineering major which was the only major to produce a graduate student in 2.67 (Urban Laboratory in Mechanical Engineering) last year designed a "people-mover" to connect the new UMass campus with the MBTA stop. 2.70 (Engineering Synthesis and Design) students designed, built, and raced mouse-trap powered vehicles. The winner, however, was the only woman registered for the course and the competition was the national LeMans 500 in Chic- ago.

Other courses examined ways of improving household trash disposal (2.85), the physiologi- cal role of clothing (2.915), and the fields of pollution and consumer protection (2.672). While interviewing Prof. Roger Kaufman, we got to play with one of the toys used in 2.101, Computer Models of Physical Systems. The course on interesting, the professor are concerned. The department's national repu- tation is excellent and MIT students do not have trouble getting jobs after getting into graduate school. There is no advantage or disadvantage when applying to MIT's graduate school vs. an MIT undergraduate: 48 of the 213 graduate students presently enrolled are MIT prob-
All of the MIT crew have been practising out on the river in preparation for their upcoming spring meets. The varsity heavies' first match is with Columbia on April 14, and the varsity lightweights meet Marist College on April 7.

**SPORTS**

**Gymnasts finish season**

The MIT gymnastics team is putting this season behind them and is starting to work for next year. The only way to describe what's been happening is disappointing. After having great expectations a year ago at this time, the team this season is disappointing. Larry Bell '74 and John Austin '74, the two highest scorers on the team, were elected co-captains this week. These two gymnasts combined for more than half the points the team scored this year. Along with them, four other Juniors formed the backbone of the team this year, and will do the same next season: Neil Davies on vaulting and high bar, Jarvis Maddoton on rings, Andy Rubel on parallel bars, and Bob Barrett from exercise.

The first step toward this goal was the election of co-captains for next year. Larry Bell '74 and John Austin '74, the two highest scorers on the team, were elected co-captains this week. These two gymnasts combined for more than half the points the team scored this year. Along with them, four other Juniors formed the backbone of the team this year, and will do the same next season: Neil Davies on vaulting and high bar, Jarvis Maddoton on rings, Andy Rubel on parallel bars, and Bob Barrett from exercise.

So it's probably with a sigh of relief that coach Bob Lilly views this season. With a second place at 158, co-captain Dave Kuentz led the way. Ed Hanley and Rich Hartman were elected co-captains for the '73-'74 season. The team placed third behind Springfield College and the Coast Guard Academy in the New England Wrestling Championship February 23 and 24.

Although there were no individual champions, the grapplers showed their strength with three runner-ups, three third place and two fifth place finishers. Senior co-captain Dave Kuentz led the way with a second place at 158, along with Rich Hartman '74 at 177 and Jack Mosinger '75 at 175 pounds.

The third place winners were co-captains Joe Beckland '73 at 126, Ed Hanley '74 at 134, and Loren Dessonville '75 at 167. Dave Selfo '73 and Erland van Lidth de Jeude '76 placed sixth. The MIT varsity wrestling team placed third behind Springfield College and the Coast Guard Academy in the New England Wrestling Championship.

**Wrestlers 3rd in N.E. 3 MIT men take 2nds**

The MIT varsity wrestling team placed third behind Springfield College and the Coast Guard Academy in the New England Wrestling Championship. The team scored this year. Along with them, four other Juniors formed the backbone of the team this year, and will do the same next season: Neil Davies on vaulting and high bar, Jarvis Maddoton on rings, Andy Rubel on parallel bars, and Bob Barrett from exercise.

So it's probably with a sigh of relief that coach Bob Lilly views this season. With a second place at 158, co-captain Dave Kuentz led the way. Ed Hanley and Rich Hartman were elected co-captains for the '73-'74 season. The team placed third behind Springfield College and the Coast Guard Academy in the New England Wrestling Championship February 23 and 24.

Although there were no individual champions, the grapplers showed their strength with three runner-ups, three third place and two fifth place finishers. Senior co-captain Dave Kuentz led the way with a second place at 158, along with Rich Hartman '74 at 177 and Jack Mosinger '75 at 175 pounds.

The third place winners were co-captains Joe Beckland '73 at 126, Ed Hanley '74 at 134, and Loren Dessonville '75 at 167. Dave Selfo '73 and Erland van Lidth de Jeude '76 placed sixth.