

Iranian nuc program runs into problems

By Mike McNamee

The MIT program to train nuclear engineers for the Atomic Energy Organization of Iran has suffered from a number of problems and setbacks since the program's first class of students arrived in June, *The Tech* has learned.

Difficulties in arranging support services for the students, misunderstandings about the precise nature of the program and the admission of several students who were not eligible to come to MIT this year have plagued the program, MIT officials have said.

As a result, enrollment in the program's first class has dropped from the 27 students admitted to 20, some students have threatened to leave the program and go back to Iran, and some of the students began academic work this fall without the summer training which had been planned for them.

Cultural differences, problems in informing the students of what was expected of them before they left their country and in coordinating their arrival here apparently were responsible for many of the difficulties, Professor of Nuclear Engineering Kent Hansen, who negotiated the contract under which the students are being trained, said.

"These (difficulties) are in the category of start-up transient problems, the kind you'd find in any program," Hansen, who is acting as Registration Officer for the students, told *The Tech*. While admitting that the problems had affected the program and slowed some of the students

down, Hansen stressed that they were only "administrative difficulties."

The students are the first of two classes of Iranian students to be admitted to MIT and trained as nuclear engineers under a contract negotiated by Hansen and Dean of Engineering Alfred Keil with the Atomic Energy Organization of Iran last March. The contract provides for a three-year program in which up to 54 Iranian students will receive master's degrees in nuclear reactor engineering.

The program ran into heavy opposition from students and faculty who objected to MIT contracting with foreign governments for educational services and who felt the training increased the dangers of nuclear proliferation. As a result, the Ad Hoc Committee on International Institutional Commitments was established and instructed to report in October on its deliberations.

Under the contract, the students were to arrive in June to start an intensive program of study in mathematics, physics, history of nuclear engineering, and English. But some of the students failed to arrive on time — two students did not arrive at MIT until Labor Day weekend, Hansen said — and some of those who arrived on time apparently were not aware of what was expected of them.

"Two of the students who came in June showed up here and said they wanted to get doctorates, rather than the master's program, and in mechani-

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Room deposit return touted

By Eileen Mannix

Room deposits paid by students entering the dormitory system should be refunded automatically when they leave, according to Nancy Wheatley, Assistant Dean for Student Affairs.

However many students have complained that the \$50 is not returned unless they fill out a claim.

The \$50 charge is included in the first housing bill sent to freshmen, transfer students, and any other students moving into a dormitory for the first time. This \$50 is held in abeyance in case of damage done to the room during a particular student's stay, Wheatley said, adding that most house managers bill a student directly in such instances, and leave the \$50 intact.

In extreme cases Wheatley said, she supposes that excessive damage coupled with bills left unpaid can delay graduation, but added that she knew of no particular cases where such drastic action was deemed necessary. Wheatley said that assuming no entanglements in red tape, the money should be refunded without a formal claim when the student leaves the dormitory system.

According to Wheatley, the house manager is responsible for sending notices to the Student Accounts office, which then reimburses the student for the \$50 deposit. In Wheatley's opin-

those on room deposits.

The manager should send such notices for all students from whom he has not received confirmation cards, which reserve a student's present accommodation, the Student Accounts office is slow with all refunds, not just

AWARE protests cuts in classes for employees

By Margaret Brandeau

AWARE, a group of MIT clerical workers, has recently charged MIT with passing over its needs by "phasing out" skill training courses for clerical workers in an effort to cut costs.

The skill training courses, in subjects such as shorthand, technical typing and bookkeeping, have been offered in past years by MIT to clerical workers to help them acquire more skills so they can move into better jobs.

According to Kathy Keutzer, a former MIT worker who now works for District 65 Union of clerical workers, the administration has cut back on its skill courses, but has not cut back its administrative development program — the program it runs to train administrators. By cutting back on skill courses, AWARE claims, the administration is hurting the people who need the courses most.

According to Adam Yagika, Director of Personnel Development, MIT will not be com-

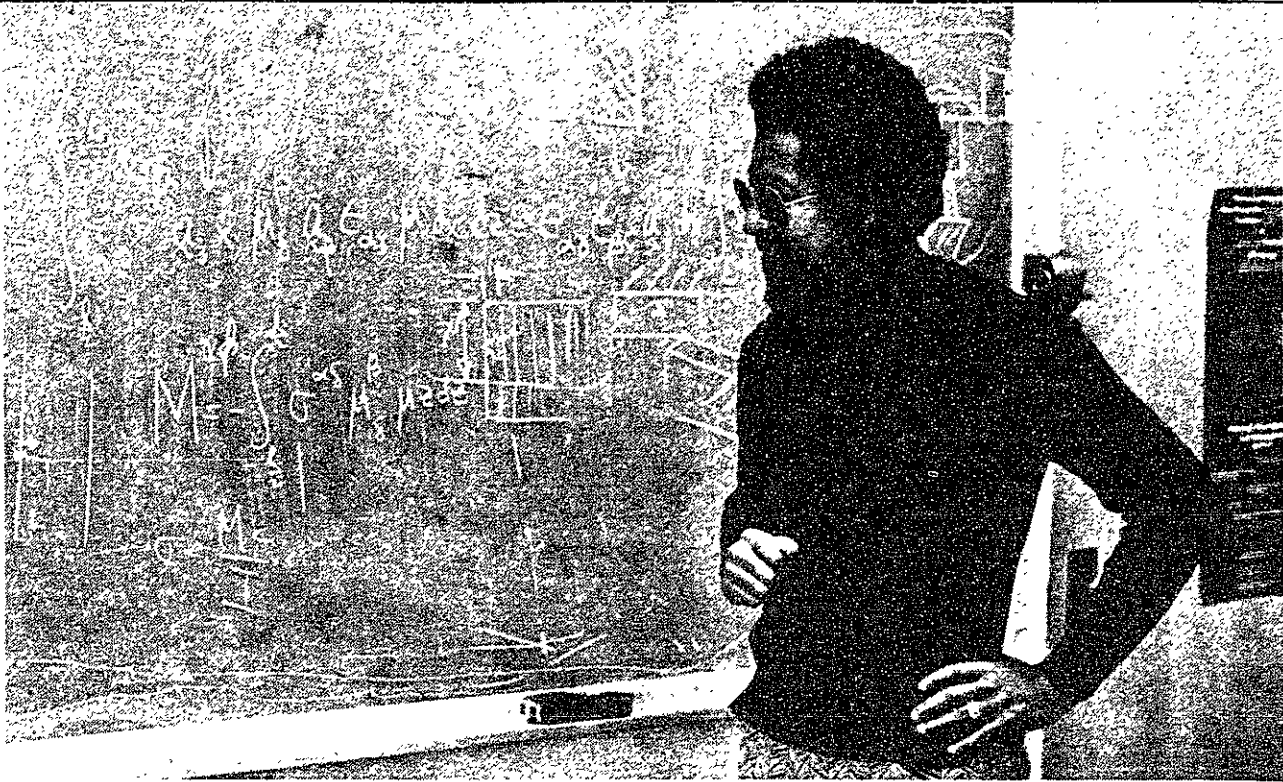
pletely "phasing out" the skill courses. This year, instead of offering certain set courses for workers, MIT will only offer courses for which 10 or more persons have indicated an interest.

Wheatley's advice was, "Get to know your house manager."

"We looked at how the skill courses were running, and saw that we were not making the best use of our money," Yagika said. "These courses were generally set up for about ten people, but in many classes we found only about 3 or 4 students." A recent AWARE newsletter, however, claimed that "these courses have been popular with employees and have generally been filled."

According to Yagika, "we found that there are 32 schools in the Boston area offering similar skill courses that our tuition assistance plan would pay for. If enough people are completely unable to attend these courses, MIT can then offer the courses they want to take."

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James H. Williams, Jr., Housemaster of New House and Associate Professor of Mechanical Engineering

New dorm master hopeful

By Thomas Mayer

Associate Professor of Mechanical Engineering James H. Williams Jr., has been named Housemaster of New House, thus becoming the first black housemaster at MIT.

Williams and his wife Karen say they are enthusiastic about "the role we might play" as housemasters, and that their enthusiasm has not been diminished by the problems they will face in the new dormitory.

According to Assistant Dean for Student Affairs Nancy Wheatley '71, the Williams will face three major problems in the new dormitory:

The absence of any "core group" of upperclassmen, which has left the New Dorm without a

student government. Wheatley said all new dorms in the past have attracted a core group of students who organized student governments and installed traditions. A group of students who moved from Ashdown House to New House "could have played a core role, but did not want to play such a role," she said.

The dorm includes three foreign language houses, in which nothing but French, German, or Russian is spoken, and which might become isolated from the rest of the house.

Over two thirds of the dorm's English speaking population are freshmen. Wheatley attributed the unusual preponderance of freshmen on the "staggering inertia" of upperclassmen, many of whom "wouldn't move next door for all the money in the world, let alone into another dorm."

The Williams, however, feel that some of these problems are actually plusses for New House.

Mrs. Williams sees the lack of a core group as an advantage since this gives the present residents the responsibility for setting up their own student government and eliminates "pressure on freshmen to carry on traditions." Williams added that the high proportion of freshmen "does not mean that the atmosphere is one of panic."

Williams noted that the foreign language houses "feel it's critical for them to insure that their living environment is such that their students can learn the foreign language," and that once established "they will tend to open up more. They've made it very clear that they are not isolationist."

Although their complete lack of furniture has so far deterred the New House masters from entertaining students, both have spent a lot of time meeting with students in the lounges of New House. Williams related playing a

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MIT has been paying about \$74 a day to have a Cambridge policeman monitor traffic and help orient students with the traffic flow at the busy 77 Massachusetts Avenue crossing for the last two weeks. The program is financed out of the MIT Campus Patrol's budget as a necessary safety item — "to help keep the kids from Montana from getting run over," as one Patrolman said. Patrol Chief James Olivieri is more concerned about foreign students than about Montanans, however: "How would you feel if you just got into this country and had no idea what all those lights meant and when you could cross a busy street?" he asked. The policemen are asked to watch traffic and try to prevent running red lights, U-turns in the crossing, and jay-walking. Are they effective? "It all depends on the man out there," Olivieri says.

Gordon Hatf

Dave Schaller

NOTES

* Applications for advanced degrees in February, 1976, must be returned to the Registrar's Office, E19-335, by Sept. 26, 1975.

* A Hill general meeting will take place on Tuesday, Sept. 23 at 8pm in the basement of the Religious Counselors Building, 312 Memorial Drive, x3-2982.

* Potential nominees for Danforth Foundation Fellowships should register for the October 18 GRE before Sept. 22. Registration forms are available in the Graduate School Office, Room 3-136.

* 21.116 NONVERBAL COMMUNICATION (with possibility of using video) is changing its hours and has a few places still open. Interested persons should immediately contact the instructor Stephanie Krebs at 253-7325 or 332-1620.

* The Barker Engineering Library will conduct a series of orientation tours to introduce new MIT staff, faculty and students to its resources and services. The tours will include an overview of the library, a description of its collection, an introduction to catalog searching techniques, and an explanation of the services unique to Barker. Tours will meet in the Library's 4th floor conference room (enter through 10-500 and follow the signs) and will last about 45 minutes. Call the Library at x3-6051 for the schedule which begins Sept. 23.

* A \$1500 grand prize will be awarded in the current Poetry Competition sponsored by the World of Poetry, a monthly newsletter for poets. Poems of all styles and on any subject are eligible to compete for the grand prize or for 49 other cash or merchandise awards. Second place is \$500. Rules and official entry forms are available by writing to: World of Poetry, 801 Portola Dr. Dept. 211, San Francisco CA 94127. The contest closes November 30, 1975.

* The Technology Matrons Seventh Annual Plant Sale will be held Thursday, Oct. 9 on the Student Center steps.

* Owners and operators of all motor vehicles and trailers registered in Massachusetts are reminded that the compulsory Fall Inspection begins on September 1 and ends October 15. The fee for inspection alone of a motor vehicle is \$2.00. The fee for inspection alone of a trailer is 50 cents. Initial requirements: a) you must have your registration certificate with you and the vehicle identification number on it must match the one on the vehicle itself. If it does not, go to your insurance company for a correction. b) The registration number on the certificate must match the number on your plates. If they do not, go to a Registry of Motor Vehicles office for correction. Early inspections are advisable if repair parts are required since the longer you wait, the more difficult the parts may be to obtain.

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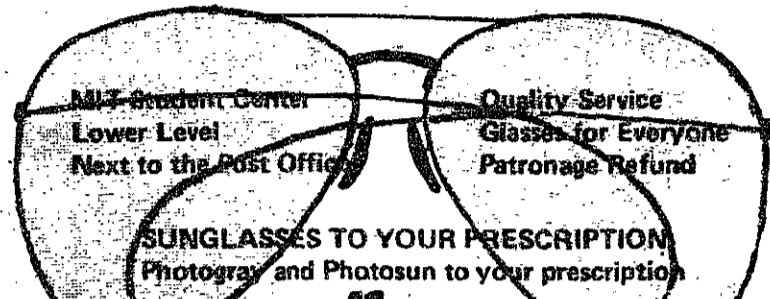
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Problems haunt Iran program

(Continued from page 1)
cal, not nuclear engineering," Hansen said. "We told them no, they had been admitted for a special program and couldn't transfer, and so they left and went to Stanford University to study mechanical engineering."

Other students, Hansen said, "never left Iran," including some who were in the armed forces and were not eligible to come to the United States this year. Others, he said, accepted admissions offers from other schools and went elsewhere, leaving MIT with 20 of the 27 students admitted.

The problem of academic program was not the only misunderstanding between MIT and the students. Although a decision had been made early in planning for the program that the students could not be housed in MIT dormitories, many of the students failed to accept this, and protested when they were told they would have to make their housing arrangements for the fall. Housing the three women participating in the program was especially difficult, as Iranian single women do not often live in apartments by themselves and the students objected to the idea.

"Ultimately, all the students were reconciled to the idea," Hansen said, "but the girls were much more upset than the men." The three women were placed on waiting lists for MIT graduate housing, but, Hansen said, "at least one has given up" and taken an apartment.

Hansen refused to comment on reports that the women threatened to go back to Iran, saying they had met with the

Deans for Student Affairs and had "expressed concerns - there were no angry scenes." But Dr. Paul E. Brown, Assistant Director of the Center for Engineering Studies and administrator of the program, told *The Tech* that "If there had been a way for them to get back, I think some of them would have taken it. They were very unhappy."

Hansen said that the students had been adequately informed of what was expected of them,

and attributed the problems to cultural differences and minor misunderstandings. "In Iran, apparently, signing a contract doesn't mean that a negotiation is ended - there's still room to bargain," he said. "Many of these students just didn't seem to take seriously what we told them." The mistakes and problems, Hansen said, will help smooth the path for the second class in the program, due to


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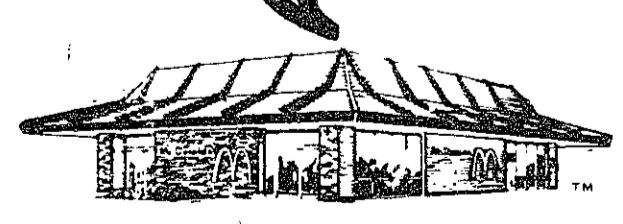
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Quick fix won't help bad teachers

By Joel Charles

"I haven't gone to a class in the last year." That's what one student told me recently. When I asked him what his marks were, he replied, "Between 86 and 93." I had a tough time believing it, but I checked him out and found he was telling the truth. "What about labs?" I asked him. "Oh," he replied, "I go to them."

On further questioning, I found that the student refused to attend a straight lecture. There always had to be an additional factor present to make him decide to go to class. In some cases it had to be a lecture accompanied by slides. If an instructor simply spoke from notes, the student wouldn't go. If a movie or video tape were to be shown, he'd make an appearance.

The most important factor was whether the instructor invited the students to participate. If so, he'd be the first one there. I wondered how the student ingested material that had been presented in a class that he hadn't attended. It was simple. A group of students assigned one of their number to put a lecture on tape. Afterward, the tape would be transcribed, duplicated, and handed out to those who subscribed to that service. For pennies a day, there was no need to go to a class and listen to a lecturer intone material that induced sleep. Instead, the lecture could be read at leisure and discussed with a fellow classmate if anything was even slightly foggy. The student told me that discussion was usually more interesting than the lecture.

Dull delivery by teachers is not what is contributing to empty seats in lecture halls.

Some of the best college instructors look at scores of empty seats in big lecture halls and begin to wonder whether the school has suffered a drop in enrollment or whether classes are being boycotted for some unknown reason. Instructors with any responsibility toward their subject must be trying to come with answers.

There are answers - two, in fact. The first is the practice by many instructors of handing out lecture notes. Since many teachers never depart from the text the student has already received, what's the point of attending the class? To hear it all over again?

The second is that the little cassette recorder with the built-in microphone can now be bought for as little as \$25. Consequently, if a student has a great deal of studying for a quiz later in the day, he can cut class, bone up on the quiz material, get someone to record the missed class, then study that material in the evening after the quiz has been taken. Or he can buy the notes from the stenographic service and read them.

A student isn't lazy or just plain cutting class if he sends along a surrogate, a tape recorder. He's taking advantage of a gift of our technology, the ability to make a permanent record of what someone has to say, then listen to it at his leisure and at his own pace so that he can absorb it. That's why the student mentioned previously was getting ninetyish grades.

The student is also taking advantage of his status as a thinking human being. He's an adult. He doesn't want to register at a roll call as if he were in

the first grade. He's master of his own fate. If he believes that he can get the material and pursue his own pattern of study, he's only further asserting his individuality.

The student is also tacitly indicting the entire pattern of "I'll lecture to you while you listen to me and together we'll make a classroom." He isn't buying that anymore.

He's saying, "Look here, man, you don't interest me. I'm taking your subject because I have to. I don't like the way you're teaching your course. You don't present much that interests me because you don't know how to present it. I can read your lectures faster than you can deliver them. I can underline the important parts and omit your coughing (because of bad pot, man), your histrionics, your wandering up and down, and your yelling into the mike when you should only talk."

Refine it. He's saying only one thing. He's saying that the traditional teaching methodology can't make it any more. It has its parallel in the old man who marries a young girl and finds he is impotent. In plain words, he is saying that professors suffer from "teaching impotence."

Doctors tell us that impotence is mostly psychological, that it can be cured provided the factors that induced it can be changed. Impotence in teaching is no different. Change the teaching methods, bring them up to date, add some challenge, use existing electronic aids, invent or adapt methods of getting the student to interact with the teacher during lecture and class-

room periods, then watch the impotency fade.

Professors should learn to be consultants to their classes, not teachers. The president of a company, knowing of deficiencies in his organization, calls in a consultant. The consultant sketches the problems - note the word "sketches" - but doesn't tell the president his entire *modus operandi*. If he did, there would never be a need for a consultant's fee. He gets hired because he has something to contribute. Then, he goes to work and, hand in hand with management, he irons out the difficulties.

If you distribute advance notes, then read from them, you've tipped your hand. It's all given away. Your compensation (students attending your classes) is lost. If, instead, you disseminate class outlines and make certain that the students are just getting a framework, you're on your way to beating the problem. The student must attend in order to hear everything you have to offer.

Recognizing that students weren't attending classes regularly, one college recently began to make sounds about taking roll calls and requiring attendance with a minimum number of cuts. In a matter of two days, the student association had issued an ultimatum to the faculty: attendance requirements should have been stated at the beginning of the school year, and the student body would brook no changes whatsoever in midterm. So the college decided to start taking roll calls when the new term started. That raised an even greater hullabaloo and the plan was abandoned.

Even the roll-call solution is an anemic one. What's the point of having a classroom of students who are either bored by the instructor or who feel that his methods, even though not boring, need upgrading? Reluctant pupils won't learn.

Possibly the answer requires the adoption of totally new concepts in teaching so that students will want to attend classes. Perhaps the motivational factors have not yet been invented? Or if they have been, why not use them?

Industry is always held up to education as a bright, shining example. Industry makes a profit. Education isn't profit oriented. Yet, that very lack of a profit-making atmosphere contributes to the non-thinking in education, where innovation should be the byword. Industry hires new employees and "breaks them in." Education

gets new students and "indoctrinates them."

Most students never get near the goal for which they're studying until the day after graduation. A few get a minimal indoctrination. Some medical colleges don't permit students into their clinics until after the second year. The employee gets his hands into things on the first day!

Faculty contracts rarely if ever require experimentation with new teaching methods. How can innovation creep into teaching unless it is mandated by contract? Are college administrators at fault? One college in New Jersey actually requires instructors to contract a certain number of audio-visual lessons each semester or their contracts are not renewed. Certain instructors boldly state, "If they try that on me, I'll quit!"

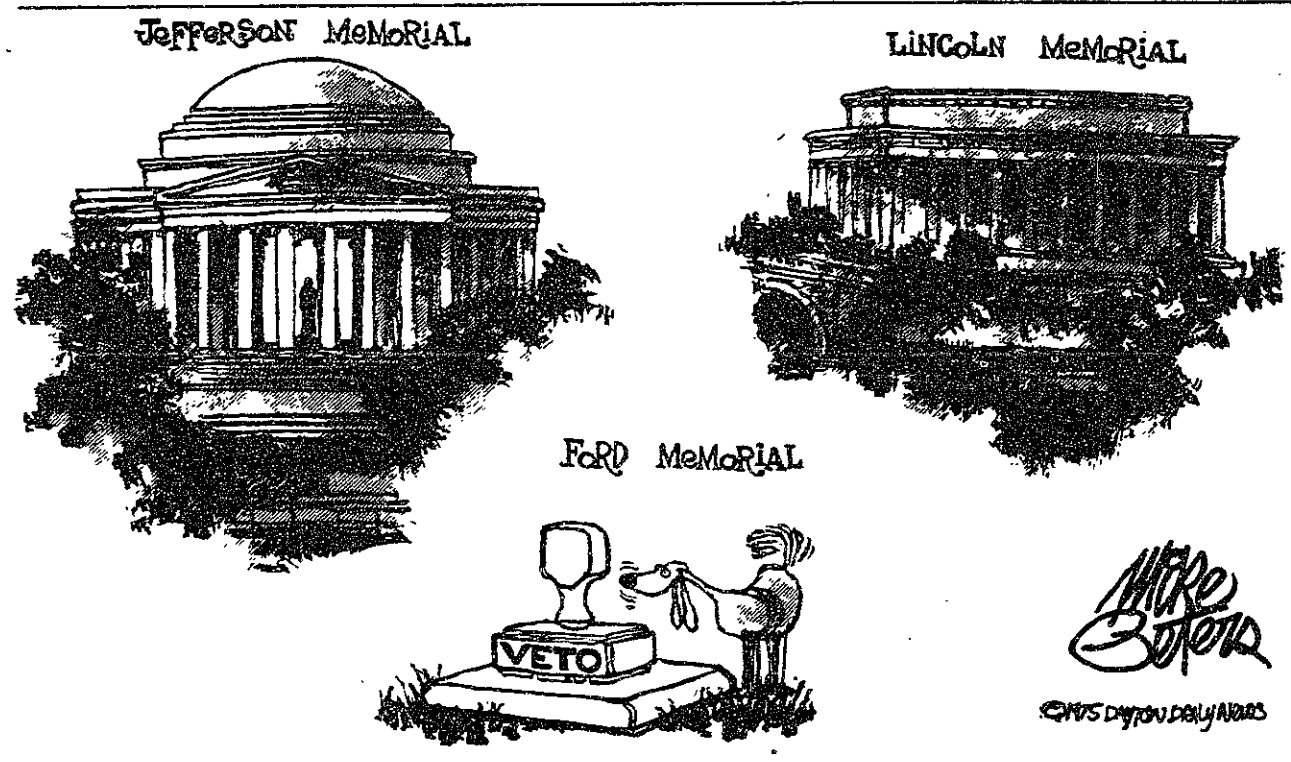
Let them! Let them all gather in one place that will become the mecca for diehards, the self-satisfied, the unaccommodating, the unimaginative, and the contented. In that college will be the last stand for those who wave the banner of the unchanging. In that college there will also be ... no enrollment.

In fact, empty classrooms presage empty schools. They foretell an image of a society where students will select with the utmost care the higher educational institution they will attend. They will start considering not just the college's facilities but the instructors as well. They'll ask to look at lists of alumni for distinguished names. They'll want to see computer printouts on salaries of graduates. They'll ask for demographic analyses of graduates' holdings in the stock market and the values of their homes. After that, they'll go see their accountant for a final decision.

Sounds like a fantasy, doesn't it? Remove the blinders from your eyes. A trip to the moon once existed only in songs. And people even lit their homes by the light of whale oil, once the most sought-after commodity on the market.

But the days of whale oil are long past. The day of the poorly attended lecture is here. What comes next if it isn't recited now?

(Joel Charles is director of media instructional methodology at Pennsylvania College of Podiatric Medicine. Reprinted with permission from the Chronicle of Higher Education, August 18, 1975. Copyright ©1975 by the Editorial Project for Education, Inc.)



Mike Sotom
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New House master optimistic

(Continued from page 1) war game with students for six hours, noting with satisfaction that "I didn't tell them I was Housemaster until I won." Mrs. Williams said that "It's amazing how quickly we can wake up now" to phone calls at one and two in the morning.

Once their apartment is in shape, the Williams look forward to entertaining students and to inviting "relatively well known individuals from MIT and from outside MIT to social gatherings."

The Williams saw their most important task as installing "a sense of history" in the New Dorm. Williams recalled his discovery of "a sense of history" in his doctoral days at Cambridge, where he found the signatures of

Newton, Maxwell, and Disraeli in attendance ledgerbooks similar to those he signed himself. He said that "that kind of thing can influence a student throughout his whole life."



Mr. Williams also noted that his appointment as the first black housemaster has already made him part of MIT's history. When asked if he saw a need for an all-black housing faculty, Williams said that such facilities were undesirable since they produced "inbreeding." He said that such facilities "grew out of a political movement of the '60's which has dried up and justifiably so."

Williams received his SB and SM degrees from MIT in 1967 and 1968, and received his PhD from Trinity College, Cambridge

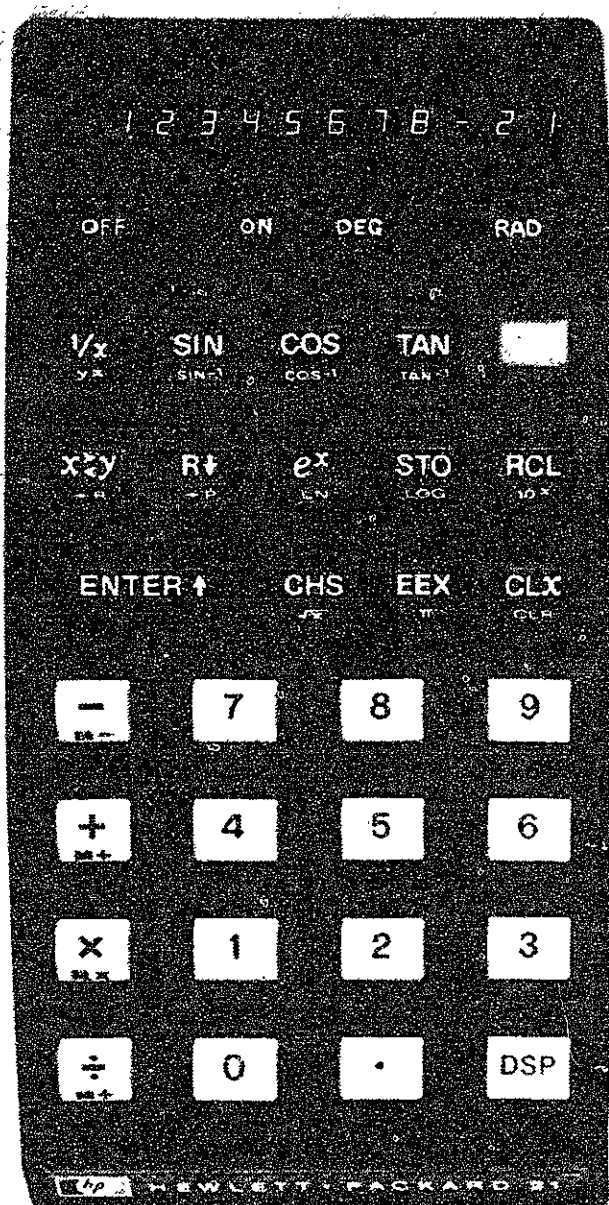
in 1970. He and Mrs. Williams were married this July. She has an Associate in Arts degree from Vermont College and a bachelor in history from State University of Oregon at Portland, and has been a part-time biology technician at MIT for two years.

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The NATIONAL CAMPOON SHOW
 Friday, October 24
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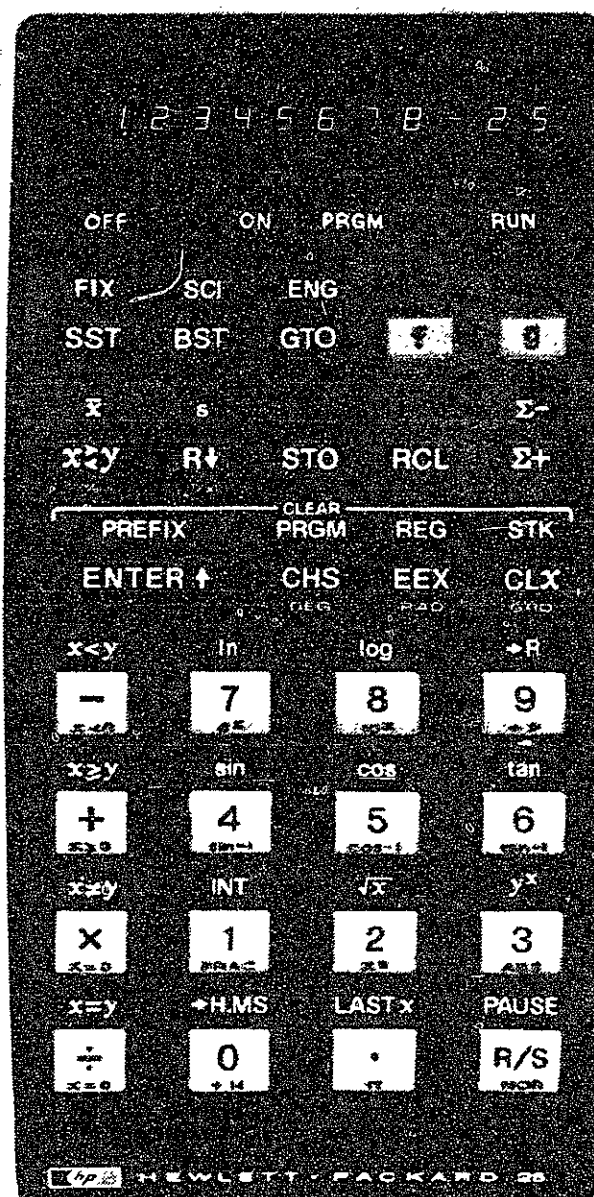
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MIT watches mail actions

By Mike McNamee

MIT officials are keeping a careful watch on activity in Washington which could have serious consequences on use of second-class postal permits — permits given to magazines, newspapers, and periodicals to lower their mailing costs — by colleges and universities.

A bill which should come up for floor action in the House of Representatives soon would make all colleges and universities eligible for second-class permits to mail their catalogues, bulletins, and other periodical publications.

That legislation would counter a trend by the US Postal Service, which is trying to restrict use of permits by colleges and educational institutions. As part of its program of making each class of mail pay for its own operations, the Postal Service has been eliminating many permits granted to schools.

"MIT hasn't lost its permit to mail the Bulletin yet," Kathryn Lombardi, manager of Campus Information Services, said, "but we're keeping an eye on those schools that have, and we're being very careful with ours."

Lombardi explained that the

Postal Service was revoking permits for technical reasons for a number of school bulletins — the omnibus "periodicals" under which schools lump a number of annual publications so they may qualify for a permit. Schools which have missed deadlines on mailing catalogues or have made minor mistakes in procedure have found themselves faced with either paying a great deal more by mailing first class, or suffering from worsened service by being forced to use third-class bulk mailing.

"There's been no class action against schools in general and the Post Office denies there is a trend," Lombardi said. "But we're being very careful about our deadlines."

The Bulletin is a series of five annual publications: the General Catalogue, the Course and Degree Programs Issue, the Report of the President and Chancellor, the Report of the Treasurer, and the Summer Session Catalogue. Loss of second-class mailing privileges for the Bulletin would cost the Institute several thousands of dollars each year.

Officials concerned over Iran nuc program

(Continued from page 3)

arrive next June, and help MIT's planning in future foreign programs.

But other MIT officials have expressed serious concern about the program's failings, and stress the need for caution in such future dealings. Vice President and Dean of the Graduate School Kenneth Wadleigh '43, for example, said the program showed that "inadequate attention" had been given to the support services needed by the foreign students.

"This (Graduate School)

office will certainly be more involved with future international programs," Wadleigh said, noting that the Dean for the Graduate School had been involved in planning the Iranian program "after the deal was signed." His office, Wadleigh said, would strive to be "instructively critical" of future programs.

And Brown pointed out that "it would have been nice if they'd been better informed ... I don't think we'll ever be able to convince them that they're regular students now."

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Receivers

	Regular	Sale
Nikko 1010	\$170	\$139
Nikko 4030	\$200	\$179
Nikko 5050	\$250	\$209
Nikko 6060	\$320	\$269
Nikko 8080	\$400	\$329
Nikko 9090	\$500	\$399
Sherwood 7010	\$190	\$146
Sherwood 7110A	\$220	\$184
Sherwood 7210	\$300	\$230
Sansui 551	\$260	\$187
Sansui 661	\$350	\$252
Pioneer 535	\$300	\$223
Pioneer 636	\$350	\$260
Pioneer 939	\$600	\$446
Rotel RX150A	\$150	\$119
Toshiba 300	\$220	\$119

Turntables

(all include base, dustcover and cartridge)

Philips GA212	\$215	\$169
Philips GA427	\$145	\$99
Miracord 750 MKIII	\$300	\$179
Dual Mod. II (1226)	\$270	\$159

Loudspeakers

(pairs)		
KLH 102	\$260	\$160
KLH 103	\$516	\$320
Rectilinear 11B	\$198	\$139
Rectilinear IIIA	\$578	\$398
TDC 4	\$180	\$139
Alpha 203	\$120	\$59
EPI 60	\$140	\$98
EPI 90	\$180	\$159
Ohm B (2-way)	\$440	\$279

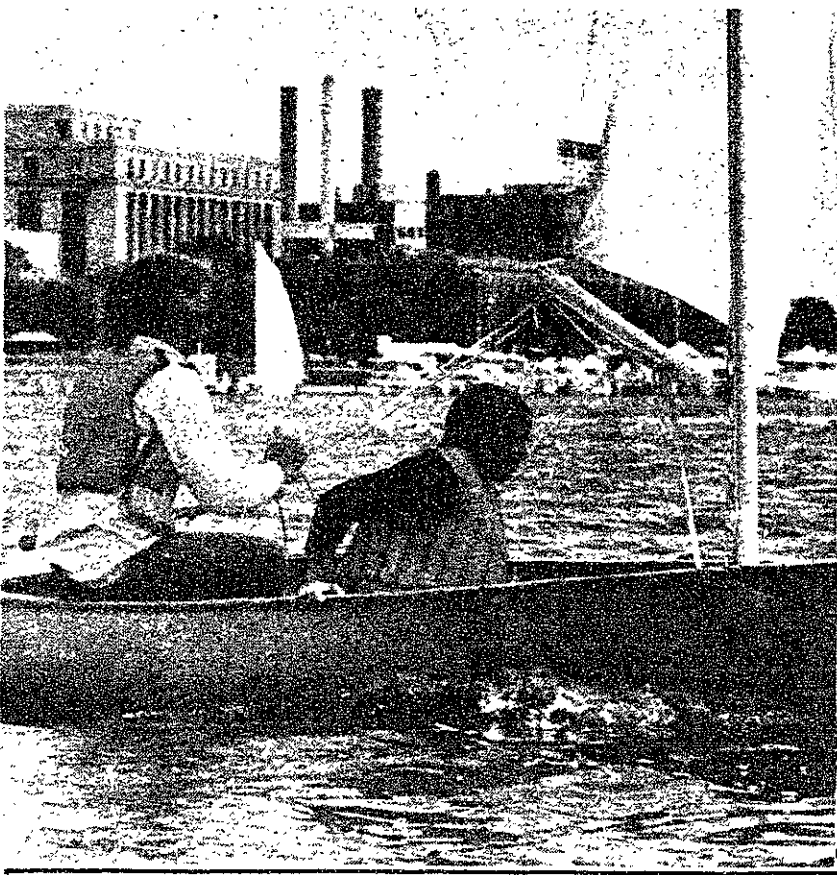
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Sports



Rob Mitchell

Sporting Notices

There will be an IM Football referee clinic tomorrow night at 7pm in the duPont Fencing Room (2nd floor). Each team not having sent a representative to the earlier session should do so tonight.

IM Soccer rosters must be turned in to the IM Managers' Office (W32-121) by 5:00pm Friday. All participants must have an athletic card.

A referee clinic is scheduled for tomorrow night at 7pm in room 400 of the Student Center. At least one team representative and all prospective officials should attend.

The MIT hockey team will hold an organizational meeting Monday, September 22 at 5:15pm in room 491 of the Student Center. All undergraduates and graduate students are eligible to play on the squad, which will be run on a club basis this year.

Rob Mitchell

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CONVENER: JUDITH G. WECHSLER, Associate Professor of the History of Art, M.I.T.

Fall Program

September 18	The Greek View of the Human and of Science	John Finley (Harvard)
September 25	The Biblical View of Humanity	Nahum Glatzer (Boston University)
October 2	Medieval Images of the Human: Religion, Art, Science	Harry Bober (N.Y.U.)
October 16	Renaissance Ideas of Human Nature	Myron Gilmore (Harvard)
October 23	Michelangelo and the Metaphor of the Body	Leo Steinberg (U. of Pennsylvania)
October 30	The Copernican Revolution	Owen Gingerich (Harvard)
November 6	The Reformation	Richard Douglas (M.I.T.)
November 13	The Seventeenth Century: Galileo, Descartes, Leibniz, Spinoza, and Newton	I. Bernard Cohen (Harvard)
November 20	The Philosophes and the Dilemma of Utopia	Frank Manuël (N.Y.U.)
December 4	Revolution and Romanticism in Nineteenth Century Painting	Judith G. Wechsler (M.I.T.)
December 11	Darwin: Survival and Chance	Howard Gruber (Rutgers/Newark)

Spring program will include such speakers as Isaiah Berlin, Erich Heller, Jerome Lettvin, Victor F. Weisskopf, Everett Mendelsohn, Herbert Simon, Robert Lifton, Robert Coles.

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