Former CP arrested with stolen goods

By Mike McNamara

A former MIT and Boston University Campus Patrolman has been arrested and charged with receiving goods apparently stolen from MIT's duPont Gymnasium, according to Brookton Police.

James Mattie, 33, whose employment with the MIT Campus Patrol was terminated in January, will appear in Brockton District Court today on charges of assault and battery with a deadly weapon, possession of controlled substances, and two charges of receiving stolen goods. Mattie has been held on a $7,000 bond since his arrest by Brookton Police last Friday.

According to Captain Peter Olivieri, Mattie was investigating "five or six" additional charges of receiving stolen goods which might result from Mattie's arrest, according to Patrol Chief James Oliveri. One pending charge of receiving stolen goods cites Mattie's possession of a .22 caliber pistol taken from the duPont pistol range, according to the arrest report.

Mattie, a former Massachusetts State Police officer who was hired by the Campus Patrol in 1971, was discharged from the Patrol Jan. 27 for "conduct improper for a Patrol officer of a subordinate officer". Missconduct charges had been brought against Mattie for four separate incidents, none of them relating to the slipped naps, he said.

When asked what he hopes to accomplish as IFC Chairman, Suchon said he plans to make the IFC "more responsive to their predecessors, Peter Seavedra '75 (DTD) will remain Chairman, Secretary-Treasurer; Russ MacGregor, which were designed to help the Housing and Dining Office is conducting a study, at the IFC "more responsive to

The Tech

FRIDAY, MARCH 14, 1975

The Share of Students for Commons

By Leon Taxvossian

Byron Dobbs '77 under the supervision of Professor of Nutrition and Food Science Samuel Goldblith. The curricula for three dormitories will continue to be optional Commons, which many administrators say they have always favored over compulsory Commons, is expected to have several benefits:

- Economies of scale, through more efficient use of the dining facilities now present in the dormitories, are expected to help the Housing and Dining Service meet its growing costs.
- MIT housing is run on a break-even basis, but has experienced deficits in several recent years.
- Student nutrition is expected to improve. Many administrators believe that students who are required to live in dormitories are expected to improve.
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Johann Sebastian Bach is generally regarded as one of the greatest composers of all time. Also one of the most popular!

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Special offer this week!! Get a pair of stereo headphones for only five dollars.
Foreign students: why MIT?

By Gerald Raduck

Foreign students may come to MIT to 'build a career' or to pursue a 'trade'. However, two major reasons are the fact that the universities in their own countries are overcrowded, and the universities in their own countries do not offer a magnet that attracts foreign students.

MIT has "made its reputation internationally in engineering," said Eugene Chamberlain, Advisor to Foreign Students. "We're proud of our reputation in engineering, or science than the universities."

According to Porfert, the IFC chairman, the IFC is "a gathering of local Iranian students, the students who work with Suchon in defining it and assists the Chairman, He participates in special projects and assists the Chairman." Porfert said.

You'll never know how much good you can do until you try. If you have an hour or two a week, you can help people.

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Serving a complete Lunch and Dinner Menu
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BLOOD DRIVE
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A pint of blood for a free glass of beer at Stratt's Restaurant. Lots of cakes and desserts. In Central Square. Open 37.30pm - 3:30am.

THE BEER CONTEST LIVES AGAIN!!

 материала
No one seems convinced at all

By Michael McNamee

The MIT administration is having trouble convincing everyone that the budget crisis is serious. Without changes in MIT’s endowment, the Institute will have a deficit—a single-year deficit of $9 million in 1980. Between now and then, if changes aren’t made, MIT’s endowment will have to contribute more than $30 million to keep the Institute afloat. That’s serious. Things have to be changed, and the administration is changing them.

If the administration is having trouble convincing everyone else about this fact, however, it might just be because the communication problem is two-way. Every one else seems to have given up trying to convince the administration of a number of things. Managers are being missed both ways, with a net result being that nothing is being done they want done.

Convincing

For example, suppose a student lives in Baker, MacGregor, or one of the other dorms in his dorm, and also enjoys cooking for himself and saving money by not going to Cook exams. How does he convince the administration that he doesn’t want to throw away the life he’s built in order to move into a new dorm with total strangers, just to avoid having to buy fancy food which he doesn’t want at horrendous prices under a compulsory plan? It is easy for the MIT VP to say that “concessional dorm rates” are the student choice; it’s not that easy for the student who loves his dorm and is enjoying his life.

How does a MacGregor resident argue that he and his roommates have been able to budget their housing, that they have made it into another bedroom, and that losing it is going to hurt the quality of their lives? How does any student convince the administration that they don’t want to throw away their hard-earned spring final grades, just for administrative convenience? How do they convince administration and faculty that it isn’t wise to move the Drop Date just to ease pressure on Registrars’ employees (who are paid to work under pressure) while increasing pressure on students (who apparently are paying to be put under pressure)?

Finally—but not by any means the last of the possible questions—how do students and faculty convince the administration that they feel it is immoral and wrong to go out of our way to train nuclear engineers for a dictatorial Mid-eastern government? How do students convince the MIT administrators that the Institute has a responsibility to do something and not just call the people of technological areas such as nuclear proliferation “just un-freaking-freaking minds” while the rest of the world is becoming a large, nearly completely militarized planet?—that MIT itself set up an example by doing something about it?

Students have not been given a chance to convince administrators of any of these things. The class size decision was made through without any student consultation (Paul Gray, of course, doesn’t live in a dorm). The deal with Iran has been negotiated with only very narrow, non-consultation with faculty and students (Jerry Weinum wasn’t even consulted). Dean’s Office was handling the work—you can bet there won’t be student help in the final decision, (Eugene Baumann won’t even be forced to eat Commons, or to leave his home).

Why haven’t students been called in to discuss changes which will affect their lives more than anything else?

The streets, and MIT, went on with what it was doing. Now the administration is going to and make a decision that abuses students only draws an editorial in The Tech calling for more consultation with students—more of something that they never existed. Why should they care what students think?

Confronting

The only pragmatic reason the administration should care is that if they don’t, students may end up with MIT in the next violent confrontation. It might be a move to even move the most apathetic MIT students. It worked even in 1957, when the campus was rocked by “bread and freedom” riots protesting rate increases; it might work now.

MIT’s budget crisis is serious. If something isn’t done about it, MIT, left as it is, will be more than just a balance sheet of numbers to be matched to another column of numbers. The administration has made little or no public acknowledgement of that in the past three weeks.

There was another era of confrontations in the near future. If nothing is done, because budgets have taken precedence over people; because administrators have taken precedence over the Open University. Confrontations will not solve the communications problem. But people who are being told to make sacrifices which they have not been taken about, which they don’t understand, and for which they see little, aren’t being communicated with anyway. What’s the difference?

Letter to The Tech

To the Editor:

It has been repeated at least two campus newspapers that the Institute, in the interest of raising its income, is embarking upon a policy, which, although not yet formally stated, actually calls for a gross overcrowding of the dormitories. If true, the reasons for this move are quite understandable, but the problem need not be as great as the press has proclaimed.

It is only within about the past twenty years that MIT has switched emphasis from being a small school with a significant percentage of its students choosing to become a large, nearly completely residential institution. If true, with the present and upcoming shortage of housing, it might make sense for the Institute to pursue a policy of not discouraging Greater Boston area students from commuting. (The present policy encourages residency on campus.) To counter the inevitable argument that life on campus is a major portion of an undergraduate’s educational experience, the Non-Resident Student’s Association maintain that commuters can and are as active on campus as residents. In addition, there is little or no inconvenience involved in commuting, and the savings in room and board are substantial. Presently it is estimated that approximately 25% of the Greater Boston area freshmen actually commute. This number can be increased, decreasing the number of students that need to be housed by as much as 50 annually.

Unknown to many, MIT provides well for all its non- resident students. In addition to the Non-Resident Student Association facilities at 311 Memorial Drive, kitchen, study, recreational, and sleeping facilities, non to mention active social and athletic programs, are provided for a salary of $5.00 per semester.

The commuter or potential commuter should fear not the inability to participate actively in all campus endeavors. The Institute need not pursue a policy of great apathy while student council attempts to combat it by potential commutes, especially during this housing crisis. It is now time for the Institute again to realize the potential of the student in an ms. res to the MIT’s anxiety.

President, MIT

February 18, 1975
The grading controversies

A special report by The Tech

Subject: Twenty-eight weeks' exclusive of all holidays, divided into two terms plus one January independent period

Subject Units: All subjects fourteen hours of work. One hour for each 1.75 semester hours. Two units of laboratory or drill - three per area - and some units. Prerequisite units are not included in semester hour computation.

MIT has spent hundreds of person-hours and thousands of dollars in expenses and salaries in the last year on one seemingly simple question. In the last three months, three faculty meetings and two large-scale student meetings have been largely devoted to discussing it. Minutes of paper have been used reporting, explaining, and analyzing that one question.

What sort of grading system should MIT have?

Considerable literature has led the MIT faculty and student body to discuss the grading system, one of the many aspects of MIT education. It has resulted in bitter debates over the nature of MIT education, the purpose of MIT degrees, and the importance of grading to the entire structure. It has divided faculty, students, and administrators, if not into warring camps, into factions which relate to academic knowledge, in practice, it must be based on the grading system.

Most educators agree that these two aspects of the grading system are, to some extent, mutually incompatible. The information function, for example, requires grades that are as informational and detailed as possible; the more information that can be provided the student to indicate what he has learned, the better the grade. The comparative function, on the other hand, requires that grades be as undetailed and as quickly gauged by a number of people, many of whose personal worth, a scale of uncertainty principle in physics, except students' abilities, are known to be ascertained by the student's learning process.

A second problem with any grading system is that different people view the use of the system differently. Grading for courses, for example, requires grades that are as informational and detailed as possible; the more information that can be provided the student to indicate what he has learned, the better the grade. The comparative function, on the other hand, requires that grades be as undetailed and as quickly gauged by a number of people, many of whose personal worth, a scale of uncertainty principle in physics, except students' abilities, are known to be ascertained by the student's learning process.

The designer of a grading system faces serious problems from the start, even if he knows exactly what goals he wants to achieve with the system. In the case of a particular institution like MIT, the problems mean even higher, as there is a number of unique features which limit the freedom of anyone who wishes to solve the Institute's grading problems. A few of these features are:

- The nature of the student body

This is an area where there are no precise answers, but it is assumed that MIT students are better qualified to do academic work, especially work in mathematical, scientific, and technical areas, than their counterparts at most other schools. There are no accurate measures of the distribution of MIT students' abilities, but they are comparable with those at most other schools. There are no accurate measures of the distribution of MIT students' abilities, but they are comparable with those at most other schools.

- Public misperceptions about MIT

The question of integrating the grading system with the knowledge of MIT and the knowledge of MIT, as it is far different from what MIT is like is far different from what MIT is like. It has resulted in bitter debates over the nature of MIT education, the purpose of MIT degrees, and the importance of grading to the entire structure. It has divided faculty, students, and administrators, if not into warring camps, into factions which relate to academic knowledge, in practice, it must be based on the grading system.

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Inflation and grades

If any one word could sum up the faculty's concerns over grading, the word would probably have to be "inflation." Not economic inflation, although that problem too is felt to be especially acute for the students, just as economic inflation has risen sharply in the past several years (see chart, this page) while grade inflation - is the central issue here.

The problem of gauging the abilities of students is serious when trying to compare MIT students with each other, or to "outside world." MIT students would probably still be getting A's at some other school if they weren't here," one student argued at a recent hearing on grading. "Why shouldn't their grades be "inflation."" According to statistics, as well as subjective observations by faculty and students, the percentage of A's and B's has risen sharply in the past several years (see chart, this page) while the number of C's and D's have dropped. Many faculty feel that this "inflation" has decreased the value of grades for students, just as economic inflation devalues the inflated currency.

Grade inflation is a national problem, with most schools across the country experiencing it. At MIT, however, the problem is felt to be especially acute for several reasons:

- Relaxed registration procedures make it easy for students to drop courses in which they are not doing well late in the semester, but don't take their courses seriously. Some faculty feel, make it almost impossible for a student to fail, even receive a C or D, is a course.

- Improved abilities of students over the past several years, including "objective" tests like those of the College Board, have made the ability to inflate grades.

- The preprofessional and professional nature of MIT education has also aggravated the problem. More and more MIT students are going on for postgraduate work, many of them in highly competitive medical, law, and business schools. Again, faculty members say, if a student want to hurt students' chances of getting into graduate work, many of them in highly competitive medical, law, and business schools. Again, faculty members say, if a student want to hurt students' chances of getting into graduate schools, and fear that giving Cs to MIT students will hurt in competition with students from other schools. "Many decisions which affect graduate admissions are made on a low level, a level where perhaps knowledge of MIT's strengths and weaknesses is not good," Kaplow said.

- The major problem with grade inflation, as many faculty see it, is that it makes it more difficult to differentiate between students' work. If all students are getting A's, and then there is no way of telling good work from bad on the transcript. Also, faculty say, if a student is a senior at A or B, the extrinsic influence of grades is less than if he might expect a C or D for poor work.

Two approaches have been suggested to deal with these problems: the system of faculty comments attached to grades, suggested by the Committee; and the plausibility grading system, suggested by the Ad Hoc Committee on Grading, adopted at the February faculty meeting and adopted there. But neither system, some faculty members say, will work.

"I would prefer to have the faculty, out of their own collegiality, take steps to use the straight grades of A, B, C, and D more judiciously and honestly," one faculty members said. "I think that would be better than trying to legislate a system to force deflation.

—C.C.R.

What's being done

The actual work of the latest reviewing of the MIT grading system began more than a year ago, when the formation of the Ad Hoc Committee on Grading was approved by the faculty. As part of hundreds of meetings and long, involved discussions at several levels over the past months, the final results of the grade review will not be settled in the near future — perhaps not for another year or so.

The debate to date has centered around proposals of the Ad Hoc Committee, which worked for more than a year to bring fourteen recommendations to the faculty in a report published Nov. 13, 1974. Those recommendations, after consideration by the Academic Senate, were debated at a special faculty meeting called late November for consideration of the grades issue, and at the regular December meeting.

The Committee recommended, in summary: that the faculty retain essentially the same grading system as is used now; that passing grades and the J grade be retained in present forms; that the mechanism for comments to be attached to grades be established; and that the dropped subjects, the dropped subjects, and subjects in which a final was missed be removed from external records. Also that students be allowed to register for and take subjects for which they have already received credit, and to replace the first grade received with the second grade received. If the senior Pass/Fail option be extended so that a student may take two courses Pass/Fail during his junior or senior year, that several procedural grade point averages not be included on the transcript. Also, faculty say, if a student want to hurt students' chances of getting into graduate schools, and fear that giving Cs to MIT students will hurt in competition with students from other schools. "Many decisions which affect graduate admissions are made on a low level, a level where perhaps knowledge of MIT's strengths and weaknesses is not good," Kaplow said.

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—C.C.R.
The outside world —

"If MIT could design a grading system just to suit itself, and just to use internally, that's a lot of our 'problems just to suit itself, and just to use the faculty a suggestion that all grading review.

The proposal was made by Associate Professor Stephen Senturia of Electrical Engineering, who suggested it in a way to combat grade inflation and the "blurring" of grading distinctions among students. The idea was rejected by the Ad Hoc Committee, and has been attacked by Committee Chairman Roy Kaplow, for doing precisely that, and for the effects, which they fear, will do more harm than good.

"The pluses and minuses after grades give an impression of exactness and precision which the grading system just doesn't have," Kaplow said, explaining why the committee had rejected such a system. "It gives the impression that we have a sharply delineated system with very good resolution, when we actually have a number of very imprecise systems."

The Committee also rejected the plus/minus proposal, Kaplow said, because the felt grade pressure would increase if it were adopted. If there are more grades, Kaplow said, there is necessarily more pressure to strive for higher grades, and educational pressure is increased — a goal which the Committee deemed undesirable.

Several faculty members have also opposed the proposal, on the other hand, arguing that the gains from better definition of achievement will offset the costs of the system. "Right now, there is a very large 'hump' between A and B," Senturia explained in an MITV interview. "The rewards for getting over that hump are great, while the penalties for not making it are also great. I think we ought to limit the effect of that hump."

Students have generally opposed the plus/minus system, which has been the grading proposal most vigorously attacked. "If this proposal is accepted, the system for adding courses, however, will be struck. "If this proposal is accepted, the system for adding courses, however, will be struck."

One of the apparent "rites of spring" at MIT is the recurring rumor that the system for adding courses is being altered. But to have to consider the rest of the world."

The group that has gotten the most attention in the debate on external competition for admission to professional schools - $7 per cent of all pre-meds and 80 per cent of all law school applicants from MIT were accepted on the basis of MIT's track record for placing students in professional schools, she explained, have earned the "good reputation and recognition of the institution's academic performance is looking at it, then the proposals being discussed do not have the support of the faculty."

"It is impossible to say we are going to change the Drop Date late in the semester, rather than moving it up near the beginning of the term so many faculty have requested. While moving the Drop Date one week — to give the Registrar's Office more time to prepare grades and to print accurate grade sheets at the end of the semester — the Committee recommends that the drop system be left virtually unchanged."

The system for adding courses, however, has been changed. "If this proposal is accepted, the system for adding courses, however, will be struck."

Many faculty members feel that MIT's reluctance to change courses cause (Continued on next page)

Plusses and minuses

The most controversial of the recommendations to come out of the Ad Hoc Committee's review of grading to date isn't even a recommendation of the Ad Hoc Committee, but was tacked onto the committee's recommendations at the last morning meeting as a floor amendment. That item is the proposal that MIT have plus and minus grades - A-, B+, B-, C+, and C- - in addition to the current grading system.

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Many faculty members feel that MIT's reluctance to change courses cause (Continued on next page)
Philosophy debate

The current controversy over grades has uncovered anew many faculty concern over marks of A, B, C, D, or F. Underlying the debate are certain basic questions. New questions about the MIT education should be:

1. Should MIT students base the quality of a current MIT course on what is thought of as an "ideal" education? What is an "ideal" education? How can students learn on their own— and how much of a "degree" will they earn?

The faculty is divided over these questions. Some believe that students need marks so they will be encouraged to work hard and thus learn more. A low grade may be a signal to the student that he should re-think the amount of knowledge they gain. Others believe that marks on grades encourages students to work for grades, not knowledge; they believe that MIT students, given the opportunity, will learn because they want the knowledge, not because they are pressured to learn.

The latter view has apparently been winning out in the past few years. Average grades of MIT students have risen sharply in recent years, to the point where it is now estimated to be 4.3 on a scale of 5.0. Many people believe, in fact, is due to decreasing emphasis on grades as the major means of motivating students.

As Professor Walter A. Rosenblith pointed out at a recent faculty meeting, the last few years has seen a revolution in the way we perceive grades and education. "This revolution, Rosenblith said, is irreversible: "We can't just go back to the [old] system because it's too late."

The revolution, according to Rosenblith, has seen a change in the role of grades among students. They are no longer a "motive to work," but rather they are a "measure of the student's achievement." This, he said, is a "positive" change.

The debate is still open, however, and so that the outside world can understand the "ideal" education of the MIT environment, we are going to continue the debate on the following points:

1. That the Faculty adopt the new recommendation for grading systems in order to mature the student curriculum, and that the grading system adopted be uniform for all freshman students.

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Faculty action to date

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Letters to The Tech
Compulsory Commons controversy

Student views
(Copies of these letters, detailing some parts of the com- pany, may be found in the student affairs office and are requested and received by The Tech. They are reprinted with permission of the Dean to the Student Affairs Office.)

It is with some mild repugna- tion that I write this. I would much rather sit down to read in peace and air my views. However the press of schoolwork and being prevented from doing so, I see no other way. This is apart from the rumins I have heard from several sources regarding the possibility that Commons in Baker House will in the near future become compulsory. This is a matter which I feel should be aired, if only to let you know my view.

I feel that compulsory Commons for several reasons. One of them is my dislike for food. Notice the fact that no people sign up for it in the first place, where one is almost sure to not be fed with the best. There are three basic reasons.

- Quality, This is not so bad as you might think. As a rule the food is edible, but with far too much salt for my taste. (exception: for "scrubbed eggs," the kid probably slept more every morning than he could eat it, as I did for the first term of my freshman year, and a few times since.

- Price, This is a killer. There is now a new menu which I will spend $4 to $7 a week for food — or $25 (or less, usually) taking full programs, respectively. My usual expenditure is around $5, which includes snacks and all the makings for balanced meals.

- Time, Also another lethal aspect. Commons dinner can go away from the laboratory until about eleven, or from sunrise until two of the morning. I have never observed anyone heading off at those hours.

To cement my case a bit further, I would claim that some of the advantages which people state in favor of compulsory Commons. Please keep in mind that I do not claim to speak for all or any group of students, but... myself.

The first point I must claim is that I have been driven by necessity to bringing up a few points about the subject of compulsory Commons. I hope that this does not seem too threatening, but I must bring it up.

I must admit that I have never heard the argument that Commons pays for energy for its whole system, and so I shall make the assumption that it is true. The argument being, however, that the commons has an effect on the rate of decay (which I doubt that adding a few hundred people would change, and I think I am right) of the building materials and other strange things which would occur anyway, due to the overuse of the building.

For instance, at the time of this writing, the usual solution has been for people to stagger their cooking (good old social interaction at work), and in bed, we allReal, as real computers are. But this is by no means a problem except in a very few areas of the house.

Now that we have looked at some of the disadvantages of compulsory Commons let us look at the advantages of compulsory Commons.

- Good nutrition/good variet-

- Food at a low cost

- Economy — as stated be- fore, I find my food more enjoyable and cheaper with the lais- sissism approach. The mon- stury situation that my self and my family is in getting worse, this

Type, the house becomes an even greater advan-

tage.

- Special interaction — cooking tends to be fun, a pleas-

- Health — because more people are eating together, more interaction within the house.

I hope this presentation of views was reasonably coherent, and will have some effect. If there is anything I can offer as

Compulsory Commons?

Dear Ken:

On behalf of the Dean's Office, thanks very much for taking the time to put your views on compulsory Commons in writing. Your letter is very thoughtfully worded. I'm sure you put an awful lot of time into it, and it deserves a thoughtful answer from us.

You raise some good points, many of which we have considered. Some I agree with others I don't. I've eaten the food on occasion (the last few years) and have found it to be acceptable. The food is served for the cost of not only the ingredients, but also the labor and fixed costs.

I hope this does not seem too threatening, but I must bring it up.

Ken Forbes

Assistant to the Dean for Student Affairs

Wheatley replies:

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COMMONS

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For instance, at the time of this writing, the usual solution has been for people to stagger their cooking (good old social interaction at work), and in bed, we all
The three Beasley residents who own this refrigerator may think they are feeding themselves well, but they are like most off-Commons dormitory residents, a recent study indicates their diets will be deficient in five important nutrients.

Students off Commons may be undernourished

(Continued from page 1)

Phonos, iron, and number of Calories.

Essandoh later made appointments with thirty dormitory students who do not eat Commons to assess the nutritional value of the food they eat. He said that these students "were the first thirty to be obtained and were considered to represent a reasonably random sample, although this might not be the case."

The diet of students off Commons was found to include inadequate amounts of five of the twelve nutrients considered in the survey, including calcium, vitamin A. One reason for this, Essandoh explained, was that these students often missed breakfast or lunch, although they usually missed dinner. He acknowledged, however, that most students, in addition to eating the three basic meals, keep their snacking, which were impossible to include in the data. "We may not have had a representative sample of students off Commons," said Goldblith, "but the results are indicative of the type of undernutrition that one can get by poor eating habits such as missing meals."

A potential source of error in the Commons survey was that only the nutritional value of an initial serving was assessed. The actual nutritional intake can vary depending on whether the student finishes the initial serving or consumes more than one serving.

Another source of error was that the students off Commons who were surveyed did not keep all their appointments with Essandoh. In the survey, Essandoh also pointed out that the nutritional content of food depends upon the way it is prepared.

Party 'sabotage' charged by local Iranian students

(Continued from page 3)

From New York about the party, but added that she did not know who the sponsor is.

The Iranian Consulate referred calls about the party to a telephone number at the Waldorf Astoria Hotel, where The Tech was told, a similar party is now offered.

A similar party is also sponsored by local Iranian students in New York about the party, also sponsored by local Iranian students.

"Parsie" is the name of the Persian language, when translated into English, it means Persian or Iranian student, the student said.

Buddy's Sirloin Pit

39 Brattle St. Harvard Sq.

(Continued from page 1)

We serve Pabst. Refills cost less. "The price gets lower - you get higher."

We use only USDA Inspected Western Slerf Beef with no marbling, filter, or coloring added (unlike the beef in some other restaurants).

Open 11:30am — 9:00pm. Closed Sunday
Small turnout at hearing

By Gerald Radack

A small crowd of students and faculty members attended the Undergraduate Association's second hearing Wednesday to debate the proposed changes in the grading system.

Attendance — about 25 students and 10 faculty members — was markedly lower than that at the first hearing last week, which was attended by more than 200 students and about 8 faculty members.

One proposal discussed at Wednesday's hearing provides an official mechanism for attaching comments to grades. Also considered was a proposal to limit the number of Pass/Fail grades.

In particular, the students' interest was focused on the issue of the use of Pass/Fail grades in freshman year. Many students argued that the Pass/Fail system encourages students to avoid grades that would be difficult to remove in the future.

"I don't think the gain in doing this [adopting the proposal] would be very great, but for most people, the loss would be," he said.

One student asserted that the grading system should not be controlled by the practices of graduate or professional schools.

"MIT is a professional school, not presently do so on freshman grades," the student said. Only changes in the grading system, he argued, would be meaningful.

"One of these faculty members, Professor James Melichar of Electrical Engineering, attacked what he called an "unholy alliance" of IAP, subjects with finals, and freshmen Pass/Fail. There is every reason for a faculty member who doesn't care about students to want these things," he said.

Most students do not get their "educational dollar's worth" from IAP, Melicher said, because they either do not participate or do not learn anything.

UAP Steve Wallman '75, who presided at both hearings, expressed disappointment at the low turnout at Wednesday's hearing. He said that attendance was greater at the first hearing because the issue of plus and minus grading, discussed at the first meeting, was "a much more controversial and popular issue among students."

The grading proposals will be discussed at the faculty meeting to be held next Wednesday. Wallman said students who have proposals other than those made at the first hearing and the grading committee should refer them to him, along with arguments or objections, so that he can bring them up at the faculty meeting.

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COOP NOMINATIONS

In accordance with Article VI, Section 1, of the By-Laws of the Harvard Cooperative Society, as amended, the Stockholders of the Society have nominated the following individuals for election as Student Directors of the Society at the next Annual Meeting of the Stockholders in September, 1975.

Mr. John A. Foss School of Science
Mr. Keith G. Hanley Class of '76
Mr. Marvin N. Bagwell Class of '76
Ms. Elisa A. Botta Class of '78
Mr. John Scott Arts and Sciences
Mr. Michael H. Brotor Divinity School, Class of '76
Mr. Richard L. Firestone Law School, Class of '76
Mr. Thomas A. Burke Arts and Sciences
Mr. Jonathan W. Kates, Jr. Society of Fellows
Mr. Mark Thurne-Thomsen Class of '76
Mr. John A. Foss School of Science
Mr. Robert A. Watson School of Engineering

Student Directors

Harvard College Undergraduates
Mr. Thomas Babbitt
Mr. Marvin N. Bagwell
Mr. Keith G. Hanley
Redcliffe College
Ms. Elisa A. Botta
Harvard University Graduate Students
Mr. Michael H. Brotor
Mr. Richard L. Firestone
Mr. John Scott
Massachusetts Institute of Technology Undergraduates
Mr. Jonathan W. Kates
Mr. Mark Thurne-Thomsen
Massachusetts Institute of Technology Graduate Students
Mr. John A. Foss
Mr. Robert A. Watson

PROCEDURE FOR MAKING ADDITIONAL NOMINATIONS FOR STUDENT DIRECTORS

Pursuant to Article VI, Section 2, of the Society's By-Laws, as amended, additional nominations for student directors may be made by petition signed by at least one hundred Harvard student members and filed with the Clerk (by leaving the petition at the General Manager's office in the Harvard Square Store) not later than 5 p.m., April 7, 1975. A signature will be invalid unless the student designates his membership number and signature and he is currently enrolled as a degree candidate in this school.

If a Student Member Signs More Than One Petition, His Signature on Each Petition Will be Disregarded.

The posting of nominations for officer-alumni directors has been postponed pending outcome of the current balloting. Those who have made nominations, therefore, may no longer be eligible for nomination for the position of Student Director.
Van Lidth de Jeude 6th in NCAAs

By David Ziegelheim

Last Saturday MIT's heavyweight wrestler, 335-pound Ed Van Lidth de Jeude '76, became the second MIT wrestler in as many years to reach the status of All-American by finishing sixth in the NCAA Division III Nationals at John Carroll University, in Cleveland, Ohio.

Van Lidth de Jeude also left the National Intercollegiate Wrestling Association's tournament with three wins in as many days, including a 14-2 win over John Carroll's Jim Mosinger in his last match. The second MIT wrestler to achieve this feat, Ed Gardner '74, won the title in 1974.

IM Bowling standings

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IM Softball rosters and entry cards are due today in W32-123 by 5:00pm. NO LATE ENTRIES WILL BE ACCEPTED. Include all athletic card numbers on rosters.

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<tr>
<td>Burton 5 Smokers V</td>
<td>6</td>
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<tr>
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<td>5</td>
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