The MIT Challenge

One new experience after another greets each member of the class of 1963. Freshmen arrive, pledged, or left alone; Greek; Land, Brown, Draper and Harrison beneficially expanding on color, automation, guidance, and diffraction; Boston traveled and most probably gotten lost in; all in this joyous well with the expectations yet to come.

In every freshman’s mind must be the query, “What will school at MIT be like—will it really be much different than high or prep school—how hard is it—will I make it—will I succeed?”

Perhaps the last question is by far the most important; the answers to the rest depend on this final answer. MIT will take much more individual effort than most of the newcomers have put forth in the past. The picture drawn in their minds so far has been induced by a number of slickly presented publications which are as false as they go—but the wise freshman will regard such gaudy wares with caution.

Many members of the class of 1963 will find themselves in classes headed by thoroughly second-rate instructors. They will find that it is much more difficult to work hard under these conditions than it was in the cuddling influence of secondary school. But the material is there and can be had—but it will require the desire to learn, kindled from within.

We hope these grim warnings will not dull anyone’s enthusiasm, rather that they will spark the mind with a spirit of challenge for what lies ahead. MIT is an exciting place. It offers scientific and engineering opportunities on a grander scale than can be found anywhere else in the country.

It is our extreme pleasure to join those who have congratulated Dr. Stratton, for whom we have the utmost respect and devotion. In this era of rosy rosettes and splitting atoms the pathways of science may well be the road of human progress. MIT must continue to develop men who are capable of the tasks which lie ahead. Under the leadership and guidance of scientist, educator and humanitarian Julian Stratton, we do not see how it can help but succeed.