Black Muslims

There exists in the United States today a large orthodox-religious movement which calls itself the Black Muslims and preaches a dogma of equality through segregation. This movement is gaining importance daily in the large cities, where a concentrated negro population exists. Interestingly, the most vocal component of this movement speaks at Simmons (see article page 2), we are convinced that it is very important that MIT students be allowed to hear this man speak. Malcolm X, as he is known, was considered last year for presentation by the LSC and rejected as being too controversial a speaker. We understand now that his offer to speak will be reconsidered again, and strongly urge that he be placed on the lecture schedule as soon as possible.

Perspectives on an MIT Education III

The student can directly affect MIT as a student, not just as a student-intending changes during the past year which include the Undergraduate Seminar Program, feedback meetings in Coarse VI subjects between the lecturer and section representatives, and improvements in all core curriculum subject), new Institute courses in areas such as Creative Writing, Arms Control and Disarmament, extension of library hours before and after exams, and the announcement that MIT is perhaps distinguished by its greater willingness to listen to students and make appropriate changes...

In mentioning changes initiated by students, we do not intend to imply that the student has or should have the right to make decisions concerning the MIT educational structure beyond what decisions he will personally take, or what matters seem most important to him. The student's role, however, is to suggest changes where he feels they are needed, and to be heard by faculty members and to have his concerns listened to carefully and to the extent that they are well thought out...I firmly believe student influence is strong, but that this influence can be most effective through the organized means available to the student on campus, namely the committees...

Are these committees representative of student opinion? We try hard not to prejudice our answers by the nature of the questions...There are several factors which tend to make the student at MIT a conservative individual and to limit the impact of student influence...First, his life span at MIT is very short...Changes which are instituted to preserve the good reputation of MIT over the long run may have initial difficulties. The present student suffers the initial difficulties, then graduates before the long-range effects become meaningful...

Secondly, the student is more isolated from the problems I mentioned in the first section...Finally, MIT takes considerable adjustment...Having succeeded in these "necessary" changes, the student feels safe, adrift, and self-centered...

...student "gripes" are not necessarily enlightening to the faculty, but a student groups lie in an ability for carelessness of issues, consider their validity, and suggest possible changes in terms of long-range objectives is exceedingly valuable to the faculty...The student's interests lie at the two ends of the educational spectrum, the educational offerings and what the very general: the professor, by contrast, has his main interests in the center areas, in the translation of rather general course directives and policy into the more specific tasks of lecturing in particular courses...

The proverbial juxtaposition of research and bad teaching is heard again and again from undergraduates...One can help not only the research opportunities that make life at MIT satisfying, that make professors keep abreast of new developments and hence offer the possibility of presenting fresh, exciting courses, but not at the expense of the professor being forced out of the lab, back to the classroom, but that the student be permitted to go from the classroom into the research lab...

...three constructive methods of improving teaching quality:

1. Help those professors that are interested in teaching and would like to improve their courses...S.C.E.T. strongly recommends this mutually beneficial "feedback" technique in courses in large lecture subjects.

2. Develop methods for evaluating the calibre of a professor's teaching...

...one must consider first what constitutes a good teacher...It means hard to distinguish the exceptional professor from the slick surveyor of information...

First, have faculty attend other professor's recitations once or twice a semester...the calibre of questions asked in recitation or the total lack of questions would be an indication of the calibre of lectures the students...

A similar argument follows for lectures in which large numbers of students are asleep or absent...

...listening to student complaints has an important place in the means of evaluating teaching ability...

...the third suggestion for improving teaching quality would be to permit more professors who are obviously inferior, to teach more who are not particularly capable teachers to teach less and concern themselves solely with students in independent study and tutorial courses...

...the power and effectiveness of student groups lies in an ability for careful and intelligent leadership taking toward thoughtful suggestions.

Letters to the Tech

Berger Lecture

Rondeau of Tech might have been interested in the following motion put to the appearance committee of the Associated Students of Berkeley and the organization be;epted:

"Rabbi Berger was invited to the campus by the MIT Armenian student group. We wish to express our gratitude to him for his appearance and for his presentation of a religious viewpoint different from our own."

The American Council for Judaism's one-half of one percent of American college students as a basis for comparison with The New York Times listing over forty college students of the other recognized American Jewish organizations...

Most American Jews are affiliated with one of the Orthodox, Conservative, or Reform synagogues, which have formed separate Rabbinical seminaries for the training of rabbis...Speakers have been invited to speak at both Rabbi Berger and the American Council for Judaism.

The ACCP opposes the above motion, based on the fact that this influence can be most effective if the entusiasts of Judaism have the opportunity to present the facts of their faith and open-mindedly...the desire of today's students to learn about the group's speecfs...

If the entusiasts of Judaism have some points to present the facts of their faith and open-mindedly, but a desire to learn about the group's beliefs...The students accept the ACCP and Berger represent the attitude of American Jews because they have membership of only 15,000 out of 7 or 8 million Jewish college students...

...the University of Judaism has a tradition of association with Israel, dealing, the chal Ena as stated, with Israel is not in fact and discrimination...what is also the case in the fact that all MIT groups are open to all Jews...Sanders is the student for...that they are freedom and self-expression...But if they cannot support those allegations with facts, it might be still more

Kibitzer

By Steve Levy '63

Kibitzer

Opening lead of Hearts

This week we have two more hands from the February table, one from the college Park contest held last month. The other is deal for NorthSouth; their goal is to try and make a zero points contract against East, using the opening lead to make sure that East is not a contract. Against the opening lead of spades and with a spade bid to trick from left South should make a contract on a strip and end play which will leave the diamond finesse, since it probably loses. You should duck the opening lead to make sure that East is straight bounded. You must let South win the spade trick and not ruff a loser with a heart from the hand. Look to the Ace of clubs and re-examine your options in spades...South should win from the other high trump, plays the King of clubs and discards a spade dummy and pulls his last club. By now leading spades East can no longer be sure...South can make another contract on West who must either lead away from the Queen of diamonds or a ruff and discard a spade to a heart...

The second hand in a defensive par for East-West who should defend the opposite spade contract. When West leads a club and sees the dummy, the only possible play should be to the Ace and King of hearts and a ruff. The setting trick is the Queen of spades and East should ruff one more time...South is certain to have the club dummy from his bid for a heart...Don't discard the poppin' partner's heart. Now he must cash the Ace of diamonds in the heart suit. If he does not, then South will throw his singleton...