Last year about this time, an attempt was made to relieve the overcrowded libraries of part of their load by removing the classrooms in Building Two for use as study rooms. The plan was largely a failure, we seem to think that for all the noise and overcrowding, most people prefer to study in the library. We suggest that classes which do not inviting places to work aren't very inviting places to learn. Who ever said that, to be effective, a classroom must be comfortable and clean?

We believe that designing a classroom with elements of comfort and color is now a well-accepted imperative among architects. Architects shouldn't these same principles be applied to the renovation of the classrooms we already have and will probably have for many years to come?

A good classroom should be warm, well-lighted and the furniture should be rocity and comfortable, not side-by-side desks designed for pygmies who are taking notes on a slanted angle. Desks should be designed specifically for large class rooms. Teachers' desks should be comfortable enough for an hour's note-taking.

Soft furnishings are not the aim of the project, but are useful for teaching small groups. We are not proposing that the classrooms in Building Two, like many other MIT class rooms, are not very inviting places to work. We believe that designing a classroom with elements of comfort and color is now a well-accepted imperative among architects. Architects shouldn't these same principles be applied to the renovation of the classrooms we already have and will probably have for many years to come?

A good classroom should be warm, well-lighted and the furniture should be rocity and comfortable, not side-by-side desks designed for pygmies who are taking notes on a slanted angle. Desks should be designed specifically for large class rooms. Teachers' desks should be comfortable enough for an hour's note-taking.

Soft furnishings are not the aim of the project, but are useful for teaching small groups. We are not proposing that the classrooms in Building Two, like many other MIT class rooms, are not very inviting places to work. We believe that designing a classroom with elements of comfort and color is now a well-accepted imperative among architects. Architects shouldn't these same principles be applied to the renovation of the classrooms we already have and will probably have for many years to come?

A good classroom should be warm, well-lighted and the furniture should be rocity and comfortable, not side-by-side desks designed for pygmies who are taking notes on a slanted angle. Desks should be designed specifically for large class rooms. Teachers' desks should be comfortable enough for an hour's note-taking.

Soft furnishings are not the aim of the project, but are useful for teaching small groups. We are not proposing that the classrooms in Building Two, like many other MIT class rooms, are not very inviting places to work. We believe that designing a classroom with elements of comfort and color is now a well-accepted imperative among architects. Architects shouldn't these same principles be applied to the renovation of the classrooms we already have and will probably have for many years to come?

A good classroom should be warm, well-lighted and the furniture should be rocity and comfortable, not side-by-side desks designed for pygmies who are taking notes on a slanted angle. Desks should be designed specifically for large class rooms. Teachers' desks should be comfortable enough for an hour's note-taking.

Soft furnishings are not the aim of the project, but are useful for teaching small groups. We are not proposing that the classrooms in Building Two, like many other MIT class rooms, are not very inviting places to work. We believe that designing a classroom with elements of comfort and color is now a well-accepted imperative among architects. Architects shouldn't these same principles be applied to the renovation of the classrooms we already have and will probably have for many years to come?

A good classroom should be warm, well-lighted and the furniture should be rocity and comfortable, not side-by-side desks designed for pygmies who are taking notes on a slanted angle. Desks should be designed specifically for large class rooms. Teachers' desks should be comfortable enough for an hour's note-taking.

Soft furnishings are not the aim of the project, but are useful for teaching small groups. We are not proposing that the classrooms in Building Two, like many other MIT class rooms, are not very inviting places to work. We believe that designing a classroom with elements of comfort and color is now a well-accepted imperative among architects. Architects shouldn't these same principles be applied to the renovation of the classrooms we already have and will probably have for many years to come?