Educating the world

MIT is running its own foreign aid program. Amounting to over a million dollars a year, this aid represents the difference between the tuition paid by foreign students and the actual cost of their education.

This subsidy is extended to 800 MIT students, 12.6% of the Institute's student body. Only one other American university has a higher proportion of foreign students. Howard University, a predominantly Negro school in Washington, D.C., claims 16.7% of its students come from other nations. Third-place Harvard's student body has 8.7% foreign students.

Students at MIT have the opportunity of studying side by side with this world leadership of the future. We hope students will try to gain understanding and break down the wall of ignorant prejudice that divides man from man.

Letters to The Tech

Sussman report

To the Editor:

The most outstanding point left after reading the Sussman Report is that is not trivially true to say anyone familiar with the students who would be included in this study. My second strongest impression is that Sussman left absolutely no indication of how morale at MIT could in some way deal with the individual. He approached the problem from the viewpoint of changing the school rather than that dealing with the individual.

Empirically, most tech students can divide their fellows into three groups: the "social normals"—those who divide their time between the academic and the non-academic and who mix socially according to the patterns of society; the "social cripples"—those who refuse all non-academic activity and who are socially inexpert; and the "social normals"—those who share the attributes of the previous groups in varying degrees.

Looking at the problem of morale from this viewpoint, the school is not the place where changes are needed. Only personal changes of the individual—can alter the pagan student body.

The Sussman Report merely parrots the known facts and adds no advancements. The problem of MIT's morale is the problem of MIT's students. It is the recurrent problem of the social adjustment of individuals to society.

The Institute would do better to work on that level—to approach the "c cripple" and to provide the conditions that will make it possible for the talented people on our campus to be interested in participating only by inert physical experiences.

Bob Merley

Too much noise

To the Editor:

I am concerned. The 1511 class is completely disrupted by some noise. Not only at lunch, but at other times. I am startled by the noise, as are other students.

I am sure that too many professors, not to mention, are poor students, is much too loud for some. What is not possible to schedule this racket for evening hours or for overtime pay? Alternatives, who are often by the administration are temporarily transferred to other rooms.

Students need to be living here is a little organization. Please, Pierre Reinties, of foreign students.

To the Editor:

You commented in a recent issue that a planning a dinner for two hours the noise level. Could there be any U.S. educational institution that has its own noise level? This is a fact that is already in this category.

Gordon Evans, Former Editor's note: An editorial on this topic appears on this page.

The Kibitzer

by Michael LINAR

At worst, the opponents lead two more rounds of diamonds. South declarer is in again to ruff a diamond and a spade.

After opening One Spade, your business partner is South. It looks good for you to establish a heart lead. You have an extra trick and now you can afford to play the hand double.

There is the Culbertson Grand Slam all the way.

For example, when your partner plays a heart, you make a spade lead and your partner wins. You have the hand and your partner's trick! Another line of play is taken.

North led a spade which was won with the Ten by South, and a diamond with dummy's 10. Dummy had two spades and a heart and the contract was made. To the Editor:

The above line of play fails when he gets in with a club.

Another line of play is taken.

East won the opening lead with spades against alert opponents.

The above line of play fails when he gets in with a club. The above line of play fails when he gets in with a club.

Another line of play is taken.

West led a spade and the diamonds go down. East well a spade and the diamonds get down. East well a spade and the diamonds go down.

Another line of play is taken.

East led another club and the diamonds go down. East led another club and the diamonds go down. East led another club and the diamonds go down.

Another line of play is taken.

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