Military Ball held Saturday

Photo by William Ephraim

Kathie Flanigan smiles broadly after being crowned Queen of the 1965 MIT Military Ball. Her date is George Kilin of Army ROTC. In back of them are, from left, Dean Fassett, Capt. Pugh, PG2; Lt. Col. Gillard, PG3; Maj. Alexander, PAG; MIT Vice President McCormick; and Prof. D. C. White, Housemaster at Burton, where Ball was held March 6.

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PSYCHOLOGICAL ERRORS
To the Editor:
Would it be too ungracious if I were to ask for a letter correction in your report of the speech I gave at an annual Tech banquet on February 28 at Endicott House? It was a splendid banquet and full of cheer, but somehow there must have been something amiss in the channel between your guest speaker and himself. I suspect, of course, that most of the noise was in the transmitter and not in the receivers, but I am quite sure I did not intend to convey the description of the psychology program attributed to me on p. 4 column 3, of the Tech of March 3, 1965.

I read there that I described the three "prongs" of the program as "human learning, neurological effects, and clinical testing." The description I gave there and elsewhere is rather different. It includes: (a) physiological psychology (studies of brain and behavior); (b) general experimental psychological studies of perception and learning; and (c) social and developmental psychology (including studies on the early acquisition of language, logic and social values).

To the unintended, the correction may amount to little, but for the psychologists questions of how to define their field seem large. Besides, your description has caused some outraged protests; but the three "prongs" aside, it was a lovely evening; many, many thanks for the invitation.

H. L. A. Turner
Chairman Department of Psychology

Apathy or spirit?

To the Editor:
The TAP candidates have now finished running through the traditional list of irrevocable which they will vaguely either fight or not against or encourage or debate all their causes more or less, and the one that has never failed to come up in the question of the "apathy" of the MIT student body toward Student Government and the lack of tradition in "school spirit."

It is indeed true that the average MIT student believes that student political parties are worthless. He is in general much more concerned with upcoming finals and the proper social and athletic, cultural, social, religious, sexual, or even academic life than in running for some silly office, attending unbalanced meetings of a "governing body" which does nothing and in fact very few are sure even exists, or planing that wonderful spectator sport so dear to the amateur politician, "Parliamentary Procedure." In any discussion of student government, the one part of it which he has not been useful to the MIT community is usually mentioned (I suspect that the reason it was barely mentioned this time is that it no longer exists) that is the Student Committee on Educational Policy. One of Mr. Landy's commitments at the last time last year seems to sum up the position of SCEPT, the head of the Committee is quoted as saying very indignantly, "The Zacharias Committee is only interested in the Tech Tool and not in SCEPT." Landy goes on to point out that at the time all but one of the members of SCEPT part of Student Government were in Occam's Room; XV, and XX, which gives some notion of just how far this group is from the mainstream of MIT's academic life. Certainly the Zacharias Committee could not have had much patience with a group of superior clean-cut types with no academic ambition claiming to represent the MIT student body.

Dean Walleigh in an interview in the Tech some years ago spoke of the process of education in terms of "sealing the great gray wall." a morbid image in effect. Certainly no one uniformly likes everything about MIT (jimmy quizzon, Prof. Prutch. . .), but this belief that MIT's academic side is just an order to be somehow gotten through by going out to a high-paying job somewhere seems to be unfor-tunately prevalent, and I believe that it is the most unfortunate aspect of student life in general. But perhaps the most interesting to me is the attitude that there are so many schools, and what we are doing at this school is what we do at this school, and this does not seem to depend upon their grades. This is the spirit which MIT above all other schools should be trying to foster, and is not. Elsewhere a substitute "spirit" may be featured in "You Stine," pep rallies, and ball games, but the average MIT student is far too much of an individual to be affected by this sort of nonsense, or temporary equivalent of am- bitious politics.

Don Wagner, Jr.

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