Correction

Tomorrow night’s reception-dance being given for the undergraduate students by President and Mrs. Johnson will begin at 9 pm, not 8 pm as reported Tuesday.

The affair is semi-formal and will be held in the duPont Athletic Center Gymnasium (the Armory) and the Student Center. Lester Lanin’s Orchestra will entertain in the Armory, while other groups will play in the Student Center’s Salsa and Lobo bars. All undergraduates are urged to attend.

Look around

This message is addressed to the freshman class of 1970, and to anyone else who wants to know what we have to say concerning your freshman year at MIT and how you plan to use it.

We assume, reasonably enough, that you came to MIT to get an education. What we have to say of you already suggests that as a class you will be serious in your studies, and in your spare time great advocates of fun. You can certainly expect one of the finest technical educations to be had anywhere in the world: an education that will enable you to take a job or into a seven to ten thousand dollar a year job or into a reputable graduate school. All for a relatively paltry tuition of nineteen hundred dollars a year.

How many of you at this point have thought in detail about what kind of education you want, or about what kind you need? Most of you have a vague concept of what you want to do with your spare time. How many of you have thought seriously about the kind of people you wish to become? Many have given thought to broadening your education. In other words, what will your major be? How will you live in a fraternity, as well as become good students? How will you work in a fraternity, as well as be good students? What will you do with your spare time? How will you be little opportunity to round out your education, and pursue your own interests, or to make up for the less tangible things that you ought to have learned in high school.

The time to think about what kind of education you want to be is now. Now you have available courses in art, philosophy, and economics, in addition to physics and engineering. Now you may compete on any of these fields with any kind of intramural athletics team. Now you may participate in any of the over one hundred undergraduate extracurricular activities—many of which will definitely meet your own interests and desires. Now you have available a cultural resources of a historic, Boston. You may never encounter such a gold mine of opportunity again.

The grim truth is that MIT cannot give you a broad education, unless you yourself want one and take steps to that end. Unless you live in a fraternity, there is little of the social pressure that at many other schools works to draw every student into a decent relationship with society. Neither the Institute nor your classmates will come to you. MIT is largely composed of individualists; and if you choose to be the kind of individualist that locks himself in his room, you’ll damn well be left there. If you take advantage of your new-found freedom, or neglect your personal appearance, or otherwise rejecting humanity, believe us, humanity will reject you. If you think Wright A’s alone will keep you away from your self-respect, you are sadly mistaken. Just look around.

Inside Insomniac

Conference discussion develops general approach to problems

By Frank March, UAP

A productive discussion of student views on education was held at the Insomniac conference (see cover story). The discussion was conceived as a means by which general discussion could be held without the formality of an insomniac session. Rather than attempt to legislate solutions to problems, it was felt that first general "world-view" at which general discussion would be helpful, especially at the beginning of the term.

Other student committees, and perhaps also faculty committees, would do well to examine this concept of having one type of meeting for discussion and another type for action.

Further conferences will be held, dealing with such topics as housing and counseling.

Fasr Fact

One topic which was discussed at the Insomniac conference was the idea of pass-fail courses. While pass-fail courses now exist at the Institute in the Undergraduate System and in freshman seminars, it was felt by many present at the conference that these courses might be extended to other areas.

One alternative was proposed: on one hand, a student to take one course per term above his normal load on a pass-fail basis; the other would permit one course per term within the normal load to be taken on a pass-fail basis. The advantage of either of these systems would be that students would feel freer to take courses of more diverse interests at present. Now, fear of a drop in grade-point average causes many students not to take extra courses. In both proposals, it seemed sensible that the course allowed would be treats only to outside Institute and departmental requirements.

Possible Drawbacks

Possible drawbacks in pass-fail courses might take courses as an average means of avoiding that, thereby, passing the time. A pass-fail course should remain with the student, however, as at MIT of which the student would receive a copy. This course might be taken in the form of a seminar or tutorial—filled out by an instructor.

Other problems might be the need of overloading of certain very popular courses and the possibility of coordinating with other departments, if they have the same pass-fail courses offered by the department while substituting for other department.

In both proposals it was felt that the various committees of the Student Senate might be involved in any changes that might be made as well as others in the course passing. Anyone interested in this type of work or this specific problems should contact Mr. Tom Thomas, SESC Chairmen, or come to the open SESC meeting held in the basement of the Student Center.

Letters to the Tech

The application you run down in today’s issue concerning "Two Ways to Beat the Draft" was discussed at the Caltech meeting. The leading MIT newspaper should have higher standards for its advertisers.

The above mentioned ad of the "Caltech" has the following implication. "You have two ways to beat the draft, buy a car, or become a doctor."

Michael F. Perry "69

End down

To the Editor:

Would you mind if I donned my Derringer, please?" Yes, I might. Who knows, perhaps with boches one even could go joy the court.

Or, is the "Harvard Country" correct when it states MIT is merely a notch of getting from one point to another point.

Michael Weyrney '68