Of goals and purpose

In his last Report of the President, former President Julius Stratton decided to dwell at some length on a "realignment of purpose"—a restatement of an institutional philosophy to guide us in the world of today. His report gives each of us, faculty and student, a chance to reflect upon the role MIT plays in our lives. We should not be obscured by the multiplicity of day to day operation.

All the many problems confronting the modern society in general require that we "make radical adjustments to technological change, while maintaining a wholeness of function and purpose." We, here, quote liberally from the report to emphasize one aspect of MIT's purpose.

President Stratton reasserts from his inaugural address "that everything that we do, whether for the advancement of knowledge or in the interest of public service, should be in the larger context of our teaching mission. I accept as inevitable and in the nature of progress the close coupling between the intellectual life of the institution and the concerns of the extra-academic community. I recognize, moreover, the importance of each of our three traditional roles—of teaching, of research, and of service. But in only one of these is the university unique, without counterpart—and that is in the preparation of young men and women for professional careers and for their responsibilities as citizens. It seems to me essential that as we move forward, our guiding concern should be for the development of each individual student—be he undergraduate, graduate, or post-doctorate—and that all endeavors should reflect this emphasis upon teaching in the broadest, most comprehensive sense..."

"I am convinced that undergraduate education is destined to assume an increasingly broad and fundamental character and that students will come to us in growing numbers in the belief that, whatever their ultimate professional goal, this kind of education will serve them well in an age so powerfully influenced by the social and practical implications of science. Nonetheless, we must never lose sight of the fact that the greatest strength of our particular plan of education is an underlying purpose—the new freedom that we offer is no mandate to roam at random and without focus. Their search should be with an open mind but in a purposeful way, reaffirming the faculty as islands of discovery, of a new one, making it their own, and gradually forming a community—developing their own style and beginning to design a way of life..."

"I come finally to one further idea which is always foremost in my thinking about MIT. It is the idea of the whole community, what we have to offer the student, undergraduate or graduate, is a total experience, an experience that goes beyond the formal curriculum, beyond a program of courses and a series of examinations. It is more than lectures and classrooms and laboratories, however excellent they may be. It is the sum of all the associations with faculty, all the friendships that are formed among classmates. It is the maturing that comes from the participation in social activities, the new perspectives awakened by the exchange of ideas, and the maturing experience of living as a part of a community—a community that thinks through and lives with things of the mind and the spirit."

Such an explicit statement of purpose as we present here is only a part of the report. It also considers such problems as the role of research, quality of teaching, commitment to the outerworld, and others. We recommend the President's report as interesting and informative readings.

What we have presented here is a reawakening to the student that he has not lost his fundamental position in the role of MIT. We also have a checklist against which we may measure how well our own behavior corresponds to the standards of the complete education Dr. Stratton outlines. We may reflect on the totality of our years here. How much are we gaining from faculty associations from activities, from the entire community? And are we growing as much as is possible from our experience here? These are questions well worth asking.

93 years ago... The use of electricity to light homes and train cars was discussed in the March 17, 1887 issue of The Tech. It was noted that lights in the train cars could be operated by storage batteries at a cost of twelve cents a day. This would be more than the present cost of all lamps, but the added safety and lower maintenance of the electric lamps would make more than the difference in price. All it made to a fire in which burning oil was spilled over many unfortunate train passengers.

Electricity in homes... The possibility of electrically lighting homes was also discussed at The time the article was written, small areas of Boston were already receiving electric lighting. The biggest danger was a short circuit leading to the homes. Fire improvements in insulation and snap connections now but fires could still result from a short circuit. The cable. Public sentiment against electricity due to the large number of fires that had occurred. It proposed the cable be run underground to eliminate this danger.

Finally, the students of Elec- tric Lighting Co. MIT was told that they had more opportunities than the original inventors and the stockholders were - a necessary condition in order to be of the most of our new opportunities; and who tell that we may live upon our hard task, the TEC, just as long as people..."

Objectives raised... The extra few sections are on several grounds. First of all, the MIT tuition of $500 had, for a long time, been less than the cost of enrollment (excepting laboratory expenses). The Tech athletic program had previously been financed by the Tech newspaper. The money-raising venture was a source of income it was taxable.

All this was raised... The extra funds were reported to be of several ways, and that the Tech did not— even effort. As the Technical Corporation, a third a money-making venture and report about are about the Athletic Card..."

Looking Back


The Tech

Chairman: Guilia Cox '68
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Business Manager: Dan Sylv '68
News Editor: Mark Belo '68
Features Editor: Marki Warren '68
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All this manipulation was to the chagrin of students who wanted to be free of criticism.

Happy Valentine's Day R.M. & E.L. To those who clean that Tech student were served with a R.M. R.M. Stamped out in the snow in the last few days, "If you have changed your mind there was, I have seen it, however, as before you are there was the other thing that is..."

6. Dormitory residents who might be served should relate the times they need not eat the food served. Recently, several hungry students passing through the dining hall commented about the grapefruit notices which was on the menu, but were not served being removed by the Director. He responded, "It was so bad we couldn't even serve it.

7. New refrigerator doors have been put on our favorite vending tunnel, the Green Building, which was on the second floor. This is another attempt to counteract the effects of the wind. Reports from the door are heard about the new doors aren't very much better..."

"THERE GOES THE NEW PRESIDENT OF A.A."

(Eld. note: The A.A. has passed a resolution admitting students to membership with all the associated honors, duties, responsibilities." See page 15.)

By Michael Warren

4. Although the Institute's use of computer to schedule undergraduate classes serves incalculable time, there are bugs to the system. For instance, heads of subjects do not sign up for their classes, as a number of them may be taking 16,000 credits to testify. There were originally 3 sections of 16,000 scheduled, and the students' lack in the first class session was held last Wednesday, there was a deficiency of students. Whether this was due to the snow storm, or the hour (8:30 a.m.) is not clear, but the problem in charge decided to cut out one of the sections. Between Wednesday and Friday, however, the demand for the cancelled sections..."

"AUGH!" 1'

"NEVER SET YOUR STOMACH FOR A JARHEAD SANDWICH. " HOME MADE MUFFINS ARE THERE ANY BETTER?"