Insmart analyzes apathy

(Continued from page 2)

sion. Possible causes for this apathy which were advanced included: 1) MIT students often don't want to work too hard; 2) a certain amount of time is needed for the person to think, to alone with himself; 3) the MIT undergraduate wants too much time crying that he's overworked —time which could be used many ways; and 4) the MIT student wants to keep edupers separate from the rest of his life ("Work hard, play hard").

 Eidetic Theory

Perhaps the best-accepted evaluation of the cause of this apathy was the suggestion that most Tech students won't take time off from studying on their own, but that they are willing (maybe nagged) to be "seduced into not studying."

Spurred by Dean Weddige's opinion on the pass-fail system, "I regard this as a fullness dishonest... in view of the circumstances nature of MIT students, the discussion moved on to the grading system, particularly the stress it may impose.

Pass-fail objections

Objecting to the pass-fail system were raised on the grounds that teachers would be rammed as teachers if they did not let the students know how they were doing. As an alternative suggestion, those favoring pass-fail were advised to "look at alternatives to the current system which don't have the deficiencies of the pass-fail system."

Those who favored pass-fail did not because it is not necessary to communicate with everyone. It was conceded that the problem of communications would be strengthened if those with information to spread would not try to saturate the entire community, but would attempt to reach only those who might have some interest in this information.

Another objection problem was that of integration of undergraduate activities. Students apathy toward activities and student government must be overcome. Since many of the decisions of whether or not to continue or to throng are to be made by first impressions, it is imperative for any activity which recruits members to make itself more appealing to the undergraduates.

Students government

The dominant opinion on class government is that class government at MIT is ridiculous and useless, and that there is no class spirit. The few activities in which class governments engage themselves, such as Junior Prom or Field Day, could easily be handled by Inscom committees. Certainly, it is felt that class governments will continue to exist, due to tradition. On the assumption that class governments do exist, it was recommended that the class presidents automatically be given positions on Inscom subcommittees in order to make better use of capable people.

Executive Committee

The final topic discussed at the conference concerned the role of Inscom itself, more specifically the role of Inscom's Executive Committee and its relation to Inscom. Several people felt that Executive Committee was making all the policy decisions of the Executive Committee and by particular, that they were usurping power is absurd. It was recommended that Executive Committee served to make recommendations to Inscom itself, more specifically the role of Inscom Committee and its relation to Inscom. Several people felt that Executive Committee could not make decisions available for itself and that, therefore, it is reasonable to expect Executive Committee to make recommendations to Inscom. Further, as long as large bodies of people would not continue without executive committee to discuss these recommendations and have the sole power to make the final decision, the committee that Executive Committee is using power in the last. A booklet summarizing the important topics discussed at Exeter Conference will be published. A booklet summarizing the important topics discussed at Exeter Conference will be published. A booklet summarizing the important topics discussed at Exeter Conference will be published. A booklet summarizing the important topics discussed at Exeter Conference will be published. A booklet summarizing the important topics discussed at Exeter Conference will be published.