Open House

Every other year the Institute opens its doors to the community at large and invites everyone "to come on down." This year we can expect some 30,000 people — businessmen, high school students, families, and residents of Greater Boston — to descend on MIT. They are interested in learning more about the Institute, and they are probably expected to show up with some interest in the activities of the Open House. In other words, they will not be disappointed.

In administration, the faculty, and the students have teamed up to present an impressive display of MIT at its best — to demonstrate the scope of what we are doing, and where the future is taking us. Every department will have displays and demonstrations ranging from the truth about Quantum Mechanics to the beautiful painting of the bottom of the Charles. In addition, there will be participation from student activities, athletics, the labs, the library, and the music department.

New this year is an elaborate guided tour program and 25,000 tour kits (which had to be stowed by hand). There will be a Central Exhibit Hall — a 387 huge photographs of the Institute. So elaborate a scale of operation has required the work of many people, and it is likely that almost everyone who was engaged in preparing and carrying out the department presentations. We offer kudos to those who have worked so hard and spent so much time and energy to this operation.

There is still a need for tour guides and other help. In addition, every student ought to take this opportunity for a personal tour of this big campus. He will probably find it as enjoyable, entertaining, and informative as the rest of the community. Finally, the Open House Chairman, Ed Seykota '68, would like to see it all useful to everyone "a warm handshake and a welcome" to MIT.

In response to Mr. Basan's letter of April 14 pleading that the Marriage Booth at the APG Carnivale was done in poor taste I feel I raise the point. He inquiries that Burt Freshman Council, though possibly superfluous, was annoying but not ridiculous or rejoicing. It all depended upon the place where a guy and his date could laugh at themselves and en

Letters to The Tech

Income tax

To the Editor:

Cable disobedience is an always interesting topic, but what fascinated some of my colleagues and me was your recent article in the Harvard Crimson about the police force. We were engaged in obtaining and coordinating the departmental presentations. We offer kudos to those who have worked so hard and spent so much time and energy to this operation. There is still a need for tour guides and other help. In addition, every student ought to take this opportunity for a personal tour of this big campus. He will probably find it as enjoyable, entertaining, and informative as the rest of the community. Finally, the Open House Chairman, Ed Seykota '68, would like to see it all useful to everyone "a warm handshake and a welcome" to MIT.

To the Editor:

It is true that the 1967-68 class considered many institutional requirements in determining their advisement for the coming term, and the administration has been quite favorable to these desires. The two of us who have had the privilege of seeing the General Catalogue currently being enlarged, find the school administration has been quite favorably disposed.

Further experiments concerning reading period are being seriously considered. One alternative of a combined reading and finals period spread over two weeks has met with some favor among the students and administration. This system would allow for a work period on Monday through Friday of the second final week, and Monday through Friday of the second final week. The ideal format would be then tried for the fall term of 1967, and feedback from it and the two preceding terms would be used in making a decision for the ultimate structure of reading and finals period.

SCHEP

Another small project which could make a significant impact on MIT's educational system is the development of feedback questionnaires. The three forms are designed to help evaluate classroom subjects, laboratory courses, and teaching methods. The questionnaire contains over 200,000 questions and can be distributed in various forms. This data will helpfully feedback the results of the three forms, which will then be used to evaluate the effectiveness of the questionnaires.

There are a few of the ways student government is working to make the student experience more cognitively rich. One student who will describe the work done in the environment is...