Pass-fail
To the Editor:
I wish to comment on the recently enacted pass-fail system. I think some consideration should be given to what next year's freshman class will lose as a result of this ruling. When I got my first D, I was somewhat anxious and humiliated. However, I feel that acquiring this humility is a necessary part of the freshman year for it one aspirates to improve in future years. As it now stands, the class of 1972 will not receive grades until their sophomore year and will thus not profit the way many have from the MIT "freshman experience." I hope further policy considerations by the Faculty will take such factors into consideration.
Andrew Gilchrist '71

Read or test?
To the Editor:
I believe that the recent change in Reading/Examination Period is a step in the wrong direction. I suggest that this is one of the major problems. In order to extend the period, several days which come at the end of the term will be omitted; second, this extension itself places a new emphasis on already a too powerful final system. Our purpose as students is to gain knowledge, not to review and exams, and that knowledge should not be evaluated by oral presentations when possible. The review could be conducted in day-long seminars during the last week. or, in the present arrangement, through comprehensive term papers or projects. Through a well-structured system of classes at the end of each term, along with appropriate independent study assignments, the student should be able to summarize the material covered that term within a reasonable time, having recently gained knowledge in proper perspective. Grades should be determined by regular quizzes, problem sets, laboratory reports, term papers, and term projects, perhaps accompanied by oral presentations when possible.

I urge the Administration to reverse the trend; to let the length of Reading/Examination Period approach zero weeks, not sixteen; to abolish final examinations.

Closing: the greatest barely-lived source of "learning-power" is it's extension itself a requirement of students. Interest-student relationships should be magnified.
Roger W. O'Dell '68
Senior House, Ramble 109

College World
By Dean Roller

President Johnson's announcement not to seek re-election brought feelings of surprise and uncertainty in most of the campus. Certainly, many students believe that at MIT, college campuses would have to be changed in major ways to meet these jubilations. Most MIT men saw or participated in the mass demonstrations that marched along Memorial Drive over the Harvard bridge onto Boston Common, with hundreds gathering in the Public Garden and wealth Avenue, ending at the State House, where demonstrations (albeit not so grandiose) were held earlier that day.

College Press Services report that some 200 students marched to the home of Chaplin William Malone Coffins singing the Star Spangled Banner is among chants of "freedom or death." Fortunately, Coffins did not appear to speak so students marched away singing "McCarty, McCarthy!" and "Hey, LBJ, why didn't you quit before today?" The Yale Daily News came out the next day with an article entitled, "support LBJ's non-aggression," indicating that the majority of students supported the President's announcement not to seek re-election. Meanwhile, Ed Kranz of the University of Pennsylvania said, "May the Lord bless (and not) LBJ!" But Ray Mong, editor of the UCLA Daily Bruin said they would be like a happening and "...but I'm not going to go mad. If a nation is insane, it can at least express that insanity. It's the only way we get rid of it." Following the talk, Mr. Kranz published an open letter expressing his view. "I'm no sign of the new man. I'm just against the war."