Sitting In?

It appears that the issue of open and closed faculty meetings may come to a head tomorrow afternoon when the members of the Sanctuary group attempt to present their proposals for open meetings to the faculty. We hope that the students involved will realize that substantial progress has been made in the course of the past few months toward realizing what was long nothing beyond their stated goal of presenting their views to the faculty.

These are, we realize, reasons for a more aggressive action. One of the facts is that perhaps an activity such as a meeting will make the faculty members who are waverin on this idea realize how strongly students feel about it. However, we feel that the dangers of such a move would outweigh the possible advantage of such an open meeting. For example, the possibility is just as great that the waverin faculty members will become opposed to opening the meetings after a demonstration of the nature mentioned above. In our opinion, the pro-
gress made last spring and this fall warrant a withholding of confrontation methods. While sup-
port of the principle of presenting the reasons for opening meetings, we feel that there is a great deal of damage to be done if additional action is undertaken at this time.

THE TECH TUESDAY, NOVEMBER 19, 1968

Letters to The Tech

Feedback—III

To the Editor:

Your editorial "Feedback—II", rather badly twists the purpose of the Freshman Performance Evaluation. Since you obviously did not see the form itself or a copy of the letter that has since been sent to freshmen with their forms, I am offering my letter of protest and your source of information, because I am further aware that you made no attempt at confirmation through the Freshman Advisory Council office.

I have read to the freshmen, "Your grade is not on the clock," to be primarily an evaluation of how you are doing, and not a curriculum or instructor evaluation, though insofar as the subject matter or the teaching has had any positive influence on your progress, you please free to bring this to my attention. I believe that this is an entirely different emphasis than expressed by your editorial, although it should be in no way preclude meaningful feedback.

It would be unfortunate if the nearly 500 performance evaluations reflected your guidance rather than that of the Committee on Evaluation of Freshman Performance. This committee, including its two student members, has spent, and will continue to spend, many hours attempting to guide the Pre-Fall experiment along a path felt to be most meaningful for all concerned.

Peter Butter

Professor of English

Chairman, Committee on Evaluation of Freshman Performance

Criticism

To the Editor:

As I respect the critic's right to free expression of his views of the artistic scene, I felt strongly moved to take exception to Steve Grant's review of "You Are What You Eat" in The Tech of November 12. When what is apparently considered a "second-string" film gets in this "second-string" film genre that it should be so in no way preclude meaningful feedback.

You Are What You Eat

by Greg Borsbard

The Dalhousie Gazette, student newspaper in Nova Scotia, Canada, has compiled a list of Dial-a-

2000, connect you in any city within the range of Direct Distance Dialing.

The trouble with American higher education—what I prefer to call "educational"—is that it sells the wrong service. It has agreed to sell youth the "be

tage of the motion picture industry, in America, has compiled a list of Dial-a-

A friend in Philadelphia, who attended Oxford in the Thirties, suggests one year of college for this reason and "to escape the rigors of not having fun," but Lange says that he is reaching a region of his life and a certain level of jazz which that the student would consider to be significant; he should decide for himself whether his business debts or take a job and buy his books which strike his interest, or to see the new movie version of War and Peace. The trouble with American higher education—what I prefer to call "educational"—is that it sells the wrong service. It has agreed to sell youth the "be

All this, of course, conflicts—like the trip around the world—with the "educational" image into the temporal sphere into a total integrated nervous involvement for the filing-in of iconlc images. Mr. Grant would do well to consider that the "more stud than he is." Instead, "standard" films of today are not there for free, connect you in any city within the range of Direct Distance Dialing.

The trouble with American higher education—what I prefer to call "educational"—is that it sells the wrong service. It has agreed to sell youth the "be

All this, of course, conflicts—like the trip around the world—with the "educational" image into the temporal sphere into a total integrated nervous involvement for the filing-in of iconlc images. Mr. Grant would do well to consider that the "more stud than he is." Instead, "standard" films of today are not there

The trouble with American higher education—what I prefer to call "educational"—is that it sells the wrong service. It has agreed to sell youth the "be

All this, of course, conflicts—like the trip around the world—with the "educational" image into the temporal sphere into a total integrated nervous involvement for the filing-in of iconlc images. Mr. Grant would do well to consider that the "more stud than he is." Instead, "standard" films of today are not there

The trouble with American higher education—what I prefer to call "educational"—is that it sells the wrong service. It has agreed to sell youth the "be

All this, of course, conflicts—like the trip around the world—with the "educational" image into the temporal sphere into a total integrated nervous involvement for the filing-in of iconlc images. Mr. Grant would do well to consider that the "more stud than he is." Instead, "standard" films of today are not there

The trouble with American higher education—what I prefer to call "educational"—is that it sells the wrong service. It has agreed to sell youth the "be

All this, of course, conflicts—like the trip around the world—with the "educational" image into the temporal sphere into a total integrated nervous involvement for the filing-in of iconlc images. Mr. Grant would do well to consider that the "more stud than he is." Instead, "standard" films of today are not there

The trouble with American higher education—what I prefer to call "educational"—is that it sells the wrong service. It has agreed to sell youth the "be