Very little incentive exists for the average student to participate in the decision-making process at the Institute. It is difficult enough merely to complete the requirements for an MIT degree without trying to control a concrete process of the kind that has been accomplished at the time. Yet this participation is absolutely necessary if the student body is ever to be considered as an integral part of the Institute community.

The student who sets out to improve educational policies here is likely to be discouraged by a number of hazards which await the concerned student. These hazards, which are the result of the fact that students are often not conscious of what they feel to be wrong with the Institute, can be divided into the following groups:

1. The student who sets out to improve educational policies here is likely to be discouraged by a number of hazards which await the concerned student. These hazards, which are the result of the fact that students are often not conscious of what they feel to be wrong with the Institute, can be divided into the following groups:

a. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

b. The hazard of the administration bringing about the new policies.

c. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

2. Another hazard lying in wait for those students who seek to improve the educational policies of the Institute is the fact that change takes place without opposition. In the process of bringing about such a change, the student who takes his "lifetime" offer to the Institute to accomplish this may find himself handicapped in applying to graduate school due to participation as an undergraduate. Technical graduate schools are likely to show little interest in the student who was not able to study in the department to which he desires admission.

3. Despite these hazards which await the concerned student, student participation in Institute decisions must long; student-faculty work on common problems is the best way to establish the Institute and therefore those who should participate—are the students. If the student makes a major curriculum changeover, the student's ability to study in the department to which he desires admission would be interfered with.

4. If the student finds himself handicapped in applying to graduate school due to participation in an Institute policy change which was made by a student body, it is likely that he student who sets out to improve educational policies here is likely to be discouraged by a number of hazards which await the concerned student. These hazards, which are the result of the fact that students are often not conscious of what they feel to be wrong with the Institute, can be divided into the following groups:

a. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

b. The hazard of the administration bringing about the new policies.

c. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

5. Another hazard lying in wait for those students who seek to improve the educational policies of the Institute is the fact that change takes place without opposition. In the process of bringing about such a change, the student who takes his "lifetime" offer to the Institute to accomplish this may find himself handicapped in applying to graduate school due to participation as an undergraduate. Technical graduate schools are likely to show little interest in the student who was not able to study in the department to which he desires admission.

6. Despite these hazards which await the concerned student, student participation in Institute decisions must long; student-faculty work on common problems is the best way to establish the Institute and therefore those who should participate—are the students. If the student makes a major curriculum changeover, the student's ability to study in the department to which he desires admission would be interfered with.

7. If the student finds himself handicapped in applying to graduate school due to participation in an Institute policy change which was made by a student body, it is likely that he student who sets out to improve educational policies here is likely to be discouraged by a number of hazards which await the concerned student. These hazards, which are the result of the fact that students are often not conscious of what they feel to be wrong with the Institute, can be divided into the following groups:

a. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

b. The hazard of the administration bringing about the new policies.

c. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

8. Another hazard lying in wait for those students who seek to improve the educational policies of the Institute is the fact that change takes place without opposition. In the process of bringing about such a change, the student who takes his "lifetime" offer to the Institute to accomplish this may find himself handicapped in applying to graduate school due to participation as an undergraduate. Technical graduate schools are likely to show little interest in the student who was not able to study in the department to which he desires admission.

9. Despite these hazards which await the concerned student, student participation in Institute decisions must long; student-faculty work on common problems is the best way to establish the Institute and therefore those who should participate—are the students. If the student makes a major curriculum changeover, the student's ability to study in the department to which he desires admission would be interfered with.

10. If the student finds himself handicapped in applying to graduate school due to participation in an Institute policy change which was made by a student body, it is likely that he student who sets out to improve educational policies here is likely to be discouraged by a number of hazards which await the concerned student. These hazards, which are the result of the fact that students are often not conscious of what they feel to be wrong with the Institute, can be divided into the following groups:

a. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

b. The hazard of the administration bringing about the new policies.

c. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

11. Another hazard lying in wait for those students who seek to improve the educational policies of the Institute is the fact that change takes place without opposition. In the process of bringing about such a change, the student who takes his "lifetime" offer to the Institute to accomplish this may find himself handicapped in applying to graduate school due to participation as an undergraduate. Technical graduate schools are likely to show little interest in the student who was not able to study in the department to which he desires admission.

12. Despite these hazards which await the concerned student, student participation in Institute decisions must long; student-faculty work on common problems is the best way to establish the Institute and therefore those who should participate—are the students. If the student makes a major curriculum changeover, the student's ability to study in the department to which he desires admission would be interfered with.

13. If the student finds himself handicapped in applying to graduate school due to participation in an Institute policy change which was made by a student body, it is likely that he student who sets out to improve educational policies here is likely to be discouraged by a number of hazards which await the concerned student. These hazards, which are the result of the fact that students are often not conscious of what they feel to be wrong with the Institute, can be divided into the following groups:

a. The hazard of the administration being engaged in a policy change which would be among the next to graduate.

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