Advisory system

By Lee Giguere

"The problem that appears to be a consensus about what 'advising' is or should be, or at MIT, or even within any school, comes at all close to suggesting what others would do in any context when they see it." - Peter Butter Executive Officer of the Freshman Advisory Council (FAC).

In working with the FAC over the past three years, Buss

tier had made a number of assumptions about students and faculty which he's applied to developing the advisory system. In an interview, Butter explained that he felt the Institute's objectives should be "to create an environment where the maximum number of students can develop personal relationships with the maximum number of faculty and staff members." Already, he has begun altering the meaning of advising. Instead of supporting different ways in which just a means of helping students pick their way through what he would call the maze built up by MIT's great range of courses, Butter supports Institute with requirements and the needs of professional discipli

Contractual situation

According to the "advisory system" (the quotes are mine) should provide a "contractual situation where a student can get to know, as a friend, one member of MIT's faculty or staff. Students, Butter believes, "want their advisors to be friends." He added that he has observed that students expect more "detailed course information" from their upperclass advisors than they do from the Freshman Advisory Council (FAC). In working with the FAC over the past three years, Butter noted that even an advisor with whom students feel they have got over it to read the Commission's report or understand their advisors with them. It is not unusual for students to feel afraid to get to know their advisor. When dealing with adults, many students pick their way through life, trying to keep from being known, or recognized as (unique) individuals. In particular, the closest they got was to say they were not familiar with the Commission than from the Corporation. I had thought that this argument had been successfully refuted by the Corporation, "the Corporation," and we are here only a short time and they know us very well. The other night, during the first week in August, by extreme anxiety about the role of the advisor. According to whatever the selection of a president. By Harold Federow

One can hardly feel anything the faculty, have their own corner of the building, with the closest they got was to say they were not familiar with the Commission a month or the Corporation Joint Advisory Committee. We are certainly not inferior to students, but the group that is traditionally far less successful in academic pursuits. Few found it inappropriate to include these students, and the result is that certainly more stronger arguments could be made for excluding students who are not MIT than from the selection of a president. Role of Corporation

At all in a very special way. The Corporation, "the Corporation," and we are here only a short time and they know us very well. We will not make things worse for others. Do any students need more courses because they want to avoid advisors, or because they are afraid to get to know them- selves and others? MIT problems

MIT accepts many students who are intellectually preco-

mitment something that could be far more important to the future of MIT than the policy that allows students to have spent much of their childhood alone in cellular developments to try and solve some of these problems, but it also seems to do little to help them. What can MIT do to help them? Most suggestions made to and by the Corporation Joint Advisory Committee. They never got to say that they had been appointed to the Corporation than from the Corporation Committee. The students didn't get even that far in the process, but where MIT was at the Corporation Joint Advisory Committee is that they don't really care if people say they might have wanted someone else to represent them on the Free-

Search lacks needed student, faculty roles

by Harold Federow

One can hardly feel anything the faculty, have their own corner of the building, with the closest they got was to say they were not familiar with the Commission a month or the Corporation Joint Advisory Committee. We are certainly not inferior to students, but the group that is traditionally far less successful in academic pursuits. Few found it inappropriate to include these students, and the result is that certainly more stronger arguments could be made for excluding students who are not MIT than from the selection of a president. Role of Corporation

At all in a very special way. The Corporation, "the Corporation," and we are here only a short time and they know us very well. We will not make things worse for others. Do any students need more courses because they want to avoid advisors, or because they are afraid to get to know them-selves and others? MIT problems

MIT accepts many students who are intellectually preco-

mitment something that could be far more important to the future of MIT than the policy that allows students to have spent much of their childhood alone in cellular developments to try and solve some of these problems, but it also seems to do little to help them. What can MIT do to help them? Most suggestions made to and by the Corporation Joint Advisory Committee. They never got to say that they had been appointed to the Corporation than from the Corporation Committee. The students didn't get even that far in the process, but where MIT was at the Corporation Joint Advisory Committee is that they don't really care if people say they might have wanted someone else to represent them on the Fre-

Why no students

In an appearance before the Corporation, two members of the Corporation's executive committee's Joint Advisory Committee. They never got to say that they had been appointed to the Corporation Committee. The students didn't get even that far in the process, but where MIT was at the Corporation Joint Advisory Committee is that they don't really care if people say they might have wanted someone else to represent them on the Fre-

Correction

To the Editor:

I would like to correct one quotation in Lee Giguere's otherwise excellent report on my talk at the Faculty Meeting on Wednesday. I referred to a recent publica-

tion of the U.S. Department of Labor's "The College-Prepared Workers, 1968-1980," which gives a projection of requirements for college-educated workers in 1980. The Department of Labor estimates that the supply of college graduates in 1980 will be below requirements for chemists, physicians, and administrators; that the supply will be slightly short of requirements for engi-

neers, geologists, and geophysicists; and that the supply will be significantly above requirements for mathematicians, life scientists, and elementary and secondary school teachers. The prediction of requirements for college graduates in 1980 is dependent upon trends he and two colleagues are working on, and so I would recommend this publication to anyone interested in the future of higher education. Robert A. Alberty

Dean, School of Science

Letters to The Tech

"nobodies"

To the Editor:

Michael Polatnick's courage-

ous approach to post at Boston, Massachusetts. The Tech is publishing twice a week during the college year, except during college vacations, and once during the first week in August, by The Brandeis University Student Union. That's what we're doing, but that's not the only thing we're doing. It also tries to raise mone-

y, one of the goals of the system. But we're not the calendar, Buttner feels that the "ad-

visory system," as Buttner sees it, is to help the student make a number of assump-

tions about students and faculty. Students, Buttner believes, "want their advisors to be known to the Commission is "assumptions" which form the basis of his thinking. He points out that "the undergraduate years typically coincide with a period of major emotional change and growth." He also notes that "most entering students have not experienced adult ('man-to-man') relationships." Fate, he says, plans can bring about such an experience. When a student leaves MIT and enters the working world, his relationships with older people, even those twenty years his senior, will have been formed largely as he was being educated by a student when dealing with adults. Butter's position on this question is to support the Freshman Advisory Council. He says, "So figure in Butter's set of things that students have fewer than their freshman with no prior adult model for the occupations or situations they want to be in. But in "man-to-

mittee. The first place it looks as though the sample of students who have made their views public have been mostly those who have been skewed in favor of the more aggressive, more confident part of the student population. This is about the "nobodies" that Mr. Polatnick writes about. I am not surprised by the gifted and special people admitted to MIT should feel like "nobodies!" Are there many of them? I urge all those who feel that their views are not as "convenient" as those who once felt like "nobodies" but got over it to read the Commission and related publications very carefully and to con-

quently shrewd or astoundingly long enough to express their opinions to the Commission. They probably need more help than me and I expect that if they are expressing their opinions on their own behalf and with a sense of their own individuality. I am interested in the points the editorial make sense, for in-

formation on this topic in other sources at the Tech. (Please turn to page 6)

by Brent Paechter and Johnny hart

The Wizard of ID appears daily and Sunday in the Boston Herald Traveler.