Arrowsmith joins MIT humanities department

William A. Arrowsmith, a classical scholar and advocate of a reform in the humanities at the Massachusetts Institute of Technology (MIT), has joined the faculty of MIT as a classical scholar and consultant to the Commission on MIT Education.

Professor Arrowsmith will teach a new course in Sophocles, Euripides, and Aristophanes. He has translated Aristophanes and Petronius, and is editor of "The Complete Greek Comedies" (Michigan) and coeditor with Roger Shattuck of "The Craft and Context of Translation" (Texas and Anchor).

Professor Arrowsmith has written on the reforms of the university and the university curriculum, recommending that research be supplemented by an increased emphasis on teaching, and by the creation of "universities of the public interest" that would underscore social and cultural problems not adequately handled by other institutions.

From 1958 to 1970, Professor Arrowsmith was at the University of Texas.

President search

(Continued from page 4) He can urge reforms on the faculty and take an activist role, or he can wait on the initiative of faculty and students. All this he can do despite the fact that he has very little formal power.

The president in many instances shown to be known for his two groups. As such, both the Corporation and the faculty and students have an interest in having someone who is going to be able to work with both sides. It would seem therefore that both sets of people would have a part in the selection process. Instead, we have the Corporation not only doing the actual selection, but its own committee, without other representation, doing the nominating. At the very least, the selection committee should have been composed equally of students, faculty and Corporation members. But this is for the next time, unfortunately. We are too far along in the present process to change now. But there is an advantage to that, there will be change and that promised the sarcasm at the beginning of this article.

That thing is the relative dis-regard for the community shown by the Fisk selection committee in its attempt, or lack thereof, to get community input. Such attempts as were made were made by CJAC. With all due respect to CJAC, why is the membership of CJAC if they are only transmitters? Why didn't the Fisk committee members sponsor some open sessions rather than just leaving it open to whoever was interested to attempt to set up an appointment. They should have solicited it, tried to get it actively. Instead, we will all be greeted shortly with a facade of whatever we may think that is of some importance. It follows from Buttner's argument about the excessive ease of forming additional relationships at the first that once a student has achieved a strong relationship with his "advisor" and thereby gained confidence in his ability to deal with adults the traditional functions of advisors will be readily handled, since a student will hopefully find it much easier to seek out advice and information from other sources.

To gain confidence. The greatest merit of Buttner's ideas may well lie in his assumption that once a student has formed his first "adult" relationship, it becomes successively easier for him to form new ones. The advisory system seems to be working toward the aim of not giving students direct counseling and advice, but confidence in themselves and their ability to deal with adults. This is an important ability, which is never really encouraged in schools.

Most schools encourage students to be subservient to adults and fearful of them. The role of teacher as judge discourages the student from seeking out his teachers as friends.

MIT students are not exempt from this alienation from the adult world. However, alienation is not a well-adjusted condition, and it is imperative that the Institute do what it can to free its students from this sort of alienation from people.

Advisory system

(Continued from page 4) seed of an "adult relationship" but he adds that no student who has had such an experience has not found it satisfying. Feedback indicates that most freshmen are looking for a friend.

Such an adult relationship, especially with a faculty member, Buttner feels, helps to give a student a firmer sense of identity. Students need to feel that someone is interested in them, and a faculty advisor who "cares" about them gives them a greater sense of security.

He also argues that there is an especially strong barrier to the formation of the first relationship. It is much harder to get the student involved with a faculty member for the first time. However, he believes that after an initial relationship is established, it will be significantly easier for a student to form additional relationships on their own. The advisory system, then, must aid and encourage students in the formation of this difficult first adult encounter. It must help the student gain a foothold at MIT from which he can work, and to take advantage of what MIT offers.

New direction

The freshman advisory system is moving away from being an advisory system in the usual sense of the word. Instead, Pete Buttner has put emphasis on helping students make friends at the Institute. The more usual roles of academic counselor, course and information source have been given secondary importance. It follows from Buttner's argument about the excessive ease of forming additional relationships at the first that once a student has achieved a strong relationship with his "advisor" and thereby gained confidence in his ability to deal with adults the traditional functions of advisors will be readily handled, since a student will hopefully find it much easier to seek out advice and information from other sources.

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