

# MIT: community or corporation?

(Continued from page 4)

tions of the university corporation and to advise the owners on long-range policy. Of course, as in any other corporation, these full-time executive officers exert far more power than they may seem to have according to the "official" rules. Because they are here full-time, and because they generally control the information that the trustees receive, they are able to control not just day-to-day operations but long-range planning as well. The trustees, the owners, step in only when something is grossly wrong, just as in a normal corporation they would intervene only in the case of a pitched battle between factions in management or when the corporation began losing money. (It shouldn't be that surprising that here, at least, there is a high degree of correspondence between our hypothesized view of the university and the reality of the modern university. Probably, the reason is that both private, and in some respects public, universities and private corporations are governed by the same laws.)

The faculty, in this university-as-corporation, lose many of their traditional prerogatives. No longer are they to be considered a source of independent authority within the university. Instead, they represent the professional staff levels of the corporation-university, hired by the trustees to provide certain services to the university's customers. Of course, these faculty are allowed to exercise a great deal of power within the university, although subject to the review of the owners. Through a system of policy and operating boards (faculty committees and councils), the trusted senior employees of the corporation are put to work at administrative and policy levels. The faculty become, at least technically, a group undifferentiated from the other employees of the institution, although some, of course, earn greater influence through personal diligence.

### The market

Having assembled this large, and rather expensive enterprise, the question remains: "What do you do with it? Who

are the customers of the university-as-corporation?

At this point, most people would probably jump up with the answer "students," but they would be only partly correct. For the university-as-corporation has a much wider marketplace in which to peddle its wares. For an institution like MIT, there is the growing market for advanced research and development. In addition, there is always, as many critics of contemporary education have pointed out, society itself as a consumer of education.

Students come to the university to buy what it has to sell: knowledge. They pay the university, under the guise of tuition, for a commodity, training. And, like any other business, the university charges what the market will bear; therefore tuition seldom covers the "entire cost" of a university education. No one would buy an education if the university were to charge the "true" price, one may suppose. One advantage to this view is that it clearly stakes out just where students fit into the so-called academic community: no longer is there any question about their membership in a hypothetical "community of scholars." Students come, money in hand, to buy an education — if the university does not offer what they want, they are free to go elsewhere. They have the rights of the consumer and no more: either to buy or not to buy; like any other business, the university retains complete control of its product, if it so chooses.

To make matters worse for the student, he is part of the smallest and least influential of the university's markets. He neither buys in bulk, nor commands really large amounts of money, as the other two groups do.

Commercial and governmental interests who want to buy information from the university form the second of the university's markets. Research is big business and the university-corporation has sunk its teeth into a big part of the business. (A look at MIT's budget will quickly show that research, not educa-

tion, is where the money comes from; for example, "Facts About MIT" reported that in the 1969 Treasurer's report, MIT's total operating expense of \$217,505,000, 81% or \$176,206,000 was devoted to "sponsored research," the other category being "educational and general" expenses.) Since the corporate consumer of knowledge has large amounts of money at his disposal, it is not surprising that he quickly comes to have a large influence on the university-corporation. Like any other business, the university caters to its biggest customers and forms close ties with them.

Finally, one can see society itself as the university-corporation's biggest customer. The society needs trained and socialized men to continue — the university is able to do an excellent job, some say, at training and socializing. (This is a strain that has been prominent in modern criticism of education in general, not just the university.) Society, too, is a very big customer, with vast resources, and it is no wonder that the small consumer, the student, may feel his needs are being subordinated to those of society (which often seem counter to the student's needs and desires in education).

### Fiction or fact?

The preceding discussion of how the university might be viewed has, quite honestly, been largely speculative — a sort of fictional essay. But like all good fiction, it is true in some sense and should serve as an aid in thinking about the university.

It is unlikely that very many people would hold the view of the university described above, and it is even more unlikely that anyone who held this view would be eager to discuss it and publicly argue in its favor. It is however, valuable for two reasons: 1) it corresponds with social reality at several points and so should aid in efforts to understand what the university is, and 2) it provides an alternative against which to examine other, more commonly held views of the university. In particular, it offers a con-

text in which some of the contradictions within our own institution can be resolved.

For example, the question of the rights of students in the modern university is one which now nags at nearly everyone here; some say students should have no formal say in the operation of the university, while others want to discuss a range of participation. None of those in power, however, seem to recognize the right of students, as scholars, to participate in the governance of the university although they may insist that the university is a "community of scholars." The university-as-corporation offers a very clear solution to this question, one which can be debated without being obscured by concepts which have been dragged out of the middle-ages.

The question of who has the right to run MIT, or any modern university, does not have a quick and simple answer. The development of the university from a medieval institution to a modern corporate body has involved the incorporation of countless anachronisms and contradictions, particularly concerning the role of faculty and students. The answer to the problem, it seems, must lie somewhere between presidential autocracy and complete democracy; but determination of the best, most fair, and most reasonable gradation of rights and responsibilities, the best "mix" of authority and responsibility at each level, deserves a more thorough and public debate than it has yet received. Students may not merit full control, but neither does any university administration have the right of authority without accountability to the rest of the university.

The system of administration of a university, at this point, seems hopelessly confused by traditional conceptions and modern realities. The institution needs to be examined and re-defined on the basis of the current social reality rather than centuries-old ideals concerning scholarship and academic freedom.

## Sports

### Springfield tops booters 4-0

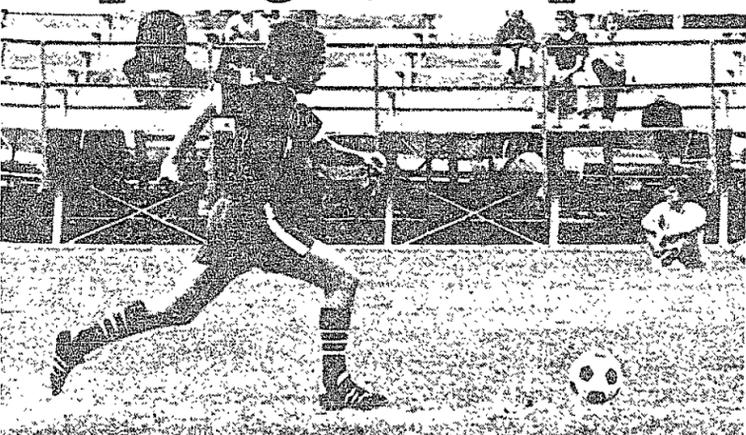


Photo by Roger Goldstein

By John Kavazanjian

An MIT soccer team hasn't beaten Springfield in over ten years and that record held true this weekend as the Tech booters lost to a superior Springfield team, 4-0. The loss, coupled with Wednesday's win over Boston College, extends the booters' season record to 5-4.

It looked as if MIT was going to get on the scoreboard first when standout freshman forward Shin Yoshida broke through the Springfield defense in the first minute of play and drilled a shot which hit the goalpost. The Techmen continued to press but Springfield carried the play for most of the first half. MIT was plagued by misskicks and some bad breaks, but was handcuffed by Springfield's hard running, hard shooting game. At around the 28 minute mark, with the Techmen pressing, the Springfield left inside, Peter Chandler, took a long clearing pass and, outrunning the Tech defense, scored on a hard low shot to the far corner.

Springfield dominated the rest of the half with the Techmen fighting back from time to time, but not being able to mount a sustained attack. Tech goalie Rich Straff '74, and the Tech defense, led by captain Eric Barklis '74, prevented the

powerful Springfield shooters from extending their margin.

At the beginning of the second half, MIT came out roaring. MIT played more aggressively than Springfield until ten minutes into the half, when Springfield forward Chandler passed to inside Tom Goodman, breaking on the left side. Goodman fired a low hard shot similar to the first Springfield goal, on

which goalie Straff did not have a chance.

Springfield Goals: First half 1; Second half 3.

Shots on Goal: First half: MIT 6, Springfield 13; Second half: MIT 7, Springfield 12.

Scoring: S — Chandler (Unassisted) 28:08; S — Goodman (Chandler) 54:54; S — Chandler (Sady) 72:52; S — Schmid (Tamllyn) 87:58.

## MITBC to sponsor Class Day regatta

By David I. Katz

The MIT Boat Club is sponsoring the Annual Class Day Regatta on Saturday, November 4. This is the day that oarsmen of all shapes and sizes have a chance to win rowing honors for his or her living group. There are two classes for men: Intermediate and Senior.

The Intermediate class allows no more than three experienced oarsmen in a boat ("experienced" means anyone who has rowed for a year or more). In the Senior division, anyone is allowed to row as long as he is a member of the living group or special interest (e.g. Tiddlywinks club) group. No boat of MIT Boat Club members from different living groups will be allowed.

This year there will also be a women's event. There are no restrictions on this event. There

will also be a mixed fours event. There must be two males and two females rowing. The cox may be of either sex.

There will be entry fees for each boat entered in each event. These are \$5 per four and \$10 per eight. Prizes will be awarded to all oarsmen in the winning boats of each event, and refreshments will be served to all participants.

For more information, call Jere Leffler, 494-9833 or Dusty Ordway 354-7133.

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