The Joint Committee has endorsed the removal of the resident exchange, though as Al-

lendor has acknowledged, decisions on subjects of this nature are often determined by other authorities, and that at best the residence exchange could be run on a very limited basis.

Conducted last year as a one-

year experiment, the residence exchange was used for 25 MIT students to live on the Wellesley campus, and for the same num-

ber of Wellesley students to spend the year living at MIT. Theoretically, students on the residence exchange were to take a minimum of half their courses at the host institution, though this ultimately was not the case.

The residence exchange was not able to be continued this year because of the housing shortage that plagues MIT, Wellesley students had to be given rooms in already-precious MIT dormitory space, while MIT students on the residence ex-

change came from freshman as well as dorms, and therefore would not always be creating a usable vacancy. However, a re-

turned residence exchange was one of the housing factors taken

(eprised from page 1)

tter and I

THE TECH

Wellesley exchange reviewed

of the case.

despite the problems incur-

the residence exchange was

lated as a success by most of

ares involved. "I do not feel I

ould have experienced any-

where near my recent personal

dent development had I remained at

MET," commented one MIT par-

ticipant last spring following his

year at Wellesley.

"I think it's very beneficial,"

Garis stated. "One of the big-

est virtues of the program is that

it appeals to some individuals

who get something out of it. Students

can get the experience of bring-

ing at both places."

To date, there have been few

mutual academic endeavors un-

dertake by the two schools

outside the confines of the origi-

nal cross-registration program.

An explanation offered by the

Joint Committee's report for the

lack of faculty interaction as the

density of the two schools.

Members of the faculty of one

school have taught at the other,

and in one case a course was

team-taught by faculty members

from both schools. By and large,

however, there have been iso-

lated incidents which have resul-

ted from the initiative of the

individual teacher involved.

The development of involve-

ment in extra-curricular activi-

ties on one campus by students

from the other has been much

more complete. Several tutoring

programs for high school stu-

dents from underprivileged areas

are being conducted by students

from both schools. Wellesley stu-

dents will also be participating in

the MIT Legislative Intern Pro-

gram this summer, in which stu-

dents work with members of the

state legislature.

There has been much partici-

pation in the area of the perfor-

mance arts at one school by stu-

dents from the other. Further-

more, privileges to libraries and

other facilities and events on one

campus have been extended to

students from the other.

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