



A parking lot for bicycles is being established by the Campus Patrol on the portico of Building 13. The lot, which will be fenced and guarded or locked at all times, is being set up in response to growing safety hazards cited by the recent Department of Labor inspection of the MIT campus. The

hazards resulted from bicycles being chained to stairways in halls, and in other public places. Student attendants will man the lot, which will operate on a check-in/out system. Students interested in employment should contact the Student Employment Office. Photo by Dave Green

Report sets course limits, recommends internal fail

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the student by protecting him "against a purely mechanical interpretation of the transcript." It was also felt that this would help stop the growing tendency of giving P or I to students for marginal work so that F's would not appear on the transcript to hurt the student later. With the internal fail system, F would not appear on the transcript, and the committee felt that this would encourage faculty to tighten up their grading.

The medical school problem, which was the main concern of the faculty last spring, is mentioned only in connection with the general problem of evaluating performance under a P/F system; the committee stated that it supported the current policy of "requiring the faculty to identify outstanding work, report it to the student in terse, concrete terms, and keep a record on file to be made available at the student's request."

Kemp, who teaches organic chemistry, saw another medical school problem arising: "When you get many students in a school who are there mainly for preprofessional courses, you begin to get an attitude that the college is just a way-station. Many prestigious institutions are beginning to find this out; they are attracting students whose major concern is what big-name professional school they can go to from there." The lack of concern about the MIT degree is degrading to the Institute, according to Kemp; he sees the major problems with this in biology and chemistry.

Several faculty members expressed concern to *The Tech* that were not mentioned or mentioned only shortly in the Mattuck committee report. Gurney stated that P/F was especially hard on the humanities curricula: "It stands to reason that MIT students are going to pay more attention to their technical courses than to humanities; P/F encourages this tendency. The pressure to do well in science is still there, but what pressure is there in literature?"

Other faculty members commented on the positive aspects of pass-fail; Associate Professor Alvin Drake, who served as housemaster of East Campus while P/F was starting, said, "Upperclassmen were coming to me and asking what was wrong with the freshmen — they seemed to have more free time, were happier and were making the 'MIT adjustment' more easily." Drake said that he felt P/F was a good mechanism for first-year students to adjust, although it had some problems.

Students to assess Vietnam war issues

Over 1100 MIT undergraduate and graduate students will be asked to complete questionnaires in order to obtain data for a research project aimed at assessing student opinion and retrospection on the Vietnam War.

The Vietnam Assessment Study Group, a student research project sponsored by the Undergraduate Research Opportunities Program, is surveying one-sixth of the total student body on such issues as the January 27 Vietnam settlement, media coverage of the war, and the influence of the anti-war movement in bringing the war to a settlement.

James Short '73, one of the three project coordinators, explained that the survey is being done now because "it is a good time for retrospection." Short added that there has been sufficient time since the January 27 settlement in Paris for people to look back over the lengthy

conflict, and consider the various aspects of US involvement in Southeast Asia.

The 1100 two-page questionnaires were sent out to students on and off campus on Wednesday. Mail to fraternities and both undergraduate and graduate dormitories was sent interdepartmental, while all mail to students living-off campus was sent through US Postal Service.

Short commented that envelopes were included into the mailing packets for return of completed questionnaires, but those return envelopes were, for the most part, marked "interdepartmental." He advised students in the sample to complete the questionnaires and return them through Institute mail.

The Study Group expects to have the majority of the completed questionnaires back by the end of the month, and will then prepare a report of conclusions based on computer-aided statistical analyses.

Tuition postponement: learn now, pay later

By Tom Birney

The expense of college education has grown at an exponential rate for several decades. American universities are in deeper financial trouble than they have been for generations. In addition, the tuition increases that this condition causes come at a time of diminishing public and parental willingness to assume the costs of higher education.

Clearly, even if universities reduce costs and become more efficient, unless institutional income can keep pace with inflation, educational quality will be lowered. In view of the spiraling costs faced by the students and the financial crunch of the institutions, many universities have been forced to consider new means of financing their operating costs without shifting the burden directly upon current family income.

For this reason much attention has been focused on the new loan schemes at Yale University. The Tuition Postponement Option permits Yale students to defer part of the cost of education until after the student leaves Yale. In exchange, each participant pays a percentage of his annual income each year for a period up to 35 years. The objective of this is to allow the students to pay for their education when they can best afford it. A key feature of the plan is that it spreads the burden of repayment on all participating students so that the costs of education are shared in a way that does not penalize those who elect lower paying careers. In

addition the payment burden will rise or fall as a participant's income rises or falls over the course of the payment term. Students will not pay back the cost of their own loan, but an amount somewhere between 50% and 150% of his own loan, depending on his income relative to the other members of his class.

Under the Yale plan, each student may defer payment of up to \$1150 a year until after he graduates. Upon graduation he begins paying .4% of his adjusted yearly income for each \$1000 he has deferred. This rate continues until the graduating class has repaid Yale the full amount postponed by the class as a whole, plus interest. An individual's obligation ends when his class has paid back its debt.

In short, the objective of the Yale plan is to allow students to charge their education against future earnings.

This is accomplished by conventional loan programs, but Yale feels their plan is an improvement for two reasons. First, repayment is based on actual earning power. In addition, by extending the repayment period students are capable of financing a larger portion of their education through loans without requiring large payments. Second, under the Tuition Postponement Option most of the risk is transferred to the university.

In many ways, the Yale plan is not very different from the "Technology Loan Fund" recently created by MIT, and a

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