The classes ahead

The decision to raise the size of next year’s freshman class and the changes announced Tuesday by the Academic Council, indicate the MIT administration’s deep concern over the Institute’s financial problems, which cannot be ignored by any member of the MIT community, in stark detail. MIT’s problems are not new. The administration has been struggling to make ends meet for more than three years now, struggling against economic conditions that make their work seem nearly impossible. They have enjoyed limited success, but Tuesday’s decision show that they are still worried about the amounts of work left to be done.

While not committing itself to any long-term moves, MIT is beginning in many ways to do the groundwork of cost-cutting to its operations, both in educational and non-educational areas. As members of the MIT community, we applaud the efforts of the administration to save MIT financially. But should we, we caution the administration to remember that it does no good to save MIT financially by destroying MIT educationally, devaluing the experience that students take with them when they leave the Institute. MIT will be a much poorer place if that occurs.

We realize that the steps which have been taken so far will not have such an effect directly, and that the decision made by the administration were carefully considered. With the pressure of finances, however, it will be increasingly difficult for administrators to temper their decisions with considerations of “community,” “spirit,” “quality of life,” and other intangibles which have no price tag but carry a high cost.

These intangibles come into sharp focus in some areas where the budgetary pinch is sharpest. In the area of student housing, for example, expenses are easy to define and account for, while benefits are often hard to explain. hostel fees for housing and student services are prime targets for economy-minded administrators; yet the wisdom of applying economy moves here is questionable. Economically, clearly must not be the only considerations when policy changes are made.

Student opinion is strong on many of the issues which are under discussion within the administration. A recent survey on opinion in housing policy, for example, shows that more than 90 percent of dormitory residents are strongly opposed to cutting back the amount of time students are allowed to live in dormitories from the present three years.

Forcing students out of dormitories would destroy much of the community that does exist on campus. It would be a tremendous effort for nothing - a numbers game with numbers that cannot be improved, that it can be impressed, that you can twist its arm. You begin to imagine that if you just don’t give up, it will come over to your side sooner or later. We are not forever left for those few extra seconds, those two extra minutes, those two years you need.

James L. Manning ran out of time, of luck, of a bell. Manning, twenty-two, was found dead Monday afternoon just as the final bell rang. The professor that day had good grades all through the second year. His last talk was about his job lined up with one of the most prestigious consulting firms in this country. He had what, to a friend, was described as the American Dream.

Yet what you see is that education? Whose supposed goal is to help you out of your lances - the high dials, codes, cards, and switches by- and highways; the buttons, that don’t come anywhere near the battle of equals which supposedly characterizes clean competition; it can’t even be called a fight - it is a slaughter.

The goal of a general education is to integrate people into society's mainstream, yet this is every effort made to eliminate them from it. Why this not enough good ones? Then, more competition here where society only can afford all the able bodies they produce, where society's survival seems to depend on everybody becoming a graduate? When the cost of a dropout is likely to be many times that of a graduate, something must be done. Everybody is forced to spend on police, on courts of law, on welfare agencies?

Why competition here, where everybody is after the same basic information? Where it oughtn't to make the least bit of difference how and when you get the facts, just as long as you do?

And yet, even in high schools and even in the colleges, competition is designed to eliminate people, not to improve them. Now some people say this is exactly what is needed, because society can only absorb so many people that don't have a few human qualities after all. That it can be charmed. That it can be have-a-few human qualities after all. That you can twist its arm. That it can be impressed, that you can twist its arm. That you can twist its arm.

Why competition here, where everybody is after the same basic information? Why even if some measure of education? Whose supposed goal is to help you out of your lances - the high dials, codes, cards, and switches by- and highways; the buttons, that don’t come anywhere near the battle of equals which supposedly characterizes clean competition; it can’t even be called a fight - it is a slaughter.

The goal of a general education is to integrate people into society's mainstream, yet this is every effort made to eliminate them from it. Why this not enough good ones? Then, more competition here where society only can afford all the able bodies they produce, where society's survival seems to depend on everybody becoming a graduate? When the cost of a dropout is likely to be many times that of a graduate, something must be done. Everybody is forced to spend on police, on courts of law, on welfare agencies?

Why competition here, where everybody is after the same basic information? Where it oughtn't to make the least bit of difference how and when you get the facts, just as long as you do?

And yet, even in high schools and even in the colleges, competition is designed to eliminate people, not to improve them. Now some people say this is exactly what is needed, because society can only absorb so many people that don’t have a few human qualities after all. That it can be charmed. That it can be have-a-few human qualities after all. That you can twist its arm. That it can be impressed, that you can twist its arm.

Why competition here, where everybody is after the same basic information? Why even if some measure of education? Whose supposed goal is to help you out of your lances - the high dials, codes, cards, and switches by- and highways; the buttons, that don’t come anywhere near the battle of equals which supposedly characterizes clean competition; it can’t even be called a fight - it is a slaughter.

The goal of a general education is to integrate people into society's mainstream, yet this is every effort made to eliminate them from it. Why this not enough good ones? Then, more competition here where society only can afford all the able bodies they produce, where society's survival seems to depend on everybody becoming a graduate? When the cost of a dropout is likely to be many times that of a graduate, something must be done. Everybody is forced to spend on police, on courts of law, on welfare agencies?

Why competition here, where everybody is after the same basic information? Where it oughtn't to make the least bit of difference how and when you get the facts, just as long as you do?

And yet, even in high schools and even in the colleges, competition is designed to eliminate people, not to improve them. Now some people say this is exactly what is needed, because society can only absorb so many people that don’t have a few human qualities after all. That it can be charmed. That it can be have-a-few human qualities after all. That you can twist its arm. That it can be impressed, that you can twist its arm.

Why competition here, where everybody is after the same basic information? Why even if some measure of education? Whose supposed goal is to help you out of your lances - the high dials, codes, cards, and switches by- and highways; the buttons, that don’t come anywhere near the battle of equals which supposedly characterizes clean competition; it can’t even be called a fight - it is a slaughter.

The goal of a general education is to integrate people into society's mainstream, yet this is every effort made to eliminate them from it. Why this not enough good ones? Then, more competition here where society only can afford all the able bodies they produce, where society's survival seems to depend on everybody becoming a graduate? When the cost of a dropout is likely to be many times that of a graduate, something must be done. Everybody is forced to spend on police, on courts of law, on welfare agencies?

Why competition here, where everybody is after the same basic information? Where it oughtn't to make the least bit of difference how and when you get the facts, just as long as you do?

And yet, even in high schools and even in the colleges, competition is designed to eliminate people, not to improve them. Now some people say this is exactly what is needed, because society can only absorb so many people that don’t have a few human qualities after all. That it can be charmed. That it can be have-a-few human qualities after all. That you can twist its arm. That it can be impressed, that you can twist its arm.

Why competition here, where everybody is after the same basic information? Why even if some measure of education? Whose supposed goal is to help you out of your lances - the high dials, codes, cards, and switches by- and highways; the buttons, that don’t come anywhere near the battle of equals which supposedly characterizes clean competition; it can’t even be called a fight - it is a slaughter.

The goal of a general education is to integrate people into society's mainstream, yet this is every effort made to eliminate them from it. Why this not enough good ones? Then, more competition here where society only can afford all the able bodies they produce, where society's survival seems to depend on everybody becoming a graduate? When the cost of a dropout is likely to be many times that of a graduate, something must be done. Everybody is forced to spend on police, on courts of law, on welfare agencies?