Writing controversy raises other issues

By William Laser

There is far more to the Writing Program controversy than the focus on the present controversy in the first issue. Resolution of important and emotional issues will perhaps postpone but will not diffuse several other more basic and important conflicts within the MIT community.

Underlying the Writing story is the question of how all humanities should be taught here. There are two approaches — humanities can be taught to everyone, as a sort of support department for the schools of science and engineering, or MIT could recruit top-level students in the humanities in an attempt to compete with Harvard and Yale for a proportion of the world's elite scholars in non-scientific fields.

Dean Henshaw's proposal for the future of Writing involves several specific types of writers, as well as creative and expository writing, which will help to improve the writing abilities of MIT's engineers and scientists.

Additionally, there have been indications that the administration is considering the establishment of the so-called "New College," which is intended to serve as a writing core for outstanding humanities students. In short, the combination of programs appears to indicate that MIT will attempt to obtain the best of both worlds. Wadleigh, admitted technical experts who lack the necessary world view to effectively contribute to the MIT need for society.

While the goal of improving the humanistic awareness of MIT graduates is entirely commendable and imperative, a decision to create a separate structure within MIT to educate a small number of humanities would be ill-conceived and nonproductive. Students in a program would differ in very fundamental ways from the vast majority of the student body. They would have to be weaned away from their goal of being different from a separate pool of applicants. They would not fit in with the rest of the student body.

The creation of what would be two colleges under one roof seems at unnecessary reaction to an insensible but persistent feeling of inferiority on the part of the MIT community when it compares itself with "great centers of learning. MIT does not compete with Harvard and Yale because MIT does not adhere to the same educational philosophy as Harvard and Yale. We are playing in a different field altogether.

No Ivy League school can even compare to MIT in the quality of engineering and science. MIT is not the only one to point out that these other schools in fields such as the natural and social sciences. Only MIT has things such as history, English and philosophy do we compare favorably.

Rather than diluting MIT's educational commitment with the half-hearted, ill-defined "New College" concept, the Institute should concentrate on improving humanities into a well-rounded experience that is capable of handling the challenges they must face. MIT cannot be all things to all men.

The Tech, May 13, 1977

Here and now

By Lynn T. Yamada

Up until the late 1960's, young women went to college to find husbands. These women's fiancés were older and about to graduate. As soon as the fiancés graduated, these girls, as they were called, quit school once one college graduate in the family was enough — if it was the male. These "girls" soon became mothers, stayed home, took care of the children and were supposed to stay happy for the rest of their lives.

Time has changed. It's a little different. Being left at home is exciting and enjoyable, but a double standard still exists. Haven't you ever heard your mother say to your older sister, "Why aren't you married yet?" While another day your mother is defending your older brother saying, "He's only 20; he's still young!"

In other words, men are assumed to have other priorities than marrying. Women have priorities in their lives that often do not include marriage; they are sleeping, reading, disapponted in love, or neurotic.

The fact of the matter is that women are capable of handling the choices they must face. MIT cannot be all things to all men.

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Options open for women

By Lynn T. Yamada

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Wadleigh's judicial process explained

By Rebecca L. Waring

To the Editor:

In his letter to the editor in the May 6 Tech, Kenneth R. Wadleigh states "...the disciplinary process managed to function with a sufficient degree of integrity to avoid caving in to such tactics." (my italics)

Let me quote thursday from January 18:

"The court may best be described as a demonstration in which violence was dispensed.

"The third galling point is that after古老的, five minute speech threatsand disciplinary actions if the crowd did not disperse, the crowd took him for his word and left as a demonstration. The final hearing occurred on Dec. 23."

1) The five students whose cases we heard on December 6th, 1976 before vacation, were notified at an average of 2pm Dec. 16 that they had until 3pm that day to turn in a list of witnesses to testify on their behalf. They had been charged with misconduct at an October demonstration. The final hearing occurred on Dec. 23.

2) The Dean for Student Affairs was both prosecutor and a member of the jury.

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