"Things" push class rings

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...tries to make subtle refinements." He added that this year they had tried to "give the students more options, but we hope that they don't become bored."

From the looks of many of the "things" being worked on in woodworking and metalworking shops around the Institute, Flowers has certainly succeeded in creating a greater variety of entries. This year's contest is certain similarities to last year's, which used only a motor as a power source, so it is not surprising that there are a large number of near carbon-copies of last year's successful designs. Students have also built everything from catapults to extending rods to take advantage of the greater flexibility in the power sources this year, however.

As the time of the contest approaches, it becomes literally a 24-hour-a-day enterprise for many students. Early in the course they learn a basic rule of 2.70—the time required for glue to dry is inversely proportional to the time remaining until the contest. In the days immediately before the competition, sleep is regained in short spurts while "five minute epoxy" takes thirty minutes to harden.

It is this heads-up competition important to the content? Flowers thinks not. He said that "the contest is a nice way to the [course]. Students have worked hard and done their best. It would be a pity to end it in any way that was incomplete." He added, however, that "we try to get the concepts out of their minds when it is over."

The 2.70 approach to a design course is still an annual one, although Princeton copied MIT's contest last year. This year, both Princeton and Wentworth are having similar contests. Flowers said that the 2.70 approach is the best way to run a design course. He continued that idea. "It would be nice to have a student go through the design of a real machine. However, it would be a pity to end it in any way that was incomplete." He added, however, that "we try to get the concepts out of their minds when it is over."

Faculty passes

grade proposal

(continued from page 1)

The student representatives of the grading committee both spoke against the second motion, Tom Davidson O said that he couldn't see how "grade deflation" could solve problems such as the wide disparity between the proportionate percentages of A's and B's, given by various departments. Drew Friery '79 said he could "not support the external release of grade distributions."

Flasker mentioned that if the atmosphere of competition between students could be preserved from worsening, he would like to see the implementation of a separate grade reports—yes be a purely objective report, and the other as evaluation emphasizing a student's performance relative to that of others.

The faculty meeting had relatively good attendance, with 129 faculty members present and about two thirds that many students.

Facility passes

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With less than a week until the 2.70 contest, its students are busy trying to solve problems such as the wide disparity between the power sources this year, however. Flowers said: he feels that the contest is still an unusual one, however, that "we try to get the concepts out of their minds when it is over."

How would Einstein theorize about O'Keefe?

Although the O'Keefe formula is secret, certain factors in the equation are well known:

1. O'Keefe has a hearty, full-bodied flavor.
2. It is smooth and easy going down.
3. It's too good to gulp. Relatively speaking, of course.

"The contest is a nice way to the course. Students have worked hard and done their best. It would be a pity to end it in any way that was incomplete." He added, however, that "we try to get the concepts out of their minds when it is over."