It seems nothing on the MIT campus knows what to do about the space student activity offices need. The Association of Student Activities (ASA) knows of thirty student groups that want office space. The ASA is responsible for allocating activity office space. Student Center. Current activity space in other buildings is less certain. A. Robert Holdren, retired Associate Dean for Student Activities, allocated the old Thursday's office to Walker Memorial last summer. But there is no clear authority for assigning student activity space in that or other buildings. People involved in activities, as a whole, are neither. Finally, the ASC from years of inactivity. The space situation presents an obvious opportunity for the use of student activity offices in the ASA. In fact, the executive committee intends to review the problem this year. The ASA should use this opportunity to do something, rather than remain outside of the ASA. The space allocation for student activities is the central responsibility of the Student Center. The space situation in other buildings is less certain. Robert Holden, retired Associate Dean of Student Activities, allocated the old office to Walker Memorial last summer. But there is no clear authority for assigning student activity space in that or other buildings.

The future of MIT's freshman pass/no credit system will likely be determined by the voice of student opinion. Members of the faculty should critically consider the Committee on Educational Policy's recommendations for freshmen's grades. The CEP claims that their proposed grading system would improve student participation in and performance of core classes. The CEP's proposal does not sufficiently address this problem. For the freshman pass/no credit system to work, we need only find a way of communicating between students and faculty. Admittedly, this would be a higher response rate if we switched over to hidden grades, what is needed, however, is meaningful feedback, and a high response rate would be meaningless if it meant the sacrifice of quality evaluations. I am aware of, and can see, what is needed, however, meaningful feedback, and a high response rate would be meaningless if it meant the sacrifice of quality evaluations. I am aware of, and can see, what is needed, however, meaningful feedback, and a high response rate would be meaningless if it meant the sacrifice of quality evaluations. I am aware of, and can see, what is needed, however, meaningful feedback, and a high response rate would be meaningless if it meant the sacrifice of quality evaluations. I am aware of, and can see, what is needed, however, meaningful feedback, and a high response rate would be meaningless if it meant the sacrifice of quality evaluations.