The total explosive power in the nuclear arsenals of the United States and the Soviet Union is about 12,000 Megatons, millions more than the Hiroshima bomb. The first atomic bomb ever exploded clouded the sky and dust caused by even a small explosion would cause a "nuclear winter" that would effectively wipe out the human race. Current nuclear arms control treaties are at the end of the next five years, one of the many possibilities for rectifying the present overcrowding situation.

To get a little lost among the issue of controlling the arms race seriously.

Rabbits: "How is this country going to survive a nuclear race if everyone is hysterical?"

Rabbit: "Maybe it's time for a few hystericis."

-Bloom County

On the ABC panel discussion following the film, Dr. Henry A. Kissinger attacked the making of a graphic film. He added: "Are we supposed to make policy and then tell people to kill us?" He asked the question, as Bloom would argue, is "Yes." It was necessary to reduce the number of students majoring in Course VI.

The plan calling for application to Course VI at the end of the freshman year, while undesirable, is the least offensive of the stop-gap measures.

The faculty, however, must be extraordinarily careful in considering this temporary measure not to erode further the unique character of the freshman year at MIT.

Simple academic measures—such as hidden grades and letters of recommendation—should not be included or permitted in the selection process at all. Some freshmen may otherwise take Course VI subjects just to get recommendations, ostensibly improving their chances of admission. This results besides creating additional pressure in an already hectic and confusing year, could exacerbate overcrowding in introductory classes such as Structure and Interpretation of Computer Programs (6.001).

Any test required for admission to Course VI must be one for which students cannot study to improve their scores—and must therefore be properly designed. Such a test should cover general knowledge and aptitude, not specific expertise. A freshman must not be put in the trying position of having to study all year with hopes pinned on the outcome of a single examination.

Although the faculty must carefully consider the proposed temporary solution, it must also immediately implement a long-term solution. MIT must recruit for its less well known departments. The major obstacle of such a program is the current reputation of MIT among high school counselors as just a place to take the easy courses. To change this requires MIT to act vigorously and immediately.

Equally important though, is that MIT must change its admission policy. Currently, MIT's other people's attitudes toward the Institute will not solve anything if MIT still biases the admissions process toward those who are interested in engineering.

The Admissions Office must reemphasize the importance of a science and mathematics background as an admissions criterion.

The only way to ensure a diverse student population is to choose people with diverse interests and to admit them.

The present policy of accepting a mostly homogeneous population and trying to change it in the dorms and other departments is insane.

One of MIT's basic precepts is that students and faculty members should study whatever they wish; this idea is now being compromised.

The faculty must immediately institute a long term plan to solve the overcrowding problem. Potentially, the most damaging effect of the committee's solution, is that it might give some students the impression that MIT is addressing the overcrowding problem. Potentially, the most damaging effect of the committee's solution is that it might give some students the impression that MIT is not addressing the overcrowding problem. Potentially, the most damaging effect of the committee's solution is that it might give some students the impression that MIT is not addressing the overcrowding problem.

Critics argue showing the film was a disservice to the nation, that it was propaganda, or that the purpose behind its showing was to scare. Dr. William Binkley, president of MIT, said, "to launch an enterprise that seeks to debilitate American educational morale." Binkley further said, "It is unlikely that this "propaganda" has simply turned viewers into radical disarmament advocates, sending them crusading up the stairs for the anti-nuke demonstrations. The films do not project their fear. The sense that his position on preventing such a fate is the right one. The film was a non-ideological attempt to increase public awareness and to make people think about their views, or begin thinking about them. It would have been a great if there were a movie that presented both sides of the issue. We have all been polluted to reason instead of emotional appeals, with a 100% emotional appeal to not watch such a movie. One must attract the public's attention first. This heightened public awareness is the purpose of "The Day After." People need to get a little scared, they need to be made aware that under some combination of event, tensions, or seclui
ded events, the nuclear weapons could be used with a result prob
bable that many more might be depicted in the movie. One cannot banish such a thought as absurd.

Another major benefit to the airing of the film is that it is generating publicity directly related to the film. Once people learn about the educational value, and are educated about the issues of nuclear arms, then its government must take steps to rectify some of the present problems. Concern has been mounting in recent years to do something, public opinion must be further awakened, and our government must act, or be forced to act.

Citations that the movie devastated Americans with fear and moved them to simple solutions is by polls showing no significant change in public opinion on the issues. While a public overwhelmed with fear is dangerous, a public mired in apathy is almost as bad. Americans are too accustomed to graphic movies to sympathize with MIT's worries about fear and despair. They will be left, one hopes, with a little fear, but a lot of thinking.

Carl Sagan reproached Americans for sleep-walking for 38 years and he said to hope that the film would spur a year-long debate. The film would not change the mind of the main topic of conversation for a day or two as people were discussing the issue. The discussion about the Minuteman missiles under the shocked skies of Kansas should not be about houses blown apart as if they were made of cardboard, fields of dead and dying; the president's absurd radio address; or the wasteland that was once Kansas City.

If these images remain in people's minds, then perhaps the next time someone sees an article about nuclear arms or the arms negotiations or a candidate's views on such a subject, a small chill will run up the reader's spine and he will linger over that article before turning to the sports page.

Teach how to learn

Fourth of a five-part series.

There has been a reassertion, but as yet invisible, to theme in the past columns in this series. While there may be a seeming decrease in revolutionary science and technology, there have not changed significantly in its history.

There are exceptions to this as
tion. Many "experimental" teaching methods that have been tried over the years. Some of them have been successful for a while, but have been shown to have simply failed. The Experimental Study Group and Concourse, two experimental programs that have been successful, are about the only way that people and MIT's resources, both material and educational, would be better spent on further development of curricula and teaching methods. MIT has never should develop a science of teaching. MIT should find ways to do this, but to teach them better and faster. MIT should learn how to: not just by trial and error, but by an educated approach. The methods should continue to improve.

The students here are bucking under the workload. They are in an environment that is efficiently pulling all-arounders in the only practical way to get their work done, MIT students have made an effort to help, but the Desai of the 1970s and 1980s, are not ready, they have never been. These students have been so successful for a while, but have been shown to have simply failed. The Experimental Study Group and Concourse, two experimental programs that have been successful, are about the only way that people and MIT's resources, both material and educational, would be better spent on further development of curricula and teaching methods. MIT has never should develop a science of teaching. MIT should find ways to do this, but to teach them better and faster. MIT should learn how to: not just by trial and error, but by an educated approach. The methods should continue to improve.

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