Opinion

Stricter party guidelines suggested
(Continued from page 4)

- Advertisers

- Parties held anywhere on campus will be subject to the same general public in any manner. They may be advertised on either college campuses but, in the case of general parties as defined above, only the officers or organizers of the collective on campus, must be required.

- Fund-raisers

- Events designed to generate income for the sponsoring organization, such as the Student Center, Walker, Du- pont, or the Athletic Center. Campus Police will be required at all such events for security.

- Approvals and Licenses

- Dean's Office and Campus Police will approve or deny license applications, and requests for Campus Police presence would be required at all such events for security.

- Certifications

- For dormitory parties, Dean's Office approval is provided by Dean of Students. Campus Police approval for general parties must be obtained from Back Bay campus activity advisor, in W-234.

An examination of these issues is essential for an adequate re- sponse to the military influence on MIT. We hope the current faculty and administration officials, in considering the data, will be prepared to shape the emerging commission. Finally, we hope that MIT faculty and staff will think about these issues and develop appropriate policies within the MIT community.

Columbia Jonathan Richmond

Philip Morrison: children should learn about the natural world

When you did have a little mechanical mouse which moved, and said something, 'I'm a little machine,' said Institute Professor Philip Morrison on April 5, he marked his selection as the tenth James R. and Helen斯坦 Academic Achievement Award recipient.

Morrison laments that "the way we are taught science in this country is, in Jefferson's self-reliant republic, a combination of empiricism and authority: instead symbols and images, once strange and scarce flood the child's world the child is supposed to now offer more than symbols: simple and genuine facts means the child is supposed to widen the common understanding from which rational structures can grow.

Philip Morrison warns us to re- turn to what we had in the early 20th century, built on "some success in solving new mathematical problems of the world by the world they handle." He shows slides of children gazing in wonder at a photoscan of the Natural His- tory Museum, or exploring the development of the roots of a plant. He presents a "workbook displaying the results of experiments, the making of sets of rocks, the categories formed from looking, feeling and pondering. To him, the abstraction derives from a con- tact with nature, a feeling of reality and a sharing with the real world. The paper upon which the results are published is not important to him, he says, we don't even notice it.

Also on April 3, a photograph of Professor Seymour A. Papert appeared on the front page of the Tech. He indicated next to a black fourth grade child who games at a computer, the key phrase: "It's not what we teach but how we teach that helps children learn an education of the artificial world."

While Morrison warns children to experiment with the world around them, Papert warns them to bound minds within the constraints of computer programs. Papert is director of a five-year program to lead to the development of "the school of the future." He can see an "intellectual sense it is a perpetra- tor of a narrow world view, one in which a child can be represented as a computer. The computer world is simple and solid, it glosses over the real world which is complex and dif- fuse. A seductive comes from putting big problems in lit- tle capsules: The artificially de- signed problems appear to be sol- utable, those before man won't go away. The innovators in aviation at the beginning of the century worked by building whole air- craft. The airplane is a gadget world may be represented in for- malisms, and that the human product on which it depends: the computer processor: it denies the richness of the software, its hardware."

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