CCCP and CEP
Faculty committee prepare proposals

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They also were in favor of keeping the freshman-sophomore-phonemor phone-elective system, with the present size of electives maintained in ROTC "because required to take six units of electives in engineering."

The CCCP felt that the effect of the program above would be "to introduce earlier breadth into the junior-senior work... similar to that recently proposed at Harward and the universities of Canada and social science" while keeping the overall core of science courses at the present size.

The committee went on to speculate that in the future "a common core in science might be unnecessary when the quality of high school education is sufficiently upgraded.

"Professional degree?" Noting that "at present for a student to profit from the association with department he requires that he study for a professional degree," the CCCP expressed its opinion that such rigid specialization was "undesirable."

They urged that students be offered less intensive majors in the various departments, allowing degrees without specialization. The development of such programs, if "deemed appropriate," would be the concern of the faculty and departmental committees.

Another provision for the improvement of the university was that "the Bachelor's Thesis and Bachelor's College rather than an Institute requirement. The CCCP also went on record favoring a "guarantee" to each student of a certain amount of free elective time.

The following proposals were stated at the end of the discussion accompanying the faculty meeting this coming Wednesday.

1) A quarter system, with three terms of four months each; 2) a quarter system with three terms of three months each; 3) Restriction of overloading on the part of students holding options for the weighting system; and 4) Restriction of overloading by the administration. These proposals were in favor of the following recommendations above, the CEP formulated four educational objectives: 1) MIT is to remain a "university polarized around science;" 2) "We should recognize that we have already abandoned the objectives of completing a professional education in four years;" 3) larger numbers of our graduates should rise to positions of scientific and industrial leadership; 4) "We should encourage our highly intelligent students to exercise creative talents."...