Faculty, students debate Institute requirements

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include material" from the other stu-
dent groups. He concluded that "the
basic question is whether one should
provide freedom of choice early in
undergraduate education." The task
force, he explained, decided in favor of
more range of choice early, even thou-
g "it caused some" in latter select programs.

The student proposals were then
introduced. Two students, represen-
ting each proposal, were granted spea-
ing privileges. French indicated that
the Ad Hoc Committee members
would go first, at which point Professor
Morris Halle rose to move the propo-
sal. He noted that his group con-
cluded that the proposals were to be discussed only.

Students spoke
Larry White, '69, then explained
the Ad Hoc Committee for Change pro-
posals. He noted that his group con-
ded the principles of undergraduate
education basically sound, although
courses lose their value when the stu-
dent is required to take them. White
charged that "required courses can
teach facts, but it is at the sacrifice of
intellectual curiosity."

While then enumerated the propo-
sals of his group, which included the
avocation of all Institute requirements
and the institution of an improved
counseling service. French argued that
for those who still would feel the need
to satisfy upper-class requirements.
White argued that these upper-class
requirements placed a burden of 36
hours on students outside the sciences
and engineering. He charged that the
student in science and engineering finds
it easy to fulfill these within the con-
text of his discipline, while the non-
science student doesn't.

New courses hit
Deborah made a few brief com-
ments after Schaffer, to the effect that
he didn't think that better courses
could initiate such courses which
would be tailored to those outside the
discipline.

Gary Gut, '70, then explained
the student Committee on Educational
Policy proposals. He said that the CEP
recommendations were the best
removed from the CEP proposals, but
that the CEP proposals "don't go far
enough." He then outlined the reason
for dropping the second term of phy-
sics, and restructuring the freshman
senior courses in humanities sequence.

Johnson then threw the meeting
to general discussion. Professor
ANCHOR, Head of the Depart-
ment of Mechanical Engineering, then
expressed his opposition to the new
proposals. He pointed out that the pre-
sent system was flexible to allow a stu-
dent to receive his degree, even if he
took two years to decide on his dis-
ciplines. He also expressed doubt as to
whether there could be enough quality
electives to fill the holes caused by
the dropping of requirements.

Zacharias speaks
Professor Jerrold Zacharias, Depart-
ment of Physics, then explained his
support of one part of the Ad Hoc
Committee's proposals that called for a
group to thoroughly investigate atti-
tudes towards undergraduate require-
ments. Zacharias charged that the CEP
proposals were "little steps for little
feet," in a time of upheavals in many
universities.

Professor Paul Gray, Assistant Pro-
fessor of Physics, then explained that the problem
facing the task force was one of finding
the correct balance between freedom
of choice, and a minimal set of require-
ments. He noted the student interest
and anxiety in the efforts, and said that
the recommendations of the task force
represented such a balance.

Rosenfield also debated the CEP
proposals, stating "the fact is, that this
is a very modest proposal." He men-
tioned that an educational step
shouldn't be expected.

In other action, the faculty voted
to rename Geology and Geophysics "Earth
and Planetary Sciences." They also
approved a new doctoral degree in the
field. Johnson named Professor Charlie
Myers to head a committee to judge
the effects of open faculty meetings.
Johnson also accepted a report from
the Committee on Placement Service
that reviewed in detail the Placement
activities at MIT. Johnson then
adjourned the two hour meeting, with
brief remarks on the March 4 strike. He
noted that a "large majority, a large
majority, concerned with the implica-
tions of research," and urged continued
faculty-student efforts at defining the
issues involved.

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