Ad Hoc proposal overwhelmed against the Ad Hoc proposals. Professor Gordon Brown pointed out that the "Ld L L llL I I L I LII" was the work of two Baker House students, Matt Rockoff '69, and Steven Pacheco '70. Woodson explained that the two students had compiled a survey in Baker, which contacted 245 students. The survey showed that 11% favored elimination of all Institute requirements, 32% favored transfer of requirements to the departmental level, 48% favored customizing the basic requirements but with new options for satisfying the chemistry requirement, and 74% favored no change at all.

Rockoff then explained to the faculty that he felt that the other proposals would undermine the science-based education at MIT. The proposals he was offering differed from present requirements mainly in the formation of a Chemistry-Biology requirement in place of the present chemistry requirement. After a brief period of debate, John- son called the motion to a vote. The proposals were easily defeated, by a margin of about a hundred.

After the second vote, the faculty then turned to discussion of the CEP proposal themselves. Professor Philip Morrison cautioned that the CEP recommendation should not be taken for more than what they are—the specific proposals. He called for a study of more general underlying issue of the role of students and faculty in education. Professor Arthur Shapiro then spoke against the CEP motion. He called it "retrogressive", and stated his intentions to hold a call for a study of the CEP motion.

The motion then came to a vote. A three-fifths majority was needed to pass the proposals. The count came to 100 in favor and 116 opposed, shy of 6 votes. An immediate revote gave totals of 106 in favor and 118 opposed. The motion failed four votes shy of three-fifths.

Albert then rose to discuss future plans. He explained that he would continue to work for changes and would hold discussions in all living groups. He also told of plans to hold debates on requirements and the advisory system and stated his intentions to hold a referendum on the requirements for the next faculty meeting.

The second of the Ad Hoc motions was then brought up. The afternoon was getting late and it was suggested that a week longer than the second semester in actual school days. This suggestion would follow Christmas vacation. Reac- tion to this was predominantly nega- tive, for it reduced January to a long reading period. No one seemed really interested in having finals right after Christmas vacation. Independent study did seem to interest many people, but most of the speakers had reservations about the plan. Some thought that the faculty might not be present in a sufficient number to make independent study successful. Questions regarding practical options, registrations for the optional study period, and the possibi- lity of receiving credit for the work were also raised.

Both plans call for two-day vaca- tions in October, November, January, and April. The usual Christmas and Spring vacations are also included. In addition, these plans call for a longer time between exams and second term application. Plan 1 calls for a lengthen- ed reading and exam period for both terms. Plan 2 (the Jan-plan) makes provisions for a longer study period only during the second term. 

Academic calendar reforms presented at SCEP forum by Joseph Kashi

The relative merits of two plans to change the Institute's academic calendar were discussed at the forum on MIT's academic schedule sponsored by SCEP Monday.

Most of the discussion centered around the so-called Jan-plan, which provides for a three week independent study period in January. In addition, under the Jan-plan, final examinations for the first term would be held before Christmas. Student participation in the independent study period would be optional; academic credit would not be given. The faculty would be asked to provide guidance for students during this period, recommending reading and research projects and providing assistance on problems which might arise. Semesters under the Jan-plan would be equal in length.

The present Institute format pro- vides for a first semester which is about three months longer than the second semester in terms of actual school days. Fall semester would follow Christmas vacation. Reac- tion to this was predominantly nega- 

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