The Commission Report

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would profit far more from time spent in the library or with their colleagues than from hours spent investigating some minute phenomenon in their lab. Certainly, though, the Commission could have helped the discussion by presenting their own arguments.

Too much shallow analysis.

As noted earlier, the Commission discussed quite successfully the broad issues of technology and education. On more specific details, however, their analyses were hardly so powerful.

The report's discussion of "the excellent and the unique in undergraduate education" suggests itself as a case in point: "Excellence in education arises out of a personal, but structured, challenge which the student cannot ignore. Merely to multiply options in a totally impersonal environment is to work in the wrong direction."

The Commission sees this as the justification for maintaining some sort of required format.

Balance

A balanced presentation.

How should the community pass judgment on the report? It would be inappropriate for students to term it irrelevant: although ignoring many surface aspects of undergraduate life, the report's analysis of education, should the faculty concur, could mark the inauguration of a much more realistic educational philosophy. Faculty, on the other hand, will be more likely to recognize the import of the Commission's stand on scientific responsibility and the hazards of narrow professionalism.

Perhaps the most appropriate verdict would be that the report is well worth reading and considering. If it can't serve as a useful guide for reform, it may provide a valuable conscience for future scientists.