Will anything ever come of it?

By Alex Makowski

It was almost three years ago that Professor and Dean Louis W. Rogers presented his proposal for a new curricular review to the MIT community. The first step of the task force's work, a year later, school year there had been a number of isolated reform efforts, some successful, others not. Yet the administration decided that the time was right for a comprehensive concern. A few faculty students from the MIT community to permit them to take a more intensive look into the state of undergraduate educational course. Presumably the report of that committion would have laid the groundwork for further reforms. The result has been summarized and analyzed enough in these pages to make all but a brief report unnecessary. The final report could still stand as a document that could help in developing some interesting and important questions in the area of educational issues. The Rogers Panel (facultly, only this time) was not convened to develop a few proposals for faculty action. After public hearings of the four recommendations in the report, one might be surprised to learn that the three phases of the report reveal a pattern of controversy which may not have been dealt with in any of the meetings. The three phases revolve around the matter of decision, void or suppressed, undergraduates and graduate students four years spent at MIT. At the last, these two proposals have been dealt with at great length within the report. The third proposal to which the entire review should be measured is one that is necessary to raise the important points.

The strain between teaching and research is most apparent in the annual financial decisions. After a few years of success, the promotion and committal factor has greatly attenuated the fiscal year have been made, and no one doubts that the pattern has been established. The annual report for 1971, under new leadership and in a certain sense the faculty action in the report, was a bandwagon firmly by the review process and results themselves.

The Rogers Panel

One of the three Rogers proposals, one of which is still a major question the next reform effort in MIT undergraduate. The proposed education emphasis is the most controversial one in MIT may develop several programs for MIT use or help existing or future educational needs. The combination of a large number of faculty and graduate students. The creation would represent an increase (after all, we already have an Educational Research Center) institutional commitment, which is one of the problems MIT undergraduates face in the future. For more management of the present undergraduate problems, the Rogers Panel went even more radical than the best. The frontiers may present fresh physics or the psycholology behind learning calculus.

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And why nothing may

By Joe Kashi

The recommendations of the Rogers task force on MIT education offer a unique opportunity to upgrade undergraduate an effort to bridge the gap between what student would not constitute a significant drain on the hard-pressed professors' time. On the other hand, expanding academic research within the softer humanities and social sciences. The panel's requirements of discussion with student researchers and thus result in a heavy time commitment.

Moreover, MIT would be forced to discharge the administrative functions. Thus, these proposals would not constitute a significant drain on the hard-pressed professors' time. On the other hand, expanding academic research within the softer humanities and social sciences would appear to be in the interests of student researchers and thus result in a heavy time commitment.

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