requirement, each field would be counted toward satisfying the distribution requirement. Blackston stated at the meeting Wednesday that he felt the major change in the requirement was "the ending of the hierarchy of fields that has been implicit in the structure of the requirement." This hierarchy, he said, was both a cause and an effect of the fact that the subjects available to freshmen who choose more than one major have been limited until recent years to literature and history.

"Student and faculty attitudes have made compelling arguments for opening up the requirement to other fields," Blackston stated.

Administering the system Major responsibilities of the new institutes would be given to a 13-member committee appointed and chaired by the Dean of the School of Social Science and Humanities. This committee, with representatives from each of MIT's five Schools among its members, would be primarily responsible for deciding on subjects to be included on the list of distribution subjects. The charge of the committee is not specifically stated in the proposal that was discussed by the faculty, but guidelines for the subjects on the distribution list were set up. Distribution subjects would "clearly not be intended to reflect departmental or disciplinary concerns narrowly conceived," they said, "but to a certain concern with values," including emphasis on historical perspectives, thinking in theoretical thought, and developing communication skills. This reflects a strong feeling among the faculty of the School that distribution subjects should be broadening experiences, and should involve the writing and speaking skills of MIT students.

Distribution subject new year, Blackston stated, will "probably be the subjects that are set up now for freshman and sophomores, plus a few others that will be designated." He added, "We don't expect to see any curricular change for at least a term, and probably not until 1975-76." The second article in this analysis will deal with the discussions at Wednesday's faculty meeting and some of the controversies involved with the new requirements. (Editor)

The MIT program in the Arts, Humanities and Social Sciences is an integral part of each undergraduate's educational experience. It shares in a program whose objective is to ensure that each student has experience in several of the distinctive fields of study and cognitive styles among them. The program attempts to stimulate an understanding and appreciation of the past as well as of the present, and of other cultures as well. One of the major emphases participation in these areas of knowledge and expressive activities which enrich life. It seeks to develop a broadened awareness of the implications of science and technology for society. The general aims are embodied in an Arts, Humanities and Social Sciences requirement, whose intention is: (1) to ensure that each student has experience in several of the distinctive fields of study and cognitive styles as that the program contain; and (2) to provide for work at a reasonably advanced level in one of these fields.

The offerings in the program cover the fields listed below,

- Anthropology and Archeology
- Linguistics
- Creative Writing
- Literature
- Economics
- History
- Foreign Languages
- Philosophy
- History of Art and Architecture
- Political Science
- Psychology
- Labor in Industrial Society
- Urban Studies

The Institute Requirement

1. Every candidate for a bachelor's degree must have completed a minimum of eight term subjects in the Arts, Humanities and Social Sciences, normally at the rate of one per term. 2. Distribution. At least three of the required eight subjects must be chosen from a specially designated list. Each field is represented on the distribution list by one or more subjects. The three distribution subjects must be selected from three separate fields and are normally to be taken during a student's first two years. 3. Concentrations. No later than the start of the third year of study, each student must declare a field of concentration.

The requirements for Concentration are set by each Field and vary somewhat in form, but they consist basically of either three or four subjects (or closely related tol tol that field. An individual's program of concentration is arranged in consultation with an advisor designated by the field of the student's choice. A student who has already taken a Distribution subject in his or her field of concentration may count that subject as part of the concentration requirement as well.

Minorities: numbers up, but smaller percentages

(Continued from page 1)

hope that 25% of the applicant pool would be women but did agree that the 20% projection was a significant improvement over the 15% in the Class of 1977. The Admissions Office has been pleasantly surprised by this increase in the number of applicants. Most other private universities in the nation are facing the problem of declining applications. One of the reasons why the Academic Council decided to set the size of the 1978-79 class at 1000 was a wish to respond to this increase in interest in attending MIT.

The causes of the increase are not hard to find. Spontaneous reactions from the effect of MIT students' vacation visits to their old schools to a resurgence of science and engineering to the publicity received through the ARC series "What About Tomorrow?" which was based at MIT.

Bloomquist stressed the importance of the effort made by the Admissions Office to increase applications from women. An extensive mailing was sent to 10,000 women who took the SAT last year and expressed interest in fields of education at MIT. This was made possible by the institution by the College Board people of a student search service, which MIT joined at first opportunity. Bloomquist suggested that MIT had gotten a jump on many other institutions by using the services to contact potential applicants.

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