(Continued from page 1)

Value of student representation examined

Tuesday, December 10, 1985

(Continued from page 1)

Student Pugwash, the MIT Disarmament Study Group, and the MIT Hunger Action Committee have urged MIT curriculum reform committees to increase input from students, according to Robin Wagner, a member of Pugwash.

The HASS committee, chaired by Professor of History Pauline Maier, voted Nov. 15 to seek an undergraduate — but not a graduate — representative. The Undergraduate Association Nominations Committee interviewed undergraduates and selected Curtiss Roche, a senior.

"My duty . . . is to represent the undergraduate view as accurately as I can," Curtiss said. "I also feel a personal responsibility to put as much time into this as I can.

"I think I have a good feeling for how MIT students consider the humanities curriculum. . . ." he continued. "For this committee, one student representative is enough since it's a very small committee." The HASS committee has 10 to 11 members, Curtiss said.

Professor of Literature John Hiltner, a member of the HASS committee, said, "I think it's very helpful to have a broad range of students actually experiencing the undergraduate curriculum. . . . He is a very wise and very radical discontent with the present HASS reformation effort, Hiltner said. "There has not been enough time to survey the undergraduate population." He believes that the committee's work is too far along for any student input to be practical.

The School of Science Education Committee, with at least one member appointed by the Tech Forum studies engineering (Continued from page 1)

Another option is to hold the seminars in the same group, Ingram said. She expressed concern "about increasing the faculty's knowledge of the living groups." The Institute must try "more than one approach," she added.

"I think what we're doing now in discussions is try to sort out which of the points of the advising system are clear and which are not," she said. "There needs to be a greater emphasis on advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

"There needs to be a greater emphasis on advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established.

The freshman would then not be as likely to approach his advisor after the first semester.

The seminar should be voluntary, she said, and other methods of advising should be available to the freshmen. The other "good proportion for faculty, he added, because they are a fun seminar method of advising and "rewarding" for getting to know freshmen than there is on undergraduates."

Ingram said the seminar method of advising should be used only in the first semester, because a relationship between the advisor and advisees would then be established. (Continued from page 1)