by examining specific human accu-
scriptions whose geographic val-
assumptions, and social organiza-
tions are different from those that 
that predominate in the contem-
porary United States," the report 

- Historical studies would em-
phasize students' understanding of 
the "process of historical con-
sciousness and change.

- Literary and philosophical 
studies would exercise students' 
abilities to "read and analyze 
texts, and develop their knowl-
edge of literary and philosophical 
traditions."

- A study of the arts would 
emphasize students' understanding of 
the complexities and ambiguities 
of art and the visual arts.

- The committee proposed a 
limit on the number of subjects 
offered in any one category to 
avoid overabundance or redund-
ancy in courses accredited as 
HASS distribution subjects. They 
also suggested frequent and rig-
orous review of these subjects.

"The imperatives for the report 
were a consensus throughout 
the Institute that we needed more 
structure to the distribution sys-
tem ... more academic 
activites bringing people from 
different disciplines together," 
said Ann Finndissey, dean of 
the School of Humanities and 
Social Science.

The committee recommended 
no structural changes in the 
concentration requirement of 
three courses in a single HASS 
area. Instead, they suggested 
the report that "no concentration 
might be implemented through a 
revised freshman seminar system, 
the report suggested.

The proposal would consist of 
a subject or group of subjects 
taught cooperatively by faculty 
members from different disci-
plines. These subjects would 
emphasize students' understanding 
in the context of how they affect 
and are in turn affected by other 
areas of human culture, the 
report stated.

"For example, two or three 
faculty members might offer a 
course on how Galileo's work 
influenced philosophy, art, and 
" (Please turn to page 10)