Statement of the goals, objectives of the CUP
(Continued from page 11)
Greater opportunities should be sought for one-on-one student/faculty encounters — in ways that take into account the diversity of approaches that are necessary to meet the range of needs and learning styles of our students. Every student should have opportunity for at least one close, intellectual relationship with a faculty colleague.

b) The freshman year should allow opportunities for students to explore the full range of career interests and majors. It should be connected to the institution as a whole and be protected from the pressures of departmental programs.

Appendix:
The following statements of the general objectives of MIT's undergraduate program articulate at various points in MIT's history testify to a long-term institutional commitment to a balanced undergraduate education:

"The purpose of the Institute, broadly expressed, is to train educated citizens, and to educate them so broadly and liberally that they may possess varied sources of enjoyment, and may be fitted to fulfill their domestic, social, and public duties as parents, gentlemen, and citizens. It aims to combine a technological with a cultural education — to make professional leaders, who at the same time are broad-minded [people]." [From "The Ideals of the Institute," Professor Arthur Ames Noyes 1886, chairman of the faculty, Technology Review, 1905]

"Undergraduate education in a technological school has two objectives: the professional and the general. The professional objective is to prepare [students] for a certain kind of work in society. The general objective is to develop the character traits, the intellectual habits and skills, and the understanding of nature and man that an educated person should have, regardless of the kind of work [he does]." [From The Report of the Committee on Educational Survey (Lewis Committee), Dec. 1949, p. 19]

"We must preserve our emphasis on education. We have a responsibility to educate our students for civil leadership as professionals and as citizens of the world. Our responsibility to them, and to the generations that will follow, is to support them in the development of their intellectual powers; to help them shape their values and attitudes toward increased caring and compassion; and to encourage their personal growth as creative, sovereign human beings." [From the inaugural address of President Paul E. Gray '54]

MIT defends shanty removal
(Continued from page 1) arrests, asked why the administra tion called the Cambridge police before making any attempt to discuss the removal of the shantytown.

Pett also questioned the administration's concern for the arrested students' safety. Michael Levine '86 was on the roof of a shanty when Dickson ordered a physical plant worker to pull the wall out from under him, Pett charged.

Associate Provost S. Jay Keyser said, "Here's my bottom line: I don't want anybody to hit anybody. [But] once the machin e is in motion, it has a life of its own. If a Campus Police man puts a hand on you be you be ar rested you." Alex Roesen '88, one of the eight students arrested, said that the administration was trying to quiet students in an attempt to quiet him and other protesters.

Keyser admitted that there should have been more discussion between the administration and the Coalition while the shantytown was in place. "There was no mechanism of discussion," he said.

Simionides said he believed the administration seriously considered both student and faculty demands for full divestment. But a commitment to listen does not imply a commitment to comply with demands, he stressed.

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