Educational reform committee reports

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issues. Such education would involve more exposure to economics, poli tics, and organizational and behavioral science. 

Students criticize environment 

Compared to the HASS committee, students have been critical of the structure of the HASS requirements or breadth of exposure in the curriculum. The most commonly voiced complaint at public discus sions concerned the educational environment and working at MIT. 

Professor of Electrical Engineering Herman A. Hess '54 agreed that a problem with the present curriculum is that excessive material has to be covered. There have been no concrete pro posals at all for reforming the work load at MIT. As far as environment is concerned, Hess observed that Kerrebrock ex counsion recommended increased publicity and expanded support for Institute Colloquia in its pro gram. 

The science core 

The Science Education Committee has proposed replacing the current list of science distribution courses with a new set of courses "aimed at giving some sort of general science exposure," said Arthur P. Mattick, head of the mathematics department and a member of the committee. 

The revised list would contain up to 15 courses in the School of Science. The present science distribution requirement was de signed to allow departments to tailor exposure to science subjects to the needs of the departmental program and to provide breadth of exposure in science. 

"Some of these subject areas are highly specialized and oriented towards specific departmental programs, the accuracy of the requirement has been obscured," the committee's report stated. 

All students are presently required to take three science distribution courses, but chemistry does not departm ents incorporate some distribution courses into their degree programs. As a result, many students never take general science courses outside their degree requirements. 

The Science Committee was generally satisfied with the fresh man science courses in physics and calculus. Some committee members opposed the use of Introduction to Subs ice Chemistry (3.093) to fulfill the Institute Requirements. The committee stated that Principles of Chemical Science (3.11) "pro vides a valuable introduction to modern chemistry," while 3.093 "is a course view of chemical science dealing mainly with solids and defects in solids." 

The Kerrebrock Commission proposed an "Introduction to Engineering" course for freshman and non-engineering majors, which would "provide the general approach to engineering as opposed to discrete disciplines such as thermodynamics and fluid mechanics." 

Last summer the Department of Electrical Engineering and Computer Science proposed offering an intensive version of Structure and Interpretation of Computer Programs (6.001) during the Independent Activities Period instead of spring term. The department later withdrew the proposal. The proposal, which may be resubmitted for January 1988, raised concerns about "extending the frenzied pace of MIT" through January," said David G. Wilson, chairman of the 1987 committee and professor of mechanical engineering. 

Proposed to establish College of Liberal Arts undergraduate 

The Committee to Design an Integrative Curriculum in the Liberal Arts, chaired by Leo Marx, professor in the science, technology, and society program, proposed that MIT establish a College of the New Liberal Arts in the committee's interim report released March 1986.

The Kerrebrock Commission was discharged and the Committee on the Implementation of an Integrative Curriculum in the Liberal Arts now charg ed with examining the feasibility of establishing a "new" college. Several important reformatory measures were also on the state ballot. Massachusetts voters rejected an anti-abortion proposition, rejected a measure to favor a hazardous waste control measure, and repealed mandatory seat belts. Voters also called for extending the Independent Activities Period instead of spring term. 

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The UA posted a "flame sheet" asking students to voice their opinions on the MIT's racial climate. "I wouldn't consider myself a minority student to voice opinions on the racial climate at MIT," said Peter Steverson, a junior. "I feel isolated. He posed the ques tion, "Have you ever been the only white person among a bunch of minority students who were never asked to speak to a white person?"

The Kerrebrock Commission proposed establishing "Teaching Chairs" for faculty "men toring" their own students. The chairs would be awarded to new-tenured faculty in recognition of uncommon achievements in teaching identified during tenure review. These faculty members would devote a major portion of their time to teaching duties.

The report on MIT racism

Most students agreed that someone will have to take the init iative in order for integration and progress to be made. 

"It might be a natural tendency to live with familiar groups, but self-segregation tends to cause segregation at MIT," a graduate student said. "I've been at MIT for six years, and I've lived in six different living groups. Only this year have I had the opportunity to get to know a black person." 

Students question tenure process 

MIT students called for a review of the faculty tenure process. They proposed that tenure be awarded by the deans of the various schools. 

The Undergraduate Association asked the MIT community to support more minority students at the Institute. "I'm sure this would be a good investment," said a junior. "I don't think we have enough minority students at the Institute. We need more minority students." 

The Kerrebrock Commission proposed establishing "Teaching Chairs" for faculty members whose ability in the classroom is exemplary. The chairs would be awarded to new-tenured faculty in recognition of uncommon achievements in teaching identified during tenure review. These faculty members would devote a major portion of their time to teaching duties.