Reports debated by faculty
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established in the first place, he said.
One professor who had taught a freshman seminar thought that some complaints about freshmen overloading during their second semester were justified, but he did not favor the CFYP's proposal. He suggested that some students be designated as pass/no-credit and all others be put on grades.
Kerebrock responded that pass/no-credit subjects might develop "second-class" reputations, and that the only way to require pass/no-credit stem from the current proposal, because student quality of life is better. He suggested that pass/no-credit was especially good for students who were not sure whether they belonged at MIT.
Associate Professor Edward F. Crawley '68, who said that he had been strongly against freshmen pass/no-credit when it was first introduced, but now supports it over the current proposal, because student quality of life is better. He suggested that pass/no-credit was especially good for students who were not sure whether they belonged at MIT.

Tsongas's message on education
(Continued from page 1)
other, the school would complement each other and thus improve the level of public education in the state. By focusing on one good public institution, we will be able to "compete with the private," achieving the "commitment to excellence that MIT is known for," Tsongas said.
Tsongas contended that this commitment because the Institute was "well-propagandized" and MIT graduates, often debated on specific points with his father, a Harvard alumnus. There is an "assumption of superiority" at MIT, he explained, which is an "enormous strength.
Tsongas said that his model of a successful school, Tsongas criticized those who are "whiny-washy" because they are trying to satisfy everyone. "People are a lasting importance which are washy because they are trying to please everyone. They are even more trouble getting through sophomore year. Second-term grades, therefore, might help "relieve pressure downstream," while the new credit/no-credit options would act as a safety valve.
Science core changes
Professor David N. Wosnely '62, co-chair of the SEWG, said the group's proposal, if passed, would be the first major change to the undergraduate core in 25 years. The proposal calls for the addition of a two-term chemistry-materials-biology sequence to the Institute requirements, and also for an updated syllabus for freshman physics classes. Dean of Humanities and Social Science Anne F. Friedlaender PhD '64 was concerned that some students would see the expanded chemistry-materials-biology requirement as an additional restriction on their freedom. Reiterating the controversy over HASS-D reform in 1987, she advised not to make the system too rigid.

To encourage feedback, the CUP will sponsor forums for faculty to discuss the issue in the next two months.

To Tsongas, "culture and the suburbs," he said, that it might actually help pare and pressures. Students, he said, sometimes do poorly in their second term and have even more trouble getting through sophomore year.

Tsongas also criticized Route 128, commonly referred to as "America's technology highway," because it is "not rooted" in any specific city or town. "One cannot divorce oneself from society," Tsongas contended because the type of "every-man-for-himself" ideology which results cannot provide the "quality of life that a caring society is all about," he said.
Tsongas felt that "the most important persons in society is a successful CEO with a social conscience." He applauded MIT's "important move" toward a more well-rounded education, that stresses humanities as well as science. Since many MIT graduates start their own businesses, a "proper grounding in humanities is essential," Tsongas commented.

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