Studies brain, electric fish

Biophysics intrigues Rosenblith

(Continued from Page 1) Related research program on electric fish.

Norbert Weiner

While a research fellow at the Poyelo-Acoustical Laboratory, which he joined in 1946, he met Norbert Weiner at a colloquium on information and entropy. Dr. Rosenblith regards his acquaintance with Weiner as "the most important accident in my scientific career." Large as a result of the associations he formed at Weiner's supper seminars, he joined the MIT faculty in 1951 as an associate professor in the Department of Electrical Engineering and a staff member of the Research Laboratory of Electronics.

Interdisciplinary science

Characterizing himself as a "biophysicist who came to physics," Dr. Rosenblith stated "to develop a style of experimentation which would permit us to study the brain as a physical machine with a biological function." His acquaintance with the Research Laboratory of Electronics has led him to suggest that one of the great functions of such an interdisciplinary group revolves around its "innovative spirit," and "a peculiar capability... to give rise to new disciplines - disciplines of a new kind, psychology of a new kind, organology of a new kind, new technological capabilities." Social problems

Furthermore, his interdisciplinary investigations have led him beyond the confines of physics, engineering, psychophysics, and neurophysiology. For example, he reflects that his studies of noise in industry "taught me to a good number of social problems which could be eliminated by applications of technology." In addition to teaching many of the standard electrical engineering courses, Professor Rosenblith has developed some of his own in the area of bioelectronics.

Chairman of CEP

Recently elected chairman of the Faculty Committee on Educational Policy, Professor Rosenblith "as one of many drugs" with which to cure MIT's educational problems. "For the time being I'm listening and trying to become aware of the problems area." Despite his caution, though, certain of his views on education and MIT are very well defined. Emphasizing that "all the components of the educational system are changing," Professor Rosenblith believes that educational institutions have "unique responsibility to reflect such changes" and requires a "dynamically oriented security." That is, the most important thing to do is to find and institutionalize ways of instilling the taste and ability for learning, as a lifetime process. This is not to suggest that change, per se, is desirable for, although "there is a lot of gimmickry in today's education," "just to look different every day does not mean that we are responding to the needs."