"People around here won't hope unless you give them something to change into."

"We must select a future adequate to our needs."

Introducing MIT

(For the second year we are pleased to present a series of excerpts from one of MIT's numerous "Get Acquainted" booklets, which the Institute publish in the interests of providing "a quick, realistic picture of MIT," as the Director of Admissions succinctly phrased it in a letter printed in this paper last year. Though we recognize Dr. Greely did not find our first effort "constructive," we do appreciate the constructive criticism from his office, which, we hope, has enabled us to do a better job this second time around.

We note with interest recent revisions in the latest edition of the booklet at hand, including the disappearance of several of our favorite sections. In turn, we have revised much of our work, and are confident a careful reading will reveal constructive criticisms throughout.)

Page 3. The Community: "MIT is a centralized university which takes advantage of its urban environment in every possible way. The Institute combines the benefits of an insulated campus with full advantages derived from the Boston area and its cultural, historical, military, and technical facilities. Within a radius of three miles are scores of universities with which MIT amicably competes for land, housing, and control of local governments. A few miles farther away is Wellesley College, with which MIT has reciprocal cross-pollination privileges."

"The MIT community includes 7,400 students, of whom some 500 are women."

Page 4. The Undergraduate: "MIT has been described as an educational institution, its students must have the ability to find and make their own education; they must develop the perceptive and cognitive abilities to realize that it doesn't derive from their academic programs. In turn, MIT takes the fullest advantage of its student body with 34,900 students, including 1,500 visitors, 4,000 students, and 500 students..."

"A powerful curiosity about things not understood permeates every classroom."

Page 5. Undergraduate Academic Programs: "Students who enter MIT are preselected for their technological potential...

At the same time MIT recognizes its responsibility to provide a liberal patina of humanities and social science... Emphasis on fundamentals and getting things right are central to MIT's educational philosophy."

sense of the quantitative, a critical analysis of the cause of facts, and a demand for persistent, rigorous, motivating learning at the Institute."

"The curriculum tends toward breadth rather than narrow specialization. To this end, MIT's academic programs may be flexed and opened-ended."

"Today, the increasing recognition of science and its application to industry and government is reflected in MIT's research in management, economics, political engineering, mass and absorptive psychology, city planning, and military science, based upon the traditional income from industry and government—still the dominant 'majors' here."

"The scope of MIT has always been wider than its title 'Institute of Technology' might suggest."

(Adapted from "MIT and the End of Our Technology," in the book "Innisfree: The End of Our Technology," by Jerry Wiesman, MIT's president-elect, said: "and most paraphrase since I am a student at MIT and I am afraid of the law")

books:

**Edge of History**

By Bruce S. Martin


In stressing our industrial technology to the limit, we have, in fact, reached the limit of that very technology. Now we ascend to the level of the future. No matter how much we may hope and dream, success, there remains light enough to see us through; it is the approach of a climax in human cultural evolution."

For, in addition, depletion of natural resources, and the breakdown of all our social, political, and economic institutions—simultaneously—have raised the doubts about the continued viability of our civilization. Here at MIT, Prof. Jay Forrester outlined "Networks - World Dynamics - has even computer program the US to run short of fuel. Or we shall pollute the air too much, or generate too much waste in the process of industrializing underdeveloped nations. Or overpopulations may force an industrial and technical collapse of the developed nations. Or we shall achieve a balance and through sophisticated management, but at the price of creating a situation in which the integrity of our own organization, against which the young rebels will revel, may become increasingly illusory."

"Many grave possibilities. At this point in our future, where future is taking shape, we can see little except that we cannot get decent, meaningful, productive information; must now overtake this world, and for all that the young rebels have done, or will do, or lose themselves."

"Having torn loose from his old history, he finds himself welcomed into the social sciences, he is transformed into the social sciences; he is transformed into the social sciences of the ideology of the student body, which body of unjustified and outlined the shape of the future for the first interest in the imagination of history, and has effects on the individual."

The idea of history has what been and what shall be the history. This puts the lie to many are already rebelling."

For William Thompson, MIT's president-elect, said: "and most paraphrase since I am a student at MIT and I am afraid of the law"

"We bring these men here; we turn them loose from his old history, and then they tear around and do this."