Facility okays interdisciplinary degree

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In his experimental education, Wiener said he saw "great excitement." At a different time in his address, he suggested that MIT "look at the assumptions we ought to make about student trends," this, he emphasized, is the "key question." He also said trends, "this, he emphasized, is we ought to make about student MIT "look at the assumptions

Porter-immediately preceded Wiener with a report on his School. He pointed out that it was moving into a "much broader front" with increasing interest in "social and scientific intervention." Conceptions and concerns in the School, he emphasized, are shifting, with the change manifesting itself in the areas of education, professional roles, and the ways the School shapes its direction.

In education, Porter saw the need to teach "a wider range of skills." The groupings within the school, he noted, are constantly changing, and frequently cross departmental boundaries. The evolution of a School Council and an education and research development group, he explained, is one of the ways in which the School's patterns of self-direction are changing.

Dean Robert Albert of the School of Science introduced the motion to establish a special interdisciplinary program in his School. He traced the development of the XII-B option from 1968, when 16 students were enrolled, to the present academic year, noting the divergence of interest the participating students expressed.

During the questioning, following his presentation, Albert explained that the program was meant to be one of small enrollment. He explained that a large enrollment would be taken as an indication that the interdisciplinary program was imploring on the existing departments. While there is no explicit quota in the proposal, Albert pointed out that the Interdisciplinary Science Committee, which is to review the programs of all candidates, could control the enrollment informally.

Responding to questions, Fano warned that difficulties could arise in the interface with the outside world, "where MIT cannot always control the situation." He concluded with the remark that the committee "did not run into serious intentional violations of privacy," but observed a great deal of insensitivity to the issue.

Social critic assaults health care programs

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the label for laymen, and greater availability of appendages and similar hardware.

For an hour and a half Ilich fielded questions, often drifting to other topics of discussion. When speaking of education, he compared it to alchemy—taking base elements, heating them up and making them rise into a higher plane. The law supports discrimination in favor of those who consume more schooling, yet, he said, the per capita book consumption for high school graduates in the US is lowest in the world and going down. He cited a case where the Supreme Court said an employer must prove education is job-related before using it as a criterion for hiring.

Illich said there is the same exclusive professionalism in law as in medicine. When asked how the mythology of the doctor might be challenged, he compared the situation now to the attitudes toward priests and education.

cators 15 years ago, Illich looked forward to the opening of academic coffeehouses for learning where medical information would be freely disseminated in the future.

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