More than partners?

(Continued from page 4)

the California institution. Yet all-potent institutional forces have an obligation to try to structure their activities in a way that will ensure the widest possible benefit and it is not clear MIT is meeting that standard.

It is a changing world. One of these changes is the possibility of substantial, detailed communication between decentralized set-

ings. That makes high caliber, off-campus education a possibility. It has resulted from technological innovations of the very kind MIT-based research promotes. And, sadly, MIT is not responding fully to the opportunities created by changes it has helped initiate.

Paul E. Grey

As I take up the duties of the MIT presidency, I would like to develop opportunities to better understand New England industry — particularly Massachusetts industry. I want to understand industry's problems, its expectations, its hopes for the future. I want to understand particularly how MIT might strengthen further, in the contemporary setting, its long-standing ties with industry, and especially local industry.

To do this, in the coming months I plan to begin an ongoing, informal dialogue for representatives from MIT and industry — a mechanism through which we can consider issues of central, mutual importance — with frank discussions of how to define more precisely the current and future educational needs of New England's high-technology industries. I will need help and advice, both in organizing these conversations and in making the dialogue meaningful.

Since its founding, MIT has been a partner in a mutually supportive relationship with industry and that relationship is in good health today. Our academic roots are in American industry. We began as a school of applied science, with a primary emphasis on engineering, architecture, and

Graduate level enrollments in engineering have increased by about one-third and we have been consistently among the top-rated schools in the numbers of graduate degrees awarded. At the undergraduate level, the trend have been even more striking. From 1970 to 1980, undergraduate enrollment in the School of Engineering nearly doubled, so did the number of bachelor's degrees awarded annually.

(Please turn to page 6)