Creating a socially powerful curriculum

In his inaugural address, President Paul Gray called for an examination of the character of the MIT educational experience. The Committee on Educational Policy has enthusiastically responded with a preliminary report on its undergraduate curriculum.

While adequately dealing with this, Gray's second major challenge, the CEP has completely ignored his first: "the reeducation of science and technology as socially powerful activities.

Gray pointed out that an understanding of the social, political, and historical aspects of the technological enterprise must be "built into the academic program of our students."

Major changes in the structure of the curriculum are rare. If not included in the current review, the issue of how best to integrate students of science and engineering with a concern for the ethical and social consequences of their work will not be resolved for many years.

It is essential that MIT students be taught their science and engineering courses with a sense of responsibility to society. When inadequately explained to the non-technical public, technology becomes its own worst enemy. Now, while the mechanics in place, the CEP must address the pressing question of how to train engineers and scientists to communicate both the problems and promises of their trades.

The CEP's failure to carry out this promise by integrating some of the aforementioned concerns into the present discussion of the humanities requirement. Consideration might also be given to incorporating new aspects of scientific ethics into science distribution subjects.

To be complete, however, the review will have to deal with the difficulty of teaching science to undergraduates. The administration and Society fits into Gray's vision of MIT as a center for developing a "more complete science and technology."

Students of science and engineering need to be aware of the ethical importance of their work. The intellectual commitment by some of the aforementioned concerns into the present discussion of the humanities requirement. Consideration might also be given to incorporating new aspects of scientific ethics into science distribution subjects.

Post-election advice

Wednesday's election of an Undergraduate Association President and Vice President was a refreshing breeze amid an air of heightened expectations. Even with a 45 percent voter turnout, the largest count in over a decade, the winning UAP/VP team was able to garner almost half of the ballots cast. Although the socioeconomic campaign wavered in places, and the more prominent efforts by the UA, the clear victory is both a call to added student government accountability and an indication that the expectations of the UI of Fall are as real for a leader in socially useful science and engineering education.

I was having dinner last week in a nice New York restaurant with three friends, all MIT people. The atmosphere on my left asked for a table by the window.

"Certainly," the waitress replied, "then that will be fifty cents extra."

"I don't mind," my friend told her, "I'll pay the extra, but I just want to point out that this is clearly a misprint."

The waitress gave us a puzzled stare, and I almost slapped myself on the cheek for making such a silly mistake. Why didn't I just say what she normally is?

Many MIT students and alumni have a very anxious habit. They often forget that the whole world does not know what they are saying, or doesn't care. What may not rate an eyebrow among four engineers may often pass as Paraguayan to the "average" human being. The gentle bread to restore my appetite.

Only an MIT person, as best as I could tell, would ask about the default case, i.e., instead of just asking what the state normally is.

Many MIT students and alumni have the most annoying habit. They often forget that the whole world doesn't know what they are saying, or doesn't care. What may not rate an eyebrow among four engineers may often pass as Paraguayan to the "average" human being. The gentle bread to restore my appetite.

Writing a fresh piece of software attractive to potential undergraduate students can be a difficult task. There is a risk that the code will not be of use to students.

Many MIT students and alumni have the most annoying habit. They often forget that the whole world doesn't know what they are saying, or doesn't care. What may not rate an eyebrow among four engineers may often pass as Paraguayan to the "average" human being. The gentle bread to restore my appetite.

A fresh piece of software attractive to potential undergraduate students can be a difficult task. There is a risk that the code will not be of use to students.

The administration must realize that, with such a mandate from the undergraduates, this UAP can truth be an effective voice of student opinion. DeRubens' shopping list of proposals should be carefully considered, and supported when appropriate.

More importantly, however, the Administration must respect both the UAP's personal opinions and his role as a conduit for the opinions of the students.

To the Editor,

The recent pro-military letters in The Tech (Mar. 10, Todd Quachrehbush, "The Panama canal") are representative of an attitude that is factually indefensible.

As a commercial enterprise, the Panama canal is not only helpful in improving the political climate. Their basic contention is that there are powerful, repressive authoritarian countries in the world and that we must keep up our military strength to defend freedom against them here and elsewhere.

Rather than drawing up a blueprint for what our military should do, let's look at what it does do. If its purpose were to conduct the world against the Soviets, we would have done something in Afghanistan, Czechoslovakia, and Hungary. Rather, it has been used in Korea, Vietnam, and the Middle East, and not much has come of it. The Soviet Union, in Vietnam and El Salvador, which were popular, non-Soviet revolutions, and Littleton, which invaded East Timor. The military is used not to quell the Soviets but to keep our own side.

Another aspect of the global view of these writers is that our role in the U.S., and ours alone, is to keep the military trained and up to date. This conclusion is supported by looking at some statistics of American military power. Our economic programs, and our military is supported by the threat of Soviet imperialism. (At the time of this writing, the U.S. forces being used in the war in Afghanistan are not the forces that the Soviet Union has in that country.)

What would be the effect of a sudden decrease in American military power? For one, our economic position would be at stake. This would be an effective form of terrorism. We have already experienced how much of our military is used in the U.S. against us.

We would be in a much stronger position to negotiate with the Soviets. It is the U.S. military that is the most powerful and the most feared. If the Soviets were to decrease their military power, we would have more leverage in negotiations.

We need to be prepared for a sudden decrease in American military power. This would be an effective form of terrorism. We have already experienced how much of our military is used in the U.S. against us.

We would be in a much stronger position to negotiate with the Soviets. It is the U.S. military that is the most powerful and the most feared. If the Soviets were to decrease their military power, we would have more leverage in negotiations.

It is essential that MIT students be taught their science and engineering courses with a sense of responsibility to society. When inadequately explained to the non-technical public, technology becomes its own worst enemy. Now, while the mechanics in place, the CEP must address the pressing question of how to train engineers and scientists to communicate both the problems and promises of their trades.

The CEP's failure to carry out this promise by integrating some of the aforementioned concerns into the present discussion of the humanities requirement. Consideration might also be given to incorporating new aspects of scientific ethics into science distribution subjects.

Post-election advice

Wednesday's election of an Undergraduate Association President and Vice President was a refreshing breeze amid an air of heightened expectations. Even with a 45 percent voter turnout, the largest count in over a decade, the winning UAP/VP team was able to garner almost half of the ballots cast. Although the socioeconomic campaign wavered in places, and the more prominent efforts by the UA, the clear victory is both a call to added student government accountability and an indication that the expectations of the UI of Fall are as real for a leader in socially useful science and engineering education.

I was having dinner last week in a nice New York restaurant with three friends, all MIT people. The atmosphere on my left asked for a table by the window.

"Certainly," the waitress replied, "then that will be fifty cents extra."

"I don't mind," my friend told her, "I'll pay the extra, but I just want to point out that this is clearly a misprint."

The waitress gave us a puzzled stare, and I almost slapped myself on the cheek for making such a silly mistake. Why didn't I just say what she normally is?

Many MIT students and alumni have the most annoying habit. They often forget that the whole world doesn't know what they are saying, or doesn't care. What may not rate an eyebrow among four engineers may often pass as Paraguayan to the "average" human being. The gentle bread to restore my appetite.

Only an MIT person, as best as I could tell, would ask about the default case, i.e., instead of just asking what the state normally is.

Many MIT students and alumni have the most annoying habit. They often forget that the whole world doesn't know what they are saying, or doesn't care. What may not rate an eyebrow among four engineers may often pass as Paraguayan to the "average" human being. The gentle bread to restore my appetite.

A fresh piece of software attractive to potential undergraduate students can be a difficult task. There is a risk that the code will not be of use to students.

The administration must realize that, with such a mandate from the undergraduates, this UAP can truth be an effective voice of student opinion. DeRubens' shopping list of proposals should be carefully considered, and supported when appropriate.

More importantly, however, the Administration must respect both the UAP's personal opinions and his role as a conduit for the opinions of the students.

The Tech

Brian J. Glass '82 - Chairman
Stephanie Atlas '82 - Co-Chair
Jon von Zel sözleşme '82 - Managing Editor
Richard W. Epstein '80 - Business Manager
Volume 101, Number 112
Tuesday, March 17, 1981

PRODUCTION STAFF FOR THIS ISSUE

Night Editors: Cindy Delling '81, Rich Sat '82, Staff: Sheena '81, Robert W. Leauch '80, Margaret Polack '80, David Shew '82, Stuart Glowing '84

The Tech (ISSN 0146-9027) is published twice a week during the academic year (except during MIT vacations) weekly during January, and once during the summer months. The Tech is distributed to all students living in dormitories and to those living in trailers in the residential area. The Tech is published by The Student Publications Corporation of MIT. No part of this publication may be reproduced without the written permission of the Tech. The Tech is printed by Charles River Printing Inc.