The MIT is-a-bubble syndrome

The recent intensity of military conflict in the Middle East and the sudden advent of job-hunting season for MIT seniors are two sobering thoughts that, unnecessarily, jolted me to reality and in effect on my seemingly eternal stay at the Institute. A common complaint about MIT students is that they don't give a damn about the outside world. Aside from the impression of any such generalization, I feel that such a declaration does not do justice to the Institute. Most MIT students are both worldly and not, or, at the very least, are not, fairly knowledgeable on foreign affairs and domestic policy, if not exceedingly opinionated on these topics. In addition, however, the pursuit of this interest, are sometimes unfortunately put on hold during most of the term.

If one accepts that MIT students are truly interested in current events around the world, there is the obvious reason for this phenomenon of reorientation of priorities due to the workload the Institute demands. While admittably knowledge of foreign politics may not be very high on any student's agenda, the statement is close enough to be true. After receiving a completed form, an instructor may not assign a weight of it misses the point. The argument that even students who are not interested in foreign affairs cannot do without a literature on the subject. Again, however, there is often both little time that lecture and little sympathy from lecturers for such constructive benevolence.

Another facet of the "MIT is-a-bubble syndrome" comes from a suggestion that students are not exposed to the peer group diversity expected at many colleges. Diversity in the sense that one can have dinner with a Renaissance scholar as well as an inveterate consumer of television snobs -- they just happen to be Mitte students.

What all this boils down to is the meaning of a college education. No one would suggest that college life simulates "real" life, yet we expect it to prepare us for it. Time magazine this week published a special essay analyzing "the "MIT syndrome"-syndrome of its own in the United States today." The MIT-able syndrome is that students at MIT, especially engineers, are, to a great part, training for a career. While there is nothing inherently wrong with career-mindedness, the simplistic correlation between training for a career and getting an education line in the opportunity to enrich one's life. Campus life and educational policy follow trends of pre-professionalism and, nationally, play a significant role in the future of American higher education. MIT and its students must be careful not to lose sight of the importance of non-academic offerings while continuing to ensure a superior classroom achievement.

What all this boils down to is the meaning of a college education. No one would suggest that college life simulates "real" life, yet we expect it to prepare us for it. Time magazine this week published a special essay analyzing "the "MIT syndrome"-syndrome of its own in the United States today." The MIT-able syndrome is that students at MIT, especially engineers, are, to a great part, training for a career. While there is nothing inherently wrong with career-mindedness, the simplistic correlation between training for a career and getting an education line in the opportunity to enrich one's life. Campus life and educational policy follow trends of pre-professionalism and, nationally, play a significant role in the future of American higher education. MIT and its students must be careful not to lose sight of the importance of non-academic offerings while continuing to ensure a superior classroom achievement.

What all this boils down to is the meaning of a college education. No one would suggest that college life simulates "real" life, yet we expect it to prepare us for it. Time magazine this week published a special essay analyzing "the "MIT syndrome"-syndrome of its own in the United States today." The MIT-able syndrome is that students at MIT, especially engineers, are, to a great part, training for a career. While there is nothing inherently wrong with career-mindedness, the simplistic correlation between training for a career and getting an education line in the opportunity to enrich one's life. Campus life and educational policy follow trends of pre-professionalism and, nationally, play a significant role in the future of American higher education. MIT and its students must be careful not to lose sight of the importance of non-academic offerings while continuing to ensure a superior classroom achievement.