THE TECH
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THE PROTEST

It is customary for Prexy, the Dean, the heads of courses, and many others in addresses to the Freshmen each year to advise the new men to derive the greatest possible advantage from their four years at the Institute. Almost without exception these older men advised the Freshmen to get into the college life and to take part in the student activities. That so great a unanimity of opinion exists on this point proves sufficiently that the outside work which a student does while at school is of as much value to him in after life as the things which he learns from his books. Yet with all these words about student activities, how small is the number of the Instructing Staff who will prove to a student by deeds that there is something better in life than mere grinding: and how great is the proportion of teachers who will assign a lesson on Friday with the announcement that the work will be marked zero if not received the following morning, notwithstanding the fact that there may be a class dinner or some other equally important student affair that evening.

Consider the number of teachers who assigned lessons on the Thursday or Friday of Field Day week with the lessons due the following day, when they knew for certain that every underclass man and a large number of upperclassmen would be at the Field. Thursday night and at the theater Friday evening. The Instructors may say that if the student has a lesson to prepare he should stay at home and prepare it, but, if this is the sentiment of the teachers, why have they put Field Day on Friday, when they know exactly what the result will be? Why do they allow the students to use the Union during the week when a large number of the men present are neglecting some work which is due on the morrow? Everything seems to point to one conclusion: In the abstract the professors believe in giving something more than grud, but very few of these same professors are willing to depart one iota from the hard and fast rules which they have made for the regulation of their classes. In short they advise the men to rub elbows with their fellows, at the same time placing such obstacles in their way that only a very few, exceptionally clever, men are able to follow the advice with any chance of graduating within the proper time. The objections, moreover, are not the lessons themselves but so much as the regulations which accompany them.

What does the professor who gives out his problems directly demands that they be returned by a fixed time on a certain size paper get from his students other than profundity, which the professor who gives out his work once or twice a term to be done sometime in the next six weeks on any convenient paper does not get. After all what difference does it make provided that the problems are neat and are presented in sufficient time for the professor to make out his marks? Perhaps it is a little more convenient for the man who marks the papers, but it is equally inconvenient for the fifty or sixty who do the work.

A student goes to a college or to a technical school to learn to think, to know how, and to absorb a few facts (Continued on Page 3)

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