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THE STANDARDS TO BE PLACED.

(Continued from page 4.)
sional ethics, engineering honor and true devotion to the good of the State.

Whatever may be the sequence of studies, the ramification of "electives," or the emphasis upon this detail or upon that, the student should never be allowed to become so confused by these minutiae as to lose sight of what he goes to a school of applied science for. In the student's own mind he goes primarily to obtain certain information, a measure of technical skill and a scientific jargon which will enable him to secure and to hold some remunerative professional position. If this mental attitude is not rectified, or is encouraged by the placing of too much emphasis upon technical information, "knacks," formulae and phrases, the youth will devote himself zealously, even enthusiastically,—but none the less fatally,—to things which, without the higher aims, are but the chaff of education. The strongest evidence of a Freshman's lack of education is that he does not know how to appraise those tasks which he must or may do, but that he does not understand what the world is going to demand of him as the price of real professional success.

To educate him, therefore,—in the right meaning of education—the school of applied science must not content itself with giving him that technical information which, to his untrained vision, is all that he requires; it must hold before him and must teach him to understand the value and importance of those higher standards by which his work as a man and as an engineer will be judged by his future employers, by his associates and by the world at large. He cannot foresee, therefore he must deliberately be made to appreciate, that behind and underneath his technical information and scientific skill he should possess at least three other things; seriousness of view, breadth of mind and a sense of civic responsibility. With the first he will learn how to measure and control his own life; with the second he will learn how to weigh the lives of others; with the third he will learn how to place himself and all he does into right perspective with the whole order of society; and with all three together he will be ready to meet and conquer practically every one of those problems, moral, social, or technical, with which his life is certain to be filled.

To keep these large purposes and true aims of education before themselves and their students is extremely difficult for the teaching staff, engrossed as they must necessarily be in the thousand details of teaching and discipline, and hounded as they are from without and within to equip their students (like automobiles) with every latest device for technical speed and efficiency. That the faculties of most schools of technology have been able to preserve the wider view is cause for wonder and congratulation. With the greater specialization and haste of modern life, however, they will find this to be increasingly difficult unless they receive organized and unflinching help from those who stand far enough from the details of instruction to see that teaching in proper perspective and to measure its real results. The two bodies near enough to the school of applied science to understand its internal methods and aims, and yet far enough away from it to gauge its final influence upon young men and its ultimate effect upon the industrial and social structure, are, of course, the Trustees and the alumni. In every way possible they should identify themselves with their college and its undergraduates; and, while refraining from interference with the details of courses or of teaching, should keep clearly before the students those real aims and ends of all higher education which their experience of life should have made them clearly see. Just how they are to do this is not within the present scope even to suggest. Moreover, no two colleges of science would approach the problem in the same way. But that these high standards must be held before the undergraduates of all such colleges, and that the Trustees and alumni must give conspicuous help in doing so, are, I think, self-evident truths in higher education.

JAMES PHINNEY MUNROE, '82.

TECHNOLOGY WELL REPRESENTED IN CHICAGO.

Professor Talbot has just returned from Chicago where he attended the meetings of the American Association for the Advancement of Science, and of the American Chemical Society. He is vice-president of the latter and acted as chairman of Section C, presiding at several meetings. Technology was also represented by Professors Prescott, Bartlett, Swain and Woods.

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