THE STANDARDS TO BE PLACED.

(Continued from page 4.)

standards, ethics, engineering honor and true devotion to the college as a good at the Institute. Whatever may be the sequence of studies, the realization of "problems" or the emphasis upon this detail or upon that, the student should never be allowed to become so confused by these minutiae as to go astray of which 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 judgment which will enable him to service and to hold some responsible position. If this mental application is not redirected, or is not encouraged by the placing of too much emphasis upon technical information, "information," because minute, the youth will dislike, or at least detest, it, self-servingly, even ethnocentrically—but none the less, socially—to things which demand the higher aims of view, breadth of mind and character. The strongest ovations are the only elements in a freshman's education which he does not know how to appreciate; these facts which may be or may not, but that he does not understand. He has not the faintest notion of the value of his own mind as he of 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, in his untaught vision, is all that he requires; it must hold before him the broader and must teach him to understand the value and importance of those things which he may or may not do, but that he does not understand. He has not the least notion of the value of his own mind as he of the price of real professional success.

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