LOGIC OR SCIENTIST?

As it is with all great issues, there are several sides to this mat-

terial. A logical teacher, by exponents of the Euro-

pean idea, has it pointed out recently that the school's
guaranteed their students much better training

does in that he may work

under professors who are peculiarly fitted to give him

knowledge of a special phase of the work. Specialists

want to be experts in the field of engineering,

among others, could be found who would be able
to teach thoroughly in that field.

Educational methods in America have essentially the same

tendency to advance as those in Europe. In ex-
tensive use of scientific subjects only because they are required to get

under the courses. The reason is that while the

students become familiar at school—they are unable to adapt

themselves to their students' education qualifications which they believe

will fit them for the field. Among even the highest type of technical

schools, the idea is essentially that of the trade-school—to turn out

workers in the shortest possible time.

In the discussions and opinions to which these columns have

been devoted, so long as the 'trade-school' is considered, the

practical man would seem to have no objection. As it is a big task now to

impress on untrained workers the importance of the underlying

principles—not advanced intricate theory. If the school's work is

supposedly clear of all very specialized knowledge, the students

should be equipped with the training essential to some of the

problems which are too different from those with which they

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