R.O.C.T.

To the Editor of THE TECH:

Everyone is talking about R.O.C.T. It is the latest rage, like Esquire eggs and black coffee. Everyone is talking about the number of enrollment, and good and bad, and the idea of being in style. So how do they find it?

In all fairness, and for those of equal opinion, with a similar number, Dr. Markberg, and at least a student, defined a demoralized course. It seems to have a bad necessity maintained for national defense, and for that reason alone, should be in better from this department.

A number of students have come to expect student to expect more for the current situation.

The problem of taking advanced R.O.C.T.

The R.O.C.T. are the means of war have changed. No longer is an army dependent on military research and training in a war. This was not self-existent, it self for the German Army three hundred years ago.
The teachers and investigators of science are reduced in its effectiveness. Time and time again we have heard the cry of the students to the financial knowledge and to the promotion of industrial development.

Whether or not this is to be beneficial to engineering instruction. We are witnessing the development of a new type of student, one group interested primarily in the development of many practical engineering principles.

We may also ask, is it not possible for an education to become too practical, too bound up in data to develop reason and principles?

We also ask that the Institute will endeavor to "contribute to the existing store of scientific knowledge and to the promotion of industrial development through the prosecution in its laboratories of original researches in the physical and chemical sciences. Therefore, we further ask that Technology has, from the beginning, endeavored to develop Theory along with practical knowledge, to offer courses in the scientific arts, as it was sometimes known, in direct contrast to studies in applicable principles.

Clearly Technology is teaching more and more toward this attitude. Naturally we expect in teaching, that along with every practical point there will be developed the underlying theory, but the student must learn to think and to investigate the theory the same, the correlation between theory, the basic idea of engineering education may take in becoming exact, the instruction concentrating entirely upon one or the other.

There is a distinct but quiet revolution taking place in engineering education. We are witnessing the development of a new type of education — that which stresses the practical causes behind the effects. Whether or not this is to be beneficial to engineering education as a whole, and to the Institute in particular, is a matter for personal judgment.