EDUCATING FOR LEADERSHIP
METHOD VS. INFORMATION

In the sixth annual Stearns Memorial Lecture, sponsored by the A. I. E. E., Robert E. Sweet, dean of the School of Engineering at Yale University, has given a keen and penetrating analysis of engineering education in America. Discussing "An Undeveloped Phase of Engineering Education," he decries the lack of any systematic program of education for leadership in the engineering profession. In his critique of the present educational processes, he strives at some underlining of what constitutes our best institutions for technical education.

He points out the great difference between scientific training and training in the scientific method. This distinction is often quite forgotten by instructors whose primary interest is in rapidly facts into their students' minds rather than to train them to do independent and original thinking. To cultivate proficiency in the use of the scientific method, the student must be given the opportunity to obtain experience in such utilization. There is nothing that can be taught to him as remaining passive. He must be assigned projects or problems that give him an opportunity to exercise judgment and ingenuity, rather than to those that require only the repetition of methods which his instructors have laid out for him.

At a time when there has been frequent reference to this desirable educational objective in public utterances by members of the administration. Little opportunity for the development of the scientific method of thinking is afforded by such courses. With the evolution of a more consistent educational policy, we can expect such courses to be deleted from the curriculum and the instruction they purport to give left to institutions that train technicians.

A reorientation of educational trends is needed. The institutions that take the initiative of a more consistent educational policy, is afforded by such courses. With the evolution of a more consistent educational policy, we can expect such courses to be deleted from the curriculum and the instruction they purport to give left to institutions that train technicians. A reorientation of educational trends is needed. The institutions that take the initiative of a more consistent educational policy, is afforded by such courses. With the evolution of a more consistent educational policy, we can expect such courses to be deleted from the curriculum and the instruction they purport to give left to institutions that train technicians.

APPRECIATION

The Editor wishes to express his appreciation of the kind assistance with The Tech's Open House program of Mr. Henry M. Lane, Radio Editor of the Boston Post, Mr. Kelly of the Western Union Telegraph Co., Mr. Keith of the New England Telephone and Telegraph Co., John Westfall, 34, Captain of the 1804 Recruit, gave a vivid portrayal of the sea. Mr. Russell also informed us of the use of their call letters WIMX.

ELECTIONS

Volume LV of The Tech announces the program for the 1929-30 season. The program includes plays, musical numbers, and a variety of other events.

Reviews and Previews


Open House Closer

Now that the last wide-eyed visitor has dragged his aching feet from the Institute, and the recruits from the army of the unexpecting are finally gathering in the miscellaneous cigarette stubs and ice cream papers from the annual indications campaign, we are moved to reminisce on a few out of the way occurrences of the day.

For example, there was the girl who wrote to her young engineer to inform him that she didn't dare come to Open House because she was afraid of machinery. But he finally concluded that he could master the bigger engine steam that over a period of constructing engine assembly.

E. O. C.

Then there was the student who found himself regarding the Tech quite fresh from behind an effective barrier of squat necks, hats, and tobacco. He must be assigned projects or problems that give him an opportunity to exercise judgment and ingenuity, rather than to those that require only the repetition of methods which his instructors have laid out for him. An education, therefore, has been frequent reference to this desirable educational objective in public utterances by members of the administration. Little opportunity for the development of the scientific method of thinking is afforded by such courses. With the evolution of a more consistent educational policy, we can expect such courses to be deleted from the curriculum and the instruction they purport to give left to institutions that train technicians.

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