HOPES AND PROMISES

F

ULL of optimism and cheerfuliy, the new

boards of The Tech assume their author-
y

ity and take up the reins. We look for

to return the world, but striving to do

our jobs well, we are cheered by the successes of

former boards and frightened by their penal-
s.

Our editorial ideas may not coincide exactly with

those of the past volume, but we will try to

present our arguments in a straightforward

and logical manner. If we can stimulate

to present our arguments in a straightfor-

ward and logical manner. If we can stimulate

thought and discussion of current topics, we

will do our best, hoping only for

We promise to do our best, hoping only for

successful.

Throughout the volume we will express our

views and no doubt change our minds on

one subject. It will not embarrass us. We

hope that we will feel that much nearer the correct conclusions we are looking for.

The first impression of our task is drudgery and

tedium. To be sure, we are one of the first

boards to have the good fortune to start work

before the world is cut and jabbed by all who later in the light of experience and

passing time may care to disagree, leaves

least a fear of taking sides. We take heart,

passing time may care to disagree, leaves al-

most a fear of taking sides. We take heart,

We believe the preface because of the late dinners prevalent on

Prom night, a decrease in price is possible.

Our hats are off, therefore, to the commit-

tee for a courageous proposal which will make a Prom possible for many

more Juniors than have been able to attend in the past, and for the institu-

tion of a democratic expression of class opinion on a subject which has been shrouded in tradition and mystery.

COURSE SELECTION

S

HOULD NOT BE HAPPY

T

HE popularity of the T. C. A.'s Course Counselling dinners for freshmen empha-

sizes the great state of confusion as to "what they want to do" which they are likely to

encounter in the first year with, help them with to Technology. And if they think

what they want to do, it is all too likely that they are really mistaken and have

chosen for themselves courses which will be impossible for them to feel at home and be

happy.

They come to Technology with the naive

confusion to do which the society has been

talk at the Class Day exercises last June, when

he related how he had matriculated in the Civil

Engineering course because he had been

impressed by the romantic implications of the

geometry book illustration showing a sur-

veyor measuring across a river without get-

ting his feet wet.

Although only one out of three of the

freshman class takes advantage of these Course Counselling dinners to sit in their choice

of Course, it is probably a safe assumption that very few of them have the maturity of

judgment and self analytic ability required to make such a decision, or even the knowledge on which to base the decision. It is therefore a great mistake that the Institute re-

quire of the freshmen even before they enter that they make a choice of Course. Only

advantage securing from this system of the

Institute can come when it is clearly

how many instructors will be required in each

subject a year hence. Offsetting this is the

feeling of inertia built up in the freshmen by

the fact that they have already taken a choice, operating against any serious consid-

eration of the matter when the time comes for the real choice, at the beginning of the

Sophomore year. To require such a choice before entrance is rendered unnecessary by

the fact that all students except those in

architecture have identical first year courses, and do not begin any specialization in their

respective fields until the second year. Con-

sidered in this light it seems very unwise for the Institute to insist on its one advantage.

It would still be necessary for the entering

freshman to choose between Architecture and the courses in science and engineering, but

the necessity for this can hardly be avoided because of the essential differences between

Architecture and the other courses. It still remains that for all freshmen other than those in Architecture, any choice of course required until the end of the freshman year, after they have had some chances to become acquainted with the re-

quirements and possibilities of the various Courses. Then, with a clear field in which to

work, and relieved of the drag of a previously made choice, the second year's counselling arrangement could be even more valuable than it is now.