HOLY CURIOSITY
Technology's educational philosophy has undergone an intense investigation by the Faculty and the Administration during the past few years, and, although many undergraduates are operated at peak efficiency in covering the necessary material, some significant changes in the educational system here are in the offing. Realizing that this spirit of rejuvenation exists among Technology's policy makers and understanding that students operating toward guiding their decisions, we have discussed several specific aspects of the present educational system here at various times during the past year. Our observations have been, in general, clear and objective — we are aware that sometimes the student simply may not know what is best for his own good — and most Technological expatriates criticize much more vigorously and cleverly than ours.

Technology students are of high mental calibre, so that because they sometimes come here their learning is motivated chiefly by curiosity, and his assigned academic pursuits do not present an excessively coercive influence. He enjoys learning for its own sake. Unfortunately, the situation changes when he converts the learning to income. The problem is, however, enough to make the coercion and a sense of duty the dominant motives for learning. For most of the time, intellectual curiosity becomes only an incidental feature of the student's search. The subject is too much of the time, learning is an unpleasant necessity. The student can not know what is best for his own good and most Technology's policy makers and feeling that students are aware that sometimes the student simply may not know what is best for his own good.

Boston Banderke
By RICHARD J. POWELL
Music is essentially a business as erratic as its weather. When the Boston Symphony Orchestra is not playing, the concert-goer is often left in dry dock. Although the good works of Robert Shaw and the droopy, "Tech Show," embark upon the New England music lovers about its Tech-made likely, such approaches, slyly disposing of "what to do this weekend."

The outlook of future events, closest at hand, is that the Emersonian Church Choir will be joined by the Harvard Chorale, the Boston and the Emerson College Choir with soloists and an accompanyor who will conduct. Because of its immense pro forma, the "Boston Homestead Passion" will hardly be able to occur, and obviously the musical minds of this opportunity. There is a considerable amount of information about the church, for the church, and the student will have plenty of time for assimilation and integration after graduation; there is no need for the stalling of curiosity. A more accurate future is available and is already found. However, I suggest that we now inaugurate our annual festival: we suggest that Einstein's autobiographical note, Albert Einstein, Physicist-Scientist, The Library of Living Philosophers (Bobbs-Merrill, 1951) has been published by all the determinations of the Institute's educational program.

Recalling his undergraduate days at the Polytechnic Academy in Zurich, and his decision to concentrate on Physics rather than pure mathematics, he says: "I find, however, I soon learned to scent out that which was able to lead to fundamental and to turn aside from everything else, from the multitude of things which clutter up the mind and divert it from the end goal. The hitch in this was, of course, the fact that one had to cram all this stuff into one's mind for the examinations, whether one liked it or not. This coercion has been such an overpowering influence upon me that after that I had passed the final examination, I found the consideration of any scientific problems distasteful to me for an entire year." He adds that this experience on the university scene is at all costs, he has been found here. He has two examinations in all his time at Zurich. Commenting on modern educational techniques, Einstein says: "It is, in fact, noteworthy that in the university world, the methods of instruction have not yet entirely stripped the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wreck and ruins. I think it is important that we realize that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty. To the contrary, I believe that it is much more important to give the student a certain sense of responsibility, that if we were possible, with the aid of a whip, to force the beast to doze continuously, even when not hungry, especially if he found out under such coercion, were to be selected accordingly."

We agree wholeheartedly with Dr. Einstein. What the technical student needs is a menu, not a bill of fare.

THE TECH
In The Spotlight
FRIDAY, MARCH 17, 1950
Horace S. Ford

DANCES
Page Two

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THE TECH SHOW - QUADRILLE DANCES WITH THE SMOKY DOLPHINS, WITH IT, so no social function and the young ladies were all dressed in skirts and petticoats. TECH'S first annual Spring Dance was held in Memorial Hall, March 15th, sponsored by the Junior class. The weather was not quite as foggy as they had predicted, but the dance seemed to be a great success. The junior class handled all of the arrangements and the faculty members assisted in the Police and Fire Department in supplying the decorations and refreshments.

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