Orienting Yourself

The best advice we can give MIT's entering freshman is to take what he learns and hears during his first week with a grain of salt. Every freshman should expect to receive a considerable amount of advice, much of it conflicting and poorly written texts. Not every student you will see in the first week will be sincere in his efforts to help you with your problems—if you only ask them. And don't be afraid to ask. You can always find help if you only look for it.

The Institute is steadily working toward the "liberal education centered in science" of which Chancellor Stratton has spoken. Increased emphasis on selecting and optimizing both professional and humanities courses is a natural consequence of the needs of students who want the attitude of MIT more than a technical school is a large extension of the hearts of all its students. Significant is the admissions Office's recent—and commendable—tendency to select freshmen with a greater awareness of their all-round qualities and a lessened emphasis on purely scholastic performance. MIT requires concentration but the student with varied interests will find more opportunities to be found here than in the one whose curiosity is limited. Freshmen propagandists may deplore an imposition that one must, at the same time, study hard, enter activities, go out for sports, and relax on weekends. To succeed in all these situations is next to impossible, it would be wise to attach importance to one and exclude the others.

MIT is a place for men to work, not boys to play. This is a favorite slogan. But there are many "boys" at the Institute and the inducement to work hard is sometimes tempered through second-estate instructors, back-work labs, and poor screening tests. Not every student will see a genius and imperfections in the picture drawn during Orientations will appear.

None of this should dismay you, however, your hope of profiting tremendously by MIT education. The Institute offers scientific and engineering opportunities on a grand scale than can be found anywhere else in the country. For a student who is both preserving and creative, who responds with a level head to challenge, four years at MIT will be very rewarding. It is not surprising that so many students feel that even the most adverse conditions will be adjusted to with the help of your college. And don't worry if your roommate does a few points better in the tests or that he has a better grade. MIT is a place where you learn as much about yourself as you do about your studies. You will be amazed at how much you can learn from your classmates, whether they are in your major or in a different major. And don't worry if your roommate does a few points better in the tests or that he has a better grade. MIT is a place where you learn as much about yourself as you do about your studies. You will be amazed at how much you can learn from your classmates, whether they are in your major or in a different major.

Viewpoint on Education

If there is one thing that distinguishes Europeans education from that in this country perhaps it is this: the active part the European student takes in formulating his scholastic environment (not necessarily in the way some Americans do). Students in this country have the attitude that they can do nothing—and what is a more basic fault, care to do nothing—to influence the type of education they receive. They prefer not to enter into any intimate association with, or personalize their contact with a university. The integral point to point of view in the European education is the student himself. The student himself is the most important determinant in the education he receives.

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