Qualifications

Readers of The Tech will perhaps recall the sentiments expressed by Carl Swanson, '60, in this column in the January 15 issue of this year. At this time he spoke of the lack of time of MIT for thought, introspection, or anything but hastily prepared assignments. In today's column Mr. Swanson defends the other side of the question.

A Rebuttal

"Time is the most precious ingredient of all in education. The average student has only a few minutes of time to spend on education, and he can't buy anything in the world. He is up to his elbows trying to help spend his time as wisely as possible — to purchase not just a little of education, but something that will sustain him all his life. The problem is not to forget these few minutes of time. As long as we remain fully appreciative of that, I believe that we will find ourselves thinking in terms of educational time. We do not want to become one of the many committees, of excellence rather than coverage. So remarks James R. Killian, Jr., in a speech published in the recently printed book, The Challenge of Science Education, by Joseph B. Russel.

One of the major complaints of the MIT student about his education here is the lack of time. This situation from a speech given by Dr. Killian does tell us a little of what MIT requires as much as it does. Yet it may not satisfy all questions.

Before exploring this question let's ask why MIT demands and receives the amount of work the student devotes to his education or as engineers. We know from our experiences that a man must specialize in some field of his life.

However we believe that there is a much more fundamental reason why MIT feels that it can demand that amount of work. Stating this reason may at the same time explain the student's complaint about the pressure and demand of time at MIT. One of the principal differences between the MIT student and the student at large is that he has the opportunity to determine the policy of MIT are middle aged and experienced in the world. However the undergraduates, particularly the underclassmen, have had little experience in the world.

They know little of life other than the life of a high school or prep school, under the shelter of Mom and Dad.

Older men understand the individual's place in the world. The young man, without experience, does not. In his high school or prep school, the MIT student has a high pin engaged, and probably quite successfully, in many activities. In his college activities, the student becomes aware of the fact that he can develop a complex of skills. He develops a hierarchy of fields in which he spends his time. This has not been the case with most MIT students. For the first time in his life he feels the pressure that he can only do a few very few fields. Not only will he be better in everything. What is his reaction? Obviously if he had no other choice but to choose only two fields to concentrate. He develops activities. At the same time he was able to maintain a high academic standing. However the fact is that a man must specialize in some field in which to concentrate. He develops activities. At the same time he was able to maintain a high academic standing. However the fact is that a man must specialize in some field in which to concentrate. He develops activities. At the same time he was able to maintain a high academic standing. However the fact is that a man must specialize in some field in which to concentrate. He develops activities. At the same time he was able to maintain a high academic standing. However the fact is that a man must specialize in some field in which to concentrate. He develops activities. At the same time he was able to maintain a high academic standing. However the fact is that a man must specialize in some field in which to concentrate. He develops activities. At the same time he was able to maintain a high academic standing.