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Technology Review, November 1961

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 [image of a suit jacket, vet, shirt and tie]
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Feedback
 (Continued from page 3)

undiscovered or novel and become reduced to tedium after an initial mastery.

One of the "most wanted" easily characterized his first position: "I was not wanted for my education. The employer came to M.I.T. seeking a tolerably high intelligence quotient accompanied by a mechanical aptitude, and imagine, I was flattered because they seemed impressed by my A's in physics. When I arrived on the job, they taught me what I was supposed to do-and woe to the rest of my education." A Ph.D., now teaching (few from the class have joined him), explained "Though the salary sacrifice is considerable, teaching provides the fullest possibilities for using my education." Upon continuing, he soberly reflected that the need for the teacher is premised upon the need for what he teaches. An electrical engineer jibed, "My day is composed of arithmetic and human relations-there is no time for technology."

Despite the drawbacks, some class members, responsive to their ability, have experienced considerable technological success in industry. These successes do not utilize to any greater degree the skills of those classmates with approximately equal ability who have experienced placement difficulties. The sudden defense layoffs in 1959 initiated a wave of address changes. "Termination," as described by one '56er, "constitutes a department captain bemoaning that the company does not desire your leaving while he is astutely directing you to the door. Were I an escaping genie, someone would have rushed to put the lid on the jar. The jobs are explicit. When they are over, you are over."

About 10 per cent of the class have coped with the problems of



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 (Continued from page 2)

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One of the "most wanted" easily characterized his first position: "I was not wanted for my education. The employer came to M.I.T. seeking a tolerably high intelligence quotient accompanied by a mechanical aptitude, and imagine, I was flattered because they seemed impressed by my A's in physics. When I arrived on the job, they taught me what I was supposed to do-and woe to the rest of my education." A Ph.D., now teaching (few from the class have joined him), explained "Though the salary sacrifice is considerable, teaching provides the fullest possibilities for using my education." Upon continuing, he soberly reflected that the need for the teacher is premised upon the need for what he teaches. An electrical engineer jibed, "My day is composed of arithmetic and human relations-there is no time for technology."

Despite the drawbacks, some class members, responsive to their ability, have experienced considerable technological success in industry. These successes do not utilize to any greater degree the skills of those classmates with approximately equal ability who have experienced placement difficulties. The sudden defense layoffs in 1959 initiated a wave of address changes. "Termination," as described by one '56er, "constitutes a department captain bemoaning that the company does not desire your leaving while he is astutely directing you to the door. Were I an escaping genie, someone would have rushed to put the lid on the jar. The jobs are explicit. When they are over, you are over."

About 10 per cent of the class have coped with the problems of engineering by engaging in completely unrelated occupations. One classmate still being a radar-unit gallery operator obviously delighted.

Perhaps the M.I.T.er could be considered overly self-indulgent for ignoring the presence of opportunities to generally use his education. The arch major accepts his education as "good background" and adapts him self to, or more probably demands, job training by the employer. Apparently, exposure to the consequences of the calculated sacrifice for future success, "the good opportunity." What should allow the engineer, unlike others, to presume that the full learning scope of his education will be utilized? No limitation is asked. Here.

(Continued on page 48)

engineering by engaging in completely unrelated occupations. One classmate finds being a rancher-art gallery operator absolutely delightful.

Perhaps the M.I.T.er could be considered overly self-indulgent for imagining the presence of opportunities to generally use his education. The arts major accepts his education as "good background" and adapts himself to, or more probably demands, job training by the employer. Apparently, exposure to the uninteresting is the calculated sacrifice for future success, "the good opportunity." What should allow the engineer, unlike the others, to presume that the full interesting scope of his education will be utilized? No favoritism is asked.
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66 THE TECHNOLOGY REVIEW

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