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## RECOGNITION OF THE INDIVIDUAL<sup>1</sup>

I DEEPLY appreciate this opportunity for laying before this association certain facts and theories of applied psychology which may have a bearing on the organization of engineering education.

The discovery of the individual and the study of his traits and needs in modern psychology has brought forth a maxim in which I wish to couch my proposition for engineering to-day: "Keep each student busy at his highest natural level of achievement in order that he may be successful, happy and good." This maxim is so pithy and cogent that we can afford to read it and reread it, accenting in turn each individual word, as each word of it stands for a principle and each word charges us with a responsibility. Thus, we may emphasize in reading, each, his, highest, natural, achievement, successful, happy and good.

An attempt to carry out that program will make it necessary to take into account: (1) The selection of the individual; (2) the placement of the individual at entrance; (3) the organization of individual groups; (4) the guidance of the individual; (5) the motivation of the individual; (6) the reward of the individual.

Mass production in education and recognition of the individual are two of the foremost problems in education to-day. They loom up large in contrast, because they seem to involve mutually contradictory problems. It is generally believed that mass methods stamp out the individual or, conversely, that recognition of the individual prevents the use of mass methods. But mass education is forced upon us, and the recognition of the individual with his personal traits, limitations, capacities and aspirations is coming to be a persistent demand.

Facing this situation, I am optimistic, believing that a large professional school is a good thing and that it is possible to so radically change from the traditional small college methods of instruction to the methods demanded for mass education that we shall be able to deal with students in very large numbers more effectively, more personally and with more precise recognition of the individual than was ordinarily achieved in the small professional school.

The new day in society and the new day in education is marked by the fact that instead of a mere hit-and-miss growth we are assuming conscious control of the evolution of educational tendencies, of the de-

<sup>1</sup> Address before the Society for the Promotion of Engineering Education, at its meeting in Columbus, Ohio, July, 1924.