The Function of Research in Engineering Education:

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... to sift the grain from chaff,
Get truth and falsehood known and named as such.

More than thirty-five years ago Dr. Robert H. Thurston, then director of Sibley College, was a guest at the University of Wisconsin where I was a youthful and rather new member of the faculty trying to build up suitable laboratories of electrical engineering with inadequate funds. We had much extemporization by teachers and students in the use of equipment. This brought to the surface the peculiarities of each piece of apparatus used in unusual relations, and we were having a grand time experimentally determining the reasons for various observed phenomena which hitherto had not been fully explained. Dr. Thurston walked about our few and meager machines while I told him what we were doing with them and how they served as elements of student work. Then he simply remarked that he was pleased to find us "carrying on so much research".

I confess that this remark of his struck me with rather profound surprise and the impression that it gave me is still rather vivid. We (the teachers and students in electrical engineering) were testing and investigating various strange or unfamililary effects, but this was all in course of satisfying our curiosity regarding unexplained features of the instrumentali-