

Stage F  
G. W. T.

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SOCIO-ENGINEERING PROBLEMS REPORT NO. 75

A series of manuscripts on the social relations of engineering and related philosophical questions dealing with the interaction of science and society. Distribution is limited to reading and discussion groups for criticism prior to consideration for possible publication.

"CHRONOLOGICAL SEQUENCE OF  
IDEAS IN THIS SERIES."

Stage F  
7/6/63

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(I. THE SOCIO-EXPERIMENTAL PROBLEMS REFORM)

While in the mid-grade (1932-33) I tried to make some sense out of the competing economic & political theories appearing in the young newspapers and magazines, but found no real clue outside the history of ideas. The interest shifted to scientific progress in the sciences -- fields where there was hope that one could arrive to test hypotheses. As far as a school I intuitively selected psychology as my primary form of scientific philosophy for two reasons, namely that there was a subject of testing of processes, designs, and that psychology was a kind of smaller thing, a kind of concepts and forces of pure science, which would become more interesting to study. I also felt to observe and participate in the future development of science and society. In practice I learned many forms of scientific method the description of these forms. This was done in courses in government, psychology, and other areas which led to key positions within the organization of the scientific community.

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The serious difficulties in trying to coordinate a broad perspective in a society geared to destruction and attempts at synthesis, are mentioned in some of the individual Socio-Economic Problems I write.

Robert Wilson\* says ".... On this side of the Iron Curtain a present difficulty is the tendency to parcel out information in small pieces, the whole world into two classes. The independent people are being given the information and are mostly doing administrative work; they are not thinking about the problem. On the other hand, the "stoppers" are given a particular piece of a piece of a problem to do. They have neither the training required nor access to information about related pieces of the problem and therefore cannot do efficient work."

".... It is no excuse, when working on a problem, to say "but that's not my field"; but some stop or other one cannot refuse to learn what is needed about his field; those who do not do "stop" work. They are not showing their social function of learning."

\* Wilson in "The Propaganda of the Soviet Union" in Report E. 1. 1. 1. and "The Propaganda of the Soviet Union" in Report E. 1. 1. 1. and "The Propaganda of the Soviet Union" in Report E. 1. 1. 1.

1931 No. 48 p. 3 2, Static, Stock Market

1932 No. 51 p. 1 Economic & Political Theory

No. 51 p. 23 Library Censorship

1933 No. 48 p. 4-6 S.F. George Books & Magazines

No. 51 p. 8 Twentieth Century

No. 5 p. 4 Consumer Organization

1934 No. 52 1, 1-4 Electrical Engineering  
Thermodynamics

1935 No. 53-2 Synthetic & Natural Rubber  
and Polyisobutylene

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Discussion Group Meetings

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under the New Deal

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 No. 49 Report of the Committee  
 on the Administration

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 Community Schools

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 Social Responsibility 1937-1938

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 Federal Education

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