depth, of which it was proposed to make a general reading room for students, warmed and lighted during the evening for study or quiet conversation,—an addition of inexpressible value. To hundreds of students the opportunity for passing their evenings in a large, well-lighted, well-furnished, and well-ventilated room would not only, it is believed, facilitate their progress as scholars, but would afford a very valuable means of bringing them into better social relations than they now enjoy at the Institute.

Such was the pleasant dream with which the Executive Committee and the Faculty of the school indulged themselves until rudely awakened by the impossibility of securing the necessary funds, under the painful industrial and commercial conditions prevailing the past season. Is it too much to hope that those who have again and again come forward to the support of the Institute in time of need and trial, will not long allow the school to suffer from accommodations so painfully cramped? It may be mentioned that the Executive Committee received propositions from responsible builders which have brought the entire cost of the building within $100,000.

The school year of 1895 to 1896 closed on the 9th of June, according to the new calendar. The graduating exercises will hereafter come always in June, the introduction of several holidays having the effect to bring Commencement between the third and the eleventh of that month. The Class of 1896 was by far the largest in the history of the school, numbering 188.

The registration of this year, as by the catalogue now in press, amounts to 1,198, against 1,187 twelve months ago. The statistics for the entrance examinations this fall show that 263 students have been admitted by examination, and 39 have been rejected. Of those admitted, 183 entered free of condition, 43 have one condition, 23 have two conditions, and 14 have three or more conditions.

The aggregate number of students is divided among the classes as follows: Graduate students, candidates for advanced degrees, 11; regular students, fourth year, 194; third year, 196; second year, 183; first year, 286; special students, 328. Assigning the special students to classes according to their predominant studies we get: Graduate students, 11; fourth year, 258; third year, 290; second year, 307; first year, 332.

Massachusetts sends about 61 per cent of all the students, or 729. New York is next, with 69 students; Illinois is third, with 45; and Pennsylvania fourth, with 42. The students coming from other States are distributed as follows: Maine, 27; New Hampshire, 26; Vermont, 7; Rhode Island, 20; Connecticut, 24; New Jersey, 13; Delaware, 5; Maryland, 9; Ohio, 28; Indiana, 3; Michigan, 6; Wisconsin, 6; California, 9; Missouri, 9; Alabama, 1; Arkansas, 1; District of Columbia, 18; Georgia, 3; Idaho, 1; Iowa, 14; Kansas, 3; Kentucky, 12; Minnesota, 7; Montana, 3; Nebraska, 2; North Carolina, 1; Oregon, 4; South Carolina, 6; Tennessee, 1; Texas, 2; Utah, 2; Virginia, 3; Washington, 5; West Virginia, 2; Wyoming, 1.

There are 20 foreign students at the school. Mexico has the largest representation for any foreign country, 3 students; Cuba, England, New Brunswick, Ontario and Ireland each send 2; while France, Turkey, Venezuela, Chili, Nova Scotia, and Quebec have 1 student each.

The following is a list of the Massachusetts towns which send ten or more students to the Institute: Boston, 227; Newton, 44; Cambridge, 30; Brookline, 21; Newburyport, 20; Somerville, 19; Malden, 16; Hyde Park, 14; New Bedford, 12; Lowell, 11; Brockton, 10; Lynn, 10; Salem, 10.

There are 80 graduate students; 11 of these are our own graduates, 14 are from Harvard, 5 from Amherst, 3 each from Brown, Georgetown, Smith, Wellesley, and Yale; 2 each from Iowa State College, Johns Hopkins, and Princeton; 1 each from twenty-eight other institutions.

COMMUNICATIONS.

The Editors do not hold themselves responsible for opinions expressed by correspondents.

TO THE EDITORS OF THE TECH :

Organizations of various kinds are numberless as the sands of the sea at Technology, but among them all the debating club finds no place. It would seem as though such a club should be peculiarly welcome here, where no attention is given to elocution, for to acquire facility in speaking demands practice which can best be had through the debating club. If a few active men would start such a club it would soon become popular, as the practical advantages to be derived from it are too obvious not to appeal to everyone.

E. N., 1900.