expressed our willingness to sacrifice our all for our country if the need should come. Let us, as graduates, still hold to that purpose. Some of us may find it our duty to go immediately to the front, as has our fellow-classmate, Ensign Strickland. We must never forget that we can show our loyalty to our country, and doubly our loyalty to our family, by remaining at our work at home; all the while we are becoming better and better equipped to serve.

And now as we close our undergraduate history, and are about to turn a new leaf in the book of our lives, let us be loyal to the ideals of '98. Be true sons of the Class which has honored you with its name. Go out into the world with the intention of returning the debt of honoring '98, and then when we come together in the future we can look back at these four years when we were together, with a pride and a satisfaction which we little appreciate now. Ninety-eight as a Class has been, and must always be, first of all loyal to M. I. T.

Mr. Wadsworth:—

Since that first morning in Rogers corridor, when we struggled with our section cards and our tabular views, we have had many and various experiences with statistics, both active and passive. Our whole course at Technology is now graven on Dr. Tyler's books in a most glorious set of statistical records. But, notwithstanding the eminence of Drs. Tyler and Dewey as statisticians, we have in '98 one who easily outclasses them. A man who, on a two-foot scroll, can issue a set of questions sufficient for a complete biographical, philosophical, and ethical treatise of the human race. I have the honor to present Mr. Edward Samuel Chapin.

Mr. Chapin:—

The statistician of past years has generally contented himself with trying to be amusing. Without meaning to reflect upon this time-honored custom, I found myself dissatisfied with this somewhat limited function. I realized the possibilities latent or just awaking in the Class, and determined to gather statistics which would be of value to the future historians of our greatness.

I first issued a set of carefully selected questions,—only two hundred and eighty-seven in all,—assuring my victims that with proper application they could fill in the answers in three hours. By earnest and exhausting personal effort I obtained the rest of the information I needed. I have visited the archives of townhouses, historical and genealogical societies, statistical associations, and charity bureaus, so that to-day I can proudly point to the results of my work as affording a trustworthy investigation into the future possibilities of the Class of '98.

In these volumes are contained data concerning every member of the Class, of which, however, in the few minutes allotted to me, I can give but a small fraction.

First, the antecedents of the Class. This disk represents the blood of the Class for four generations back. The ten per cent of red is English, red coats; the five per cent of yellow Scotch; the twenty-five per cent of violet French and German,—a resultant of scarlet fiery and purple sluggish; the twenty-five per cent of blue, American; and the thirty-five per cent of green, Irish. The disk being rotated, the resultant color indicates the blood of the Class, which is blue.

The tree to the left represents the more prominent characteristics which have developed in the Class from these various infusions of blood. They are all desirable and significant. Humor: wait for our prophet. He knows some stories. Aggressiveness: '97 in our first Freshman meeting never once entered those doors,—a marvelous and an unheard-of Freshman triumph. Diplomacy: In our Sophomore year we elected one of our members regent of '99, another secretary, and all three men delegated to draw up a constitution were '98 men. It was, I assure you, a most unique constitution. Yet, '99 never once tumbled. And, finally, the American trait of enterprise. Witness our "Technique," the only one that has ever been bound in morocco, or has deserved so to be bound; and our successful initiation of a pacific scheme of Class-Day elections. The man that ran against me for statistician helped to make my charts.

So much for the deductions from heredity. Now for the conclusions from environment,—in particular, life at Technology.

The most noticeable feature of life at the Institute is the superabundance of man's great birthright—"work." I have three diagrams to show the effect of the work the Class has done upon its character. The curve in the center shows the hours per evening per man which have been spent in study for each year, and also for comparison, the curve of the thirty colleges within five hundred miles of Boston.

It will be seen first that exam. periods scarcely affect our curve at all. We started in with one and