

thought, having, as it did, for its basis, scientific truths, unhampered by old traditions. Its introduction shows that there was felt to be a weakness in college education of that day—a conviction that it had not kept pace with the progress of human thought. The need was felt for an institution in which could be obtained training better adapted to modern conditions. The result was the founding of this Institute.

It was only natural that in the beginning of this modern scientific method of training, the pendulum should swing to the opposite extreme, and that good as well as bad points of classical education should be omitted. The result is that scientific education is even now criticised for being concerned wholly with the industrial and not at all with the academic world. The graduate of a technical school is charged with intellectual narrowness, in that he throws himself so earnestly into his own chosen profession that his liking for philosophy, literature and art is largely lost.

Such criticism is undoubtedly deserved, though less at the present time than in the past. No one can appreciate the narrowness of a scientific course more clearly than one who has spent four years so busily engrossed in work that the so-called culture studies and pleasures have, of necessity, been largely neglected.

This tendency toward narrowness is the great lack in our education. It is fully realized, and all leading scientific schools are endeavoring to make a technical education a broad education. We know from personal experience what a difficult problem this is, and how hard it is to do justice to the courses in literature, history and economics, given in connection with our professional work. We fully appreciate the lack of roundness in our education; and yet, looking backward over our four years of study, it is difficult to see what changes could be made.

Such being the case, we must analyze ourselves as we are. First of all, a man in a technical school has a great advantage, in that he must of necessity work with some fixed purpose toward some definite end. He cannot dabble long without being lost. System is therefore necessary, and must be carried out in training. The strength which comes from this training is the most valuable possession which we take from here.

We are to be engineers. Our chief—President Pritchett—has defined an engineer as “one who solves practical questions by scientific methods;” he might have said, “one who solves practical questions by practical methods,” for the graduate of a technical school should be a practical man in the true sense of the word—a trained man, who combines theory and practice.

As engineers we take upon ourselves new duties and new responsibilities. Society has a right to

expect more from trained than untrained men. Our obligations are therefore greater, not less, than those of other citizens. We shall naturally develop and grow in the line of our professional work. Our danger lies in the fact that we shall be likely to confine ourselves too closely to that narrow field.

This is the weakness against which we must guard. We must realize that to be equal to all emergencies we must have breadth. We must be men, not machines. We have not had a liberal education, but we have been so trained that now it remains solely with ourselves to use this training to develop into broad, liberal men.

Perhaps many of us wish at this time that we might have combined our technical training with a college course; that it had been possible to take professional studies as graduate work. Such an education is surely an ideal one. This, however, has been impossible to most of us, and it is, of course, a question whether such a training would, for the average man, be as practical as it is ideal.

This, then, is the position in which we stand. We are trained men. We lack neither earnestness nor enthusiasm. Our danger lies in not fully realizing that we have of necessity been confined to a narrow field during our past four years.

We now have to make ourselves. It is our duty to get into the broad, general questions of the day. We have no right to remain negative. We have no right to stand aside and condemn. Society has a right to expect us, in addition to our professional work, to act, to throw our influence, our whole selves, for truth, for cleanliness, and for good government.

If we do our duty here, we cannot remain narrow. We must acquire breadth. By so doing we shall grow true men, true to our profession, and true to this institution from which we graduate to-morrow, the largest class in its history.

Mr. Lang here introduced the Presentation Orator, Mr. L. G. Bouscaren.

MR. BOUSCAREN, Presentation Orator.

MR. MARSHAL, LADIES AND GENTLEMEN:

With the silver tones of an orator still echoing from these walls, can you blame me if I shiver at the thought that this last effort of the Class is put down on the program as an oration? Ladies and gentlemen, you have heard one orator—you will hear no other to-day. We have, as you perhaps already suspect, finished our four years at the Institute; we have fulfilled the requirements, we have gone through, as others have done before us. As Freshmen we inhaled all the foul odors that the chemical laboratory could furnish and then asked for more. As Sophomores we sat in this very hall and saw Professor