

**Life of William Barton Rogers.**

(Continued from page 1)

institution where high purpose and honest work are fundamental; where youth expect to behave and to labor like men; where for a vague, "imbibed" culture is substituted the real culture acquired through doing a hard task thoroughly, truthfully, and in a scholarly way; an institution which in the freedom from snobbishness among its students, in the spirit of co-operation among those students and between undergraduate and instructor, in the absence of rank lists, honorary degrees and other old-world inheritances, is a true democracy. President Rogers' further aim was to have the Institute become eventually a university based upon pure and applied science, but broadening into philosophy,—a true university, moreover, where, on the one hand, the advanced student should have every facility for probing the deepest scientific problems, and where, on the other hand, the humblest mechanic should find substantial educational help.

Dying at the graduating exercises May 30, 1882, President Rogers lived only long enough to see the Institute emerge from the doubt and extreme poverty of the experimental stage. But he had foreseen the extraordinary industrial development of the last twenty years in which Technology men have had so large a place, and he had planned an Institute broad enough to meet it. That those men have kept pace with the educational and industrial demands, that they have given the Institute its high reputation among colleges is because, through the teaching of the Faculty and through the traditions of the School, they have been imbued with the character of the Founder, who not only established the Institute of Technology but who created also the Technology atmosphere and spirit. Other college founders have endowed with money: Rogers gave something of far more worth,—himself.

J. P. MUNROE, '82.

**Beginnings of The Institute.**

(Continued from page 2)

No school is all study and books; personal character and conduct form the greater part of success in life. It will not be amiss to recall some of Rogers' methods of dealing with us by way of discipline.

Eli Forbes was ordered to report to the President. Rogers asked after the health of his father. Miles Standish, newly arrived in the school, occupied the seat to which another student thought he had a prior right; words and a slight disturbance followed; quick as a flash Professor Rogers started his gyroscope,—that curious toy which does everything you do not expect and nothing you do. It is needless to say Standish forgot his grievance.

When Rogers took us to visit the coal mine at Portsmouth, R. I., some of our class began playing cards on the train — at that day a reprehensible practice. Rogers came to the seat in front, and leaning over, gave the group an interesting talk on Geology; the game was forgotten.

One day the air became very close in the Summer Street lecture room, the boys, forgetful of their manners, yawned continually. Professor Rogers interrupted his lecture with the story of the German professor with whom yawning was contagious, and serious because it dislocated his jaw. Discovering this, his class used to take wicked advantage of their knowledge. "But" said Rogers, "young gentlemen, I do not suffer from that complaint."

One of my classmates describes Rogers as a most wonderful example of knowledge, of kindness, of wisdom and of eloquence. So full of zeal he was that the students must work to the limit of ability to please him. Thus was set the pace we have kept. But with all this knowledge he was intensely practical. That is, he had the true scientific spirit which brings all truth to the service of all.

As a teacher he was unrivalled for clearness of statement and elegance of expression. Added to the verbal

charm was a wonderful skill in blackboard illustration. Rapidity and accuracy were added to grace of line. His drawing of a perfect circle would always bring down the house in the Society of Arts. In a Lowell lecture, Rogers wishing to illustrate that a stream of water was not really a continuous stream, passed a sheet of paper quickly through the jet and holding it up to the audience distinctly saw just three wet spots.

To have divined the need of a coming age, to have persuaded a whole community to accept and support the new conception, to have influenced and moulded students and teachers into a working model so that consciously or unconsciously the superstructure is imitated by every successful scientific school in the English speaking world: this was the genius, this the title to fame of the Founder of Technology.

R. H. RICHARDS, '68.

**Mosely Educational Commission.**


The reports of the Mosely Educational Commission, which is the English Commission that visited the United States from October to

December, 1903, for the purpose of studying American educational conditions and methods, are extremely interesting. These reports take up in detail the various educational institutions of this country.

The Massachusetts Institute of Technology is often referred to, and the statements by various members of the Commission show that they were not only impressed with the system in use here, but were also made to realize by their personal observation the great importance of this institution to the American field of science. Mr. Blair, who visited all of the important technical institutions of the U. S. A., gives M. I. T. a very high ranking, and also shows that the average age of students studying at Technology compares very favorably with that of students at similar German institutions.

The reports also point out the value of scientific training, and in this connection give statements by the Rapid Transit Railroad Commissioners of New York and the Pennsylvania Railroad, together with a tabulated list of salaries earned by those men who graduated from M. I. T. in 1893.

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