

# THE TECH

Published every Monday, Wednesday, and Friday during the college year by students of the Massachusetts Institute of Technology.

Entered as second-class matter October 6, 1904, at the post office at Boston, Mass., under the Act. of Congress of March 3, 1879.

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Subscriptions within the Boston Postal District and outside of United States must be accompanied by postage at the rate of one cent for each copy.

Subscription - - - \$1.50 per year in advance.  
 Single Copies 3 Cents.

Printed by Old Colony Press, Boston.

Monday, June 7, 1909

Greetings!

"Macnology, Techlaurin."

Welcome to our city!

The Tech a daily next year! Support it!

"We are happy!" Don't forget that; it will help to make this the greatest Reunion ever held in the Hub.

The proposed trip for the Musical Clubs next year is a commendable innovation. This feature will mean not only increased interest for the undergraduate, but a valuable advertisement for the Institute among the colleges and preparatory schools of the Middle West.

The big business question of this week, corresponding to that of the Harvard merger of the last Reunion, is the question of a new site. The undertaking is quite large, and if successfully pushed through both as to selection and subscriptions, the second Grand All-Technology Reunion will have fully accomplished its business obligations.

The mission of this issue of The Tech is, indeed, a huge one, but we trust that it has been accomplished. To all we extend our heartiest thanks for their help in furthering the development of Technology, and our sincerest wishes for a brilliant future; to the alumni young and old of the Institute who have assembled in this hour of her greatness, to the men who will be graduated tomorrow into that loyal association of former students; to the juniors, sophomores and freshmen who are working and hoping for such distinction; to Dr. Arthur Amos Noyes, one of the whitest, most earnest and faithful college presidents that has ever served; and to Dr. Richard Cockburn MacLaurin, who takes over the administration today, with all prospects of a brilliant, upward career. And we repeat with Tiny Tim the words: "God bless us, every one!"

## ALLEN TRACK CAPTAIN

Raynor H. Allen, well known from his ability in the high jump, was elected captain of next year's track team at the meeting held when the picture of the team was taken last Thursday. Allen is an enthusiast in anything he sets out to do and if he applies to his new position all the energy he is capable of will make an excellent leader. Ray has been identified with many of the undergraduate activities and has always made good. There is a lot of fine material at Tech for a winning team next year but Allen will have his work cut out for him in the difficulty in getting Tech men to realize that they are needed in athletics and that good, wholesome, outdoor exercise is a great help to efficient work in the class room.

## SENIOR CONCERT

Saturday night the musical clubs gave their final concert, followed by a dance, to the seniors. The program was very well rendered and more than came up to the expectations of those who have appreciated the good work of the clubs this year. The program was as follows:

Swords Out for Charlie, Bullard  
 Glee Club.  
 National Emblem, Bagley  
 Mandolin Club.  
 Sweet Sixteen, Mills  
 Banjo Club.  
 Selection, Mair  
 Glee Club.  
 Spanish Waltzes, Waldteufel  
 Mandolin Club.  
 'Cello Solo, Selected  
 Mr. Lawrence C. Shaw.  
 Medley, Arranged by Rice  
 Banjo Club.  
 Alma Mater Technology, Kyle  
 Glee and Mandolin Clubs.

These musical numbers were followed by fourteen dances and three extras. The Medicine Man from the Tech Show was a popular favorite of those who like barn dancing.

## 1909 CLASS DINNER

Class spirit ran high among the 180 men at the 1909 Senior dinner at the American House last Thursday evening. M. R. Scharff as toastmaster did most of the speaking, but Messrs Critchett and Nisbet also held the floor at times.

The chief business of the evening was the election of a graduate secretary for the coming year. Carl W. Gram was chosen for this position by a fair majority.

Lewis D. Nisbet then spoke on the class stunt for the Nantasket trip. He aroused considerable enthusiasm over his plans and many men volunteered for the various positions to be filled.

Toastmaster Scharff described in detail the arrangements for the Baccalaureate Sermon Sunday afternoon, the Class Day exercises, and the Commencement exercises.

The men then lined up in fours and marched in a body to Rogers Building, where Prof. Merrill delivered the graduation notices to the candidates. After that a few men went to the Union, but the gathering soon broke up.

## BACCALAUREATE SERMON

At the Baccalaureate Sermon at Trinity on Sunday afternoon Bishop Lawrence brought out the following points: I ask you to turn to the life of Christ for a study of a few essential conditions of patriotism.

The first condition is suggested in the words, "And he came into His own country." Here we find a suggestion of the attachment of Christ for the scenes, associations and traditions of His own country. Is there a biography of any man so short as the sketch of Christ given in the Gospels, which has in it so much local color? Clearly the fields, mountains, and lakes of Palestine appealed to Christ. The scenery and the atmosphere were a part of the very texture of His character. He was of the purest lineage. From the Gospel story we can almost reconstruct the map and natural features of His country.

A second essential condition of true patriotism is a sense of responsibility in doing well and faithfully one's day's work. This stands before what is commonly called our duty to our country; voting and taking our part in public service; for it is, is it not, the industry, ability and faithfulness of the great body of citizens—men, women and children—in meeting the daily demands of life that build up the wealth, institutions, and character of a people.

The third essential is that of public service. To this every citizen is bound to give some fraction of his life. It may be in work for the town as selectman; or on boards of charity; or for large numbers of people, as the director of a bank or a large corporation; or in more strictly public service. There are times when the demand comes for courage and sacrifice in public service, when in order to meet his duty a man must withstand popular opinion or lose a part of his income. Christ appeals from the corrupt habits of His day to ancient traditions, and though living in a time of peace, was killed in the service of His people.

True patriotism recognizes the rights of other nations; false patriotism says, "My country, right or wrong." This is the slogan of barbarism; we have got beyond that now. We have learned in modern society that the rights of the individual are best protected by recognition of the rights of others; the nations are now learning that the rights of individual nations are best protected by the recognition of other national rights. In this higher conception of patriotism our country leads. The story of the relation of the United States to Cuba in the past few years and of her remission to the Chinese of a large part of the indemnity are instances that speak to other nations in strong terms of the worth of justice among nations.

Finally, beneath the nation stands the character of the people; and the source of character is faith in truth, love and justice, faith in God as revealed in His Son.

## DR. MACLAURIN'S INAUGURAL ADDRESS

My first duty is to express my appreciation of the honor conferred on me by election to the Presidency of this great Institute and my thanks to those representative citizens who have so warmly and so gracefully bidden me welcome to the inspiring task that lies before me. The task, as has been suggested, is no easy one, and I should be oppressed by my inability to cope with it, did I not feel strong in the loyal and enthusiastic support of the Faculty and the alumni, indeed of all who have the welfare of the Institute at heart.

Now on an occasion such as this I might perhaps be expected to say something as to the policy of the Institute and the plans for its future development, in so far as I have any influence on the formation of such a policy and such plans. I refrain from doing this, however, if for no other reason than that I recognize that promise and performance are often somewhat different things; and I do not wish to invite any inconvenient comparisons in the future. All that seems necessary to do is to assure you that I shall do my best, and that as I heartily approve of the broad lines of the policy that has been established by my very distinguished predecessors, any marked departure from that policy will not be due to my initiative.

As, however, I am necessarily somewhat of a stranger to you, it seems not inappropriate that I should give some indication of my creed as an educator, and so reveal the ideal that I should like to see made real in this Institute. The creed has at any rate the merit of brevity: it can easily be stated for present purposes in three or four articles.

I. The first article is one that is common to almost every modern creed and is to the effect that the end of education is to fit men to deal with the affairs of life honestly, intelligently, and efficiently. That, like many another commonplace in creeds, is one that is almost deliberately ignored in much of common practice. It should be applied thoughtfully and rigorously as a test of every element in the scheme of your educational system. We must try to fit man for life and for life that is as abundant and complete as possible. We must have due regard to professional skill but, especially in such an Institute as this, must we avoid the danger of supposing that we have to think only of a man's professional equipment. Clearly no man can be merely an engineer, or an architect, or a professor. He owes other duties to society that are in no sense inferior. In the relations of domestic life, or in the larger family of a city or a state, he must constantly move and act. In these spheres powers must be exercised that may require cultivation and training just as much as any others; and if a student has not brought them up to a reasonable standard of excellence, then, whatever be his professional skill, he is no more than an ill-educated man.

II. My second article is that in the higher education of a large and increasing section of the community, science should play a very prominent, if not a leading part. Many a fierce battle has been waged during the operation of scene shifting in the great theatre of education. Those who were schooled exclusively in the "older learning" had it so long their own way that they come naturally to regard themselves as

Levites in charge of the ark of culture and to look upon any criticism as an unwarrantable intrusion not worthy of their serious attention. However, in due time the champions of modern literature and humanism became strong enough to issue a challenge and in the light that ensued many a hard blow had already been struck, when the fray was complicated by the advent of a somewhat ragged army with "modern science" on its banner. The noise and din of the battle have well nigh died away by this time—although occasionally a belated combatant fires a shot, or shouts derision at an enemy—real or imagined. In general, however, it has come to be recognized as absurd to set up a claim to the monopoly of culture—if I may be permitted to use that much-abused word widely for breadth and openness of mind and sanity of judgment. Native capacities and tastes vary enormously and culture may be reached by many roads. Admitting this quite frankly, I repeat that science should play a very important part in the education of a large and increasing section of the community. In saying this, I am not now thinking of the specialist, to whom science is a necessity of his profession. I am thinking rather of any one who is to take an active and intelligent part in the world of affairs today—whether in business or in public life. Science has already profoundly changed the conditions of our life and it may not be so very long until its method and its spirit permeate our modes of business and of government. It must even now be very difficult for a man who has not acquired the scientific habit of mind by serious scientific study to free himself entirely from medievalism and be a really modern man. For we have to remember that "not only is our daily life shaped by science, not only does the prosperity of millions depend upon it, but our whole theory of life is being profoundly influenced, consciously or unconsciously, by the general conceptions that science has forced upon us."

Apart from this, it is scarcely necessary to emphasize the claims of science in an Institute like this which devotes so large a share of its attention to the training of men to deal successfully with these great problems of production and distribution which the energy of a great industrial nation makes of paramount importance. Today it is common knowledge that those are mainly scientific problems, although half a century ago when this Institute was founded it was only the far-seeing that had any glimpse of this, and very few among these that had any adequate conception of the mighty change that science would effect in the industrial problems of the world. Where such matters are concerned, energy, courage, and doggedness are no longer enough as they once were to win the fight. With science they profit nothing and are no more availing by themselves than is the dauntless courage of the savage in the face of a modern gun.

The quickness with which the different nations grasped this vital fact might be used as a touchstone of their intelligence, and it is almost pathetic to observe the bewilderment of some of them who are just awakening to the knowledge that they must even now face a new heaven and a new earth. Massachusetts may congratulate itself on having been amongst the first to foresee the change, but I hope that this will not induce any disposition to rest and be thankful for the wisdom of our forefathers. Here it can not be necessary to remind you that the terrible battle of competition between men and between nations is no passing phenomenon. It does not depend on conditions that are transitory, but, on the contrary, on those that are permanent and that must always make for keener competition. The only chance of survival is resolutely to throw away all weapons except the best (i. e., the most scientific); and the only hope for long life is not merely to be strong and well armed, but to be able to keep in that condition. For this end we must train our young men with a view to the future, and as no one can foresee what a generation will bring about, our only hope of safety is to imbue them thoroughly with those fundamental principles of science and its applications that are permanent and that can be put to any need that may arise and not to take up too much time over those details of the professional practice of today that may not improbably be antiquated tomorrow.

III. Next we should constantly bear

(Continued on page 6.)