

above all else at the Institute in having a tradition that is thoroughly wholesome. There is a tradition of seriousness of purpose and hard work, and there is little or no tendency to set up a wall of caste which is not an inconspicuous feature in the college life of the older world and may perhaps be observed even here, and which, if allowed to stand, is a menace to true citizenship and true democracy.

Well, the recital of my creed is done. I have come to Massachusetts a stranger; but I scarcely feel like one so warmly have I been welcomed on every side. I recognize, of course, that this is not a personal matter (or I should not mention it here); but that the welcome represents the good will of the community to the great Institute of which we are all thinking today. I have had many opportunities elsewhere of learning of its national and international reputation, and I feel sure that it needs no appeal from me to arouse this state to a sense of its value, for public as well as for private service. Born in a period of unexampled national struggle, it has been by a process of continuous struggle that it has made for itself a unique position. It is impossible to know its history and not be stirred by admiration for the greatness of soul of its founders, and for the pertinacity and courage of those who have worked so steadily and so unobtrusively in the intervening years to maintain its great traditions and compel respect for it. Rogers who planned it, and Gov. Andrew who so warmly befriended it and who insisted so strongly that it should be started out on a broad gauge, were no ordinary men; and it is because I believe that the spirit of such men still lives in the community that I have every confidence that it will not now be allowed to languish through any narrow and unworthy view of its purpose and destiny.

#### DR. NOYES' SPEECH

"In welcoming Dr. MacLaurin to the presidency of the Massachusetts Institute of Technology on behalf of its faculty, it seems appropriate that I take as the theme of my few remarks the form of education which that institution

has come to typify. If in doing so I give prominence to some of its advantages, this is not to be regarded as reflecting unfavorably upon other systems of higher education. On the contrary, it is, I think, a subject for congratulation that the educational efforts of this country have not become conventionalized in a single direction or even in two or three directions. It is fortunate that our institution of higher learning are so diversified as to afford to young men and women with different aptitudes and with different aims in life a wide choice as to the character of their training. This diversity is, moreover, advantageous in another respect, just as the existence of our forty-six State governments makes it possible to try important political experiments without seriously affecting in the case of failure the welfare of the country as a whole, so the existence of our numerous colleges, universities, and scientific schools with their differently organized systems of instruction enables educational methods to be thoroughly tested upon a limited scale, after which those proved by the results to be the most successful can be generally adopted. It is important, to be sure, that closer relations be established between the different institutions than exist at present, in order that each may profit from the experiences of the other and thereby improve the details of its own system of education without sacrificing its essential features; and it is therefore auspicious for this institution that one of the speakers at these inauguration exercises is the president of Harvard University, to whom in conjunction with the new president of the Institute, many opportunities will be afforded for co-operative effort in solving the educational problems of this State and country; and that another of the speakers is the president of the Carnegie Foundation for the Advancement of Teaching, which has adopted as one of its chief functions the better co-ordination of the work of the collegiate institutions of this continent.

"But, while recognizing the advantages of closer co-operation and better co-ordination, the still greater importance of maintaining and developing each separate type of education which experience has shown to be effective, must not be

overlooked. For this reason it seems appropriate to consider briefly the characteristics of the Institute type.

It is one of those characteristics that from the beginning to the end of the period of study a definite aim is kept before the student, and the character and sequence of his studies are prescribed in such a manner as will best lead to the desired end. The student selects at the beginning of his second year the profession for which he desires to prepare himself; but the faculty with its greater experience then determines in large measure the studies which are the best adapted to fit him for his life work. We believe that unlimited freedom of choice commonly results in superficiality instead of soundness of training, or in a narrowness of professional knowledge, instead of a breadth of culture.

"A second characteristic is that the courses of study at the Institute are planned in the belief that the three sides of education expressed by the words knowledge, mental training, and culture, must go hand in hand, each being kept steadily in view throughout the whole period of study. Especial emphasis, however, is laid on the principle that the training of the mind and the formation of sound habits of thought and of work must be the main object striven for in the earlier years of that period. The Institute holds, in the words of one of our great American psychologists, that "the man who has daily inured himself to habits of concentrated attention, energetic exercise of will, and self-denial in unnecessary things, will stand like a toyer when everything rocks around him and when his softer fellow-mortals are winnowed like chaff in the blast." On the other hand, it holds that the breadth of view and liberality of judgment which constitute culture must be acquired gradually, as the student advances in maturity and experience, and that this can be done more rapidly in his later than in his earlier years, and more effectively by individual instruction and personal contact with his teachers than by attendance at a variety of lecture courses on those subjects which through the traditions of education have come to be regarded as the main sources of liberal culture. Thus, in these respects

the system of education which the Institute typifies stands in sharp contrast with the university system, of which the principle is that the purely cultural education of the college shall precede the strictly professional training of the graduate school.

"Finally, in conformity with these ideals, there have been developed at the Institute conditions of student life from which there has resulted a more duly proportioned division of time and interest between the studies and the social and athletic activities of students than prevails at many colleges. The standard of scholarship which the faculty demands of its students is inconsistent with an excessive devotion to outside pursuits and with undue subordination of the intellectual to the physical and social interests. Yet the student life of the Institute is at the present time so developed as to afford abundant opportunity for recreation and good fellowship, and for the cultivation of athletic, literary, artistic and professional activities. Indeed, the soundness of its student life and the helpful progressive spirit of its student body are properly counted among its chief advantages.

"This characterization of the Institute will, I think, serve to show that scientific schools of its type occupy a unique position in the American system of higher education and that they represent certain educational ideals whose fuller development is of great importance to the welfare of this country. We are today assembled to take part in the inauguration as president of one of these institutions of the man who is to serve as the leader in its development, of a man who has shown himself to be in hearty sympathy with the ideals of the Institute and who will strive earnestly for their fuller realization.

"Supported, as we will be, in this undertaking by the cordial and energetic cooperation of his associates of the Corporation and of the faculty and of the members of its Alumni Association and of the student body, we may feel confident that, among the institutions of higher learning, the Massachusetts Institute of Technology will continue to hold in the future the high position which it has won for itself in the past."

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