

The Tech

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IN CHARGE THIS ISSUE

F. W. Adams '21 E. H. Koehler '22

WEDNESDAY, APRIL 16, 1919

GREETING!

A hearty, rousing welcome to you all!

You sons of Technology who have traveled far from the gray facade of your Alma Mater, who have offered your services, your training, your engineering talent—even your life, to the service of the Stars and Stripes—we welcome you home again.

Over there you leave a job well done. Over here we are eager to give you the credit, show in some small way our appreciation. You used the training of your college well, and proud symbols of your workmanship, your engineering skill, are spread in every ground that gave us footing.

"Engineering won the war," they tell us. And you were engineers!

So it is with more than a mere hand clasp and greeting we hail you home. We are proud of you, your Alma Mater is proud of you, the country is proud of you.

Welcome!

THE FINISHING TOUCH TO THE WAR

Students everywhere, and Technology students in the forefront, have carried on splendidly in the four preceding Liberty Loans. They were appeals of our Government made in the stress of emergency, when every penny of every man and woman counted. We were startled into giving assistance—quickly, efficiently—even to the last privileges of personal indulgence. Or we thought they were last privileges. Those were times of stringency, of tense emotions, of compelling duty. No real man or woman could have hesitated to give assistance under such circumstances.

Now we have been living the easy life of thrice sugared coffee, unlimited cigars, bountiful meals, and gradual release from khaki regulations and etiquette for these three and a half months. More and more the war seems a sort of horrible nightmare. We speak of "before" and "since" as we used to remember dates of the '00's. It is very good that we should—and quite natural indeed.

But there is one thing left yet. Would you leave a power plant with expensive machinery and the finest of fittings without window or door panes, or a roof? Then we must all get behind this Victory Loan opening April 21st, next Monday, and PUSH. The job is yet to be finished and called complete, and we, Technology men and Americans, must make one more effort to push the work through.

The treasury counts on New England. New England counts on Boston. Boston counts on Technology. Technology counts on YOU!

Maybe 'tis fortunate but most likely not so that the Profs have had no chance to tell the student body lots of things that would do some of us if not all of us good. They are giving you the opportunity to take out yourselves some good things. Read the "Punches By Profs," and see if you do not agree with us.

PUNCHES BY PROFS

Editor's Note—With this issue commences a series of talks by the Professors and Officers of the Institute. These talks may or may not be signed by the author, but nevertheless they will be good, straight facts, right from the shoulder. The first of these talks, or "Punches," as they are to be called, appears below.

RECENT CHANGES IN THE INSTITUTE CURRICULUM

The profound changes brought about by the war have served in educational circles, as well as elsewhere, to focus attention on programs of reconstruction calculated to adapt our institutions to the changed conditions.

In many of our colleges and universities very radical changes have been deemed necessary in order that their educational programs may meet the world-wide demand for an education that will really fit young men and women to deal successfully with the complicated problems of the modern world.

The Institute, being a technical school, and always, in the nature of things, closely in touch with actual scientific and technical practice, has felt the need of radical changes less keenly than educational institutions of a different type, but it has by no means been idle in taking advantage of the reconstruction period to introduce changes intended to increase its efficiency and broaden and improve its general plan of education.

During the winter, a committee of the faculty have been studying many of our educational problems and have embodied the results of these studies in a number of recommendations to the faculty. In the main these recommendations are reflected in the new schedules for the various professional courses which have recently been adopted by the faculty.

The first change that may be noted is that a new calendar has been adopted. Instead of two fifteen-week terms, there are to be two, the first of ten weeks running from October to Christmas, and a second of twenty weeks, beginning at the close of the Christmas holidays in January and running to June, with a break of a week's recess at the end of ten weeks. This arrangement will avoid the disadvantage of having a brief resumption of work after the Christmas recess only to be broken by the mid-year examinations and vacation, a time favorable for continuous and uninterrupted work.

Turning to the schedules themselves it will be noted that trigonometry will hereafter be required for entrance, and will no longer be taught during the freshman year. This change will make it possible to begin the calculus at the opening of the freshman year, with a brief course in the fundamental principles and simple applications of the differential and integral calculus, thus starting this important subject as early as possible in the students' course. The more formal work in the calculus will come later in the first two periods of the second year, while in the third period, a course in mathematics, especially designed to train the students in the applications of the calculus to mechanics, will be given.

The entire work in mathematics at the Institute will aim, even more than in the past, to make it a thoroughly useful tool in engineering and scientific work.

In the past physics has been confined to the second year. Under the new program additional time will be devoted to the subject, and it will begin at the opening of the freshman year and continue through the second year. The increase of time has not been made with the idea of increasing the subject matter of the course, but for purpose of devoting more time to what is given, and to make possible a more thorough and extended treatment of those principles, and methods in physics which underlie all sound engineering practice. Physics is not only fundamental for any work of a scientific nature, but it is essentially a professional subject in an engineering school, and it is believed that it will be of advantage to engineering students to begin it as early as possible in the course. Beginning the subject in the first year will also avoid a break of an entire year or more between the preparatory school physics and that of the professional school. This also should prove an advantage.

Another change to be especially noted is that the work in English and history will be carried out together with a substantial increase in the time devoted to these subjects. Certain important periods in history, both foreign and American, will be studied, not by formal lectures and recitations, but by assigned reading in the literature of the periods under consideration, by informal discussion, and by written reports based on the reading and discussion. By such means it is felt that a greater and keener interest will be aroused, for the study of history, than by more formal methods of instruction,

and that a clearer insight into the meaning and interpretation of history may be achieved. At the same time the power to use correct and effective English to express one's self will be more easily and quickly acquired by reason of having topics of real and compelling interest upon which to practice the art of expression. Work of this nature will naturally tend to broaden the student's outlook and focus his attention upon affairs of life outside of its purely professional side. With this same important aim in view, the amount of time devoted to Political Economy has been doubled and a substantial increase of time is assigned to elective general studies in the third and fourth years. A carefully chosen group of courses in literature, English and foreign history, business and economic subjects, and in general science, will be offered as electives and this list may be extended in the future.

For some time there has been a strong feeling among the alumni and faculty that a greater amount of attention should be paid at the Institute to what may be called broadening and humanitarian studies in the belief that, however accomplished a man may become in technical or scientific lines, without an ample background in the so-called humanities, and without the ability to express himself clearly and effectively, his usefulness to society and his chance of attaining a full measure of success in his profession, or in life in general, is sure to be much lessened. It is in an effort to equip all Institute men with such a background, and prevent too narrow a training, that the changes in English, Economics and General Studies alluded to, have been made.

Foreign languages will be no longer required in the first and second years, except in certain courses, such as Chemical Engineering, where a use of technical literature in foreign languages is a necessary part of the professional work.

A substantial reduction has been made in the number of hours of exercise as compared with hours allowed for preparation in nearly all of the professional courses. A large number of changes will also be made within certain professional subjects, with a view not only of improving their absolute value but in order to correlate them more closely with dependent work.

Provision has been made for admitting a junior freshman class in January of next year, as has been done this year and last. If this proves satisfactory it will be made a permanent policy.

Military training will be continued through the second year, for three hours a week, and provisions will be made in the schedules of several of the engineering courses for special work for men desiring to take advantage of the opportunity offered by the War Department for specially qualified and trained men to enter the engineering service of the army through the Reserve Officers' Training Corps.

"PHOSPHOROUS" IS ANSWERED BY MEMBER OF FACULTY

Professor Rogers Criticizes Apr. 1 Voodoo

The April issue of the Voo-doo has received hearty encouragement and constructive criticism from Professor Rogers of the English Department. He admires the cover and sees great opportunity in the development of "Phosphorous" as a commentator on Institute affairs. The theatrical section however names in jokes reprimanded. The Tech quotes Professor Rogers as follows:

"Upon a second and less casual reading severely condemned and the use of realing the new VooDoo appears to have taken successfully to heart the very just and exact criticism which Mr. Hauser made upon the first number about a month ago. The faults do not glare so. The cover, although happier in drawing than in color, is really attractive; that is, it does attract one to open the magazine. The illustrations, also are on the whole easier to look at, less intentionally crude, perhaps, though there are still too many sketches in that familiar style of college art which seems to prefer to use anything but a drawing pen.

"The reading matter shows either a larger field of choice for the editors, or a more inventive humor on their part. The extravaganza, the frontis-piece, the ten commandments, some of the verse, are very good. The editorials are written with a rather heavy hand for a humorous sheet, and the introduction of Phosphorous is happier in conception than in handling. Phosphorous, properly encouraged as a commentator on Technology life and manners, might be as good a vehicle as Don Marquis's famous invention in the New York Sun Daily, 'Arlie the vers-libre cockroach.' But he needs a lighter touch, lighter and more irresponsible! Technology humor has a tendency to be heavy handed. The Voo-Doo's opportunity is great.

"The Voo-Doo prints a list of suggestions to embryo humorists. May I offer one or two, perhaps a bit more serious.

"1. The idea of a letter-press for the theatrical pictures is good, but the photographs still seem to be chosen more for suggestiveness than pictorial quality. I am not sure, anyway, that such a collection has any place in a col-

lege funny paper. It puts it in the same class as the comic sheets one picks up in the barber shop.

"2: The use of real names in jokes, the depiction of real fraternity houses, and, finally, the careful and unmistakable drawings of fraternity pins on characters in drunk scenes—these three are unpardonable offences against taste and good-breeding. They should never be allowed to occur again.

"But apart from these points there is nothing in the magazine that does not deserve hearty encouragement in its intentions and the assurance that one does not always secure the perfect atmosphere and the right touch in two numbers. Both contributors and editors are still getting their pitching arms—I believe the phrase is—warmed up. Let them go ahead and be as funny as they may. The more effervescent a college paper is, the more successful. Anything goes, except intentiona bad taste.

Alumni Notes

Under date of April 2, 1919, by direction of the President, the Distinguished Service medal was awarded to COLONEL BRADLEY DEWEY '09. Colonel Dewey is a graduate of Course X, class of 1909 and son of Professor D. R. Dewey of the department of economics at the Institute.

The citation reads as follows: "By direction of the President under the provisions of the Act of Congress approved July 9, 1918 (Bulletin No. 43, W. D. 1918), the Distinguished Service medal is awarded to the following named officers and civilians for exceptionally meritorious and conspicuous service to the government:

"Colonel Bradley Dewey, Chemical Warfare Service, for exceptionally meritorious and conspicuous service as chief of the Gas Defense Production Division in achieving under most trying circumstances remarkable results in supplying the American Expeditionary Forces with sufficient number of gas masks of high grade and of improved design."

DR. JOHN A. ROCKWELL '96, who has been a member of the Alumni Council on athletics and also medical advisor of the Institute, has sailed with his unit, Base Hospital No. 44, from Europe on the Graf Waldersee which is due to arrive in New York on April 22nd.

KIRKLAND H. DAY '17 is the author of "Camion Cartoons." He is a member of the Mallet Reserve still serving in France. The book holds every promise of popularity. "What's the Rumor?" That's its catchword, and this will doubtless become a very familiar phrase ere long, when the book begins to make its way through the country.

WE HEAR FROM CLEOFAN

THE TECH is in receipt of the following communication from Cleofan: Preliminary notice for absorption by the ignorant public: aye, even yet there have been encountered youths who, when someone says "Cleofan," stare and gape in uttermost stupidity. "Cleofan" is it known, is the plural form in Egyptian for Cleopatra—and therefore denotes the tolerantly indulged society of earnest co-workers who inhabit the mysterious recesses of the Margaret Cheney Room, 10-300.

A small delegation of four, representing the chemically inclined individuals from this society, had the pleasure of attending the party at President Maclaurin's house last Saturday. They enjoyed the Shadow Play immensely, and think that Professor Rogers showed a phenomenal knowledge of the genus of freshmen. How could he have acquired such a knowledge? Of course they observed the violent Co-ed with interest—and have shivered ever since over her fate, thinking it might even be well for them to retire in all speed to some place of safety (and boredom) like Radcliffe or Wellesley. They refuse to acknowledge her as a true representative of the type—but may see fit to remember her methods as suggestions when, in the future, they are overcome by the need of a fountain pen or a math paper.

The songs by Mr. Conant, alias Harry Lauder, were quite perfect in intonation and thoroughly enjoyed. Cleofan wishes to express their appreciation of President and Mrs. Maclaurin's kindness in giving them so pleasant an evening. "CLEOFAN."

SERVICE IN WALKER IMPROVES

Walker Memorial has opened both lunch counters to accommodate the increased number of students patronizing the cafeteria service at noon. Up to now the line of students waiting for lunch has reached almost to the street and many began to grumble at the miserable service, but now students have expressed their appreciation of the rapid service which is greatly enhanced by the opening of the new counter.