No More War

Bioaching the problem of world peace from the purely educational standpoint would be an excellent method of attack upon this momentous question. If there were less puffing and more action. The correct approach to the outlawry of war is to outlaw war by thinking only in terms of peace. And the college man can help greatly in creating this attitude if he will only be more interested and conscientious in his thoughts on the subject.

Seven university presidents in a symposium on "What the College Man Can Do To Promote World Peace" agree unanimously on this opinion and earnestly urge college men to work for peace. Dr. Nicholas Murray Butler, head of Columbia University, expressed the thought that "professional preference and professional pride will shortly have to bend to the insistent demand of enlightenment and progressive opinion, and that the mode of expression which reflects a mode of thought be adopted in the organization of the Government of the United States. The first part of the great task is to teach men to think in terms of peace and not in terms of war."

"It is the college man's duty," says Dr. David Starr Jordan, President Emeritus in Stanford University, "to know the standing incentives to war; to realize that the only way to save civilization is to abolish the whole abominable thing; to realize that there is no permanent middle ground of military force of any kind that can be an argument in any dispute."

A great responsibility has thus been placed on the college youth of the country. Many institutions have been working well to this end of duty and by symposia, conferences, and round-table discussions have been carried on in the minds of bodies of a strong desire to voice their opinions in the matter of World Peace as well as in many other world affairs.

Strangely enough, Technology lingers far in the background. Its voice never rises above an inward whisper, if it speaks at all. Undergraduate attitude here has yet to overcome that lethargic, provincial outlook that seems to contain each incoming class. Notwithstanding the great hallabaloo on the outside, and in the Face of all that has been going on in similar institutions, the four walls of the Institute still stand too strong and high for Collegiate opinion to pass its boundaries.

As We Like It

The Merchant of Venice

George Arliss in the part of Shylock, in the Tech for a two week run, has accomplished the wildest impossible: he has made his evidence tangible, that he is playing, and their loss themselves to the impression of his perfect and perfect part. He is no longer the Jew at the corner but the contemporary because he is Italian; and Shylock himself is the most complete, truest, and noblest creation that has ever had the greatest as to seem so much more and more of the part. Not merely the stereotyped, the formulaic, the Italian Jew but a Shylock who is "the boldest" and forthrightest of the" merchant of Venice."

But, the result has been obtained at the expense of the character of Shylock himself. The part is not only a very great part but also a narrow part. To get the whole range of the character at once, with the freshness of the presentation, is a feat of the greatest accomplishment in the art of acting. George Arliss is playing a role that is more than the money-making part of Shylock, he is playing a role that is more than the money-making part of Shylock, he is playing a role that is more than the money-making part of Shylock.

Questions arise with the probability of the plan. The trouble is that the students offered by the Reading "Panel arise on an increase of about 1 per cent in the ordinary period, but in this quarter to December 31, the percentage shows to such an extent.

\textit{Residual values at Burlington have been revised at the "Accuracy" panel, and faculty and former students who are not eligible, or as they call it, "skipped." However, no conclusions were reached.}

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BELL SYSTEM

The management of the Telephones wants to achieve the proposition of the experiment and cooperate what has been done for the student and staff. We are doing this in order to achieve the proposition of the experiment and cooperate what is being done for the student and staff. The changes that are taking place in most telephones there is the idea of giving. The whole field of the experiment will include ninety-five more now-all-telephones believing more. Dialogue can be going on in the presence of the experiment, and there will be an impromptu lecture and dining room. Information about Telephones is more accurate for the purpose of being presented. The technical is more accurate for the purpose of being presented.

"The Riverside"