FRESH RULES

YOU who are entering Technology as an unruly crowd of youn-
gsters, fresh from high and preparatory schools, are as a matter
of necessity expected to conform to a certain number of Institute
traditions, rules, and unwritten laws that are by no means com-
nom to each and every college. We have little in common with
Dartmouth, Yale—and even Harvard—and our Freshman Rules
are made to fit M.I.T., and M.I.T. alone.

Hence we lack the usual collegiate campus atmosphere, with
its hazing, green caps, and so on. Tech has little time or use for
these tests and our Freshmen Rules it does possess must be enforced to make the Institute really
its hazing, green caps, and so on. Tech has little time or use for
its Freshman Rules are the backbone of the whole system; without them the rest would be of little con-
sequence. However, it is from the Freshman Rules that the freshmen are in no way a brand
of greenness—simply a means of identifying the incoming men for their own mutual benefit. They as a class can only gain by
the reception it merits! —Vermont Cynic.

ANTICIPATION

LAST May saw the completion of the first Technology under-
graduate report on student-Faculty relations and teaching
methods at the Institute. A committee of eight representative
undergraduates and Senior was convened form questionnaires which were circulated among the various classes, and based their report upon the answers received by nearly half the undergraduate en-
rollment.

This Student Inquiry was presented in mimeographed copies
to each member of the Faculty at their last regular meeting of the
year. They were asked to give their approval or disapproval of the
rules. What may come of this action on the part of the students now
remains to be seen. While the recommendations submitted were
mostly for the sake of improvements on the part of the students and not altogether practical changes, much was embodied in them to meet in full the needs of the incoming Freshmen.

In charge of this issue:

NEWTON H. LOVE, JR., ’31

With The American—College Editors

"IMAGINATION"

"According to Professor Alfred N. Whitehead of Harvard, nearly every
youth is imaginative and the purpose of college is to restrain and discipline
the imagination. "Fools," says Jes-
ter Whately, "place on imagination without knowledge, while unwise op-
pinians, positivists, will, in knowledg-
ability, place on reason without im-
plication of the two would make its most desirable possi-
ble."

"It is a task of educating people to assume that there is a wide va-
city in unassimilated imagination they build up stories on one or two facts that
even injurious to the subject of their tale. Some Rafter, Professor Whitehead, is
charged with questions of health, family and business affairs. In this he has been studied in a western insti-
tute."

"On the other hand, it must be a popular notion that unassimilated
anticipation is good. The student is supposed to have more imagination. A
poor student must be able to look back and consider in order to
cover a new process or element. The bad imagination proves to be a
least successful."

"Christian youth, indeed, is a great
emotional problem, and the need is to be a
huge demand for"—Yale. The new and free
feeling and youth is imaginative and the purpose of college is to restrain and discipline
the imagination. "Fools," says Jes-
ter Whately, "place on imagination without knowledge, while unwise op-
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