

Tech, which we could not have said at all times during our course. The first concerns the nature of our regard for the Institute.

The four years that we have spent here represent a struggle to keep going that has been light for some, but very real for others, and sometimes this struggle has given us a touch of feeling that is not just to the Institute. It is the feeling that what we have got from this school we have taken by main force, and that the degrees which come to us to-morrow come only because we have left nothing that could be used for an excuse for keeping them from us. Looking at this matter from our present standpoint, we find that our Alma Mater is a little like the real mothers who bring up the sturdiest sons, and we now appreciate that she has known what was best for us at times when we thought she was hard. Our stern Mother Institute has held us to the path with a firm hand. We must admit that she has never, from her excess of mother-love, recoiled from causing us pain when we were unwise and made false steps, but she has taught us to be honest and industrious, to play when our work is done, and that our duty must be done even when it is unpleasant. We now appreciate what Technology has given us better than we ever have before.

The other matter is in regard to what Class Day stands for. This is not the day of the man who has been most successful in the work of his course, and in whom the Faculty must officially see the most marked signs of future success. This man may be identical with the man whom every one likes, who is the squarest and most generous friend, and with whom we are most sad to part. In that case it is his day. We intend to consider this Class from an entirely different standpoint than that of mental acquirement. This is a day when it is recognized that the Class has human nature and feeling, whereas the official machinery of the Institute does not take great account of such personal matters. We expect to talk over the things that have affected our emotions in one way or another, and we shall probably get a little fun out of the process.

The speaker whom I am to introduce first is our Class Day Statistician. You all know the old saying that there are three kinds of lies — plain lies, white lies and statistics. I ask you not to take too seriously whatever may be shown by the coming analysis. I take pleasure in introducing Mr. W. H. Eager, Statistician.

MR. EAGER, Statistician.

MR. MARSHAL, FRIENDS:

*Statistics.* The word itself is perfectly inoffensive. If used in conjunction with other words, as in a sentence, it not only is inoffensive but generally fades into insignificance. Its importance is increased, however, whenever it appears alone. At the head of long columns of figures or in gilded

letters upon the bindings of volumes, it stands an invaluable aid to the seeker of facts. Whenever used by a public speaker as a subject for discussion, it is an immediate and likewise instinctive signal to those so unfortunate as to have been caught in the same room in which it is uttered, at an inconvenient distance from the exits, to settle themselves in forlorn resignation upon the softest side of their respective chairs. The sounds which soon follow, emanating from various corners of the room at spasmodic intervals, first a snort, then a wheeze and a sigh of despair, testifying vividly to the popularity of statistics. Now, if you will all slide yourselves down into those most comfortable chairs, we will listen together for the first of those sonorous testimonials.

The compiling of statistics involves a deal of labor. Four years at the Institute have taught us many truths and maxims. Never do to-day that which can just as well be done to-morrow, and not even then if there is a possibility of getting some one to do it for you.

Your Statistician is an ardent believer in this good old maxim. I spent one whole week putting off till to-morrow that which I didn't want to do to-day, and then ended in having you do my work for me. The process was this: The printing office turned out the questions; Mr. Powers addressed the envelopes, you answered the questions, made the statistics, and here they are.

(The results obtained from the statistic blanks followed.)

Mr. Lang here introduced Mr. M. L. Emerson, Orator.

MR. EMERSON, Orator.

MR. MARSHAL, FRIENDS:

To-day we may for the last time call ourselves undergraduates. We are on the eve of our Commencement, or, as we prefer to call it, our Graduation, our promotion into Life's work. To-morrow marks for us the end of the work of four years, during which we have given our best thought and energy to this Institute. We are now, as it were, on the threshold, and it may be interesting to pause for a moment to look over our last four years of study, and to draw, if possible, some conclusions.

Our aim here has been a technical education — technical because it is an education toward definite ends. At the close of our four years' training we are now ready to commence our apprenticeships in our chosen professions. Are we satisfied so far, or do we wish we had been trained differently?

Scientific education was established as a protest against college education founded upon the classics. It represented a radical departure in lines of