

THE TECH

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Monday, November 25, 1907.

BE THERE.

Few opportunities come to the Tech man to enthusiastically cheer a Technology team. So few that the Tech man almost forgets what it is to cheer.

Today comes an opportunity, a chance to cheer a big Technology team. The Cross Country Team leaves for the intercollegiate race at 5.30 today, from the Back Bay Station.

This team needs encouragement, needs to know that Technology is behind it.

Let every man be there to cheer the team, the captain, the men, the coach. Let every man be there with his voice, and his room-mate. Come in parts, dozens, sections. Come with enthusiasm. Uncork it!

ON THE TEACHING OF SCIENCE.

Modern civilization rests on scientific knowledge. Without science the peoples of today would be in the same condition as the peoples of two centuries ago. In fact, broadly viewed, science has made possible the civilization of the present.

In the whole development of the human race the forward steps have lived, for they have always led to a better understanding of the universe.

In other discoveries of science there has been constant change. As one writer puts it:

"The fabrics of the kingdoms melt away; where Aecad and where Carthage stood, no broken pillar lifts its lonely form to mark the spot amid desert silences. The dust and dreams of Caesar mingle with the forgotten ashes of his slaves."

But the Pythagorean triangle, Archimedes' lever, the theorems of Euclid, the magnetic compass of the dynasty of Tsin, Galileo's telescope, the world system of Copernicus, Kepler's celestial laws, Newton's discoveries, the balances and retorts of Lavoisier, Watt's laboring giants of steam, Volta's pile, Darwin's theory, and Faraday's whirling magnets are "possessions imperishable, while civilization, their fruit, survives."

Democritus, Bacon, Descartes, Torricelli, Roemer, Herschel, and Laplace were men, great men, broad men. So have been all other famous men of science.

Every student of science should know about these men, these things. Every name should be familiar. To know about them would make the study of science broadening. "History of Science" should not be an optional but a required subject for students of all courses.

Not only should the conquests of science, with its heroes, be introduced to the student but there should also be given to him a comprehensive idea of the value of his studies, the interrelations and co-relations of the various subjects given in his course.

Scientific training, properly given, is broadening, not narrowing. As given at the Institute most of the courses deal with science in sections. One small corner at a time is searched out with little attempt to view the whole edifice.

Improperly approached any branch of knowledge will be narrowing. The

minute study of one period in history, perspective neglected, will be narrowing. It is only when the whole sweep of centuries is viewed that history gives the student breadth.

It is easy for the student to see the relations, one to another, of the different parts of history and the development of those parts, but until he has completed his course it is difficult for him to see the connection between the various branches of science.

It, therefore, seems essential that the student understand why he is studying certain subjects that are apparently in no way connected with his ultimate profession.

Steps have been taken in this direction in many courses. The new method in the instruction of mathematics, which binds together the various branches, is a noteworthy example.

To give the student of science enthusiasm, he must be informed of the achievements of science, of the great works that have been done and those that are being done in the scientific world. To give the enthusiastic student an opportunity to take full advantage of the course he is about to pursue, he must see that the various parts go together to make an integral whole, everything necessary, everything inter-related.

REMEMBER REMEMBER REMEMBER

The Time—5.30 P.M. Today.

The Place—Back Bay Station.

The Occasion—Cross Country Team Leaves for Princeton.

POINTERS TO FRESHMEN.

Plug or pack.
Don't try to be a cheer leader for upper-classmen.

Don't leave the Institute forgetting to graduate.

Beware of Sophomores and look wise.

If at first you don't succeed, petition.

If necessary take a five-year course; thus many embarrassing explanations may be avoided.

Get busy while you've got a chance and don't talk about working right up to eleven o'clock.

Do each day's work as it comes, even if you have to sit up all night to do it. It is harder to do it later.

Get a pull with the Faculty, wear a clean collar and attend all class meetings if they don't conflict with meals.

If you want to stay at Technology and are stupid—go to some other college; if you are mediocre—be a grind; if you are bright—thank God, but look out!

Mind your own business and be democratic; don't think that you are any better than anybody else. "The bluest blood is putrid blood, the people's blood is RED."

Remember you represent the Institute. Show them that you know how, whether at Jake Wirth's, the Skating Rink, or a country blacksmith's shop.—Technique, 1608.

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