

THE TECH

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ONCE MORE.

The subject of co-educational participation in Institute affairs was at first approached in a rather jocose vein, but it now appears to have been taken up a little more seriously by some people. Since this is the case it might be well to give a little time to a thorough consideration of the subject of co-eds in the class of 1909.

This consideration will involve several phases or the question of the relation of the sexes. In the first place the proper position of woman in her relation to man has been most thoroughly discussed by those competent to judge the matter. The unanimous consensus of their opinions has been that the two spheres are entirely definite and distinct. A discussion of this however would be out of place here and now.

Co-education in the Institute is more or less of an unnatural state of affairs. The feminine members of our student body cannot form any component part of the whole. If they are here to get certain things out of the courses at the Institute it is no reason why they should be considered as any integral part of the political whole.

Any consideration of them in this regard will be necessarily warped and it would be difficult to regard them in any natural light. For one reason it would be because we have not been accustomed to judge women in a political way.

Again and again has this question been considered in colleges where the feminine element formed as small a proportion of the student body as they do here, a ratio of one in one hundred. Cornell has discussed the question and has come to the conclusion that the women have no place in collegiate politics.

The strange thing about the position of the women in the politics of the class of 1909 has been that the judgment of the class as a whole has not seemed to be in favor of having women connected with their politics. Practically all the electing that has been done has been done originally as a joke. Later the class has seemed unwilling to accord to their girl politicians the recognition that they deserved. In other words they have been willing to treat their politics as a joke but they have not been earnestly in favor of co-educational participation in class politics.

This was shown especially when the election of two feminine members of the Technique electoral committee came as a great surprise to the class. When they had done this and one of the members of this committee had clearly won a place on the board by competition great reluctance was shown toward electing her to the position for which she had demonstrated her pre-eminent ability. In fact she was only elected to the board after all other means of securing an incumbent for the position had failed. Does this seem to indicate that 1909 is such a staunch champion of the rights of womankind?

If the girl nominated for the prom committee, had been elected without any discussion, the election would have been due to the joking members of the class, not to the recognition of the girl's ability.

Throughout this peculiar treatment by their class, the girl members have carried themselves very well. They have worked with a class spirit that puts to shame the efforts of some of the boy members.

It is sad that in the discussion the girl members of 1909 should have been made to feel uncomfortable. It was not possible to discuss this matter without making some of the members of the class of 1909 uncomfortable.

To the dense members of the class, it can be said that not the co-eds have been attacked, but the asinine members of this class who have voted for co-eds because they thought it was a joke, went gaping to class meetings to see the co-ed secretary, who, later, when these co-eds showed ability, would not recognize their rights.

Another lamentable phase of the whole matter is that many of the really influential and able men in the junior class who have been opposed to the women in politics have not been willing to come out and state the ground that they stand on. It will be found that many of the most representative men in the class are of this opinion.

ONLY ONE OFFICE.

A common fault in the Institute and one which should be criticised conservatively, since a great many students are only free from it to their shame, is that the men who are interested in student affairs at all, are usually too ambitious.

Time and again, class presidents hold half a dozen other offices. One man often holds an important position in each of a number of organizations. Every year many of the members of the prom committee are also on Technique; both these activities deserve constant work.

A man's studies are of some account. Unless a man is wonderfully capable he cannot fill more than one important position, and carry a regular amount of school work, and do both well. The great majority who try this overestimate their capacity.

Even if a man could accomplish three men's work, the wisdom of his so doing could be questioned.

If officers and honors were not concentrated in the hands of a few, more men would be drawn into activities. Fellows who otherwise would have no opportunity would be elected to office. If each man held only one office, a larger number of men would become officers. The more men hold offices the more men are vitally interested. To be important in something always makes a fellow enthusiastic. It also makes him work hard. Then men in prominent positions ought to refuse minor places and leave them for less well-known men.

A larger number of men than now would then be given a chance of practical training. Responsibility develops a man. Though some fellows might not be very capable at first they would grow with their duties and the effect, would be beneficial to the whole Institute.

A Technology man's school-work is an important consideration. Also a degree is something to work for. Most men are at the Institute primarily to work hard and to graduate with a thorough training. Most students are not in such financial condition that they can easily afford an extra year here. Neither can they afford to spend four years and not get a degree.

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A man should feel some pride in doing
(Continued on page 3.)

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