

THE TECH

VOL. XXVII. No. 86

BOSTON, MASS., TUESDAY, JUNE 9, 1908

PRICE FIVE CENTS



1908 CLASS DAY COMMITTEE.

Standing Back Row, Left to Right—B. S. Leslie, H. W. Blackburn, H. E. Allen, M. E. Allen, E. I. Williams, J. C. Reid.
Front Row—C. A. Gibbons, Jr., L. B. Ellis, K. Vonnegut, W. J. Peirce, L. W. Thurlow, S. H. Daddow, J. Pope, L. B. Hedge, W. D. Ford.
Seated Front Row—H. A. Rapelye, class president; L. Coffin, C. H. Boylston, second marshal; H. T. Gerrish, first marshal and chairman; F. H. McGuigan, third marshal; G. T. Glover, H. Webb.
Front Row—R. E. Drake, H. S. Osborne, J. T. Tobin, T. W. Orr.

TRIUMPHAL PROCESSION END OF SENIOR DINNER.

NOTICES OF DEGREES THE GOAL.

Successful and Enthusiastic Banquet Held Thursday at The American House.

Senior Week was inaugurated with the annual Senior Banquet at the American House on Thursday, June 4th.

After the dinner the entire party, headed by some of the more enthusiastic members in and on a carriage marched up Boylston street to Rogers steps, where they received their graduation notices.

Samuel H. Daddow acted as toastmaster, and all the speeches were by members of the Senior class, none of the faculty being present. Prof. Breed, however, was located in the building, and was carried bodily into the hall, where, after some rousing cheers, he informed the class that the percentage of graduates this year was larger than it had ever been before.

The class president, Harry Rapelye, boomed the Alumni Association and urged every man to affiliate himself with it after graduation.

John Tobin, class secretary, read letters from the Technology Clubs of New York and Philadelphia, containing invitations to membership. He recommended keeping in close touch with the class secretary, in order to make the Review, with its new graduate editor, a decided success. Tobin was unanimously elected the 1908 class secretary.

Harry Webb, chairman of the Portfolio Committee, had "Retrospection" as his subject, and recalled the days when 1903 whitewashed their numerals on a fence, with a freshman's head for a mop.

The humorist of the evening turned out to be Arthur S. Douglass, who seemed to have no end of good stories.

The South was represented by Lafayette B. Hedge, who guaranteed that the Southern men would do their share to push 1908 to the fore.

"Transoceanic Humor" was treated by Basil L. Gimson who started his speech by saying that no such thing existed.

Horace E. Allen spoke on the future in store for the men graduating. Francis H. McGuigan gave one of his characteristic speeches.

First Marshal Herbert T. Gerrish ended the speaking of the evening with remarks on the class day observances.

SENIORS URGED TO WORK UNSELFISHLY FOR OTHERS.

THEME OF BACCALAUREATE SERMON.

Dr. Hodges Asks Class of 1908 to Exert Their Influence for Good.

That the aim of the members of the graduating class on entering the world should be the service of others and that they should use their influence always for the good of the community, was the theme of the baccalaureate sermon delivered by the Very Rev. Dr. George Hodges, Dean of the Episcopal Theological Seminary, Cambridge, in Trinity Church Sunday afternoon.

The class formed in line in Rogers and filed into the church just before the service.

Many of the relatives and friends of the class, together with Technology men from the lower classes occupied pews in the church.

The text was from St. John XVII, 19. "For their sakes I sacrifice myself." At the beginning of his discourse Dr. Hodges, outlining his idea of the purpose of education, said:

"I purpose to speak on the subject of influence; because you are all fitted to be influential, you are all resolved to be as influential as you can. I take for my particular theme the elements of influence. I mean the qualities which make men influential for good. It is my purpose to consider in several details that which we intend when we speak of sacrificing ourselves. For their sakes in order that we may be useful citizens of the kingdom of God, and effective contributors to the happiness and excellence of society, what sort of persons ought we to be?"

There are two primary things that concern influence, said Dr. Hodges. First come the determining elements, whether it is for good or for evil; and second the effective elements, which make it either strong or weak. The force of influence necessarily depends on the person exerting it.

That the world is looking to the college man of today to exert a great influence for good, and that it is depending on him to do the right thing, Dr. Hodges said he had no doubt.

Dr. Hodges said that something more than righteousness and holiness were essential to good influence. The man who is devoutly religious and thinks of

(Continued on page 2.)

FANS FLUTTER AS 1908 HOLDS CLASSDAY RITES.

NEW PANELS OF FRIEZE UNVEILED.

Rogers Building in Gala Trim for Seniors' Annual Function.

To the accompaniment of fluttering fans among the audience the class day exercises yesterday in Huntington Hall went off in fine style. More than two hundred members of the graduating class were present with their relatives and friends.

Rogers was in holiday attire. The staircase was decorated with evergreen and laurel. Huntington Hall even had lost its usual bare appearance and was resplendent with ferns and flowers.

The class day committee filed in and took their seats on the platform. They were enthusiastically applauded.

Class President, Harry A. Rapelye, opened with a few words of introduction. Following his remarks he unveiled four new sections of the Huntington Hall frieze, which were executed this year by the fifth year students in architecture under the direction of Mr. William Phelps Brown.

The frieze in Huntington Hall was the original idea of Professor Ware of the architectural department, and at his suggestion Paul Nefflen, a Nuremberg painter, was engaged to execute it. Later the frieze fell into disrepair and in 1898 was removed. The class of 1905 started in to restore some panels of the original frieze, the class of 1895 furnishing the requisite money as a decennial class gift.

This year two were added on each side of the center, making seven panels in all. Reading from left to right they represent Chemistry, Mining Engineering, Mechanical Engineering, the Institute seal, Civil Engineering, Architecture, and Electrical Engineering. The latter is the best of the septet.

Herbert T. Gerrish, the first marshal was then introduced as master of ceremonies. The historian and statistician, Kurt Vonnegut, compared the course at Tech to a game. He likened the faculty to one team and the students as their opponents. The object of the class was to score as much as possible by getting a large number across the goal line of graduation. With the class of 1908 229 scored, and received the degree of bachelor of science today. Twelve master's

(Continued on page 3.)

COURSE COMBINES LIBERAL AND PROFESSIONAL STUDIES.

DR. NOYES CONGRATULATES SENIORS.

Says Institute Training Has Fitted Them Well To Take Up Life Work.

Commencement exercises this afternoon marked the closing event of senior week of 1908. Abstracts of theses in eleven courses were read and the degrees were given out.

To three men were given the degree of doctor of philosophy, to twelve that of master of science, while two hundred and twenty-nine had conferred upon them the degree of bachelor of science.

The seniors who read abstracts of their theses together with the courses they represent are: Civil Engineering, Howard B. Luther; Mechanical Engineering, Langdon Collin; Mining Engineering, Bradford B. Holmes; Architecture, Edgar I. Williams; Chemistry, Rufus W. G. Wint; Electrical Engineering, Edmund L. Warren; Biology, Lawrence T. Walker; Physics, John H. Locke; Chemical Engineering, Clarence W. Clark; Sanitary Engineering, Donald H. Maxwell; Naval Architecture, Maurice E. Denny.

"It is now to be my privilege as the representative of the Corporation to confer in your presence the degree of the Institute upon the various candidates whom the Faculty has recommended as worthy of that high recognition.

"Permit me to describe to you somewhat more fully the characteristics of the four-year courses leading to the degree of Bachelor of Science, which form the main part of the work of this Institute. These courses are not such as are given in technical schools of the narrower type, where the aim is to train men for some specific industry and where much time is devoted to the imparting of technical knowledge and skill. From the foundation, the Institute has stood for the principle, now adopted or being adopted also by almost all other higher institutions of learning, that there be given a combination of a liberal education with such professional training as will fit the student for some important form of service to the community. The Institute, as well as certain other scientific schools, aims to accomplish this result by methods different from those commonly pursued by universities. Like the latter, the Institute requires that a considerable proportion of the student's work consist of the so-called humanistic studies,—of studies in English composition and literature, modern language, history, political science, and economics. On the university plan, however, these are completed in the college before the student begins his professional work, which is then carried on in a Graduate School; while it is the theory and practice of the Institute to cause these liberal and professional studies to be pursued simultaneously throughout nearly the whole period of study. In this way the student acquires from the start the earnestness and interest which the direct preparation for his life-work naturally incites in the mind of a young man, who can not thus early so well appreciate the important but less intangible results of general education; and, on the other hand, the general studies are continued and emphasized in their relation to the professional work throughout the whole course.

"In the second place, the Institute, far more than the academic college, lays stress upon scientific studies as an essential part of a liberal training. It has no sympathy with the idea that a man can be considered broadly educated, whatever his knowledge of the classics, or history, or literature, who is entirely ignorant of the chemical composition and properties of the materials he daily deals with; who knows nothing of the elementary principles of mechanics, heat, light, and electricity which are constantly involved in the daily experiences of modern life and in almost all industrial operations; who looks nightly into the heavens, or observes the forms of land or water, sees the seasons come and go, watches the tides rise and fall, without taking any

(Continued on page 4.)