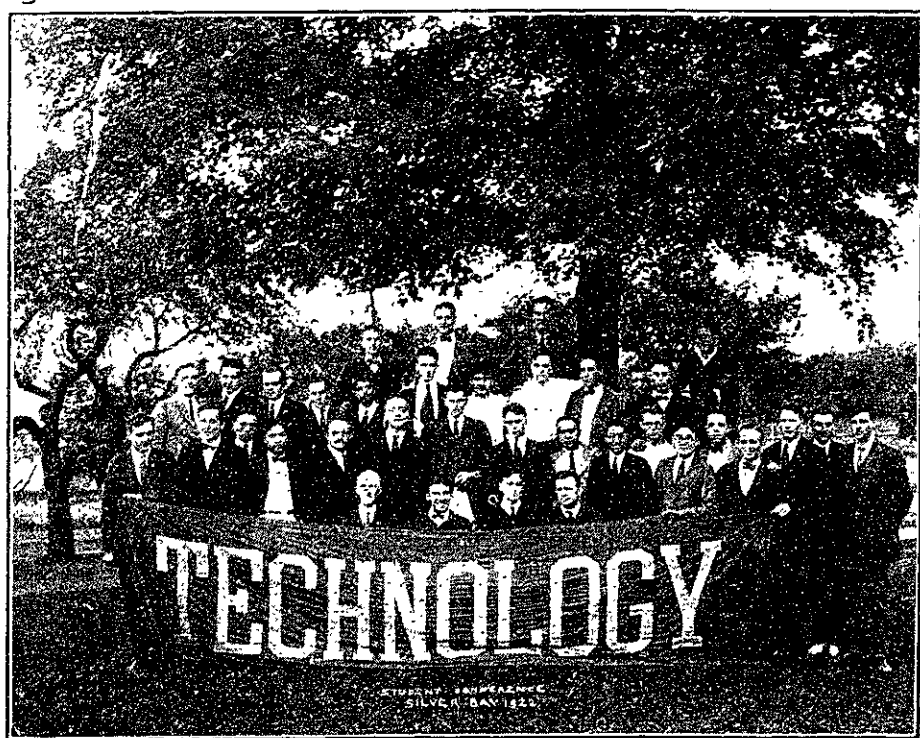


Eighteen Men Now Compose the Silver Bay Delegation from M.I.T.



Last Year's Delegation

Plans for Technology's part in the Silver Bay International Students' Conference are now completed. 18 men have paid their registration fee thus definitely signifying their intention of going, and several others have the matter under consideration. Those who have definitely decided to go are:

H. O. Tappan '23, chairman; Prof. H. L. Bowman G. W. H. Correale '24, R. L. Cory '26, M. H. Finley '24, A. R. Gruenberg '24, F. L. Hall '24, E. E. Kattwinkel '23, D. W. Kendall '24, R. C. Kleinberger '23, J. C. Livingston '25, Denton Massey '23, F. O. Pierson '26, W. W. Quarles '24, W. M. Ross G. Teunis Schenck '26, J. M. Sil '23, J. P. Sullivan '23. By classes, the distribution is Graduate, 2; 1923, 6; 1924, 6; 1925, 1; 1926, 3.

Although this list is smaller than that of last year the T. C. A. is well satisfied for last year was very exceptional. This year's delegation is larger than that of any preceding year excepting last.

The route to be taken is left to the individual but most of the delegation will leave together from track ten, North Station, at 7:45 A. M., Thursday, June 14. They will arrive at

Ticonderoga at 4:00 P. M. and take a two hours' automobile ride to Silver Bay. Tickets are sold on the "Certification plan," that is, when the ticket is bought a certificate is given entitling the purchase of a return ticket over the same route at half fare.

Although the work of the conference is fundamentally religious it takes up practical, work-a-day religion—social problems, international relations, etc. A group of well known speakers will give talks daily on such work. The list includes:

Dr. Robert E. Spear, Dr. Henry Sloane Coffin, Mr. Raymond Robins, Dr. Paul Harrison, Mr. Arthur Ruger, Mr. Bruce Curry, Mr. Fred Eastman, Dr. A. Herbert Gray, Professor D. J. Fleming, Dr. Harry Emerson Fosdick.

Besides the religious aspect of the conference the men will also have opportunity for conferences on various student activities. Naturally among such a large group of college men there will be many interested in each activity and it is expected that these will get together for discussion.

There will also be conferences of international groups and of groups of men from the same country.

In the meantime the other crews had been competing in various races. The freshmen and 150 pound crews raced with the Stone School, rather unsuccessfully, and the ineligible crew was beaten by the Groton School. Stone School, incidentally had one of the best crews on the river and established record time in their race with Cascadilla. The freshmen also raced against English High School on April 28, Yale freshmen on May 5, and Huntington School on May 23, the race against Yale being on the Housatonic. Unfortunately they lost the first two races and won the last one.

During this period, class crews were gradually being gathered together and met in the first annual race for the Richards Cup on May 12. The rules prevented any man from rowing in a class crew who had been on a regular crew in outside competition. The freshmen surprised everybody by winning by quite a large margin, the Seniors being last and the Juniors and Sophomores finishing with a little difference between them in the middle.

The season was officially completed by the annual Crew Banquet on May 29. Professor Richards presented the Richards Cup and medals to the winning freshmen class crew. This cup is a massive silver affair about two and one-half feet high, which was presented for inter class competition by Professor Richards in memory of his brother, George H. Richards, who gathered considerable fame as an oarsman at Cambridge University, England, in 1860-62. Greatwood, Valentine, Brill and Evans were all awarded the varsity "T" and Richard Eaton was elected captain of the varsity and Homer Davis, captain of the 150 pound crew, this being the first time that a captain of the latter crew had been formally elected. Stanton was elected next year's manager with Frisbee and Lord as assistants.

In looking over the records of the crews they may not appear very successful at first glance, but it should be considered that the outside races were all against extremely strong crews of many years' standing, and that this is the first year that Technology has really made a determined effort with adequate equipment to produce a real crew. Other crews were beaten by the ones who beat us, and beaten very nearly as badly. The cheering fact is that we now have a good boat house, conveniently located, and during the spring had nine different eight-oared crews entering into various competitions, with between eighty and ninety men reporting on the crew squad. With encouragement and pertinacity, crew can be made a definite major sport at Technology. Of all sports, however, it is one of the most difficult in which to become expert and requires the longest period of sustained effort. If the student body continue to support it we can look forward to having Technology crews recognized as dangerous antagonists in the not-so-very-far-future and above all we will have men rowing in larger and larger numbers with keen competition in intramural events.

TECHNOLOGY'S IDEA OF COLLEGE ACTIVITIES

(Continued from Page 2)

ished tradition. On the basis of this policy the numerous activities are organized and correlated; and in accordance with this tradition they function. When changes occur, they are the result not of rules imposed from above, but of ideas initiated and formulated by the students themselves in the central governing body, the institute committee. The faculty keeps its hands off. It requires no proctors in the dormitories; when a student is put on probation for low standing it passes no vote requiring him to drop his activities; that action is taken by the students themselves. Control of finances is entirely in the hands of the students; the "graduate manager" is unknown.

The necessary continuity of policy is insured through committees of the alumni council on athletics, publications, the Tech show and the musical clubs. To these committees the undergraduate officers of the various organizations bring their difficulties and from them they receive advice and guidance. The influence which those committees exert flows, however, not from a power of control, for they exercise no authority, but from a recognition of the value of their service. The dean's office, where, indeed, in the days of Dean Burton, student government received its first encouragement, has helped in the matter of wise counsel, and today under Dean Talbot this policy is unchanged.

College activities justify themselves as a force in education in proportion to what they contribute to the making of men. And men cannot be made from boys unless and until the burden of real responsibility is put upon their shoulders. Timid presidents, deans and faculties may shudder at the risks involved in dealing with undergraduates as if they were men; but those who have had the faith and courage to uphold and foster student government know that there is no better way to develop in American college youth, a true spirit of leadership and loyalty.

Indexing Instructors

This article appeared in a recent number of the Simmons College Review and is reprinted with the permission of that publication, because it should furnish food for thought among the cohorts of the P. and F.F. as well as many of the other students.—The Editor.

Purposes of this study:

1. To classify and discuss the various forms of instructors.
2. To suggest some methods of attack.

If we ask the average instructor what he wants, we are invariably met with the almost indignant reply, "I do not want anything." He would rather look upon his mission as that of guiding his pupils to the gratification of their own wants; he refuses to look upon the question from our up-to-date standpoint. But the significant fact is this: That so far as we succeed in pleasing the instructor, so far are we successful in our grades, in winning the Almighty A. We might look upon the A then, as the just reward for fathoming the character of the instructor, for learning through careful observation and study, exactly what pleases him most.

Our first thought, then, in seating ourselves for the first time in a new class and before a new instructor, is, "Who is he and what will he want?" and secondly, "How shall I make him think I know something?"

The difficulty lies obviously in first knowing your man. Once accustomed to his little peculiarities, all is clear sailing, but in becoming accustomed to them, we are faced with the rather wearing process of experimentation. Attacks and tests must be made, and the effects of all of them closely observed and recorded. There can be no security of position, no hope of winning the final A, until the successful plan has been found and the faces of both student and instructor glow with the joy of mutual understanding. Occasionally, in rare cases, the student receives aid in this early process of becoming acquainted. Among these cases, which occur so seldom that they need only be mentioned, are the following two: (1) When some foreknowledge is transmitted to the student by someone who has studied him before, and (2) when the instructor painstakingly learns the names and varying personalities of every one in his class.

To the student, all instructors fall into three main groups: (1) the theorist, (2) the specificist, and (3) the combination between these two. Furthermore, certain definite characteristics are peculiar to each type—each one has his own pet method of forcing his ideas upon the student; because of this, the student must find for each a method of retaliation.

The theorist is often a favorite with many a one, because he makes the text-book unnecessary. No bulky tomes need be carried up several flights of stairs; a pen and a notebook will be found sufficient. In this notebook he shall take copious notes, avoiding dates and names of places—here at the end of the term will be found every item of theoretical importance which he has only to memorize.

The observant student will notice that when the face of the instructor glows with some inward light while his voice rises to an unusual pitch, he is expressing his pet theory. This same theory taken down in notes and returned to him verbatim will mean more towards getting the A than a thousand dates and technical terms. He will read your paper, fairly eating up your words, and then say with greatest satisfaction, "Here at last have I found the mind of ages. He realizes—nay, he not only realizes, but he understands,—what centuries have proven to be true."

Papers handed in to the theorist might begin in this way—"In my discussion of this subject, I have given my entire attention and thought not so much to specific detail and the simple relating of facts, as to the

thought lying behind it all, the human element, the cause and the effect. The people do not change—"

He has no use, naturally enough, for his opposite type, the theorist, because he labors under the strange delusion that theory is a ruse of circumlocution; in other words, that we say a lot but don't really know anything. He takes this attitude mainly because he himself finds it easy to remember things. He takes a fiendish delight oftentimes in showing this extraordinary ability for memorizing in torturing the student by confusing him if possible. A favorite plan is to ask A when Columbus discovered America. A replies with great confidence, "1492." "Oh, did he?" answers the instructor with a superior smile—"And what do you think, B?" By the time he has come to E or thereabouts, half the class is convinced that 1492 is the wrong date. A great many students do not care for the specificist.

He has one advantageous quality, however. Unless he is asking questions, it does just as well to sleep through the lecture. No notes need be taken—a memorizing of the text-book will be sufficient for the final. Papers should begin somewhat in this wise—"In 1858, Poco da Lama said in his treatise on this subject that the theories of Bascus and Folio were ex puncio nilibus—worth nothing. He therefore in 1623 began to "sania del tassio."

Unfortunately the student often comes in contact with the instructor of a changeable, versatile nature, who is at times a theorist, and at times a specificist. Sometimes he fools the student by stressing theory all the week, and then calling him to account because he failed to mention dates in his last quiz.

(To be Continued Later)

A.S.M.E. Will Award Columbia University Scholarship in July

Pays \$350, with Reappointment at Discretion of Society

Under the authority of the governing bodies of Columbia University, The American Society of Mechanical Engineers had been extended the privilege of naming the recipient of a scholarship in Mechanical Engineering in the School of Mines, Engineering and Chemistry of Columbia University beginning with the academic year 1922-1923 and continuing until further notice. The scholarship pays \$350 toward the annual tuition fees, which vary from \$340 to \$360, according to the details of the course selected. Reappointment of the student to the scholarship for the completion of his course is conditioned upon maintenance of good standing in his work.

It should be understood that the Columbia School of Mines, Engineering and Chemistry is now a three-year course on a graduate basis, and that a candidate for admission must have had something of a general education, including considerable work in mathematics, physics and chemistry. The candidate is admitted on the basis of his previous collegiate record, and without undergoing special examinations.

In a letter addressed to the Secretary of the Society, an applicant for this scholarship should set forth his qualifications (age, place of birth, education, statement of any other activities, such as athletics or working his way through college, references, and photograph). Applications should be filed not later than July 1 of each year.

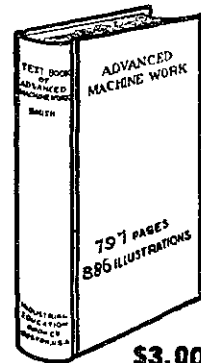
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