A TIME FOR TRADITION

by Professor Gilbert R. Merrill

Over the forty-eight years of owning the Textile School, there have been repeated columns complaining of the lack of school spirit at Lowell Tech. For the most part, the complaints have been about lack of attendance at various athletic events, but there have been columns about other lack of the student body.

It is suggested that "school spirit" is largely an outgrowth of pride in one or more features of a school. Perhaps it is pride in the wonderful campus and buildings, or in the caliber of the instructing staff and the courses they offer, or in the process of the students in various athletic events, or, even, in the size of the school and the accomplishments of those who went graduates.

Most of these items for pride come out of a school history. A young school has little background of this kind and finds it hard to build 'school spirit'.

Recognizing that Lowell has had a worldwide reputation for many years due to the excellence of the training given students for the Textile Industry, perhaps some acquisitions with bits of history about the school and its personnel from seventy years ago could stimulate pride in L.T.I.

SEVENTY YEARS AGO

While the charter for the Lowell Textile School was granted on July 1, 1883 and the School was opened on January 29, 1887 and the first classes opened on February 1, 1887, the regular program was not started until October 1887. The courses given in the spring of 1887 were organized so that credit could be arranged in the years to follow.

No chemistry space was provided in the fifth and fourth floors of the Parker Block, on Middle Street; these floors being fully occupied with Cotton and Wool Yarns, Weaving Laboratories, the lecture class rooms and the Design and Art Studios. On May 29, 1887, the trustees took a lease on one half of the third floor of the Parker Block and attained this space to the Chemistry Department.

Thus, in the top two and one half stories of the Parker Block now Pollard Exchange, on Middle Street, in the center of town, Lowell, on October 4, 1887 the Lowell Textile School opened its first regular program with seven students, having water proof flooring, benches and seats installed.

Thus, in the top two and one half stories of the Parker Block now Pollard Exchange, on Middle Street, in the center of town, Lowell, on October 4, 1887 the Lowell Textile School opened its first regular program with seven students, having water proof flooring, benches and seats installed.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervising of the many, and the supervision of the Board of Directors.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervision of the Board of Directors.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervision of the Board of Directors.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervision of the Board of Directors.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervision of the Board of Directors.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervision of the Board of Directors.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervision of the Board of Directors.

Mr. Smith was the secretary of the Board of Directors of the Textile School organized in 1883. The School started and then grew up very much as a movement unaccompanied and unaided mind of the Trustees of the School and the supervision of the Board of Directors.
After Cumnock Hall was completed and the Hidele Book Store took over the "assembly hall" Mr. Smith's portrait was stored away in the library for safe keeping until it could be restored. After giving up hisshipalship, Mr. Smith was elected to the School faculty, and served on several committees, including those interested in the School of Business Administration. It is possible that Mr. Smith even had one that was interested in the automobile. However, there is no indication that Mr. Smith in his youth attended the School of Engineering.


The text concludes here.
1910 ANNIVERSARY

Bequest of Mr. Smith

1910 in the name of the

AERONAUTICAL

student

CHEMISTRY

CIVIL

ENGINEERING

Petition

and

Mr. Smith, to

grant

the

Resolution

had

been

said

belong

the

1927.

We

JAMES T. SMITH

Sitting alone in his arborial

Strength quickly ebbs away;

Maturity of youth and devotion,

Arise of human days.

Thoughts of the school by the

Dreams, then his thoughts fall

From the earth and the things that

Iron Life's eternal day.

Passed from this life to another,

Gone from the paths he once took.

From the arms of his dear footsteps

love

Jesus in the arms of his God.

One of the favorite sayings

Mr. Smith, when talking to the

boys in the dormitories, was that

Lamia was given to guarding

at frequent intervals when he

was at the school, was, "Once

a student, always a student." It

was to signify that a student

should never lose his contact

with the school. He was

welcoming to every student and

himself about the

materials or equipment

he had to work with, and to

as a student and

to talk with parents of those

who had

him in his work.

He used to

the quotation as

as to the present

player, position and duties of

the past students. The school

acted as unofficial employment

agency, frequently bringing

grant-graduate and prospective

employers to their students

advantage.

In the second place, he

concluded that in addition to the

usual academic instruction, where

a student was in residence, the

school aimed to train him to have,

not only as open but a continually

enlarging mind. This carried the

thought that what a student

should learn was not only the

contour of the course given by his

instructors but how to approach any

problems, how to analyze it to its

various components, how to solve

each of these parts and how to

get the answers in these parts

better to meet the complex

condition of the problem. Textile

students, for example, were taught

hold this type of background, so

many variables entered into the

of the problems that a student

had to be taught to think of the

threads which were back to any

manufactured product, the

处理 that had been performed

with the fibers up to the point

considered, what processing

was placed on the fiber before

the point and what characteristics

were desired in the fabric.

And how Mr. Smith exemplified

this teaching in his own work at

Lowell's in its later days, putting

in several years of proficiency to

the School started at; nearly

seventy, following up the ideas of

Gould and Taylor and bringing

both men and their ideas to the

School and to those mill men who

would be later at seventy five,

pressing for the privilege of

growth; and family, at

eighty, sprawling for the right to

take over the School so that it

might continue.

Some say we specialize in power...

power for propulsion...power for

auxiliary systems...power for aircraft,

missiles and space vehicles...power for

marine and industrial applications...

...they're right.

And wrong.
### The Text

#### EDITORIAL

It is not difficult to determine that the student enrollment of L.T.I. appears to be growing exponentially. We have accepted approximately 910 freshmen this year and if the present trend continues, next year's incoming students will exceed 1414. It is a matter of curiosity how the student body can expand at such an alarming rate. The percentage lost for academic reasons would decline further (22% in 66.6% in 67), and thus our enrollments will increase proportionately. Such expansion is a part of the overall growth of the Massachusetts Institute of Technology (M.I.T.), as the percentage of students to the population of the United States is increasing. (A student-adult ratio of 1:4), but it is a rare experience indeed to attend a class with less than 25 students. More common is the situation which has prevailed in junior math where one instructor must teach three consecutive classes of over 50 students. In fact, it is a constant school policy not to permit continued enrollment of a student for more than 10 without special permission.

The growth of the student body in an academic environment, if in our university we may call it that, is real. There is no class time for individual attention to the given problem of any particular student. Often there is no time after class other than during the breaks as the faculty and students alike are burdened with excessive academic loads: (i.e., the quantity of hours spent in class, not necessarily the difficulty of the material presented). Also in some instances students and teachers alike may be hampered with excessive academic pressure. Although some may argue that this is not true, there is always a reason to give proper attention to the correction of exams and tests which are sometimes relegated to graduate students to correct (or batch tests). This frequency results in a lack of personal attention or guidance in the process.

The phenomenon of "assembled line education" is not an easy one to define or comprehend. In this essay we shall consider it as the attempt to "program" the student with the techniques, formulas, and definitions that entail a given discipline. We are all familiar with the "star" techniques employed by some instructors. That such methodology is diametrically opposed to the purpose of attending college shall be self-evident. Nevertheless, far too many students AND instructors feel that college is precisely, and only, a place to be programmed for a certain job, call it X, to earn a certain number of dollars, call it Y. Therefore, they argue, it is per se (to alter their perception) to cram as many students into a classroom as the laws of physics will allow suchprogramming, the statistics averaged student (who does not exist in reality), rather than experiencing education WITH people; it is justifiable to say "da, da, da," and worrisome the student who does not repeat exactly "da, da, da." It is wrong, a moral sin, a capital crime, to consider a student a sensitive individual. The future productions of such minds packaged under the above criteria, will seldom be distinguished by an air of originality; they are anticipated in their thoughts and, if they are found to differ among themselves in anything, it is only in irregular notions and trivial concerns.

We wish that L.T.I. would consider an "ignorant enroolment" of its own educational philosophy, and thereby to take the first step backward from the brink of mistakes which obviate this so far approach.

**S.J.R.**

### TOTAL AID RECEIVED FOR THIS ISSUE:

**0 (zero)**

YOU PAY $3.75 A YEAR FOR A SUBSCRIPTION TO THE TEXT, HELP US MAKE IT WORTHWHILE.

### STUDENT COUNCIL FOCUS

All students realize that the Student Council does exist but few, if any, actually know what goes on behind that immense lobby of the Student Council Office. The purpose of this column shall be to acquaint students with the activities of the Student Council and its members, and to tell what some people may not want to hear, but what is transpiring at Student Council.

In the past the Student Council and the Fraternities have gone along smoothly; the reason being that they stayed out of each other's way. Recently this system fell apart due to Student Council President Robert Green.

The composition of the Student Council states that it has the sole right to approve the constitution of every student organization on campus. This was apparently interpreted by Mr. Green to all the Greek Fraternities including the Fraternity of the Student Council, which had been, prior to the past, completely independent of the Student Council. The only point the Fraternitites have been subservient to were the Board of Trustees and the Dean of Students, except for the presentation of the Student Council. In any case, Mr. Green first went to see the Dean of Students, and then Mr. Olson, to try to obtain the constitution of the Fraternities. When he obtained no satisfactory results, he threatened to stop the action. Now, the problem which arise from the fact that Mr. Green wanted the Fraternities' constitutions, but rather from the manner in which he tried to obtain them. Permit me to cite several examples.

Mr. Green threatened to declare the existence of one Fraternity if they failed to submit their constitution. (This was interceded by Mr. Geen.)

Mr. Green also visited the offices of the Student Council and/or members of the Fraternity of that all or some (depending on the farithy) of the Fraternities had already submitted their constitutions which, in truth, was not true.

Mr. Green did all of this without the knowledge and/or consent of the majority of the Student Council or their advice.

This and other information was brought out at the Student Council meeting where they had representatives from Mr. DeBiasi, representing the Interfraternity Council, spoke for a considerable length of time expressing the I.F.C.'s wish that if Mr. Green wanted the constitution of the Fraternities he should go about it in a more systematic manner. Mr. DeBiasi also believed that a formal apology was in order. At the end of the meeting the S.C. passed a motion stating that the I.F.C. is independent of the S.C.

This action on the part of Mr. Green may make you wonder what kind of control Mr. Green is trying to exercise over or with the S.C., Could you tell me Mr. Green?

---

### THE TEXT

Published twice monthly during the academic year, except on holidays or during vacation, by the undergraduates of Lowell Technological Institute.

In signed columns are those of the writers and do not necessarily represent the opinion of THE TEXT.

**Editor-in-Chief**

**Managing Editor**

**News Editor**

**Features Editor**

**Layout Editor**

**Staff Writers**

**Advertising**

---

**MARTIN BOURJEE**

**HELEN SCOTT**

**JOHN J. EMMETT**

**THOMAS MURRAY**

**WILLIAM MALONE**

**DOROTHY COFFEE**

**PAUL COFFEE**

**THOMAS REILEY**

**Stevens Hines**

**Carol Haversett**

**Alana Allen**

**Dave Holley**

**Mary Keshaw**

**Dick Kennedy**

**Sue Lome**

**Alex Moseley**

**Robert Dunkin, Bob Niedlack**

**WILLIAM MALONE**

**Editor**

**LOCUS COVET**

**Scott Publisher**

**BUSINESS STAFF**

**LEY, ADAMS, MONTROSE, HUGHES**

**DAVID STARKY, Circulation**

**RICH URBANISI, Advertising**
Welfare recipients are in revolt across the country according to N.E.T. JOURNAL.

Monday (Oct. 22) at 3:00 P.M. the April 26 rally will air a documentary which records the personal stories of those who have relied on public funds to keep afloat. Right after the Monday, at 10:00 P.M. on CHANNEL 2, Channel 2 reveals the evidence to help shape up in and about the problems on the whole welfare issue. This documentary study was produced and written by Herbert Aronowitz, author of "Beyond Welfare," a history of the Social Security Administration.

NEWS FROM WGBH-TV

WGBH-TV's "The Campus Restaurant" is in revolt against the Department of Education and Social Security. The show is being seen across the country this week on National Educational Television.

COLUMNOTES

Massachusetts Advisory Council on Vocational Schools of Bates and University of Texas, Assistant F. Lee Bailey dis

oration.

The "Wealth of Nations" by Adam Smith, a three-volume study on the history of public welfare, is now available in paperback.

The show has been broadcast in every state, and has been described as "a powerful exposé of government policy on welfare administration." It has been called a "courageous" and "unflinching" examination of the way the government deals with poverty in America.

The show features interviews with top officials of the Department of Health, Education, and Welfare, as well as with representatives of various welfare programs. It also includes a variety of reports and documents, including the 1960 report of the Advisory Council on Vocational Education, which was critical of the federal government's handling of vocational education.

In the show's opening segment, Bailey states, "The story of welfare in this country is a story of failure. It has been a failure in terms of what it was supposed to do, a failure in terms of what it could do, and a failure in terms of what it ought to do."

Throughout the show, Bailey highlights the problems of the welfare system, including its inefficiency, high administrative costs, and the lack of adequate services for the poor. He also calls for reforms that would ensure that welfare benefits are distributed more fairly and that the system is more responsive to the needs of the recipients.

The show's conclusions are that, while welfare is necessary, it is not sufficient to address the problems of poverty in America. Bailey argues that a more comprehensive approach, which includes education, training, and job opportunities, is needed to help the poor and to reduce the need for welfare.

In conclusion, Bailey states, "This is not a show to be watched with a shrug of the shoulders. It is a show that should provoke thought and action."

THE TEXT

Coffee House Opens

by David J. Henry

"The Campus Restaurant is a great..."
A CLOSER LOOK

Berkeley, Calif. (19.?—) University

4-9-7

C.S.

B The

the

MA7W
ted
decision-making

is

antifaculty.

tailing

The

money.

and

'34

17

mental

havior

obligation.

not

itself;

'34

make

 ..

between

the

tions.

MA-W.

1940-

the

nonsense.

its

we're

me.

broadening

the

the

a

a

the

the

a

the

a

the

a

the

The

The

the

factors.

the

itself;

a

and

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the

the
ROOMMATE RESEARCH

Do college roommates affect each other? The answer is “yes,” according to a study on “Roommate Effects on Academic Achievement” recently conducted by Michael D. Klein, a psychology student at the University of New Hampshire. His study was sponsored by the National Science Foundation and the American Psychological Association.

Roommates and universities tend to regard the provision of living accommodations as an essential service—perhaps more essential than students—than as an educational tool, Dr. Klein says. However, housing arrangements often have significant implications, according to data gathered in a random sample of roommates and their roommates. The study was conducted in the spring semester of a class in introductory psychology at the University of New Hampshire, and therefore its findings do not apply to all students at all universities or all college students at the University of New Hampshire.

The overall group, only 17% of whom achievement levels were significantly related to those of their roommates. Broken down by class, however, the survey showed that students living in the same dormitory hall for the most part are arranged with other students who are in the same academic class. This arrangement accommodates their level of achievement in most of their courses.

Women are also much freer to choose their roommates, and a number of roommates who achieve much better than their roommates. Women need not pay attention to the gender at all.

On the basis of his findings, Dr. Klein concludes that

W.L.T.: SOUND OFF

After all, this is the sound of college radio. Sound familiar? It’s W.L.T. FM at 91.5 MW, the college radio station this year on November 8, from 4:05 to midnight daily.

W.L.T. FM is primarily an educational station, and its programming is meant to indicate what type of education it is. During the year, a few new features have been added besides the existing educational programs which were created specifically. The new features are called “Air Mates,” and serve as disc jockeys for the Top 40.

Another new feature is the “Inkwell” which gives information about activities in Merrick Valley and Lithonia area colleges.

Dr. Klein interviewed W.L.T. FM educators and services of programs, including the Educational System Foundation, the National Student Service Foundation, and W.L.T. FM. He also interviewed two well-known United Press International programs, other regional colleges, and local newspapers.

Major leagues, as well as Tech athletic teams, are covered, in addition to Tech athletic teams, are covered on the weekly sports and basketball hours of Tech athletic teams.

The SWINGLINE

This is a Swingline "Lolita"

The Swingline, Inc.

The Swingline is a well-known stationery company which makes a variety of products, including pens, pencils, and markers. It is known for its high-quality and durable products, and it has been in operation since the early 1900s. The Swingline is located in Long Island City, New York.

The Swingline was founded in 1908 and has been in continuous production ever since. It is known for its line of writing instruments, including pens, pencils, and markers. The Swingline is also known for its line of office supplies, including paper clips, staples, and paper punches. The Swingline is a well-respected brand in the stationery industry, and it is known for its high-quality and durable products.
Thursday, December 7, 1967

explore an engineering career on earth’s last frontier.

Talk with Newport News On Campus Career Consultant about engineering openings at world’s largest shipbuilding company—where your future is as big as today’s brand new ocean.

Our half-billion-dollar taxpayers are always looking for a high-skilled, career-focused, competitive job in the Newport News area. We are looking for engineers who are interested in designing and building new ships for the Navy, and who are interested in expanding our nation’s defense capabilities.

We are looking for candidates who have completed a Bachelor’s degree in Engineering, with a concentration in Ocean Engineering or Naval Architecture. We offer a competitive salary, benefits, and opportunities for advancement.

If you are interested in learning more about this exciting opportunity, please contact our Newport News Career Consultant at 757-447-2231.

NEW FIND SCHOLARSHIPS BY COMPUTER

Last year’s $20 million in college scholarships was just the beginning. Millions of dollars in scholarships are available to students who know where to look. There are literally hundreds of different scholarships available to students who are willing to put in the time and effort to find them. Here are a few tips on how to find scholarships:

1. Look for scholarships through your high school guidance counselor. They will have a list of scholarships that are available to students in your area.
2. Check with your college’s financial aid office. They will have a list of scholarships that are available to students at your college.
3. Look for scholarships through your state’s Department of Education. They will have a list of scholarships that are available to students in your state.
4. Check with local organizations, such as the Girl Scouts or the Boy Scouts. They will have a list of scholarships that are available to students in your area.
5. Look for scholarships through national organizations, such as the National Merit Scholarship Program or the National Achieve Scholarship Program. These programs will have a list of scholarships that are available to students in the United States.

Don’t forget to check with local businesses and corporations. Many companies offer scholarships to students who are attending college.

Remember, scholarships are available to students of all ages and backgrounds. If you are interested in finding scholarships, don’t give up. It may take some time and effort, but it is worth it. You could save thousands of dollars on your college education.