

ARMOUR TECH NEWS

Student Publication of the
ARMOUR INSTITUTE OF TECHNOLOGY

CHICAGO, ILLINOIS

Published Weekly During the College Year

THE STAFF
MANAGING BOARD

Editor-in-Chief John Hommes, '29
Managing Editor..... Fred B. Farrell, '29
Business Manager..... Russell E. Johnson, '29
Faculty Adviser..... Professor Walter Hendricks

NEWS DEPARTMENT

News Editor..... David T. Smith, '30
Fraternities (Open)
Copy (Open)
Reporters—F. A. Attwood, '31; E. W. Carlson, '32; F. W. McCloska, '29; H. P. Richter, '32; Vernon A. Sturm, '30.

SPORTS DEPARTMENT

Sports Editor..... (Open)
Assistants—J. P. Edstrand, Jr., '29; C. Stempkowski, '32; W. Paradzinski, '30.

EDITORIAL DEPARTMENT

Humor Al Auerbach, '31
Book Reviews..... J. M. Jacobson, '29
Inquiring Reporter..... J. Ashenhurst, '32
Editorial Writers (Open)

MAKE-UP DEPARTMENT

Make-up Editor..... (Open)
Assistants—Al B. Auerbach, '31; O. R. Steinert, '31.

BUSINESS DEPARTMENT

Advertising Manager..... Stanley A. Beatty, '30
Assistant M. O. Nelson, '30
Circulation Manager..... John W. Gamble, '29
Assistant..... John E. Barman, '29

Staff

S. H. Anderson, '32; L. W. Booker, '31; A. H. Jens, '31;
C. H. Johnson, '30; A. S. Lenke, '31; J. S. Mech, '30;
G. Reichle, '30; F. W. Spalding, '31; E. J. Wiltrakist, '32;
Exchanges John E. Barman, '29
Assistants..... Donald R. Garen, '30; L. B. Statkus, '31
Assistant Business Manager..... T. R. O'Malley, '30

Vol. II. JANUARY 10, 1929 No. 14

MANHOOD, NOT SCHOLARSHIP, IS
THE FIRST AIM OF EDUCATION.

—Ernest Thompson Seton.

A Plea

At the head of this column a revised list of the members of the staff of the NEWS appears. This new arrangement represents a reorganization of the staff to work more efficiently than has heretofore been the case. A glance will show immediately that many of the positions are unfilled. To this we will add that even those positions which are filled are still very much open to competition on the part of any one who covets a job on the staff.

We wish, at the beginning of the new year, to make a plea to students of any class for their help in producing this weekly newspaper. Anyone in the school is eligible. You don't need a pull or a drag to get on. All you need is a willingness to help, and to do your bit as best you know how.

We offer no remuneration for anyone. All we offer is a lot of good experience, a little personal glorification, and the thrill you get out of seeing your write-up in print.

Balanced Concentration

Concentration depends entirely upon the individual. Two persons, in having to do the same amount of so-called brain work, may employ radically different degrees of concentration and yet the same result be reached by both parties at the same time. This may be analyzed as follows: Party A is naturally "smart" and is capable of analyzing a problem readily without hesitating at various points in the solution. The completion of the problem comes as a natural consequence, and there is no concentrated effort in its solution. Party B, on the other hand, has no such natural qualities and hence must work the problem "strong arm." The quality of concentrated effort is evident and very essential to B, and this is the factor of which he must avail himself to solve the problem.

Very few of us have the natural quality of unerringly analyzing a situation. To overcome this, we must concentrate our thoughts upon the subject in order to facilitate the correct solution. The same amount of effort cannot be expended upon all topics. Let us take, for instance, the student, whether in grammar school, high school, or college. The amount of attention the student pays in the classroom depends upon the ratio of classwork to homework. A balance must be maintained between the two, it being a natural consequence that the more effort one places in homework, the less will he devote to classwork, and vice-versa. Thus we see that in most cases, the successful student keeps the involuntary equilibrium set down by his instructors.

It is necessary that this balanced effort be maintained, not only in scholastic effort but in all walks of life. When in school, equilibrium is automatically provided by the work that is "required" in and out of class; but in the business world, the successful man is the one who can correctly make and keep his own "effort balance."

"THE SLIPSTICK"

Cleave to "The Slipstick"; let
the Slapstick fly where it may.

9

Well, it's now 1929 and to start the new season out right we are presenting a new and much more fascinating form of poetry, known as the build-your-own verse. Here goes:

Every little wind that blows
.....expose,
.....hose.
.....breeze
.....sees
.....knees.

Musta Been a Fraternity Man

Beggar: Give me a little money for a cup of coffee, will ya?

College Man: Money? I haven't any money. (Fumbling in his pockets, he suddenly finds some.) Migosh, I must have somebody else's suit on.

As we hinted before, and as you may have derived for yourself, a new year has arrived, and, as most new years do, furnishes the colyum with some swell space filler.

Let us first shed a tear for the sad case of the drawing student who can make better eights than nines. Next take the still sadder case of the freshman who has made resolutions to do his homework on time. We fear that a lone Wednesday has misled many, and the coming week end will finish the rest. (Note: Upper classmen are never guilty of this indiscretion; they know the futility of trying so rash a deed.)

Leap year, too, is gone, and the fellows again must take the initiative. Oh, those horrible proposals, and you haven't a Murad along to acquire that nonchalant attitude, nor a Chesterfield to fill you with courage, and tho the ads don't mention it, hot air. Stop—it's too sad to continue. . . .

PEDESTRIAN—One who gets in the way of an automobile.

This Futuristic Staff

Dicke: Don't you think my mustache becoming?
Her: It may be coming but it's not here yet.

—Freddie.

With all those evenings free over the vacation, we hope that the students have participated in those delightful sitting up exercises. Mmm and how.

The United States provides a profitable market for Canadian raw material. Chicago Journal of Commerce. Raw! It simply cuts your tonsils right off. —C.R.H.

Listen here, C.R.H., you musta had the mild brand. The stuff we had was so strong that if dropped on a 'coon coat it burned off all the hair and just left the lining, and you had a top coat left.

Santa Claus made us the present of a nice new Scotch story. A Scot, badly crippled, fell in a street undergoing repairs, and saw that he was going to be crushed by the steam roller. With extreme presence of mind, he rolled over on his side so that his suit would be pressed for the funeral.

Prof. Leigh tells the one about the blind boy who could see his father only 'cause he was apparent.

—Freddie.

And Get Paid For It!

Lives of stars, prove to us,
In the sheets we've scanned,
We, too, could have been the berries,
Had we smoked another brand.

May we extend a rising vote of thanks to those equivocal professors, who just wouldn't give any homework over the vacation, but handed out a quiz the first day back.

Put Out the Lamp, Diogenes!

Believe it or not, Rudolf P. refused to answer to his own name in General Lit, because he had answered to another by mistake.

—F.B.A.

—and so I went to bed at ten o'clock New Year's Eve. This doesn't need a caption; it's a joke in itself.

Corridor Gossip

What ya goin' to do now?
Nothin'. What are you doin'?
Nothin'.
Aw, well, let's go to class.

The Lowdown on a Private Interview

Inquiring Reporter: Why don't you print some fast ones now and then in your column?

Us: We have to make some concession to the decent element in the college once in a while.

It: Oh, let him wait!

All seemed strange. Queer hieroglyphics adorned the walls, and a droning voice intoned mysterious, exotic phrases, that were dimly heard and meant nought. Horrible odors eddied into the room . . . loud noises started and stopped with violent contrast to the prevailing quiet. Where was I . . . in a dream or in a strange world . . . and then I recognized the room; 'twas my first calc class after vacation, and just around the corner from the chem lab.

—Al.

Book Reviews

By JOEL M. JACOBSON, '29

The Logic of Modern Physics
(Macmillan)

By P. W. Bridgman

Mr. P. W. Bridgman, professor of mathematics and natural history at Harvard University, in this discussion of the basis of modern physical theory, shows very clearly, even to one who does not understand all the subject matter, that it is time that a complete revision in our fundamental concepts and definitions be made if physical theory is to keep pace with experimental fact. The book means absolutely nothing to the layman and but little to the engineering student. It is only for the experimenters in highly specialized research work, men like Milliken and Michelson, that the theories here developed may be of practical use. Prof. Bridgman's ideas may go a long way in assisting the discovery and correlation of new physical facts, though the ideas themselves are by no means new.

Though the average reader has no particular use for these theories, it is of interest to know what they are and the suggestions as to their eventual use. Let us examine, for instance, the familiar concept of length. We can define a physical fact only by the operations we must go through in order to discover it. The length of an object is then the number of times we must lay down some unit measuring rod between its extremities. "In general, we mean by any concept nothing more than a set of operations; the concept is synonymous with the corresponding set of operations." When we come to measurements of such a character as the diameter of an electron's orbit, of the order of one one-hundred millionth of a centimeter, we can no longer use this concept of length. This number was obtained by solving a general equation from the theory of light. The operations being no longer the same we cannot say that the length concept is the same in both cases. Again, in determining stellar distances we measure very small angles and calculate the distances assuming that the light waves that reach us travel in a straight line and that all space obeys the laws of Euclidian trigonometry. Again, our measurements being different our concept cannot be the same. What is needed, then, is some general operational concept of length, or some other concept or group of concepts, which will cover these seeming inconsistencies and which will include our present every-day definition as a special case.

Another interesting idea which the operational concept brings up is that of the "meaningless question." Any question about nature which cannot be answered in terms of operations has no meaning. As an interesting mental exercise the author suggests that the reader decide for himself whether or not a series of questions he lists have meaning in terms of operations. Here are a few picked at random from his list:

1. May time have a beginning or an end?
2. May space or time be discontinuous?
3. Is the sensation which I call blue really the same as that which my neighbor calls blue? Is it possible that a blue object may arouse in him the same sensation that a red object does in me and vice versa?
4. Is a universe possible in which 2 plus 2 does not equal 4?

"Jorgensen": By Tristram Tupper

The style in which this story is written is such that the book might well be called "The Epic of Civil Engineering." To Tupper, the Engineer is a visionary, able to feel the emotions of his materials, men, steel, concrete; he is a practical, well trained, efficient worker; he is human, like all of us, and just as likely to err. The methods of technical work are readily appreciated by those with even a slight modicum of engineering methods, and yet are so well woven into the story that even the reader entirely ignorant of the procedure can and does enjoy the novel. The story is a realistic one. The engineer does not build a railroad under great obstacles to win the hand of the president's daughter in the last chapter but does his work quietly and without sensationalism. For a real picture of engineering work and an interesting story this book cannot be surpassed.

—A.B.A.

MISFITS IN COLLEGE

By A. O. BOWDEN
In the October
"Journal of Education"

You are a misfit if you cannot let yourself be hypnotized occasionally by books.

You are a misfit if you do not or cannot learn in college to stay alone and acquire the ability to instruct yourself to criticize your own thinking. All instruction is individual. There is no such thing as the group mind.

You are a misfit if you do not learn to play in some wholesome way, to play with ideas, to play in your imagination and refrain from letting your own accomplishment end in your fancy.

You are a misfit if you do not learn to love work, to plan your study, your day, your leisure.

You are a misfit in college if you cannot learn to be alone, to examine your ideas and ideals.

You are a misfit in college if you cannot learn in college to take defeat unflinchingly, but never give up.

If you understand your teachers and know your place, if you can carry your part of the responsible tasks imposed upon you, if you can co-operate and work harmoniously with your college mates, if you can live up to the best and most accepted moral standards even in the face of temptations, you are fit for a place in college life.

CARD OF THANKS

I wish to express the sincere thanks of my mother and family for the kindness and sympathy of friends at the Armour Institute during our recent bereavement.

C. C. FRAE.

The Inquiring Reporter

Question: Did you make any New Year's resolutions?

James E. Wack, '29, E.E.: No, I never make resolutions.

Stanley "Dough" Livingston, '29, C.O.D.: I resolved to get the dough, tell with the students.

Charles Mitchell, '32, M.E.: I did not make any because I always break them all anyhow. I think it is better not to make any than to make some that you can't keep.

L. P. Brown, '29, E.E.: I resolved not to wear a collegiate hat. I resolved to bring the Engineer out on time. I resolved not to take Moreton seriously next semester.

Z. T. Lencki, '30, M.E.: I didn't make any because, like Winnie Winkle, I'd break them anyway. I'll be honest with myself.

V. P. Peterson, '29, E.E.: I resolved not to wear a Delt tie. I have no other resolutions of importance.

R. L. Young, '30, Ch.E.: I made some before New Year's. They have to do with something outside of school and are of a nature which I cannot disclose; she might not like it. I intend to keep the three of them for at least one year.

Frank Oster, our renowned custodian, announces that expenses must be curtailed even when the drying of hands is concerned. A new type of paper towel is being used in the wash-rooms. It is claimed that one towel of the new type will suffice to dry the hands thoroughly. Thus, in case only one towel is used for the purpose, a reduction in expenses for this necessity will result. The new towels are to be experimented on for several weeks, and an accurate count kept of the number used, to compare with the figure for the old type.

THE HUB
Henry C. Lytton & Sons

STATE and JACKSON—Chicago
Broadway and Fifth—Gary Marion and Lake—Oak Park
Orrington and Church—Evanston

Black Pony and
Natural Black
Galloway
FUR COATS

Sharply Reduced to

\$37.50

For any outdoor sport or any winter wear. Fine,
all wool, padded linings. Durable and odorless.

50, 52, 54 inches long. Large roll collar.

\$85 Gray Galloway
Reduced to \$42.50

Raccoon Coats, \$500, \$650, \$750