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### An Engineer's Tool Chest

In last week's editorial, it was stated that the functions of a technical college education are twofold: (1) to train those who are to be the leaders and organizers in the industrial world; and (2) to give these leaders a broad outlook on life.

Leaders in the industrial world are not made over night and neither do they just happen. Years of training are required to fit a man not only for a position such as "captain of industry," or superintendent, etc., but also for minor positions where knowledge and skill are vital. Besides these years of previous training he must continue studying the modern developments in his immediate field.

Let us for the present, confine ourselves to the problem of the preliminary education of this "captain of industry." He has finished, let us say, his high school education and is ready to enter a technical college. His first year is spent in the general education considered by the school as prerequisite to the more specialized work of the three years which are spent swallowing "physics," in one form or another, imbibing chemistry, and grinding out mathematics. All the knowledge acquired from study of these subjects is, of course, essential. It is his chest of tools with which he is to work in future years and to which he alone has access.

Let us draw an analogy between this chest of tools and the subjects studied by a prospective engineer. Consider his technical subjects, or those which are essential to his career, as the hammers, screw-drivers, and other tools which are the prime requisites of a chest. But would not his activities and possibilities for good results be somewhat limited if he had nothing but these essential tools? He needs others such as file, planes, etc., which we can liken to those more cultural studies not necessarily connected with his particular field. These studies or tools are the ones which will give him that finish, polish, and smoothness which are assets to anyone, not excepting the aspiring engineer.

Is the Armour graduate an example of a workman provided with a well-equipped tool chest; and if not, why not? Is it because the school does not furnish those tools necessary for the adequately equipped chest; is it that the student is unaware of what is offered him for the taking; or, is it that the school overburdens him with the hammers, screwdrivers and wrenches so that he is unable to carry along his finer, but none the less important, equipment?

It seems to us that the latter point furnishes the most justifiable criticism of the curriculum at Armour. The school has already made some advance along this line. Regarding the student's ability to take advantage of what is offered—that is an ability which can only be suggested as a desirable one for a student but which only the student himself can develop.

## "The Slipstick"

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

A glance at the social calendar gives view to the oncoming Fresh-Soph hop. Depressions may come and mornatoriums may go but always the underclasses throw a good dance. It is noticed that the Techwaks will have the surface line slogan "no parking worries." Now for some—!

Why is it that slow girls get home faster and fast girls get home slower?

### LUCKY

The hunter gave a travel talk  
Just full of fight and action.  
In which he told, how from some wolves,  
He missed death by a fraction.  
He told of how the wolves drew nigh,  
Midst howls and frightful screaming,  
Their muzzles white with snow and froth,  
Revealed fangs sharp and gleaming.  
A sweet young thing, right down in front,  
Much interested but puzzled,  
Could not resist to then remark,  
"It's lucky they were muzzled."

D. S. D.

First Collegian: "Jiggers, here comes a speed cop."  
Second Delt: "Quick, hang out the Notre Dame pennant."

The reason the faculty will have to stop the honor system at Armour is because the profs have all the honor and the students have all the system.

R. H.

## Letter Box

April 20, 1934.

Sir: Apparently there are some who believe that the introduction of one or two new courses to the college curriculum is a carefully laid plot to produce an engineering graduate who combines the qualifications of Einstein, Mohammed, and a Mississippi snake-doctor. Perhaps there is something to be gained from an examination of the objectives recently attributed by this school of thought to persons vaguely defined as "new deal educators." Perhaps there isn't, and such an examination can reveal only that this listener is fed up with the howlers and cannot resist the temptation to throw open the shutter and have at them behind the ear with an old shoe.

In either case, let's take a look at the qualifications listed in your paper last week as the presumed objectives of the new curricula:

1. "The successful engineer must be refined and cultured."

No one has ever been idiotic enough to state that refinement and achievement are essential to engineering advancement. Nor can it be denied that refinement and culture are important contributors to success in engineering, just as they are in medicine, or teaching, or bond-selling, or professional tennis.

2. "He must have a charming personality and be a good mixer."

A low to middling average of third grade intelligence will easily grasp the fact that this has no more to do with education than does the color

of a man's hair or the shape of his nose. It doesn't belong here.

3. "He must be able to make intelligent judgments upon the economic as well as the engineering side of such problems as transportation, taxation, public utilities, wages and hours, tariff, labor, etc."

It is obvious that no one person can be expected to "make intelligent judgments" upon all the problems included in the above list—particularly inasmuch as the above "etcetera" might indicate anything from bee-culture to toe-dancing. It is equally obvious that an engineer's usefulness will increase directly with his grasp of the economic features of whatever problems he is called upon to work out. The technical knowledge of the engineer needn't keep him from being a good business man, any more than it keeps him from being a good father, or a good Presbyterian, or a good automobile driver.

4. "He must have an intelligent historical picture of the economic and industrial evolution of our present economic world."

Presumably, the engineer is an educated man—

5. "He must be a leader and a personnel manager, and be able to cover all aspects of handling labor."

No one expects an engineer to be a labor expert, or a pathologist to be an opera singer. To the man whose work is carried on in a laboratory and who wishes to remain there, problems of personnel are as remote as the Far Eastern question to a Broadway burlesque queen. To the engineer who hopes to reach a position of competent executive authority in industry, a sensible understanding of labor and personnel and man-

agement problems is essential.

6. "He must be interested in community life and take an active part in politics."

Is the engineer too busy to vote?

7. "He must be actively interested in public works programs proposed by any unit of government in which he has a vote, and he should contribute his technical knowledge for the benefit of his lay neighbors to enable them more intelligently to pass on bond issues and appropriation measures involving sound engineering and business judgment as a fundamental."

Some engineers just won't do these things. Some people won't do anything for anyone else. But there are many who will.

8. "He should be able to use the English language clearly, concisely, logically, and forcefully"

This is fast pitching. But let it stand, and let any one who so believes declare that clear, concise, logical, forceful expression stands in the way of engineering success.

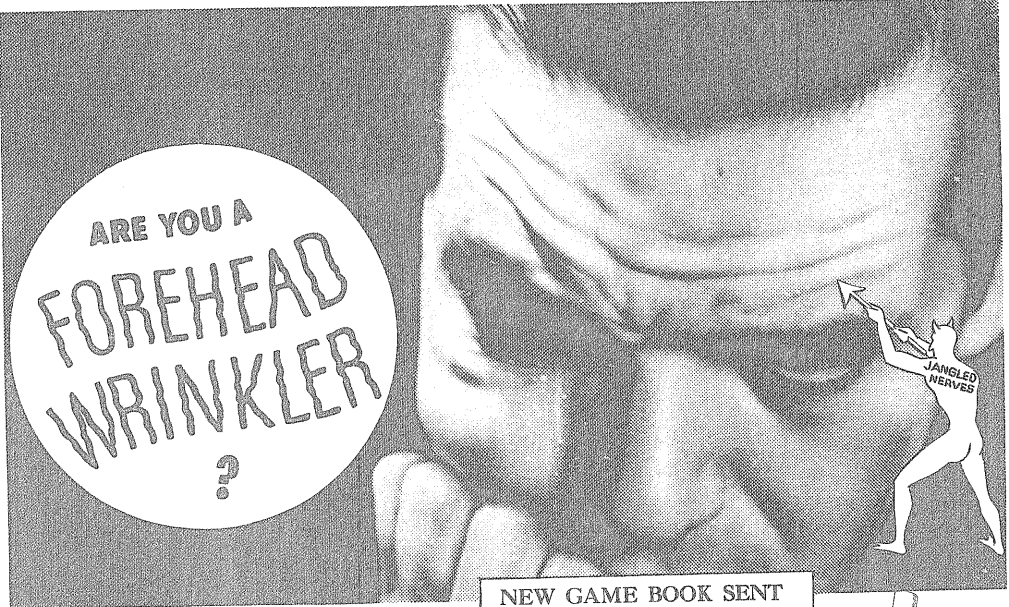
I had not intended to grow irritable. Perhaps it is all nonsense, after all, this business of trying to improve on things as they are. Perhaps it would be a better world if nothing new were permitted to survive. But thank God no such attitude prevailed when plumbing was invented.

R. M. Cunningham.

### TRUSS CLUB

The Truss Club takes pleasure in announcing the pledging of M. T. Horn, F.P.E. '36, and L. I. Knittle, F.P.E. '36.

Plans are being made for a large dance to be held at the house early in May.



## Jangled nerves show in your face

Of course you don't want to look older than you are. That's one reason it's so important to watch your nerves.

For remember, jangled nerves can mark your face indelibly with lines.

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