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"Learning, Morals, and Manners"

"Three factors that influence greatly that elusive thing that we call character are Learning, Morals and Manners. They are not necessarily connected with each other. A man may be learned but have neither morals nor manners; he may have high moral standards without either learning or manners; or he may have elegant manners without learning or morals, or he may have any of the possible combinations of the three." With these words, Dexter S. Kimball, dean of the College of Engineering at Cornell University, begins the discussion of some ideas which should open new vistas to all of us.

In England, a university training is equally well a course in manners; the English place morals and manners on a plane of equal importance. We Americans, however, give morals a secondary consideration, and manners seem to have no place in our education. Dean Kimball feels that we will give more attention to the relative value of learning, morals, and manners as we mature nationally.

Learning itself has too long been confused as being synonymous with wisdom. Three thousand years ago such an assumption was correct, because history (mostly religious) and inherited knowledge, with an aroma of science and architecture, constituted all of man's knowledge. Today, there are groups who term themselves "learned" because they have made a study of the humanities, but it is very reasonably to be doubted whether such knowledge necessarily bestows wisdom. In science and engineering, too, knowledge does not lead to wisdom. When the American Engineering Council solicited opinions of engineers throughout the country on the causes of the depression, the variety and discord of the ideas forwarded indicated that many of the engineers lacked wisdom—this was the unanimous agreement of the committee. "What does engineering education lack that will enable us to graduate men that are wise as well as learned?" queries Dean Kimball, and he answers—"reading maketh a full man."

On the subject of morals, Mr. Kimball feels that we have little to feel concerned about. In his opinion, the student today is better morally than the student of his college days, and this is due to the excellent work of the home, the church, and the university.

Where manners are concerned, the problem is distinctly different, and it is directly applicable here. Dean Kimball feels that a distinct decadence of student manners has taken place. Many students are utterly inconsiderate of others—hats are not removed in buildings or when speaking to the faculty; privileges are abused; smoking in

the presence of sensitive people; college girls drinking at bars. These are not a mere list of faults—they represent character.

The problem of adjusting a student to his social surroundings, particularly the engineering student, is one of great importance. Should the engineer be able to discuss art, or any other branch of knowledge not directly connected with his subject? What constitutes a well-educated engineer? Dean Kimball refers us to the classical definition of an educated man, which he feels will soon assume proportions of living interest:

"Plato, to whom we still must go for wisdom and advice makes Socrates define the problem thus, 'Whom, then, do I call educated? First, those who manage well the circumstances which they encounter day by day and who possess a judgment which is accurate in meeting occasions as they arise and rarely miss the expedient course of action; next those who are decent and honorable in their intercourse with all men, bearing easily and good-naturedly what is unpleasant or offensive in others, and being themselves as agreeable and reasonable to their associates as is humanly possible to be; furthermore, those who hold their pleasures always under control and are not unduly overcome by their misfortunes, bearing up under them bravely and in a manner worthy of our common nature; finally, and most important of all, those who are not spoiled by their success and who do not desert their true selves, but hold their ground steadfastly as wise and sober-minded men, rejoicing no more in the good things which have come to them through chance than in those which through their own nature and intelligence are theirs since birth. Those who have a character which is in accord, not with one of these things, but with all of them—these I maintain are educated and whole men, possessed of all the virtues of man.'"

We shall be disappointed not to receive letters of criticism, but before receiving them, we recommend the original itself to the prospective critics. It appears in the November, '36 issue of The Journal of Engineering Education, and we thank Prof. McCormack for bringing it to our attention.

A CO-OP STUDENT WRITES

Dear Editor:

In a short time the first year of Armour's cooperative course will be complete. For the "co-op" students it has meant a year of hard work, interest, and progress.

For the rest of the student body, this "co-op" year has meant little. A gap exists between the "co-ops" and the regular students for two reasons: The classes which the two bodies attend are separate. The "co-ops" are at Armour only part time. As yet the "co-ops" have not had time to adjust themselves to the differences between their program and the regular schedule and to bridge the gap caused by these differences. Their presence has therefore, not meant much to the remainder of the students.

To Armour Institute the completion of this year has also meant something. It has meant that the cooperative plan is feasible in this district and the course given by Armour is likely to be successful. This is evidenced by the fact that approximately one hundred men are starting the course in February.

Armour has benefitted by the experiences of this first year. As a result, a few changes will be made in class schedules. These changes will involve order of, as well as division of, subject matter. It is thought that the plan for the presentation of the second year course is now in excellent form. Only time will tell if there is a more advantageous arrangement.

The Armour Cooperative plan is gaining momentum and in time should be an important factor in the development of the Institute.

Co-op.

The Slipstick

Cleave to the slipstick; let the slapstick fly where it may.

GENTLEMEN: The topic for discussion this week will be the choosing for discussion this week. Of course we realize that this column has never had a topic for discussion but then we may as well use a topic for discussion as a topic of our discussion, or at least a prelude to a discussion—if you get what we mean. Of course we realize that there are many other topics of discussion that one might discuss, for instance, the differential equations of sub-electronic physics, transcendental asceticism, a tro-physical aspects of comparative psychology, the industrial applications of tetramethyldiaminobenzophenone, or, aw h—ll, let's talk about sex or something.

Which just goes to remind us that a shoulder strap may be defined as that which prevents an attraction from becoming a sensation.

Earle Brink: Hey pop, what's a chemise?

Senior Brink: A chemise, my son, is a lady chemist.

Prof. Freeman: Martin, did you study last night?

Martin: Yeah, but didn't have much time—had to wind my watch, fill my fountain pen, put a new blotter on my desk, clean my typewriter, call up the girl friend, and read the paper.

We now come to a classroom scene. Prof. Hobson—Hey! Bauermeister. H. O. B.—Yes, dear!!!!

We've heard of the trial and error method and we now present a practical illustration—

F. X. Popper (pointing to oyster): "Waitress, can you swallow that oyster?"

Waitress (after swallowing oyster): "Yes, sir"

F. X.: "Well, that's funny. I tried eight times and I couldn't keep it down."


(Advertisement: Eat in the Student Union)

Frank Hoffer: "I hear Paul Martin is talking in his sleep lately."

Brissman: "Yeah!"

F. D. H.: "Yeah, he recited in class yesterday."

Sphinx Jr.



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your Dad
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(WHEN HE WAS VERY YOUNG)

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WHAT'S MORE—P.A. NEVER BITES THE TONGUE—THERE'S JOY GALORE IN THAT TASTY P.A. FLAVOR

EACH PUFF ADDS VOLUME TO YOUR STORY, JUDGE

MEN! ENJOY PRINCELY SMOKING WITH PRINCE ALBERT. P.A. TOBACCOS ARE MILD AND MELLOW. P.A. SMOKES COOL...IT'S 'CRIMP CUT' AND P.A. DOESN'T BITE THE TONGUE. PRINCE ALBERT IS THE NATIONAL JOY SMOKE!

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