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## FREEDOM OF SPEECH . . .

Although freedom of speech has been dealt with before, we feel that now more than ever there is a need to clarify the meaning of freedom of speech, its proper use, and its advancement among college students.

Our history pages are well scarred with tales of great men who were given no chance to voice their ideas, thus setting civilization back several generations. This we hope will not happen during the present crisis, and it can be prevented to a great extent by the use of the privilege of freedom of speech.

We do not mean to say that free speech has in any way been prohibited at any U. S. college, much less I. I. T., for this is not so. But freedom of speech can be criminal in its misuse by the very people who could do so much for its advancement. College students and faculty have in their power to advance or to discontinue the privilege of free speech. Unjust criticism of students and faculty by their co-workers, and soap-box blah by undemocratic minorities are two examples of the imprudent use of the privilege. And it is just this that has lead many people to desire some form of censorship. But there are many dangers even in slight censorship, for if absolute free speech is not permitted in colleges, there is little hope for true advancement in education for the student with original ideas, for the faculty with its experience, or chance for the future students and faculty to obtain the fullest benefit of previous experiences and ideas.

A student may come across something in his reading that gives him an original idea. So obsessed does he become with the idea that he must find a means of expressing it. This he does through the medium of free speech. For it is only after he has given voice to the idea that its value can be determined. Members of the college faculty are often instrumental in aiding or discouraging the ideas of their students because of their more valued experiences. The faculty, too, were at one time students in college. Now as members of the teaching board of this branch of higher learning they are engrossed in an even greater study. For it is largely upon their shoulders that the duty rests

not for the training of youth to be citizens—for that should already have been done—but for the advancing of clear thinking minds of the college citizen, thus enabling them to become leaders in educational citizenship. In this role, freedom of speech is fundamental. For without it faculty members could do little but impose on the students one line of thinking, a biased philosophy, and a one sided standpoint on religious, political, or social views—thus making actual advancement of progressive thinking among the students.

To the future students and faculty the present students and faculty have a great duty to perform that of using and preserving free speech in the advancement of education. From the past we have been handed numerous literary, scientific, industrial and educational achievements. Germany up to almost the present day has been recognized for her great scientific advances. Now that freedom of speech has been taken from her colleges, she stands stripped of all advancement with only her past record to fall back on. The fathers of our American Constitution granted us freedom of speech here in the United States. It is up to the colleges to see not only that this right is never taken from the American people, but also that this right and privilege is perpetuated for future generations so that they too may reap its richest reward and obtain its greatest benefits.

P.A.

## RESEARCH FOUNDATION

(This, the third of a series of articles describing the work of the Armour Research Foundation, is a continuation of a description of the Chemical Engineering Division labs, the last ones mentioned being the fuel labs.)

On the second floor, directly above these two laboratories, is a third devoted primarily to the development of food processes. In this newest addition, at present, are facilities for the study of wheat milling and meat processing, including three large constant-temperature cabinets adjusted to different conditions. Prominent in this laboratory is a small scale experimental flour mill which, although complete in itself, is soon to be replaced by a still larger and more refining mill now enroute from Switzerland.

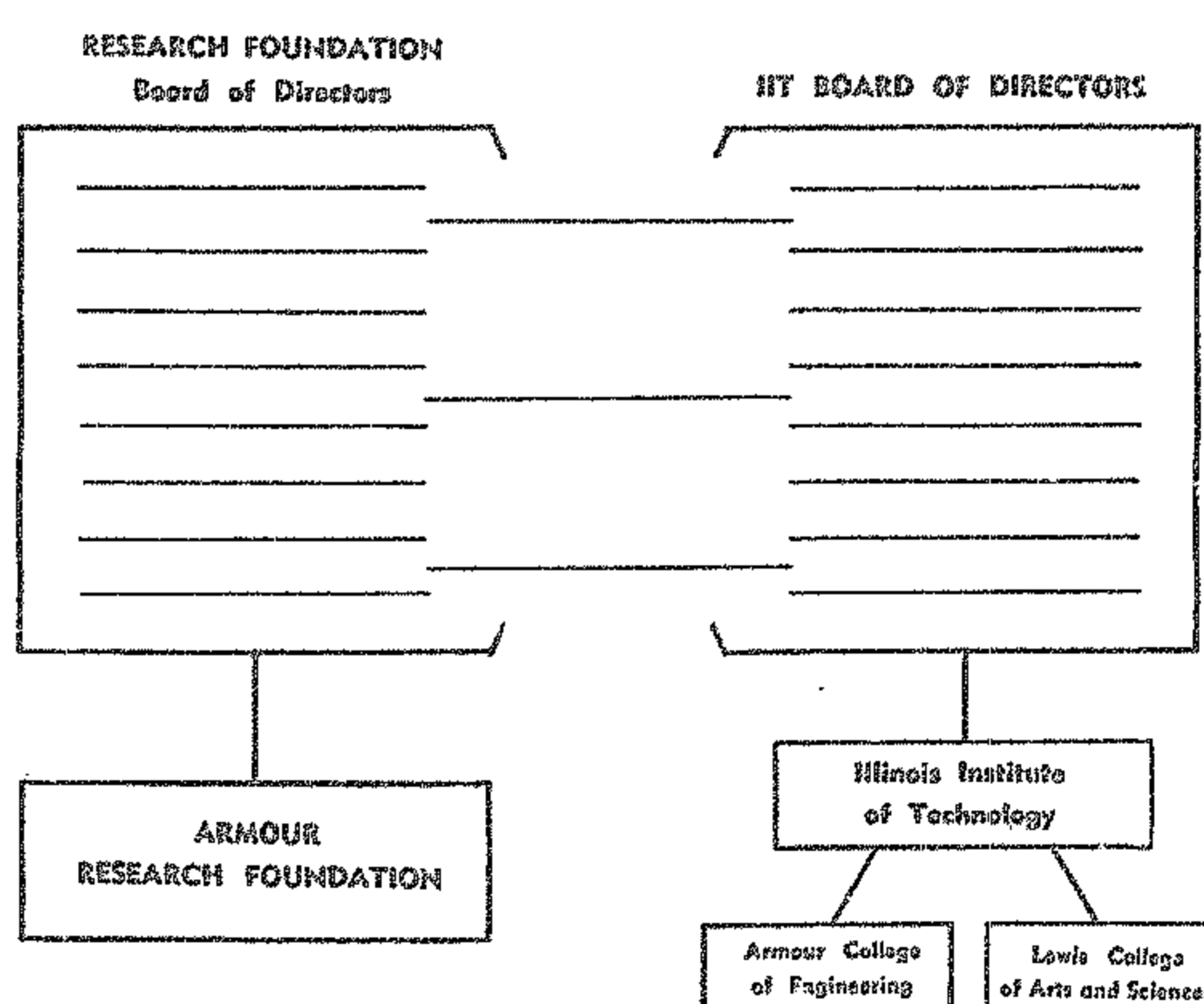
Another laboratory of the Chemical Engineering Division is located in the new Experimental Engineering Building. This unit is a complete chewing gum factory, employing full-size industrial equipment. Air-conditioned and fluorescent lighted, this pilot plant embodies only the most modern factory features, and provides a means for developing new process refinements in its field.

For investigations involving furnaces, boilers, and the burning of fuels this division shares with the Experimental Engineering Division the large combustion laboratory on Dearborn Street. It is in this building, described in detail in an earlier article, that industrial steam-raising applications of colloidal fuels have been studied.

Current and recent chemical engineering research includes projects on vegetable and fruit processing, flour milling, meat packing, chewing gum, beer, coal treatment, drying, colloidal fuel, food dispensing equipment, corrosion, shipment and storage of industrial and military supplies, piston-ring wear prevention, stoves, special photographic studies and a survey for vacuum pump improvement.

Because of their confidential nature, many of the Armour Research Foundation projects cannot be announced even by subject. Sometimes the sponsoring concern asks that the company name be kept secret for competitive reasons. In other cases a part or even all of the information resulting from research may be contributed to the scientific literature, depending upon the wishes of the sponsor.

## Corporate Setup Of IIT And Research Foundation



## QUOTE & UNQUOTE

### How to Make Friends—and!

Are you looking for a fight? If you are, no matter how calm things may appear on the surface you can always find something to quibble about. In case some of you readers do not yet realize to what I am referring, I will be more explicit and say the relations between the Armour and Lewis campuses. Don't get mad yet; wait a minute. I attend classes at Lewis and feel that I am as loyal to Lewis Institute as any of you. But I believe in looking at both sides of the picture.

Sure, we have a rightful kick on some of the items which have appeared in the paper recently. Yet, I wonder whether we have ever stopped to think that here we are on the Lewis campus, supposedly studying the humanities and learning to understand human nature, but seldom do we stop to think what the reason has been for some action taken at the other campus. Have we tried to understand the fellows at Armour and their motives? I wonder, or are we too anxious to look for a fight, something on which we can feel that we've been over looked. Mind you, I don't say things have been smooth as silk. They haven't. Not by a long shot. Yet if we realize that this merger idea is as hard for them to get used to as it is for us, and they too are used to going their own way, perhaps we can understand them better.

Before you Armour boys get the idea that I am merely chastising the Lewis students, let me hop on you. Just remember I admire your ability and initiative, but we do like to be remembered as a part of I.I.T. Try to understand us as I hope the Lewis students will try in the future to understand you. Remember that some of us over here have school spirit, and we're working against odds. Approximately 80% of our students hold full time jobs beside going to school. Also an immense number of our students are already settled in "that middle age slump." See now what we're fighting.

How about us all remembering in the future that the other fellow has a view point, and that we will find what we look for. Now who is looking for a fight? Let's all answer, "Not I," and work together for a more perfect understanding.

Wide Eyed

### A New Club?

In response to your editorial of last week calling for some sort of up-surge in the cultural level of engineering students, I would like to point out that culture is many-faceted and that while one or more of the many sides of it may satisfy one type of student, different aspects of culture may be desired by other fellows. Thus it would appear that true cultural achievement must be attained through extra-curricular activity for the most part.

In view of this conclusion several men on the campus have decided that some sort of public speaking forum, perhaps on the style of "Town Hall of the Air" would be a good thing for the student body in general, since it would be neither a dull debating society nor a calamitous open forum, still rather vague. Generally speaking, though, most topics would probably be either scientific or political and in the form of individual presentations of papers, symposiums, debates with a tough moderator at the helm and the usual question-asking, heckling audience. From all this it becomes obvious that one of the main objectives of such a group would be to actual public speaking under the conditions that a real speaker would encounter.

Dr. Olsen, Professor of English, has already promised to act as our sponsor, in which capacity he will serve as a very able moderator and a general fault-picker in any arguments. Dr. Olsen will, of course, also give pointers on speaking technique, excluding "grammar and diction." With his sponsorship promised, we proceeded to the dean's office, where Acting-Dean Professor Peebles received the idea enthusiastically and promised us his full support.

Since we have the approval of both the faculty and the administration, it is now up to the student body to present such a group with a really active membership. Our present plans are to launch a very general meeting at 10 a.m. some not-very-distant Friday when a dearth of professional society meetings exists in order to get a large initial turn-out. Thereafter, we shall see.

Bernard Chertow, Ch.E. '42

## KATHRYN JUDKINS, PERSONNEL AID, AUGMENTS LEWIS CO-OP DIVISION; WILL FUNCTION AS CO-ORDINATOR

An addition has been made to the staff in the new Co-op division at Lewis. This addition is Miss Kathryn Judkins who has had the experience necessary for the position as co-ordinator of the Co-op course in Business and Industrial Management.

Miss Judkins was born in Indianola, Iowa, and attended grammar and high school there. After having been graduated from high school, she took a liberal arts course at Simpson College, in Indianola, majoring in music and education, and received a B.A. degree.

As music supervisor in public senior high schools, Miss Judkins was located in Nevada, Iowa; Richmond, Indiana; and Waterloo, Iowa. While in each of these cities, she was active in the musical organizations in both the school and the community. Her summers were spent doing graduate work at Northwestern University. She is a member of Delta Delta Delta and Mu Phi Epsilon sororities.

After deciding to change her life's work from the field of music to that of business, Miss Judkins did some special work at Marshall Field and Company and attended the Prince School of Personnel and Store Management and Simmons College, Boston, Massachusetts, receiving a B.S. degree in personnel and store management. She spent several years in personnel management and training work with large retail firms in Boston and Chicago.

Miss Judkins did the pioneer work in instituting distributive education programs in retail business in schools in Aurora, Joliet, Rockford and Chicago Heights. This led to the desire on the part of Rockford merchants to establish a company program which included cooperative training for post-graduate students of the Rockford Senior High School as well as regular employees of the various retail stores. Out of the group of post-graduate students trained, 80% received full-time positions upon completion.