

Techmen Talk

By Paul Mandelstein

QUESTION: Are seniors now better informed on placement than they were before?

John Scapin, CE8:

"I definitely think that seniors are better informed on placement procedures than they were in the past. Mr. Minkler did a bang-up job of presenting the necessary information on placement procedure. The senior class placement committee deserves a vote of thanks from the student body for the excellent job they did in arranging placement lectures. I think that the follow-ups of the lectures in Technology News helped to get important points across. One minor fault that one might find with the placement office is the fact that they were a little slow in getting job notices up on the bulletin board. This was bad for people, like me, who checked the board at regular intervals and not everyday since deadlines for some of these jobs were past by the time I got to see them and the notices went unanswered. Despite this minor flaw, I think that the placement office co-operated to the fullest extent in helping to get jobs."



Frank Svelinis, IE8:

"I'd say that seniors are better informed and more interested in placement procedures than they were in the past. The reasons for this lies in the fact that the labor market has dropped. There are many thousands more engineers graduating this June than there are jobs available. The newspapers

have made seniors aware of the need to be well informed on placement procedures. Placement teams that have brought many companies to this campus to interview graduates for jobs, resulting in the hiring of many seniors. The placement office also has done a magnificent job of interesting other companies in technically trained personnel. The speeches, lectures and skits that were arranged by the senior class placement committee were very helpful. I also think that the young ladies in the placement office deserve the thanks of all seniors for the good job that they are doing."

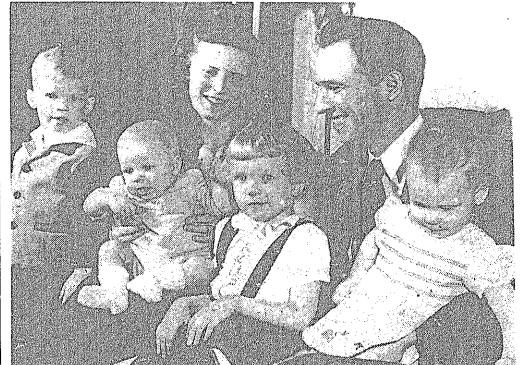
Paul Larson, EES:

"Seniors are much better informed about placement procedures than they were in the past. The Technology News's placement series was a great boost in informing seniors on vital points. The placement office did a fine job this semester for the graduates though they were less effective last semester. Last semester's deficiency may be explained by the fact that many companies do not interview graduates in mid-year. The placement teams brought about an increase in job opportunities by bringing more

interviewers to this campus. I have heard only complimentary statements with regard to IIT's placement methods. The SAM Placement Brochure was a great help to those who were able to take advantage of it. Also Hal Bergen did a wonderful job for Technology News as the writer of the placement stories. Along with this, Technology News did a good job of keeping everyone informed."

Roland Evans, EES:

"Seniors are better informed of placement procedures than in the past. This is due to the excellent placement meetings and lectures that were presented; these were not available to students in the past. The placement office did a terrific job of keeping seniors well informed. Everyone could take as many interviews as he wanted. This was facilitated largely by the placement teams who were very effective in their work. This practice should be maintained. Technology News was instrumental in keeping seniors well informed, also. I hope that all of these ideas that are being used in placement, will continue to be used in the future for this was one of the best semesters for placement as far as the placement office's work was concerned, all things considered—the size of the graduating class, limited jobs, etc. The placement progress of IIT is commendable."



MR. AND MRS. LIGHTNER pose with (from left to right) John, 3 years old, Tommy, just born, Peggy Ann, 4, and Christine, 2.

Four years—four kids for poppa John Lightner

Peggy Ann, John, Christine, Tommy! That's the line-up at the Lightner home. John Lightner, EE class of '50, and Dolores, his busy wife, are actually in a class by themselves. The Lightners have had a baby each year while John has been at IIT.

BE records union job negotiations

By Henry Holmes

Advanced BE students are getting an opportunity to take a ring-side seat at the conference table during the crucial sessions of labor-management conferences through a "you are there" technique being pioneered by the department. Students are "sitting in" without even being at the table in person.

This has all been made possible by the addition of a portable tape recorder to the equipment of the department of business and economics at IIT. Since last summer, Bertram Gottlieb of the BE department has been making recordings of activities in the labor-management field.

Dr. Pearce Davis, chairman of the BE department, feels that this is one method by which students can gain an intimate knowledge of labor-management relations. According to Dr. Davis, it is part of an overall plan to compile a record library that will include recordings of union meetings, collective bargaining sessions, speeches by leaders of labor and management, arbitration hearings and any other activity of educational value in classes studying "Collective Bargaining," "Human Relations in Industry" and "The Development of Union Organization and Policies."

Gottlieb claims the record for the first recordings of such a "top secret meeting" as the contract negotiation held between the International Chemical Workers Union, A. F. of L., Local No. 241, and the S. Buchsbaum company of Chicago. As an "outsider," Mr. Gottlieb had the unusual privilege of recording the meeting complete and without censorship.

Another "first" was claimed when Gottlieb was invited to record for academic use the full proceedings of the Midwest Conference of the ICWU, held March 4 and 5 of this year in Chicago. Topics of pensions, worker education, labor history and future union plans were discussed freely and recorded in their entirety.

Remarks of Dr. Burleigh Gardner, executive director of Social Research, Inc., were recorded when he addressed members and guests of the Business and Economics club on "Unions in Industry" in April.

"These recordings will be of invaluable assistance to all students by helping them supplement their academic training with insights into the many personnel problems with which they will become confronted during their industrial careers," Gottlieb stated.

As a matter of fact, though the Lightner family turns out to be about as typical and average as an ad, except that the kids are just about ten times as boisterous and happy as typical kids are supposed to be. But there are no words of wisdom, no sage advice. The only baby books around the house are all about rabbits and bears and such, but not about babies. According to mom and pop Lightner, things couldn't be better—if only they had more space. (Anybody got an apartment?)

How do they do it? If there are any patent answers to that question, the Lightners didn't have any. The Lightner home is at 5000 north and 2000 west, so that Daddy Lightner (he's all of 26) has about a 40 minute drive enroute to his three 8 o'clock classes.

Thursday and Friday mornings the first class is at 11 and this allows a little extra time for recreation like reading Erer Rabbit in the evening. Four evenings a week he teaches math and television at the American Television Laboratories school downtown. On these evenings he's home at 8:30 and can put the older kids to bed. Studying begins at some uncertain time after all of this.

How does a guy get this way? Well, John is from Maywood, and Dolores is a Chicagoan, so they certainly aren't imported talent. He was in school at Notre Dame when the Enlisted Reserve Corps was recruiting men for pre-radar training in Chicago in 1942. After this electronics work, including a course at IIT, he shipped off to Crowder, Mo., and then to New Guinea. He was wounded out there and shipped back just in time to meet Dolores at a Halloween dance. They married in June, 1944.

After the war, John spent a year as a design engineer at the Majestic Radio Corporation. Since then he has been teaching and hopes to make it his career. He's managed to be active in IRE and the Newman club and is chairman of the field trip committee for the AIEE.

Faculty women to sponsor play

The IIT Faculty Women's club will sponsor a play entitled "Jason," to be given at the Goodman theater June 3 at 8:30 p.m. All proceeds will go towards financing the building campaign inaugurated by the Ada S. McKinley community house. All seats will go at \$1.25, with none being reserved.

The play was written by Samson Raphaelson, a former student of Lewis Institute. It concerns a drama critic and his dramatic life, and had a run in New York last year.

POLITICS

(Continued from page 2)

On the other hand, at IIT, where such organizations are not found, the objectives I mention are also not being attained. I believe that the purposes extra-curricular political activities should serve are not to be achieved simply by the creation of organizations with off-campus affiliations. Such organizations may very well detract from these ends.

Successful political activity, however, just as industrial, commercial, educational, military, or any other activity dependent upon many individuals, cannot be realized without effective organization. The ends I mention can be pursued at IIT only through student organizations. These organizations may be independent or frankly partisan; local or affiliates.

I'd like to mention some of the kinds of activities that these various types of student political organization might pursue to develop political interest, knowledge, and effectiveness on campus. Forums, speeches, field trips, and the like are extremely useful in creating political interest, knowledge, and effectiveness on campus. Interesting and informative as these activities may be, however, it is only when there is a path to effective action, to concrete influence, that the ends can be approached. We tend to be interested in and learn about only such things as we can do something about. Consequently, the suggestions I wish to offer emphasize "practical politics."

1. "Insuring 'Clean' Elections." Judging from comments made in my classes, many students believe the tendency is to overestimate the current prevalence of such practices. I think it would be valuable for students to learn how such practices can be controlled. A student political organization could train students as poll-watchers and staff polling places on Election day where it is suspected that such malpractices exist. University of Chicago students worked as poll-watchers in hundreds of election precincts during the 1948 election.

2. "Qualifying Voters." For either partisan or non-partisan objectives, a student political organ-

ization could work to curtail non-voting. On campus, it might keep a roster of student addresses and birth dates. Such a roster would be a means of insuring that all Tech students eligible to vote did vote. All students turning twenty-one during an election year, those changing their addresses, and out-of-town students from jurisdictions with absentee voting provisions could be canvassed by club members to make sure that they had complied with registration provisions. Such activities might possibly be extended to include alumni. This would salvage hundreds of "lost votes." A partisan student organization need add only one little gimmick to convert such activities to party purposes. A Republican club would concentrate its activities on seeing that Republican-minded students eligible to vote were properly registered (or had applied for absentee ballots in the case of out-of-towners). But to do this, the Republican club would also have to do the job faced by bottom-level Republicans everywhere—a canvass to find out who are the Republican-minded students. Such activities, besides having tangible results, would be extremely practical training in one of the fundamental tasks of the political worker.

3. "Getting Out the Vote." Another major task of any political organization is "getting out the vote on election day"—all voters, if it's a non-partisan organization, or "our voters" for the partisan organization. Highly effective and rather complex techniques have been developed for direct contact of the apathetic voter and for the general drum-beating that provides the facilitating background excitement.

4. "Off Campus Activities." Both non-partisan and partisan organizations can provide direction for students who wish to work actively off campus for the party of their choice—or for non-partisan, "good government" candidates or issues. At the University of Washington a workshop on practical politics is in its second year of activity. It is sponsored by the campus YMCA and YWCA. Although conducted on a non-partisan basis, leaders of the program at the University work closely with both the local

Young Democratic and Young Republican groups.

I've emphasized in these suggestions some of the activities called "practical politics." I don't wish to detract from the importance of such activities as debates, speeches, letter-writing campaigns, mock-conversations, visits to legislative bodies to observe or persuade, etc. I believe, however, that bottom-level "practical politics" constitutes an area in which anyone and everyone can learn to do something effective politically. The corrupt machines need not have a monopoly of this area in which all elections are won and lost. By learning the game at this level, students can not only get some understanding of the "grass roots" nature of the democratic government, but can also learn how, through organization and action, visible effectiveness for one's political beliefs can be achieved in a democracy. A democracy cannot afford the "apolitical" type.

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Firm here seeks co-ops among ME's

Mechanical engineering students who have completed at least one year of college by June and who have maintained an average of 2.70 or better, will be eligible for interviews by Mr. A. V. Larson, director of personnel for the Union Special Machine Company.

The interviews, to be held at 1:10 p. m. on Wednesday, will be a discussion of the company's opportunities for cooperative students. The four openings represent a possibility of placement three years prior to graduation, according to Harold Minkler, director of placement. Additional information may be obtained from Minkler in 223MC.