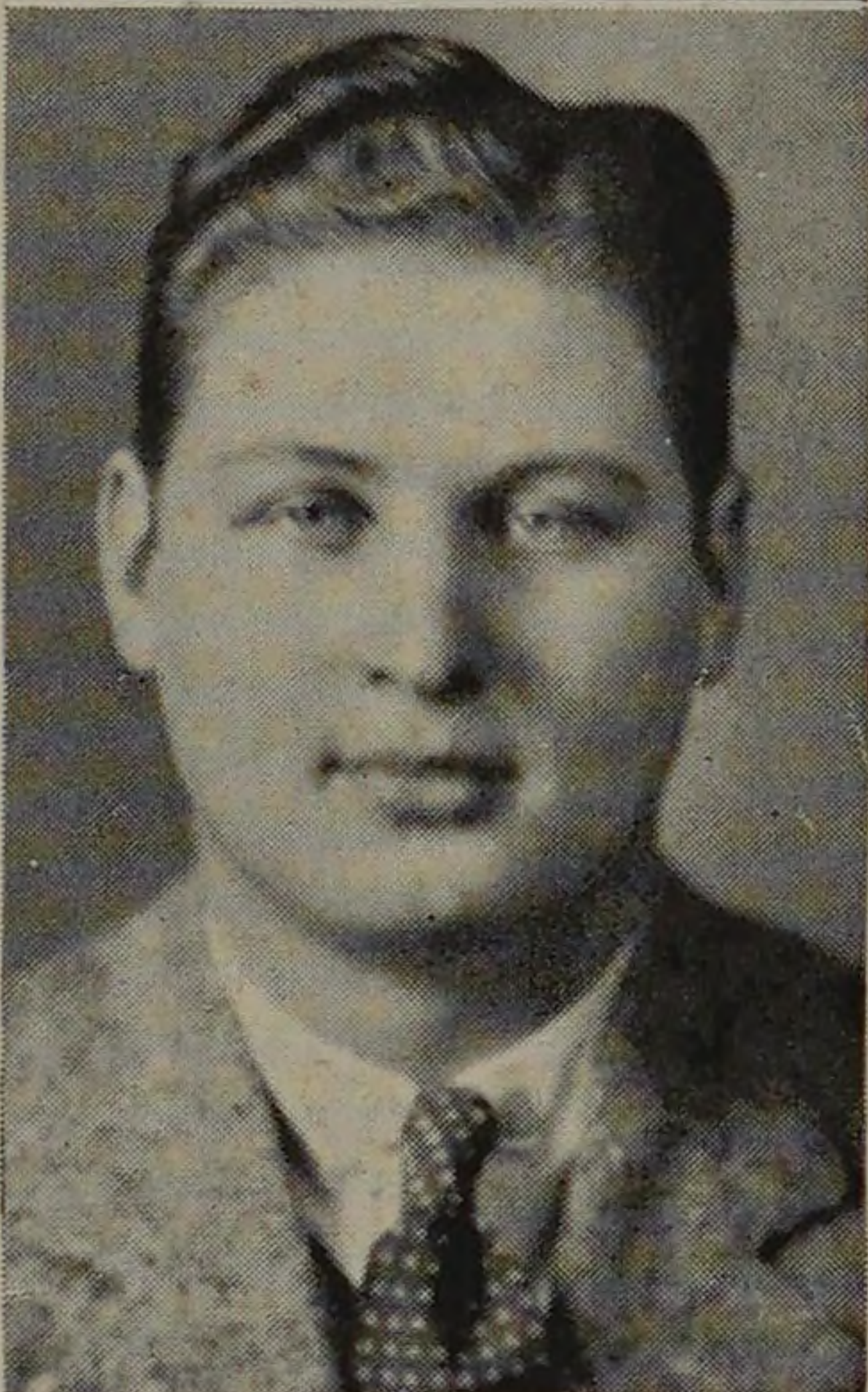
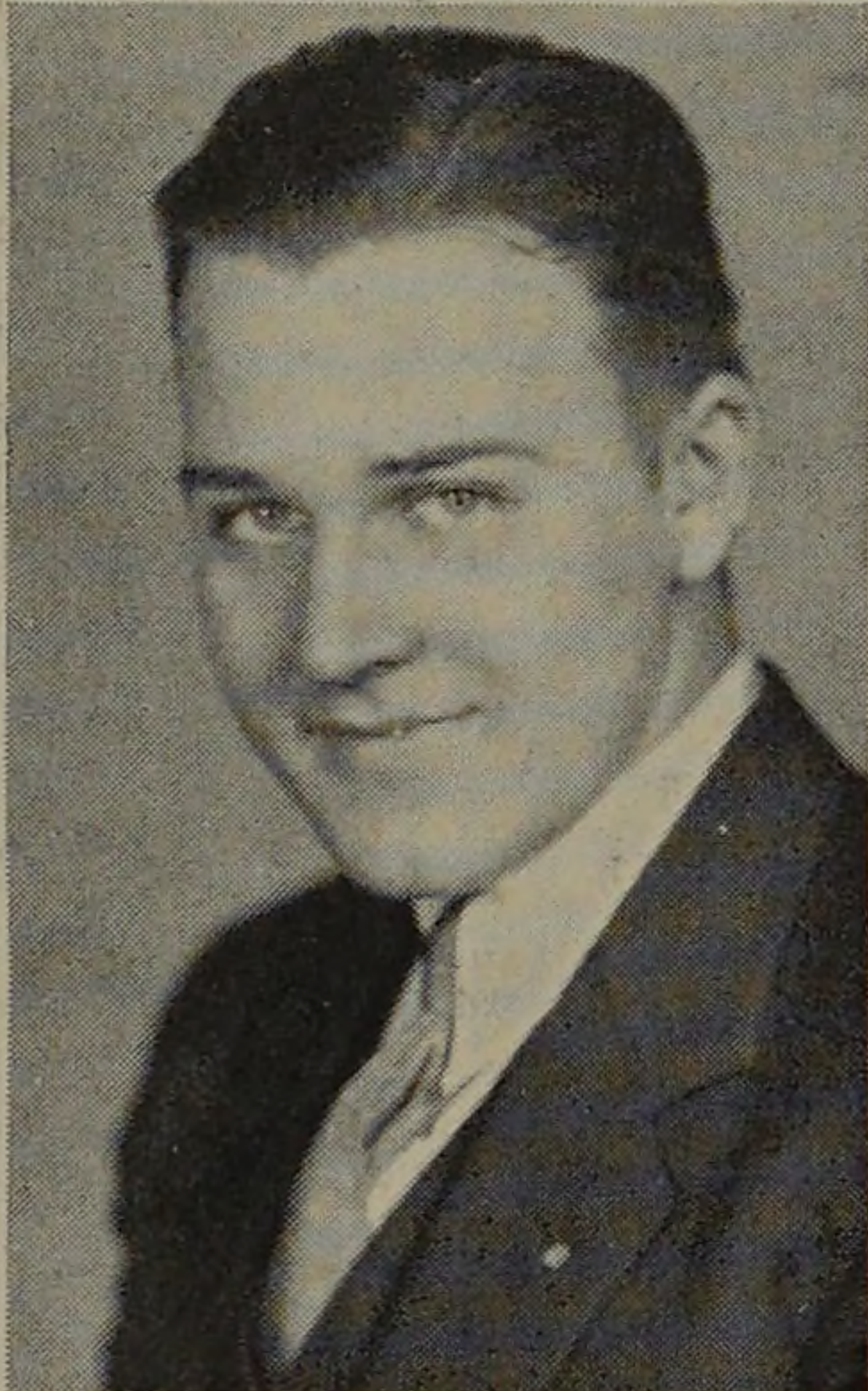


SOPHOMORES



OFFICERS

Richard D. Armsbary
President

Russell J. Lang
Vice-President

Bernard B. Abrams
Secretary

Once again we have gained the right to pause and rest on our ladder of determination, as we climb to the goal of higher education and useful knowledge. As we relax before completing the second half of our strenuous climb, we turn and look downward to view our successes and achievements. With the knowledge that we have passed the most hazardous portion, we are looking forward to that part of college life that is considered the reward for countless nights of labor and days of recitation. We are about to turn to the specialized work which comes with the latter half of an engineering education—the work for which each of us feels we are especially fitted.

How different it was to return to school last fall as Sophomores, in comparison to our entrance as Freshmen. A new feeling of security and accomplishment offset the old feeling of inferiority, wonder and strangeness. Although the work of the second year was indeed much more difficult than that of the Freshman year, somehow, through habits of correct study, determination, and clear thinking, it was much more easily overcome. Working through the most dreaded year of college, the second, depleted our ranks to quite a degree, but those of us who remain are soon to taste the reward for hours of toil. Now, although the path was hard, by fighting through the first two years, we are entitled to the more interesting portion of college life which comes with the final two years. We will soon branch out into the studies we most desire. Along with this branching will come a natural segregation which will divide the Class into sections according to courses. However, we know that the bonds formed during our first two years at Armour will hold no matter how strong the group rivalry becomes.

The sudden change from high school to college seemed, upon our entrance to the Institute, to keep us bewildered for a few months. However, we soon became used to our new form of study and began to progress "under full steam." As Freshmen, our instructors seemed an indifferent and unsympathetic group of intellects who appeared to gloat over our inability to grapple with their seemingly impossible assignments, but as Sophomores, we suddenly realized they were intensely human and understanding companions, who were anxious to simplify our problems regardless of the nature. The result is that we now realize how much easier our Freshman year could have been had we accepted them in an unprejudiced manner. With the trying days of Physics,

