

The Knowledge Bank at The Ohio State University
Ohio State Engineer

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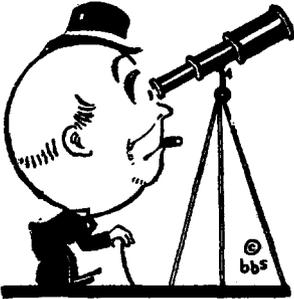
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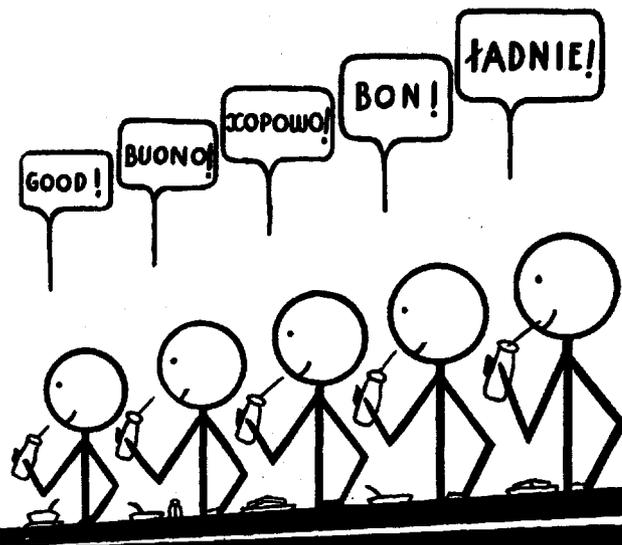
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On Other Quadrangles

CORNELL

Cornell University once again is taking the lead in a new field of education. Courses of instruction in large scale planning and controlled development of public and private properties will be offered for the first time.

The primary purpose of the course is to present to students and future business men, bankers, professional men, etc., a working knowledge of the problems to be met in such undertakings. . . . It is felt that they will lead to a new and better application of the abundant resources of this country for the development of public and private properties and to establish and maintain a higher average standard of national living.

—*The Sibley Journal of Engineering.*

WISCONSIN

Whenever a professional college or any educational system grows and expands to a great extent it becomes necessary to subdivide and resubdivide until the original unit evolves as a series of individual departments, each with its own policies, administrators and financial organization. . . . Quite logically each department must accept the keep-up-with-the-Joneses philosophy and literally fight to keep itself in the running in the front rank with its colleague departments. It is common knowledge that some of the departments in this college and in the university are the grimest of competitors; they would virtually meet on the jousting field if feudal customs were extant. . . .

When the idiosyncrasies and ambitions of a department too greatly overbalance the original and primary purpose of a college, the student will be the ultimate victim.

—*The Wisconsin Engineer.*

NEW YORK UNIVERSITY

The old idea of the engineer carrying a slide rule and living in his laboratory is giving way to the new idea of the engineer leading business in an executive capacity. . . . It is up to the students to recognize this condition and govern themselves accordingly. That the faculty has recognized the situation is manifest in the number of non-technical courses now incorporated in the various engineering curriculums. We find psychology, economics, public speaking, English reading, and American government included in the schedules and it is very surprising and distressing to see the engineering student's reaction. . . .

Inasmuch as it has been proven that a good engineer depends for his ability on much more than just his scientific knowledge, it is advisable to weigh non-technical subjects before considering them "snap courses" and treating them as such.

—*The New York University Quadrangle.*

UNIVERSITY OF KANSAS

It seems that, at last, we are to have some senior insignia. Our council has agreed to adopt a green sweater built along the lines of a sweat shirt and with the notation of the school printed in bold letters upon the back. This is a new idea in another attempt to establish something permanent in the way of a senior emblem. The past few years have witnessed the very temporary use of black shirts, watch chains having the general appearance of log chains, and various other similar features which tended to represent the attainment of seniority by the wearer. We hope that the new insignia will find greater favor than its predecessors.

—*The Kansas Engineer.*

Chemistry Experiment

PROPERTIES OF CITY WATER

Preliminary: Procure a sample of city H_2O in a 100cc. beaker. Examine for general physical properties. (Neglect small particles floating about.) Smell cautiously. Check below which one the odor resembles:

Dead fish	x
Sewage disposal plant	x
Aged eggs	x
Roses	

Now place sample in Erlenmeyer flask and heat to $60^{\circ}C$. Collect portion of gas given off and place in gas cage with mouse.

Result: Mouse dies.

Next, connect a Liebig condenser to flask and collect sample of distillate.

Results: Turns blue litmus red and red litmus blue.

Now raise temperature to $90^{\circ}C$., collect sample of distillate, and place in porcelain dish.

Results: Dish dissolves.

Next raise temperature to $100^{\circ}C$. and boil until residue is obtained. Secure sample of residue. Place sample in gas flame and examine with spectroscope.

Results: Continuous spectra.

Finally place sample in 500,000 lb. Tinius Olson compression testing machine.

Results: Machine breaks.

Draw conclusions: There must be something in the water.

—*Michigan Technic.*

The teacher was reading the story of the man who swam across the Tiber three times, when a small boy sniggered.

"Don't you believe he did it, Jimmie?" the teacher asked.

"Yes, I believe it," answered Jimmie, "but I wonder why he didn't make it four times and get back to the side where he had left his clothes." —Selected.

* * * *

Lady: "Are you sure this milk is fresh?"

Milkman: "Lady, half an hour ago it was grass."

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