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ENOUGH TIME

One of the most common cries heard today is, "I haven't enough time." When a person is asked to do something the answer is very likely to be that. Moving picture houses and other places of amusement are packed to the doors a great deal of the time, and yet the great bulk of the American people do not have enough time to do the things they really ought to do. We are not advocating the abolishment of recreation. This would be disastrous. But there are many people who spend several nights a weeks in movies and dance halls, yet who cannot find the time to oblige when called upon for some slight service.

If we would analyze the twenty-four hours of the day and find out just how many of them we spend in doing something worth while, many of us would find that we had much more time than we thought. We set aside so much time each day for sleep, so much for eating, so much for our actual work, and the rest we do with as we please or as circumstances dictate. It is in these unscheduled hours that we find ourselves refusing requests because of no time. We plan to write a story, to make a small article of furniture, to write to a friend, and countless other things, yet when the time comes there is something we would rather do and so we cast aside the first thought, saying to ourselves "I haven't time." And then in the evening when we crawl into bed, we think of how busy we were all day and yet how little we have accomplished.
—R. M. E.

THE PATH OF LEAST RESISTANCE

Do most of the college students of today follow the path of least resistance? Do they choose the courses that are easiest for them while going through school?

There are some, no doubt, that do go the easy way, but then there are others who pick out the hard work and stick to it. The question we are raising is this: Will we be happier if we pursue the course in life which comes easiest for us, or should we follow the path that is more difficult for us because we have made up our mind that we want a career in this latter field?

This question comes up countless times in college. When the work seems unbearably difficult, should we quit and turn to something else? If we stick it out will we be as successful as we should have been following the path of least resistance?

The answer to this riddle seems rather elusive. Some decide one way, some another, but which is right?
—R. M. E.

ENGINEERS GO TALKIE

It seems that the engineers are taking this idea of public speaking seriously. At least someone started something when the idea of inter-department debating was proposed in the college of engineering.

The electrical engineering department boasts a team of 16 members, and is "watchfully waiting" for teams to organize in other engineering departments. Here is an opportunity for some genuine fun and practical benefit at the same time, if the various departments will cooperate with each other.
—T. A. K.

"LET'S TACKLE IT"

Engineers have available this spring quarter a psychology course arranged especially from an engineering standpoint.

At first thought, the study of psychology in itself probably does not appeal to the engineer. He is apt to hastily class it as too intangible and return to his slide rule and handbook, refusing to

be "bothered" with those subjects involving problems which cannot be solved by mathematical analysis.

However, if the study of psychology be considered as a different and highly important problem to be dealt with in engineering, we believe that this apparent stranger "psychology" will find himself challenged to the field of engineering even though the engineers find themselves disarmed of their slide rules and the usual engineering side arms in their dealings with the newcomer. An understanding of the human element in engineering is becoming a more and more important asset to the engineer's training. —T. A. K.

UNITY IS STRENGTH

During our junior year in electrical engineering, it seemed that something was missing in the general spirit of the junior class as a group, but at that time we could find no definite reason for this lack of spirit. We believe this same condition exists today, and it is not the fault of the class itself. Time seems to have given us the answer, which is this: "The junior class lacks organization." In following the regular curricula, the junior electricals have only a superficial contact with their department; since much of their time is spent in the mechanical engineering department. They have only a very remote idea of some of the many problems that will be presented to them in their senior year—problems for which they will wish they could have more time for consideration when they find themselves seniors.

We believe the junior class would benefit greatly by meeting for one hour each week in a course similar to E.E. 783 which is given to the seniors. Whether or not college credit be given for the course could be decided by the department. Some of the topics for discussion that could be taken up at this time are suggested as follows:

1. *Thesis*

This subject should be covered to the extent of giving to every junior a *definite* idea of just what is meant by thesis work. If this study were taken up near the close of the winter quarter, several seniors who are doing thesis work at that time might discuss their work with the class and explain what they expect to accomplish. The suggested list of thesis subjects might also be distributed at this time.

2. *Selection of summer work*

Although the department is kept very busy arranging for representatives to visit the senior class, perhaps a little time may be available to assist the juniors early in the year. Such assistance usually has been given in the spring quarter, when the time and opportunities are limited. Also, where the selection of one job from several is possible, it is highly important that the proper one be chosen, for other reasons than that of the experience to be gained. Chief of these is the fact that the interviewer who has permanent employment to offer gives so much consideration to experience in summer work, apparently taking it for granted that a man has in every case selected the work in which he is most interested. Where this is not true, the interviewer may have a mistaken idea that the student is not interested in the line of work he has to offer.

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3. *Selection of electives (generally)*

This subject is at present discussed with the juniors some time during the year. The same material which is now used in this discussion could be given in the proposed course.

4. *Selection of electives: Communication vs. power*

Probably the best way to present these two subjects would be to have several seniors give a mental picture of their experience in these courses. A definite idea of what he can really expect would prevent many a student from making the wrong choice because of a mistaken conception of the content of the courses.

5. *Matters to be submitted to the vote of the class, in the senior year*

A brief description of each subject to be submitted to the vote of the class could be given so that there would be sufficient time for outside discussion among the members of the class. Some of these are:

- a) Personality rating: Shall it be conducted as usual; suggestions and new ideas for this rating.
- b) Responsibilities of senior class officers: Elect officers with these in mind.

Other subjects and problems would present themselves to the class and could be taken up in the course. We believe that such a course would be highly valuable to the junior class and at the same time would not be a burden on the department.