# TECH NEWS

SCHOOL OF TECHNOLOGY • CITY COLLEGE OF NEW YORK

VOL. VII No. 1 THURSDAY, SEPTEMBER 19, 1957 By Student Fees


## TIIC PLANS AHEAD

### SOPHMORE ORIENTATION PROGRAM TO DEVELOP FUTURE LEADERS

Never before has the Tech Interfraternity Intersociety Council had the responsibility and potential it has now. With the constantly increasing enrollment in the School of Technology, the council represents a greater number of students than it ever has and the new Tech Building when finished may very well act as a spur to student activities. The council, therefore, in its program for this semester shall continue its past policy of acquainting the student with professional engineering and will aim to develop the leadership the Tech school will need.

It is known to all tech organization leaders that constant training of members is necessary for continued organizational direction. The training of student leaders, who can maintain a continuity of leadership from term to term, can best be done if there is selection of student members from as many class levels as possible. Certainly an organization consisting of only graduating seniors will disappear when the seniors graduate. Likewise an organization whose leaders are only upperclassmen will lose leader-

(*Continued on page 4*)

## INTERVIEW ORIENTATION TO START SEPT. 24

Beginning October 1, an encouragingly early date, interviewers will be on campus. With this extremely early arrival of industrial representatives, the Placement Office must start its orientation program as soon as the second week of the semester. The first orientation assembly will be held in Townsend Harris Auditorium, September 24.

The orientation assembly to be most effective must be attended by every graduating senior. The first meeting and following assemblies will prepare the senior for his interviews. The many details involved in the placement program such as appointment applications, resume make-up, faculty references and company listings must be familiar to every senior and will be discussed at the orientations.

With as many as four companies on campus at one time, the maximum student cooperation is necessary for smooth operation. Appointment routines have been simplified by the Placement Office staff. One of the simplifications is the assignment to each company of a number. When making appointments, the company should be referred to by its

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## TECH BUILDING PROGRESS REPORT

**by Stan Grossel, ME '59**

A delay in the completion of the new Cohn Library appears to have some correlation with a setback in the construction of the new Tech Building.

As put by Professor Hyman (Chemical Engineering), a "tremendous game of musical chairs" is involved, Professor Hyman has just been designated Assistant to Dean Allen.

One week after the close of the summer session, the following sequence of events was to have taken place: the circulating and reserve divisions of the Library were to have been transferred to the Cohn Library, as were the divisions housed in Bowker Library; the books in the history reading room would also be transferred; the Tech Library would then be moved to Great Hall and the rooms above the Tech Library, once

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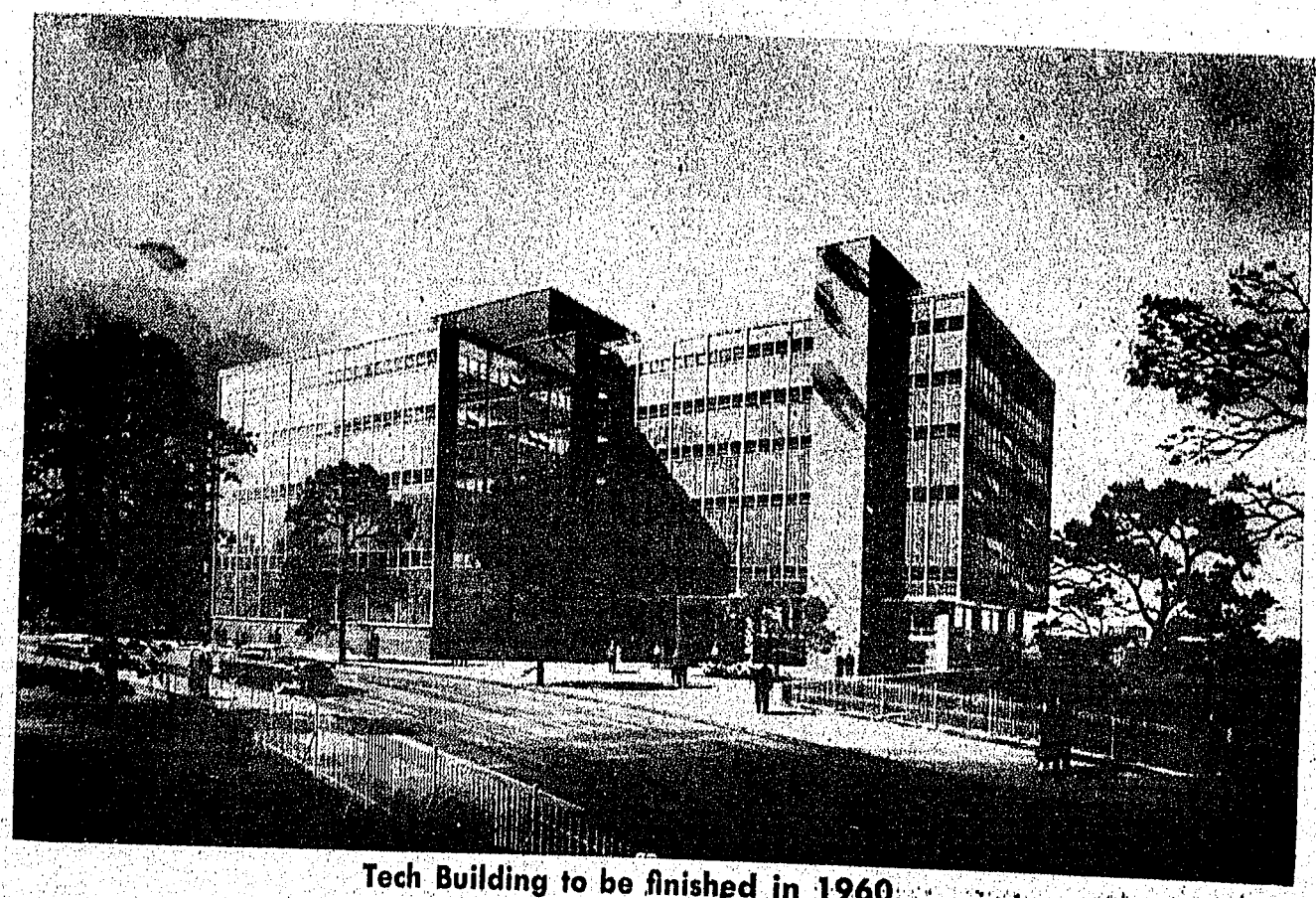

**Tech Building to be finished in 1960.**

# Tech News

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## WITH REGARD TO THE PLACEMENT OFFICE

*To hear the fellows in the cafeteria talk is to become convinced that the sole reason for going to City College is to get a better job. After "four years" of study, the student then depends upon the Placement office to find him work. Certainly, the office, which was developed by the alumni organization, anticipates the students' demands. Mr. Schnaebele has just finished mailing letters inviting companies to campus in anticipation of 1958. Mr. Schnaebele spent the summer studying the jobs past graduates have accepted so as to better serve later grads. The Placement Office is most successful in finding positions for engineers, but the staff also seeks positions for Liberal Arts students.*

*But no matter how successful the office is, it is not all that it can be. If its function is to make sure that graduating seniors have the finest industrial positions possible, then the Placement Office should, from every viewpoint, be as effective as possible. Mr. Schnaebele and his staff are doing an excellent job, but does the office have the appearence it should have? Campus interviewers suffer from human prejudices and their impressions of a college become their impressions of the college's students. The Placement Office, which welcomes all company representatives, should be as attractive and comfortable as possible. Frankly, its sad yellow walls and bare floor do not make a good impression. It is not just a fine appearence that is important, but the resulting mood and comfort.*

*It would not require much to decorate the Placement Office; it could easily be done by student organizations. In return for the many services rendered, the Tech organizations should volunteer to buy a few rugs or paper the walls. There is no reason, besides a lack of personal fire, for Art majors not to volunteer their own paintings or drawings to be hung in the Placement Office. The same pictures that they would throw out or leave to gather dust might be seen by someone.*

*There are quite a few colleges in this country which demand a great deal from their students. Why is it that students who attend a college that asks nothing do not feel shame at failing to find some way of showing their gratitude?*

* * *

## *Tech Topics*

The latest deep thought circulating around is that City College men don't fit in. It is rumered that City College graduates are devoid of the social graces which other schools bestow upon their students. City men are overly aggressive, are not refined in the Boston manner. They talk too loud, dress out of style; they do not wash.

Something, it is definitely known, is wrong with the college machinery. Other schools produce know-nothings, who take courses like "Writing, Reading, and Thinking" (IIT); should not City do likewise? Let us hang our heads for we have individuality to be ashamed of. Quick, bring the emery cloth and polish! The Ivy tie, the pinky in the air, the false smile, and the "yea gang" routine shall correct the defect.

Go George, join the crew! Hurry Harry, follow the leader!

Let us destroy what is unique about City College. The students think too much. They smell of hard work. Gads, to know what an electron is! It is such a shame that we learn. It would be so much better if we could sing and dance all day in grey flannel. Oh, to be a man of the herd.

## TECH CROSSROADS

## PROFESSIONAL SOCIETIES WELCOME ENTERING FRESHMEN

The erroneous belief, held by most lower classmen and particularly freshmen, that membership in the professional societies (AIChe, ASME etc) is open only to upper classmen, will be short lived. The societies and Tech News are making an effort this semester to dispel this notion and to interest lower classmen in joining these very worthwhile organizations.

Freshmen will find many advantages in becoming a member of a society in his early semesters: he will make important contacts with student leaders and faculty members, he will find himself in a better position during later terms to be significant in the organization and campus life in general, and most important of all, the active member of a professional society gains an insight and understanding of his chosen branch of engineering which cannot be obtained in the classroom or laboratory. Within the four major branches of engineering there are scores of multifarious subdivisions which deal with different aspects of the major division. Few students know specifically what they will work at upon graduation. Membership in a professional society help lucidate the various branches of each type of engineering by

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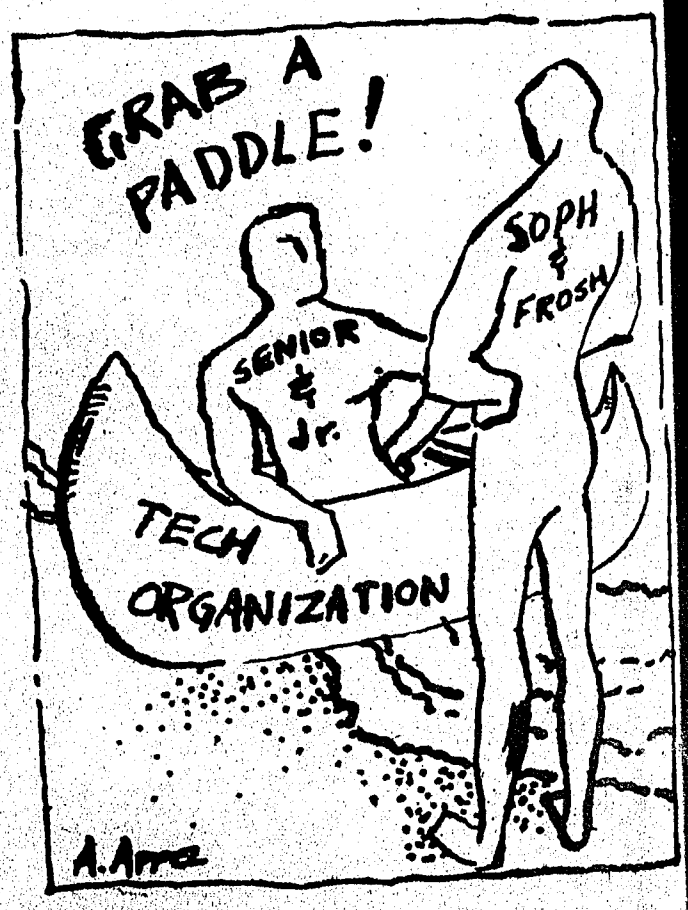

# LISTENING TO MUSIC

**by Allen Rosenheck EE '59**

*In continuation of the policy started last year with a series of articles on Art, TECH NEWS shall publish a series of articles on Music, starting in this issue.*

*By no means can TECH NEWS prepare anyone to enjoy music. It is only hoped that these articles will serve to interest the uninterested and entertain those who are already enlightened*

Deeply imbedded in the American tradition is a strong hostility toward classical music. Although the majority of Americans know very little about philosophy, literature, and art, they know even less about serious music. Only a small segment of the population takes advantage of the emotional experiences available in music. Unfortunately, many of these people do not listen to music correctly, with the result that they get little out of the music.

In order to really enjoy music, a listener must realize that the composer's intentions are not to display his skill in handling the instruments nor to create an ingenious mathematical pattern, but to express his feelings. He uses a technique merely as a means of expressing himself, just as an author uses words.

It is a common misconception that music is to be listened to mainly for its technique. This is understandable, considering the large number of "music appreciation" courses now available, all of which seem to stress the technical aspect of music. One course in particular consists of analyses of great symphonies by a famous conductor. This conductor continually uses such expressions as, "Notice how cleverly Beethoven introduces the subordinate theme," or, "See how ingeniously Mozart builds a five part fugue on this simple melodic pattern." A beginner cannot help but assume that the composer's intentions were to display his technique.

Professional musicians often fall into the same trap. They tend to listen to the music for its performance rather than its emotional content. You often hear a critic or an instrumentalist remark about a concert, "Mr. Ormandy was not quite up to par tonight," or, "The violins were a bit overbalanced by the woodwinds."

Another type of listener is the socially minded person who realizes that he must attend concerts to retain his social prestige; he has no idea of the composer's intentions, and merely pretends an enjoyment of the music. He often tries to find pictures or stories in the music and, of course, never really appreciates it because music is void of the actual images that one can find in art and literature.

People should listen to music primarily as a source of emotional stimulation, and only secondarily for its technical aspects, such as instrumental technique, form, and methods of development. Music contains the gamut of human emotions: the pure joy of a Mozart overture, the dynamic drive of a Beethoven symphony, the satirical vein of Prokofieff, the serene beauty of a Brahms intermezzo, the love and melancholy of a Tschaikowsky symphony, and the nobility and passion of Wagner. All have been expressed through the varieties of melody, harmony, rhythm, and volume contrasts.

No technical knowledge of music is necessary to receive these feelings, although one should listen attentively. Often trying to hum the melodies helps in the enjoyment of the music, in addition to helping one become more familiar with the music.

Familiarity is important because some knowledge of what is about to come in the music aids in receiving its feeling. Also, hearing music that one knows sub-consciously recalls personal feelings which one has experienced upon a previous hearing. For this reason, different people react somewhat differently to a piece of music — each is reflecting his own feelings.

Of course, classical music is not the only type which expresses emotion. Folk, show, jazz, and popular music all strive toward the same goal, although classical music contains perhaps the widest range of emotions.

# EE Changes Affect You

This term, the City College is continuing the reorganization of its technology curriculum. The so called "new" curriculum, begun in September 1956, is what all entering students will follow.

The reasons for the curriculum changes are twofold: first, to follow the recent trend of science education, which places an emphasis on a more general knowledge, as opposed to the specific know-how which one acquires while working after graduation; and second, to give the engineering student a more integrated outlook on his branch of engineering, and on engineering as a whole.

With this in mind, the Electrical Engineering Department has made widespread curriculum changes in both subject matter and organization. In the old curriculum, dc was taught as an independent topic, one which was a major stepping stone toward ac. In the new curriculum, dc is taught as an important special case of ac

An example of the way in which courses have been changed is E.E. 106, which is being given for the first time this fall. This third course of the analysis sequence covers La Place transforms, Fourier integrals, filter theory, and network theory, much of which is given in the more advanced E.E. 264 and 214 courses of the old curriculum. Other E.E. courses given for the first time this fall are 153, the second course of the machinery sequence, 133, the second in the electronics sequence, and 132, the second in the measurements sequence. All four sequences merge in the culminating Systems and Control course.

Although the new E.E. curriculum has no elective subjects, exceptional students may take E.E. 201 and 202 (Engineering Seminar I and II). These are honors courses which are taken, upon departmental approval, instead of six credits of required courses. They cover more

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# WELCOME FRESHMEN...

(*continued from page 2*)

featuring talks from authoritative sources from industry.

Professional society meetings are generally held during the Thursday break; for further details, students should consult the bulletin board in the Tech building.

MURRAY BERGER, Ch.E. '59

# TIIC PLANNING...

(continued from page 1)

ship when these upperclassmen graduate. Most technology students join organizations when they are positive they can complete the curriculum or when they are taking engineering courses. In most cases this happens when the engineering student has only one and a half or two years left in school. Consequently not enough time remains for the student to be trained for the most efficient leadership undertakings. The remedy for this situation is increased lowerclassmen membership in tech organizations. Any effort to acquaint lower classmen with tech life will also introduce the student to a professional atmosphere sooner when he has more time to respond.

Harold Klein, president of TIIC, is developing a sophmore orientation program that will invite sophmores to meet with student advisers. The advisers will discuss the sophmores' interests and will personally work with them to introduce them to tech organizations. It is hoped that this personal approach will induce lower classmen membership and closer term unity.

To develop the students' awareness of his future industrial responsibilities, TIIC will organize an Industrial Fair. Various companies will be invited to campus to exhibit and discuss.

The E-day committees are being formed. E-day requires a great deal of coordination and planning. It is essential that all interested and capable persons contact Marc Caspe, E-day chairman, as soon as possible.

The first meeting of the council will be held today at 5:00 P. M. in room 121 Finley. All representatives must attend and everyone is welcome.

# -:- COMING EVENTS -:-

Joseph Marino, Social Vice President of the Newman Club, has announced part of the social program for the coming semester. Scheduled for September 20 is a dance and lecture. The following Sunday, the group will have their Second Semi-Annual picnic at Belmont Lake State Park. For further information, contact the Newman Club. Meetings are held every Thursday.

ASME will hold its first meeting of the term today at 12:15 in 017 Harris.

TECH NEWS was organized to furnish publicity for all tech organizations. The newspaper is an attractive and effective means of publicizing organizational events. To be most effective, TECH NEWS needs the cooperation of all group leaders on campus. Should your organization desire the kind of publicity this newspaper can offer, call Murray Berger at DE 9-8922 or drop a note in our mailbox.

# ALUMNI CENSUS

**by Julius Soller EE '58**

As we return to the mental gymnastics of college existence this fall, the question which many ask is, "What are our alumni doing?" This question may be answered by taking note of the graph of the Occupational Breakdown of Engineering Graduates, shown below. These statistics are part of the findings of the City College Alumni Association's census of the past year. The census is the most extensive survey undertaken by any city college, with questionaires having been sent to the 55 to 56 thousand known living City College graduates. The response was 20% and the statistics obtained were computed by means of the IBM tabulation system.

The census shows that Technology students are more likely to go out of town (one out of three does), as compared with the other three schools of City College (where one out of five does). As far as advancement in their engineering branch is concerned, 3% have their doctorate degree, 29% their masters, and 22.5% are professional engineers. The questionnaire did not ask about the salary of the engineer because it was felt that this was a delicate question which not everyone would answer honestly.

As to marital status, 30% of the technology graduates are bachelors, while there are 1.47 children per couple for those who are married and have children. Both figures are about the same as for other City College schools. Technology graduates have had no divorces, while there is a 1% divorce rate for the other schools.

Since only 10% of the engineering graduates held office in civic organizations as compared to 18% for the non-technical graduates, it may seem logical that engineering graduates are not as active in professional organizations or as civic leaders. However, one must remember that the engineering graduates on the whole are younger (because of the post-world war expansion of the engineering program at the College) so that they naturally have not had as much time to engage in civic activities.

The most gratifying information is that engineering graduates are the most loyal to the College, based on three identification questions. Technology graduates gave the most "yes" answers to:

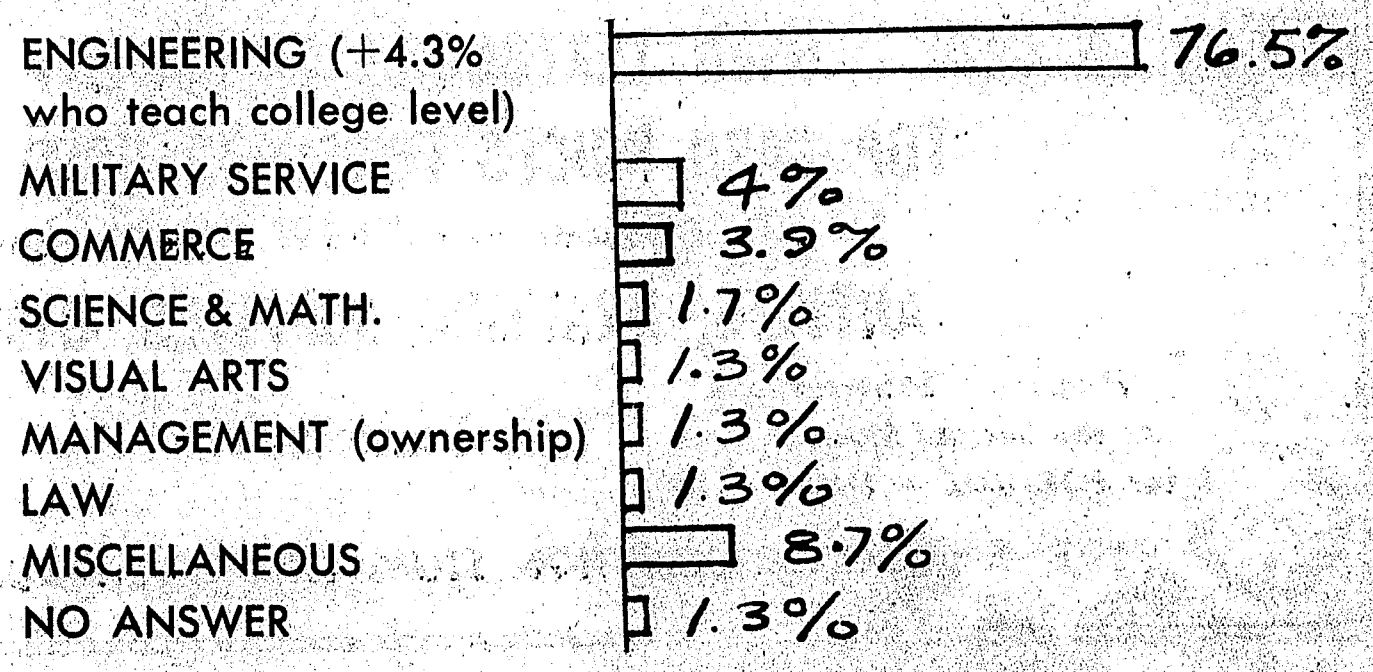
1. Do you think graduates of City College can be of help in planning for the College's future developments?
2. Are you willing to participate in such planning?
3. Are you a member of the Alumni Association of the City College?

Many reasons have been given to explain this loyalty. The starting point is the interest which the faculty has in the students. This interest is reflected back by the technology graduates so that they are proportionally the largest group which joins the Alumni Association. Moreover, the City College engineering student feels that he is getting a superior education, as good as or even better than in other colleges and universities. The technology graduate has pride in his free education, and realizes that if it were not for this education and the dynamic Placement Office he would not be where he is today. It is not surprising, therefore, that three out of four feel that we should keep our present undergraduate enrollment, program, and standards, and expand the graduate program rather than lower the undergraduate standards. Then too, they feel that they are a major part of the College. This term, the School of Technology comprises about 33% of the total enrollment.

The census seems to point out some interesting trends. More engineering graduates are now employed in their profession and in the larger firms; from 85 to 90% of the post-world war technology graduates are now working in engineering as opposed to 76.5% of the pre-world war graduates. More engineering graduates are heading projects, with 20% on the supervisory or executive level. Also, there are fewer technology graduates working for the government (15%).

It is also important to note that out of the 43% of City College graduates who served in the armed forces, 80.5% served as officers, as compared with the army's average of 54% for college men.

The purpose of the census is twofold. First, to act as one of the means by which the College will know how its graduates are faring. Second, to show the taxpayer how effective free education is in benefiting society as indicated by the contributions of the City College graduate.




# New Assistant Dean To Aid Tech Adminstration

As part of the expansion of the Technology Department prior to the construction of the new Tech Building, Dr. Hyman, professor of Chemical Engineering, has been chosen by Dean Allen to aid him in executive problems. Dr. Hyman has the official title of Assistant Dean.

Professor Hyman graduated from City College in 1939 and obtained his Masters degree at Virginia Polytechnic Institute. From 1940 to 1947, he worked in industry. Dr. Hyman then returned to teach at C.C.N.Y., and while doing research work at Columbia University gained his doctorate. Since then he has specialized in the teaching of unit operations. At present, Dr. Hyman acts as a consultant on matters involving atomic energy, particularly in the aspects of heat transfer and fluid flow. At present he is dealing with the Nuclear Development Corporation of White Plains.

Professor Hyman feels that with the completion of the new Tech Building, a major effort can be made toward the expansion of graduate studies at the college. Certainly, more room will be available for graduate students. A highly developed graduate program with its research atmosphere would stimulate everyone at the college.

The absence of a research program — a major criticism of the E. C. P. D. report on engineering education at the college — is a problem which the new building can help to solve, Professor Hyman hopes. When asked whether he

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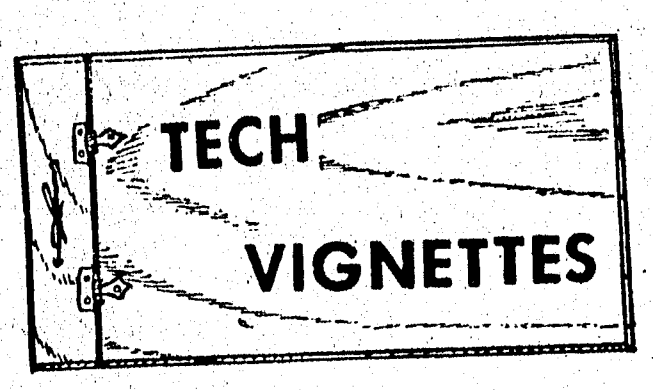


# PROF. WILLIAM ALLAN

William Allan, Professor of Civil Engineering and Dean of the School of Technology at C.C.N.Y., has both knowledge and experience in the fields of engineering and engineering education. At present, Dean Allan serves the profession as a consultant on hydraulic engineering in this country and abroad and teaches Advanced Fluid Mechanics at the College, in addition to carrying out his administrative duties. For his outstanding professional papers in the field of hydraulics, he has received the J. C. Stevens Award of the American Society of Civil Engineers and also the Norman Medal, the highest Honor awarded by that society.

Dean Allan's eminence in the field of engineering education is evidenced by the fact that from 1951 through 1953 he was President of the Association of Engineering Colleges of New York State. He is currently serving on active committees of the Engineers' Joint Council, the Engineers' Council for Professional Development, and the American Association for the Advancement of Science. William Allan's accomplishments can be attributed to his great powers of concentration, his continuous observations of and profound interest in the world around him.

Dean Allan developed his first interests in technology during his early youth and high school years when subways, bridges, sky-scrapers and other great engineering works were being constructed in New York. He was further stimulated at Bryant High School by his mathematics, mechanical drawing, science and shop courses. On receiving a N.Y. State scholarship in addition to his diploma, Dean Allan enrolled at the Polytechnic Institute of Brooklyn to study mechanical engineering. However, during the summer and on Saturdays, he was employed by a surveyor and there did his first work in the civil engineering field.

DEAN WILLIAM ALLAN

This work immediately appealed to him and resulted in his switching to civil engineering. Also, as his employer was a consulting engineer, the idea of doing consulting work occurred to him. Upon graduation he was asked by the Chairman of the Civil Engineering Department to remain in college as an instructor, but Dean Allan preferred to obtain professional experience. He worked for the Bethlehem Steel Corporation as a Junior Engineer in the bridge and fabrication department for the munificent sum of one hundred twenty five dollars per month. It should be noted, however, that by today's salary scale this would be standard for work in engineering design. He could have received two hundred fifty dollars per month for work in production, but since Dean Allan's preference was design, he remained at his lower paying job. Following his first year of post-college work experience, Dean Allan was engaged in surveying, development, and sewage work as a field engineer. In the summer of 1929, he changed to bridge design work. He made stress analyses and designs for the famous Pulaski Skyway in New Jersey. While working, he studied and taught at Brooklyn Poly's evening Graduate School and in 1932 was awarded a Master's degree. This graduate study influenced Dean Allan to specialize in structural work, but later studies in hydraulics at Columbia University further changed his professional interests. Since, then, most of his engineering work and teaching have been connected with hydraulics.

Dean Allan has interests other than those of purely technical nature. He has a moderate interest in sports and the theater and is an avid reader.

When asked about the adequacy of the City College engineering program in terms of technological and cultural education, Dean Allan replied that the student tends to overemphasize his technical education in comparison with other facets of knowledge. "'The student is not

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# EE CHANGES...

(*continued from page 3*)

advanced topics in analysis, and systems and control.

With the curriculum changes in mind, Professor Froehlich suggests that students go to the Office of Curricular Guidance to have their courses outlined in sequence. This is particularly true for the students on the borderline between old and new curriculum because many elective courses from the old curriculum will soon go out of existence. In the future, students may substitute courses from the new curriculum which are akin to those of the old curriculum, provided that they obtain departmental approval.

JULIUS SOLLER, EE '58

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# *TECH BUILDING...*

(*continued from page 1*)

emptied, would be remodeled for the Department of Military Science. In this way Bowker Library and Drill Hall would be vacated and ready for demolition. The ground cleared, work on the Tech Building could begin.

Unfortunately, the Cohn Library building will not be ready for use until October 1. Only at that time can the necessary shifting of materials prior to demolition, take place.

As reported in the May 16, 1957 issue of TECH NEWS, the new Tech Building is to be an imposing edifice of reinforced concrete with a facade of glass and brick. Its design is similar to that of the Cohn Library. Facilities will be provided for all the labs of the four engineering departments on the building's six floors.

The City Planning Commission, which generally meets in October, is the agency which must recommend projects for the consideration of the Board of Estimate. If the Board of Estimate approves the Tech Building project, money for its construction will be available by the first of the year.

Of special interest will be the new quarters for the Tech Library, where an additional one hundred people will be able to use the facilities in comfort. About 22,000 books and periodicals can be stored in the present Tech Library, but the proposed library will have room for 96,000 books and periodicals.

To the weary tech student, the Tech Building offers escalators. Construction will start late in the spring of 1958, and the new Tech Building should be completely outfitted and ready for use by the fall term of 1960.

STAN GROSSEL, ME '59

# Assistant Dean...

(*continued from page 5*)

felt the engineer of today is less concerned with management than the engineer before the war, Dr. Hyman said the engineer today is even more involved in management but requires a better and more extensive knowledge of mathematics and the sciences than did his predecessors. On a long-term basis he feels sure that the security of an engineering job is as strong today as it has ever been and that the talents of engineers are continuingly being used in a more efficient manner.

# INTERVIEW ORIENTATION...

(*continued from page 1*)

number. The numbers were assigned in order of visiting dates, and such number recognition aids in organization of interview appointments. Each company's order of interviews will start to be scheduled two weeks before the company comes to campus. The senior desiring an interview must know when the company is coming to campus and when the scheduling of interviews for the company visit will start. He should try to arrange his interview as soon after scheduling starts as possible.

Following is a list of interviewing sessions to be held before October 9. Obviously with the two week rule, the scheduling of interviews for these sessions will start before the orientation assembly of September 24. The opening dates for the scheduling of interviews for these sessions are stated. Any senior seeking an interview with these companies should note when scheduling opens and should visit the Placement Office to arrange an interview on these dates. A complete list of Campus visits will be distributed at the orientation on September 24.

| No. | Company | Date of visit | Schedul. opens | Degree |
|---|---|---|---|---|
| 1. | Syska & Hennessy Inc. | 10/1 | 9/17 | CE EE ME |
| 2. | Atlantic Refining | 10/1,2 | 9/17 | Chem ChE |
| 3. | Civil Aero. Adm. | 10/1 | 9/17 | CE EE ME |
| 4. | Burrough Corp. | 10/1,2 | 9/17 | EE ME M P |
| 5. | Julie Research Lab. | 10/2 | 9/18 | EE ME P |
| 6. | Service Bureau Corp. (IBM) | 10/2 | 9/18 | EE ME M P |
| 7. | State of Ohio | 10/4 | 9/20 | CE |
| 8. | Sinclair Refining | 10/4 | 9/20 | Chem ChE |
| 9. | United Aircraft | 10/4 | 9/20 | EE ME |
| 10. | Westinghouse | 10/8 | 9/23 | EE ME M P Chem |
| 11. | Potomac River Naval Cd. | 10/7 | 9/23 | CE EE ME M P |
| 12. | Eaton Mfg. Co. | 10/7 | 9/23 | EE ME Che |
| 13. | Curtiss-Wright | 10/7 | 9/23 | EE ME ChE M |
| 14. | Battelle Memorial Inst. | 10/7,8 | 9/23 | EE ME ChE M P |
| 15. | New York Naval Shipyard | 10/8,9 | 9/24 | All but M |
| 16. | U. of Mich. Research Inst. | 10/8,9 | 9/24 | EE ME M P |
| 17. | Texas Inst. | 10/8 | 9/24 | All |



# ENGINEERS JOINT COUNCIL

Unlike the members of most professions, the engineer is usually an employee rather than a private practitioner. Surveys indicate that about eighty per cent of all professional engineers are in the employee class, and this situation often creates special problems which are not encountered in other professions. The Engineers Joint Council, which is a federation of engineering societies representing a combined membership of over 200,000 engineers, was founded in 1941 to alleviate some of these problems. It is the strong body necessary to bring the full opinions of the combined engineering profession to bear upon social and economic questions and public opinion

The EJC has four main objectives as stated in its constitution:

a. To advance the geenral welfare of mankind through the available resources and creative ability of the engineering profession.

b. To promote cooperation among the various branches of the engineering profession.

c. To advance the science and profession of engineering.

d. To develop sound public policies respecting national and international affairs wherein the engineering profession can be helpful through the services of the engineering profession.

But going further, the EJC has also outlined the procedure to be followed in order to achieve the aforementioned objectives. The council states in its constitution that it shall act as an advisory and coordinating agency to work and study matters of muual interest to the constituent societies of the Council and to recommend parallel action by them. The constitution goes on to state that the Council shall represent the constituent societies of the Council in instances in which constituent societies deem such joint representation desirable.

The management of Engineers Joint Council resides with the Board of Directors. The Board is comprised of the President, Vice-President and the reprepresentatives elected or appointed by the constituent societies. An Executive Committee, appointed from the Board of Directors, recommends administrative action. If a situation calls for a special group to investigate and report, the Board appoints such a committee.

One of the special committees which was appointed by the Board is the Engineering Manpower Commission which develops information and proof to establish the importance of engineering education to the national economy, aids in maintaining the supply of trained engineers, and promotes the most effective use of engineers in support of the national defense, health, and safety. One of the EMC's activities – publicizing the shortage of engineers – helped reverse enrollment trends in engineering schools in 1952-53, when the percentage of engineering students rose for the first time in seven years. Another of the more important committees of the EJC is the Labor Legislation Panel which reviews propsed labor legislation or modification of existing laws which affect the engineering profession and reports to the Board of Directors on matters requiring EJC action. This panel had a major part in incorporation of the professional employee provisions in the Taft-Hartley Act.

MORTON J. ROSENBERG

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# Dean Allan...

(*continued from page 6*)

sufficiently aware of the importance of a general education and of the need for good English both in speech and in writing." The Dean felt that the student must place greater stress on obtaining a full education because his later advancement and happiness in the field of engineering will depend upon it.

Professor Allan feels that the Liberal Arts program for engineering students at the City College could be extended somewhat and spread over four years. Its effectiveness will grow with the increase in maturity of the student from freshman to senior level. Dean Allan feels that the Liberal Arts program should "make the future engineer better understand the elements and forces in the world that are non-technical." At preset many students pass through their liberal arts courses and do not transfer what they learn to outside living. Further, the Dean stated that the "engineer's first obligation is to be an educated man in a general sense; he must be able to distinguish what is first rate from what is not; he must be able to live among other people and play a full role of service to society."

RON ROTHBERG, Ch. E. '59





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