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 Walker Memorial, Cambridge, Mass.
 News and Editorial—Room 3, Walker, Telephone Univ. 7029
 Business—Room 302, Walker, Telephone Univ. 7415
 Printer's Telephone—Hancock 8387-88

SUBSCRIPTION PRICE, \$2.50 PER YR
 Published every Monday, Wednesday and Friday during the College year except during College vacations
 Entered as Second Class Matter at the Boston Post Office
 Member Eastern Intercollegiate Newspaper Association

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TWO-SIDED WALLS

WHAT is the motivating force which enters into the mind of the average professor when he stretches a bit of information out to cover a whole hour's time. Is it because, from previous experience, the lecturer has decided that his subjects are so inattentive that he must cover his point not once but several times, or is it because he has learned to stretch a little information into many words, thus saving mental wear and tear?

Certainly it is easily observable that when an outside speaker comes in to lecture to a group, the note-taking pencils scribble with twice the rapidity. Evidently words of wisdom fall on the ground of the student's intelligence with twice as good results. Perhaps it is because the newcomer has more to say in a short time. He can thus let the information gathered in a lifetime flow forth unhampered by the thought that he might have uttered the same thoughts before, and might sometime wish to present them again.

Thus we see the professor as one who must guard closely the reservoirs of his thought, in order that a pretty illustration may not fall into the wrong place and lose its full effectiveness. He must see that his personal ideas do not too noticeably thrust themselves upon the student body, and he must draw on a relatively scanty practical experience for an enormous amount of information. It is relieving to think, in this time of impending examinations, that it is the professors, and not the students, who are to be pitied.

PRE-TRAINED POLITICIANS

WILL DURANT, eminent dignitary in philosophical circles, advocated in a recent address a school which should be dedicated to the instruction of men who are to hold executive political offices. The need for this sort of training is great, he contends, it being a matter of common grant that men elevated to public positions are seldom sufficiently equipped intellectually to give to the offices all the knowledge and capacity they require. With an engineer in the White House, and the number of public offices held by men of engineering education constantly increasing, this proposal should be of more than passing interest to the Technology undergraduate.

Were Dr. Durant's plan carried out, a civil service university would be founded, which the Federal Government would support and administer as it does the Military and Naval Academies, and men attending this institution would be given practical instruction in contemporary governmental problems. Upon their graduation, these men would be privileged to hold any public office which their community, state, or federal governments may offer. Nominees for such offices would be required to show diplomas of the civil service university before they might legally be elected.

The administrative courses at the Institute might well be considered excellent training for men who intend to follow public careers. As Dr. Durant points out, political skill should require training in meeting not only political problems, but also economic problems. The fact that these courses devote themselves to a maximum of economic investigation seems to indicate their appropriateness as a part of this plan. Combine with them a thorough education in the handling of other men, somewhat along the lines of Professor Gow's "Humanics," and the Institute itself will be able to offer a course for potential aldermen or presidents.

The idea is not quite so ill-conceived as it may at first seem. The placing of able men in responsible offices is of no small importance in assuring the soundness of our political structure. Dr. Durant's suggestion is admittedly idealistic and consequently a bit impractical as it stands, but it is not going beyond reason to assert that in the near future the larger universities and colleges in the United States will adopt some similar training. Technology may anticipate, for its present equipment is already capable of carrying out such a program.

THE OPEN FORUM

To the Editor of THE TECH:
 Mr. Sanders, in a letter which was published in the last issue of THE TECH, very naively asserts that the Musical Clubs are performing a noble duty and filling a vital need at the Institute. Whom, however, are they benefiting by this noble service? Not the Student Body as a whole, because two or three concerts a year, especially of such quality as it is the habit of the Musical Clubs to give, do not go very far in appeasing whatever spiritual or cultural hunger may exist among the students.

It seems to me that the only advantages which may accrue from their organization benefit only the members of the organization. Working for this activity makes "valuable contacts" for them, teaches them to "meet people," to "organize," to "become leaders," and to acquire all those qualities which go to the making of a successful salesman. When THE TECH stated in an editorial that the Musical Clubs fail to fill a certain need I understood by that not the craving for jazz, dancing or banjo music, which is the usual fare offered by the Musical Clubs at whatever concerts they have; but rather the craving of a minority for serious and intellectual aspects of music such as had been offered by Mr. Whiting. It goes without saying that the Musical Clubs do not and probably could not fulfill such a service. Mr. Sanders probably does not realize how difficult it is to find a group of qualified artists who would be willing to sacrifice some of their time to perform such a function: else he would not be so all-assuming. It may be pretty easy to get a group of banjo-players together, but when it comes to finding able violinists or 'cellists to perform, say, Beethoven's Quartet, the horizon looks much darker. And the chances of emulating Mr. Whiting's ensembles are very slight indeed.

All this may sound somewhat heretical. I may have a viewpoint of which Mr. Sanders has never even imagined the existence. However, there are more who think as I do, which may perhaps be proven by inquiring of Mrs. King as to what records are most frequently played on the Victrola on the second floor of Walker Memorial. And to those who play the records, (call them highbrows if you wish) the concerts of the Musical Clubs could only be a source of annoyance rather than esthetic enjoyment.

(Signed) J. H. COENEN.

In Ansonia, Conn., eight small boys astounded their parents when, after swimming in the Naugatuck River, they returned home with green hair, green eyebrows, green eyelashes. Cause: dyestuffs dumped in the river by woolen mills.

Technology Students Pay Fifty-three Cents Per Hour for Class Instruction

Some Classes Cost Institute Dollar and Half Per Student Hour

Fifty-three and a third cents is the amount that the average student at Technology pays for the privilege of attending class for one hour.

Statistics compiled by the Department of Mechanical Engineering show that a student at the Institute spends 750 hours during a school year in the classrooms, laboratories, and drawing rooms. By dividing the tuition fee, \$400, by this total number of hours, the above cost to the student for every hour of instruction is obtained.

In return for the fifty-three cents which he pays for his hour of instruction, the student may attend a class which costs the Institute as much as a dollar and a half per student hour or as little as twenty-four cents.

In the Mechanical Engineering Department gas engine laboratory is the most expensive course to the Institute, costing almost three times as much as the students pay. The least expensive course is drawing which costs 23.9 cents per student hour. However, it is not to be assumed that the Institute gives so many money making courses that it is supported from student fees. On the contrary, the last treasurer's report shows that the students contribute only slightly over a third of the total amount spent. Endowments and investments supply the remaining two thirds of the budget which almost reaches the four million dollar mark.

Laboratory Courses Expensive
 The data gathered by the Department shows that laboratory courses are the most expensive offered in this branch of the Institute, while straight laboratory courses are the least expensive.

Between the two extremes of a specialized laboratory and a drawing period lie the other branches of work included in the department. At the lower end of the scale fall applied mechanics with a cost of 26.8 cents per student hour, thermodynamics and heat engineering with 32.4 cents per hour, and machine design with 35.9 cents per student hour.

At the opposite end fall the professional electives with an instruction cost of \$1.06 per hour per student, laboratories in steam, compressed air, hydraulics, power measurement, and refrigeration with a cost of 96.2 cents per student hour, and materials testing laboratory with a student-hour cost of almost a dollar, 99.5 cents to be exact.

Distribution of Budget
 After having observed the cost to

the Institute of the various courses, it is interesting to examine the distribution of the funds allotted to the department.

The largest single amount in the budget was given to machine tool laboratory, which was only the fifth most expensive course in regard to student-hour cost. More than a quarter of the total allowance to the department was passed on to this branch.

Gas engine lab, the most expensive course received only half as much as did machine tool lab. Foundry, forge, and pattern laboratory received about the same proportion of the total budget.

The steam, hydraulic, and compressed air laboratory, the most impressive of those maintained by the department, received 16.3 per cent of the total allowance. Testing materials lab, textile lab, and refrigeration lab received 7.8, 5.8 and 4.9 per cent respectively.

An appropriation of 2.5 per cent of (Continued on Page Four)

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