

Summer Work for Undergraduates.

Employment during the long summer vacation is a necessity to many Institute students, but employment before graduation in the practical elementary work of his profession will be helpful to every engineering student.

It has always been customary for the heads of the different departments at the Institute to help undergraduate students to obtain employment, although such positions have never been guaranteed. Last year an attempt was made to organize something of an employment bureau in connection with the Dean's office. Probably some fifty students obtained positions through this office — about half the number who applied. By a wider advertising still better results may be hoped for this year. The attention of the student body is now called to the fact that Civil Service examinations are to be held next month for positions in the State and City Engineering Departments. These examinations are comparatively easy for Institute students, and if successfully passed there is a fair chance for employment. Civil Service examinations are also to be held next month in Albany, N.Y., for positions in connection with the new Barge Canal. These positions are intended principally for graduates, but appointments for the summer are also dependent upon the Civil Service examinations.

Circulars giving information as to the time and place of all these examinations have already been posted on the bulletin boards, and still further particulars can be obtained by applying at the Dean's office.

In general, it is true that graduates who have had the opportunity for practical work while still in college are better fitted for their profession than those who have used their summers simply for rest and recreation. They know that real work means they have usually gained valuable professional acquaintance, and on graduation may possibly find themselves being sought for to fill positions rather than seeking employment.

The kind of work generally open to college students in the summer is so different in character from the school work of the year, that it gives what is generally considered the best kind of rest — a change of work.

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The Institute Calendar.

I believe the subject of this paper has the almost unique distinction of being of immediate interest not merely to every reader of this paper, but to every Tech inhabitant, from the president to the office boy, not forgetting such collateral groups as the boarding-house keepers, the laundrymen, etc. For the occupations of all these are affected by the Institute Calendar as by a sort of secondary, artificial system of seasons. The professor and the students may take liberties with the tabular view, though not, indeed, with impunity, but the manner of life in vacation and in term is not the same for either, nor for any of their numerous dependents. Interest in the calendar, while thus universal, is far from uniform. It may be safely said, however, that few students will refuse to sign a petition for a change of calendar, and few members of the Faculty will refrain from expressing divergent views upon any proposition connected with it. Not ignoring the fact that the interest of a paper should not — but may — be confined to its title, I will try to indicate some of the influences which have led to the existing conditions.

The present calendar represents, on the whole, a sort of equilibrium, not necessarily stable, among various forces, a variation in any of which may lead to changes.

The length of the year is determined, apart from general usage, by a belief that it corresponds with the maximum efficiency both of teachers, who must do much more than teach if they would teach best, and for maturing students, taking due account for both, of intensity of application during the school year. If the school year were lengthened with proportionate reduction of intensity of application, some might benefit — as some actually do, by taking summer courses — but there would be much disadvantage to those teachers and students who now make summer engagements of value in one way or another. The student of slender means would lose both in earning power and in increased cost of living.

The determination of the length of the school year thus represents a consensus of Faculty opinion, each member of the Faculty attaching such weight as he may to the considerations mentioned and, of course, to that of summer climate.

The ends of the school year being determined by its length and by climatic considerations, shall the