

BRIDGE of ETA KAPPA NU

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The Bridge of Eta Kappa Nu



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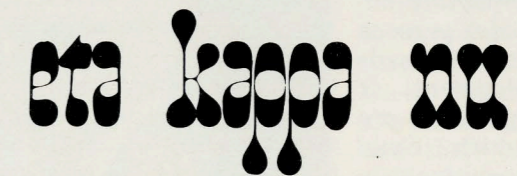
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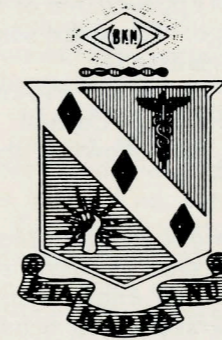
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The BRIDGE is published by the Eta Kappa Nu Association, an electrical engineering honor society. Eta Kappa Nu was founded at the University of Illinois, Urbana, October 28, 1904, that those in the profession of electrical engineering, who, by their attainments in college or in practice, have manifested a deep interest and marked ability in their chosen life work, may be brought into closer union so as to foster a spirit of liberal culture in the engineering colleges and to mark in an outstanding manner those who, as students in electrical engineering, have conferred honor on their Alma Maters by distinguished scholarship activities, leadership and exemplary character and to help these students progress by association with alumni who have attained prominence.

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OUR COVER

Summertime,
and the livin'
is easy . . .
also beautiful

The Foundation of a PROFESSIONAL PERSON

Abstract

This article is intended for young students who are prospective engineers and for those older persons who would guide them towards optimum career development. It suggests that in college there are many opportunities which could help one get started positively in career planning and development. Its principle thesis is professionalism, a way of life which cannot be practiced too soon. These concepts are based not only on the author's experienced views; but also on observations made by some very distinguished persons in industry and education.

Introduction

Dr. Vannevan Bush, eminent educator at Massachusetts Institute of Technology, Director of the Office of Scientific Research and Development and President of Carnegie Institute of Washington left the following message:(1)

"The hallmark of a profession, originating how far back in the dim past we cannot surmise, is that its members minister to the people. It is out of this concept of ministry—of assuming of responsibility for the vital affairs of others because of superior specialized knowledge that there have grown the idealism of the professional man and the recognition in him by others of a quality of altruism which is its own reward. Upon the recognition by the people is based the continuance of a profession, for it exists only as the people, because of con-



Larry Dwon, P. E.

fidence in its integrity and faith in its general beneficence, permit it to maintain its prerogatives and to speak with authority in its own field. A profession is a class apart, but apart because of admitted dedication, not because of special privilege or falsely assumed superiority."

The purposes of education are many in the United States of America where a high degree of freedom has prevailed. Some widely acceptable purposes may include (a) To prepare the individual to make a living and to make progress in his vocation, or to help in that process; (b) To prepare the individual for mature and complete living—personal and family, social

and civic—in today's world, and to help develop the moral, ethical and spiritual values which benefit both the individual and society; and (c) To increase man's understanding of the arts, sciences and humanities and his appreciation of his cultural heritage. These are some views of industrialists.(2)

Dr. James A. Perkins, former President of Cornell University wrote the following about education:(3)

"We might all agree that the three fold purpose of liberal education is to learn to know nature, society and ourselves; to acquire certain skills, such as clear expression and a grasp of the scientific method and discipline; and finally, to embrace certain values, such as intellectual honesty, tolerance and the capacity for wise judgement."

He also stated:

"The three aspects of knowledge have their institutional reflections in the three missions of the university: to acquire knowledge through research; to transmit knowledge through teaching; and to apply knowledge through public service."

This article will expand on the last mission: "to apply knowledge through public service". More precisely stated, an attempt will be made to demonstrate how professional activities, which may be practiced on the campus, could lead to continued life-time professional services in behalf of fellow men. Life-time career benefits from such

activities will be indicated. The cost benefit ratio of participation, in such activities, will also be discussed.

Problem Definition

One of the problems which often engages the attention of engineering educators, has been the allocation of time in undergraduate engineering education between the two major sub-divisions of an engineering curriculum; the liberal and the technical.

There is a continuing tendency of industry to use engineers in managerial and administrative positions. There is a growing need for a clearer interpretation of technology to the lay public. Consequently there is a substantial justification not only to expose engineering students to real world liberal and technical teaching, but also to encourage experiential learning through extra curricular activities, e.g., the dramatic society and a variety of other clubs; scientific, technical and professional societies, as well as, the honor societies. For electrical engineering students the latter two groups include the Institute of Electrical and Electronics Engineers, Inc., IEEE, and Eta Kappa Nu Association, HKN. For some of the even better students, Tau Beta Pi, TB π , would also be included.

The principle problems in regard to electrical engineering students' participation in extra curricular activities seem to be the following: 1) Student apathy which is probably based on a lack of information on the relative importance of many factors which determine one's ultimate career development—in rate of change as well as direction. 2) Faculty advisor's priorities among their various responsibilities, in their own campus and self-improvement activities compared to their total professional and personal responsibilities. 3) Inadequate impedance match between industries' practicing engineers and the engineering educators and students.

The Cost of Extra Curricular Activities

The actual or implied costs, to a student, for participation in activities other than the prescribed classroom attendance, required homework preparation, reading, study and library or other research cannot be stated accurately.

Certainly, if a student has extraordinary difficulty keeping up with his studies, he must give a higher priority to the learning processes than to extra curricular matters.

However, it is not inconceivable that most students do allocate voluntarily some time to activities other than those associated with study. Therefore, the priorities within their extra curricular mode become the real essence of this discussion.

From this viewpoint, the cost of participation cannot be extremely high, if in fact the student does volunteer some time in behalf of them. Nevertheless, in learning to be a professional, one must practice professionalism. Now it becomes a question of which costs more and from which does one benefit more among the extra curricular activities that one does choose. Naturally all of this depends on one's goals.

The second part of this problem is the faculty and particularly those members of the faculty who have accepted the responsibility of being faculty advisors to student organizations. If they do not carry out their responsibilities in behalf of the students—either because they don't know what to do, or because they have higher priority things to do, or because they really don't want the job—then, in my book, they are not professionals. They should not serve as advisors. Under these circumstances, the person cannot improve the profession nor the school's or the student's professional development.

The third part of the problem is the department's administrators. If the person or persons in charge have appointed one of their colleagues to serve as a faculty advisor—with or without his dedicated desire—then they should manage the department properly enough to hold the faculty advisor accountable. However, with accountability also goes proper recognition for

doing or not doing the job correctly and professionally.

The fourth part of this problem is industry. If practicing engineers do not get involved with matters in engineering education, they cannot possibly influence the proper disposition of the elements of education including the benefits of extra curricular activities.

In summary, to a society the people are important and only people can be professional or otherwise. People are important and professional people are especially important. Andrew Carnegie stated... "If you take away all of my money and all of my property but leave me my people, I will again rise to a position of leadership and amass another fortune."

The responsible persons in professional development are (1) the man himself, (2) the teachers and their administrators in schools, (3) the practicing engineers in industry and their managers, and (4) the volunteers and staff people of technical and professional societies people like you and me.

The Benefits of Extra Curricular Activities

Regarding the benefits of extra curricular activities the author can make observations not only from a personal vantage point; but also through statements made by many distinguished men in industry. Significant personal experiences began in high school, where the author also had to maintain good grades among severe competition; otherwise it would be a terminal day school education for him unless scholarships would accrue from his record of achievement, in high school. The same conditions prevailed in college and the habit continued throughout over forty years of varied experiences. Other sources would reveal a very active professional participation in HKN, IEEE, ECPD, EEI, ASEE, EJC, NJECSG and other areas—civic, cultural and personal. The identification of these acronyms is left to the reader's research.(4)

In documenting the benefits of extra curricular activities, my first

observations will be those which other distinguished engineers have made. Following them will come some more personal observations.

Benefits as Others Have Seen Them

Are you a balanced or an unbalanced man? Dr. Edwin B. Kurtz examined this question in the Bridge of Eta Kappa Nu in 1949. This article is recommended reading for all students.(5)

In the article Dr. Kurtz contended that whether a person's talents were balanced or unbalanced, their sum is more or less the same in all people of a given experience level. What a person lacks in one requirement he or she may exceed in another. He illustrated this concept by an equilateral triangle shown in figure 1.

In this triangle the three sides represent the three important personal assets—mental, social and physical. The volume of the triangle represents the development of an individual—the larger the volume the larger each of the assets would become as a result of experience and continuing education. The measure of each talent is represented by the perpendicular distance from any point to each of the sides. The sum of these perpendicular distances, for all points, is equal. Can you prove it?

Dr. Kurtz suggests that the

three personal assets of his triangle may be measured quite often, but not always, as follows:

Mental — by scholarship or grades

Social — by activities, participation in organizations, campus leadership, etc.

Physical — by athletic activity and prowess, etc.

The size of the triangle one possesses depends on his process of education, self-discipline, self-control, self-motivation and the desire to improve. The ultimate length of each perpendicular distance will depend on one's goals and objectives, first as a student and later as a professional engineer; but always as a person.

The term professional has been used several times. There are many definitions of this term. However, the Florida Professional Society of Engineers' definition is useful for this theme. It states in part:(6)

"To an engineer, professionalism involves more than skill. Although knowledge and skill may exist in professionalism, professionalism can develop only where competence creates a proper atmosphere. Competence alone is impersonal. Professionalism, in contrast, is an individual state of mind, a way of thinking, a way of working and living, a way of adding something valuable on top of competence."

In my own words, a professional person must voluntarily dedicate a part of himself—his time, effort, skills, knowledge and other personal assets—in behalf of his profession. Extra curricular matters fall into this category. Such practices start early in life; but they certainly should be cultivated in college.

Members of HKN will recognize Dr. Kurtz's triangle and its concepts as a part of the induction ceremony. Dr. Kurtz was responsible for that revision of the ceremony. He voluntarily dedicated uncounted hours to HKN, IEEE and other professional activities in addition to his teaching of many students at Iowa State.

Robin Beach, teacher, administrator and consulting engineer, represents another professional person. He also made pertinent observations about student activities. He wrote the following:(5)

"Too often the college student ignores the wealth of opportunities for self-expression which are available to him through worthy activities in the belief that these distract his attention and divide his interests to the detriment of his studies. In closing these avenues of approach to the humanistic side of life, he may become confused with the anomalous philosophies of whether he should acquire only technical knowledge in his chosen

profession to the exclusion of all else or whether he should gain a truly liberal education—not knowing just what it comprehends. The latter is rich, broad, and inclusive while, on the other hand, the former is restrictive, specialized, and narrow.

The narrow and restrictive concept which is so characteristic of the engineer leads to introversion; while education, with its all-inclusive interest, as the word implies, leads one into the many phases of life which broaden and develop his outlook on engineering, civic, national and world affairs."

As an antidote to the narrow and restrictive mode Robin Beach stated further that:

The activities of and participation in HKN organization and management on the campus offer an ideal opportunity for a student to develop managerial qualities and to grow in executive stature during his junior and senior years."

Of course the foregoing applies as well to IEEE, TB and several other technical societies one can find on various campuses.

Examples of the truly educated and professional persons, referred to by the foregoing men, are represented by the group who has been honored each year since 1936 as the Outstanding Young Electric Engineers and the honorable mentions. The records of all nominees for this Award are evaluated on the basis of the following criteria:

Achievements	Percent
On the Job	50
Civic and Community	20
Cultural	10
Miscellaneous	
Other	20

Achieving 50% for technical, on-the-job activities, and nothing else; will not get one even an honorable mention.

The author's analysis of 681 dossiers submitted to the HKN Award, between 1936 and 1969, resulted in the following observations about the recipients of the Award:(7)

1. They possessed a large capacity for and a genuine willingness to **work hard**.
2. They had a strong desire to obtain **as much education as possible** in a wide spectrum of accumulated knowledge.
3. They developed an ability to **set goals early in life and pursue them diligently**.
4. They developed working and living habits which **maximized their innate abilities** in the time available to perform.
5. They were **not selfish** because their contributions towards other people's welfare stand out sharply.
6. They had the **faculty of getting cooperation**, especially from their families, otherwise it would be difficult to account for their having accomplished so much through the effort of a single person.
7. They developed **broad interests**.

Professional attitudes and self motivated contributions to fellow men, beyond the call of self interests, is the essence of the foregoing. The message is clear; but only the receptive will respond to it. The receptive persons often gain from other peoples' experiences. Those who are not receptive seem always to complain about no breaks.

An important question remains unanswered—the relative importance of academic and non-academic attributes. In the initial job seeking process, this should be a question of substantial concern to students. However, many of them do not face up to their priorities in undergraduate years. Not many students seem to give this subject much thought before the senior year.

Actually the question cannot be answered in general because each individual has different goals and career objectives. If the goal is graduate school, then academic achievements must take top priority, but they never should exclude the non-academic attributes in totality. They seldom do because

the busy person always seems to have time to take on more responsibilities and to execute them.

If research, development and teaching careers are prime goals then the previous observations apply also. Perhaps, 15% of the undergraduate engineers fall into this group. The remaining undergraduates should be aspiring to broader careers which definitely require many non-academic, as well as, the academic attributes.

Following is some statistical information which is based on 180 questionnaires to personnel officials of business firms.(8)

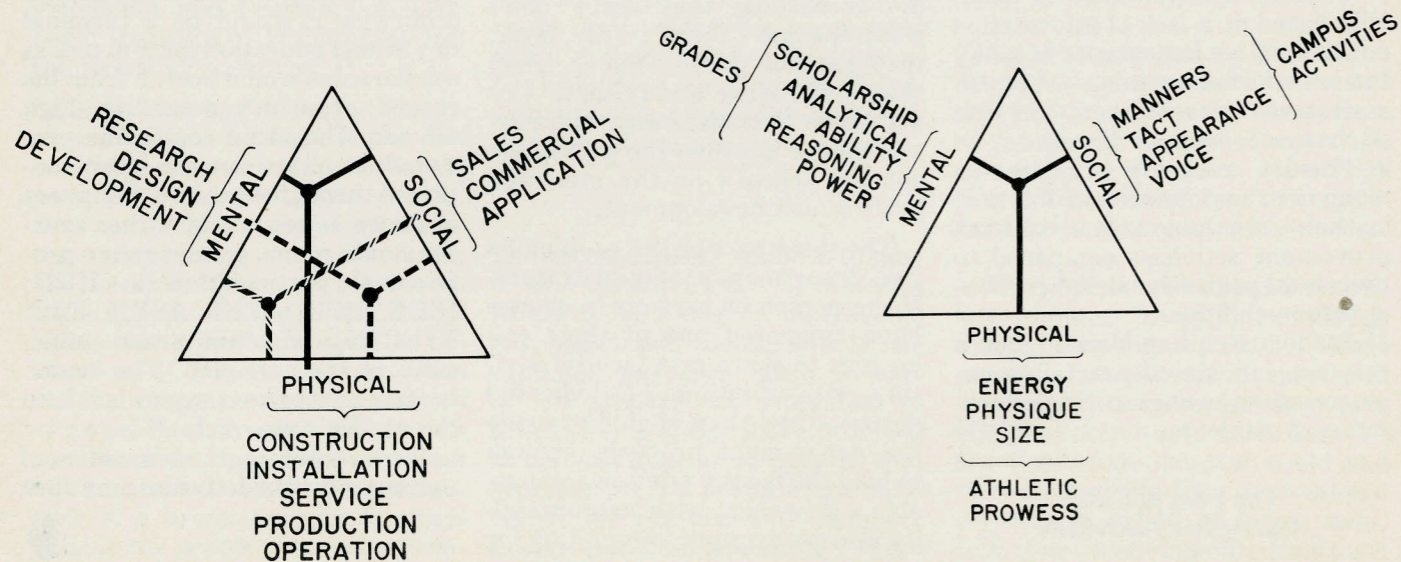
Importance of Academic and Non-Academic Attributes In The Recruitment Process

Firms Rating Attribute As 'Extremely Important' or 'Very Important' %	
Non-Academic Attributes	
Communications Ability	94
Personality	93
Interview Impact	92
Apparent Intelligence	88
Attitude Towards Job Vacancy	87
Physical Appearance	43
Group Memberships, Associations	14
Hobbies, Leisure Time Activities	13
Psychological Test Results	7
Marital Status	3
Demographics—Race, Religion, Color, Sex	0
Academic Attributes	
Grades—Major Subject	64
Major Subject	62
Specific Coursework	59
Extra-Curricular Activities	36
Grades—Overall	34
School Attended	18

Academic attributes do serve as a primary screen to ensure eligibility for many but not all jobs; however, non-academic values become a basis for final comparison and choice. The recruiter is definitely affected by an applicant's personality, oral and written communications ability, appearance and attitude. How better can a student acquire poise in all these categories than through active participation in extra curricular activities. An alternative, of course, is actual work experience, which few students get much of, by the time that

PERSONAL-ASSETS TRIANGLE SHOWING THREE CASES

PERSONAL-ASSETS TRIANGLE APPLIED TO A COLLEGE STUDENT



they are ready to graduate. Therefore, one available path is to participate in activities—but not to the detriment of the prime purpose of education—to learn.

While the data in Table I pertains specifically to business school graduates, the writer's experience in recruiting engineers for over 20 years confirms that similar attributes apply to engineering graduates as well. In considering a person for employment, the American Electric Power Service Corporation, and other prominent engineering companies also consider the following four attributes:

- Academic Record — Whether it is consistently high, low, rising or falling and other considerations.

- Extra Curricular Activities — Quality, quantity, leadership and degree of active participation.

- Work Experience — Related to interest of self and to employer and other matters.

- Personality — Oral and written communication skills, attitude, neatness of dress and manners, etc.

The weighting given to each of the foregoing attributes depends on the position for which the applicant is applying and being considered. It should be quite obvious that positions of research, sales and construction require very different combinations of these attributes.

Conclusion

Unquestionably, from personal experience, as well as, the writings of distinguished engineers and educators, careers are enhanced and modified by voluntary activities. At the time of participation, the voluntary services rendered often don't seem significant; but cumulatively they contribute positively to the overall force and direction of career progress. Recognition eventually comes also, and especially to the professional person—one who doesn't expect it immediately upon its giving.

"You are, if you are" wrote H. S. Greene, one of the founders of Eta Kappa Nu.

Recommendations

If one wishes "to be" perhaps the following quotation may help one's positive thinking:(9)

"Take time to work—

It is the price of success.

Take time to think—

It is the source of power.

Take time to play—

It is the secret of perpetual youth.

Take time to read—

It is the fountain of wisdom.

Take time to be friendly—

It is the road to happiness.

Take time to laugh—

It is the music of the soul.

Take time to dream—

It is the road to greater vision.

Take time to give—

The day is too short to be selfish.

Take time to love and be loved—

It is the privilege of the Gods."

Take time to be a professional person. It is the essence of a wholesome career. Extra curricular activities help to develop the whole man.

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CHAPTERS

GAMMA CHAPTER, Ohio State University—In the past three months, the Gamma Chapter has been involved in numerous activities which vary from the continuing maintenance of the student coffee lounge to final preparations for the Fall Membership Banquet.

On October 20 a smoker was held to introduce prospective new members to the goals and ideals of Eta Kappa Nu. The nominees were assigned pledge duties and given a grueling pledge test to examine the qualifications of each prospective member. A coffee hour was again sponsored by Gamma Chapter. Free coffee and cookies were available to all EE students in the seventh floor antenna laboratory of the Electronics Lab. The Fall banquet was held on December 3 at Presutti's Restaurant. 18 new members were inducted into the ranks of Gamma Chapter.

by Wayne A. Indorf

GAMMA EPSILON, Rutgers University—This past summer three HKN members participated in a ten week, National Science Foundation sponsored, solar energy research project. The project was under the supervision of Dr. Wayne A. Anderson of Rutgers University. The three students were Mark Carey, Kwok Chien Choy, and Thomas T. Murakami. Mark Carey and Kwok Chien Choy have continued their work during this semester through the Slade Scholar program of Rutgers College of Engineering.

Officers for Fall 1976 and Spring 1977 are as follows:

President — Mark Carey

Vice President — James J. Kaminski

Recording Secretary — Mark C. Silvester

Corresponding Secretary — David Krozier

Treasurer — Michael Baum

Bridge Correspondent — Thomas T. Murakami

MERRY MOMENTS WITH MARCIA

A gorilla walked into a drugstore and ordered a fifty-cent sundae. He put down a ten dollar bill to pay for it. The clerk thought, "What can a gorilla know about money?" So he handed back a single dollar in change.

As he did, he said, "You know, we don't get many gorillas in here."

"No wonder," answered the gorilla, "at nine dollars a sundae."

* * * *

Living in the lap of luxury isn't bad, except that you never know when luxury is going to stand up.

* * * *

A computer can do more work faster than a human being because it doesn't have to answer the phone or go on coffee breaks.

* * * *

We wouldn't worry so much about what people think of us, if we knew how rarely they do.

* * * *

The nice thing about money is that it never clashes with anything you're wearing.

* * * *

Agent to taxpayer: "I'm afraid we can't let you deduct last year's tax as a bad investment."



A third grader went home and told her mother she was in love with a classmate and was going to marry him. "That's fine," said the mother, going along with the gag. "Does he have a job?"

The little girl replied, "Oh, yes. He erases the blackboard in our class."

* * * *

Customer: "What flavors of ice cream do you have?"

Hoarse waitress: "Vanilla, strawberry, and chocolate."

Customer: "Do you have laryngitis?"

Waitress: No; just vanilla, strawberry, and chocolate."

* * * *

"This house," said the real estate salesman, "has both its good points and its bad points. To show you I'm honest, I'm going to tell you about both. The disadvantages are, that there is a chemical plant one block south and a slaughterhouse a block north."

"What are the advantages?" inquired the prospective buyer.

"The advantage is that you can always tell which way the wind is blowing."

* * * *

Hear about the New York pharmacist who found it difficult to get the pill bottles into the typewriter?

* * * *

"I want a round-trip ticket, please."

"Where to?"

"Back here."

* * * *

He's like a wheelbarrow: needs pushing, and easily upset.

by Marcia Peterman

Gamma Theta...

UNIVERSITY OF MISSOURI-ROLLA

by Dennis Letterman

On November 20, the Gamma Theta Chapter, University of Missouri-Rolla, performed electrical wiring and cut firewood for needy Rolla families.

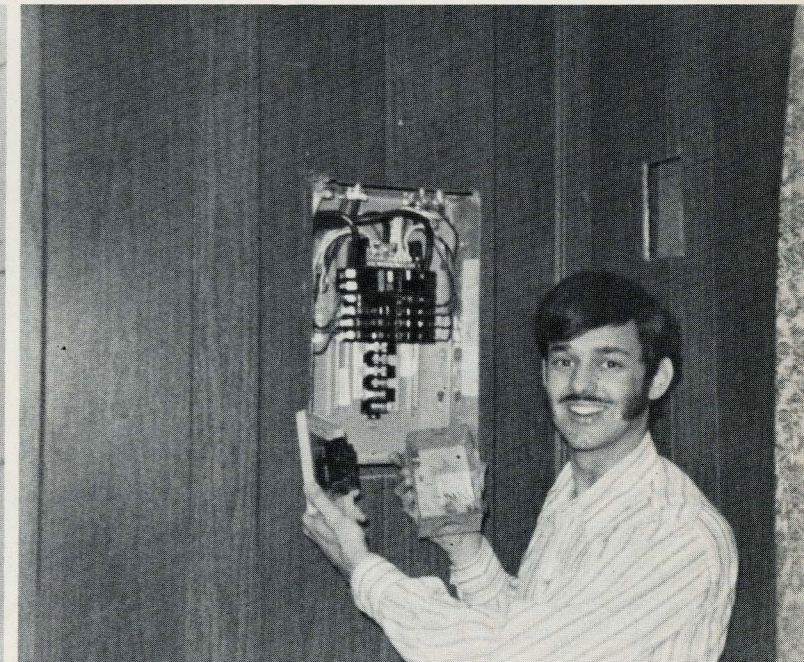
Fourteen members installed a new 240 volt, 3 wire electrical service entrance and a new 100 amp. main breaker distribution panel with one 30 amp. double-pole and six 20 amp. single-pole circuit

breakers which provided needed additional circuits in a Rolla home. This replaced a 120 volt, 2 wire service which fed two 20 amp. branch circuits. The approval of plans and purchasing of materials were provided by the City of Rolla, Department of Community Development. Most of the tools were loaned by the United Ministries in Higher Education.

Sixteen members with the assis-

tance of two UMR Professors, Dr. David Cunningham (one of our Chapter's Advisors) and Dr. Robert Peirson, cut and delivered several loads of firewood to the Wesley Foundation for distribution to needy Rolla families. The firewood came from Dr. Peirson's property and three of the five chain saws were provided by the United Ministries in Higher Education.

IDENTIFICATION—Photo at left: Wiring Project Group, l to r— Wally Holloway, Alan Perks, Rich Burr, Mat Snook, Rich Windhausen, Dennis Letterman, Steve Nelson, Pat Hertich, Ken Gilbert, Bob Welsh, & Bob Kertis. At right, first column, Stacking Firewood, Dennis Appel & Tim Cerney. New Service Installation, Rich Windhausen, Matt Snook, & Pat Hertich. New Conductor Installation In Attic, Ken Gilbert. Second column, Loading Firewood, Mark Owens, Steve Allen, Steve Primeau, & Ivan Engeman. Distribution Panel, Dennis Letterman. Cutting Fallen Trees, Steve Primeau, Mark Owens, Dennis Appel, Rich Hellman, & Steve German.



Interesting Places

First In A Special New Series



THE COUNTRY SCHOOL

Part One

by Ellery Paine

BRIDGE readers who have followed Ellery Paine's articles and letters over the last fifteen years will be saddened to learn that Ellery passed away recently. He was 100 years old. This article, together with the one that follows in the next issue will be the last.

The town of Woodstock, where the boy grew up was founded by Massachusetts in 1687 when the population of the Boston area had increased to the point that more land was needed to support the rural society of that age. A few generations later when surveys were made, it was found that the town actually was in Connecticut. The new town was nearly a square in shape having sides about eight miles in length and divided into sixteen school districts.

For legal purposes the districts were given numbers from one to sixteen but also were given names. Thus the district near the center of the town was called "Center", the one near the place where Wabbaquesset Indians lived in earlier times was called "Quasset" and the one where the boy lived was "English Neighborhood."

During the two centuries before the boy came on the scene almost no people but of English origin lived in Woodstock. Why was that district given the name English Neighborhood? It was because soon after the Revolution, one of the first attempts in America to spin wool with machines driven by power was made near the boy's farm home. Machines were brought from England and mill workers from England were housed near the mill and operated it. From that time the district was known as English Neighborhood.

The plan was to weave the yarn into cloth on looms operated in their homes

by the farm families of that region. But it was found that the pond where the mill was set up, did not yield enough water to furnish the needed power and the machines were moved into Massachusetts where the Quinebaug River furnished ample power. The English workers left Woodstock, the houses they had lived in were moved away. But the name English Neighborhood remained and the name of the pond was changed from Muddy Pond to Pond Factory.

The size and shape of the school districts of the town varied greatly, lines being drawn to make the number of children as nearly equal as possible, and such that children did not need walk more than two miles to school. The legal voters of each district held a meeting in the schoolhouse each June to decide if school should continue the following year, and if so to choose one of their voters to act as committee to hire teachers. The money to operate the school came from the fund established by Connecticut when Ohio bought the land near Cleveland which the charter granted by England had given Connecticut. When the boy attended that country school the amount received to operate the school was a little over \$200.00 per year. The school operated 30 weeks each year, women teachers being paid \$6.00 per week and men teachers for the winter term when older pupils attended were paid \$8.00 per week. Wood for heating cost about \$20.00 a year and was supplied by the one who gave the lowest bid at the June meeting.

Money to pay costs of maintenance of school property was by tax on poles and property.

This school district was set up in 1753 when that part of the town was being cleared of trees to make farming possible. At that time some people considered the region dangerous because of Indians and wild animals. The first

wooden schoolhouse became so dilapidated after a century of use that at a special meeting in 1855 it was voted to build a new brick structure. The old building was sold at auction for \$10.00 and the new building cost \$549.50

The school room had four rows of unpainted wooden benches fastened to the floor. Each row had four benches varying in size from small ones in front for younger pupils to large ones at the rear for pupils of adult size. Each bench had seats for two with shelf on the under side to carry slate, slate pencil, pen, ink and books.

The room was heated by a cast iron stove near the front with iron pipe along the ceiling to the chimney at the back. The outside door opened into a hall with storage space for wood on one side and room for coats, hats and dinner pails on the other. Blackboards were mounted on the front and back walls of the room with narrow shelves to carry the chalk. The blackboards were as the name indicated—wood boards painted black and were used by pupils to solve problems in arithmetic assigned by the town visitor on his visits of inspection.

Wide wooden planks were attached to the front and back walls to be used as seats for visitors.

In one of the front corners of the room was the square table with top covered with oilcloth. In the drawer of this table the register was kept. This showed names of pupils and their record of attendance. In that drawer were the writing books used by pupils in their lessons of writing with pen and ink. These writing books and register were shown all visitors who came to the school. Also in the drawer was the book in which the teacher recorded headmarks made by pupils and the

• The Old Sampler •



One of the things every girl learned in a Country School was to make a Sampler. The samples of the Sampler were used the rest of her life when she made linens for her home. The Sampler shown here (about one half actual size) was made 149 years ago by Hannah Allen at age ten. The poem below entitled THE OLD SAMPLER is from McGuffey's Fifth Reader, a standard book in the Country Schools.

THE OLD SAMPLER

Out of the way, in a corner
Of our dear old attic room,
Where bunches of herbs from the hillside
Shake ever a faint perfume,
An oaken chest is standing,
With hasp and padlock and key,
Strong as the hands that made it
On the other side of the sea.

When the winter days are dreary,
And we're out of heart with life,
Of its crowding cares aweary,
And sick of its restless strife,
We take a lesson in patience
From the attic corner dim,
Where the chest still holds its treasures,
A warder faithful and grim.

A sword, with the red rust on it,
That flashed in the battle tide,
When from Lexington to Yorktown
Sorely men's souls were tried;
A plumed chapeau and a buckle,
And many a relic fine,
And, all by itself, the sampler,
Framed in with berry and vine.

Faded the square of canvas,
And dim is the silken thread,
But I think of white hands dimpled,
And a childish, sunny head;
For here in cross and in tent-stitch,
In a wreath of berry and vine,
She worked it a hundred years ago,
"Elizabeth, Aged Nine."



In and out in the sunshine,
The little needle flashed,
And in and out on the rainy day,
When the merry drops down splashed,
As close she sat by her mother,
The little Puritan maid,
And did her piece in the sampler,
While the other children played.

You are safe in the beautiful heaven,
"Elizabeth, aged nine;"
But before you went you had troubles
Sharper than any of mine.
Oh, the gold hair turned with sorrow
White as the drifted snow,
And your tears dropped here where I'm
standing,
On this very plumed *chapeau*.

When you put it away, its wearer
Would need it never more,
By a sword-thrust learning the secrets
God keeps on yonder shore;
And you wore your grief like glory,
You could not yield supine,
Who wrought in your patient childhood,
"Elizabeth, Aged Nine."

Out of the way, in a corner,
With hasp and padlock and key,
Stands the oaken chest of my fathers
That came from over the sea;
And the hillside herbs above it
Shake odors fragrant and fine,
And here on its lid is a garland
To "Elizabeth, aged nine."

wooden ruler or leather strap the teacher used to punish those who broke school rules.

The boy began to attend this school when he was four years old. He probably began at this early age because his older sister was teacher for spring and fall terms as was the custom for young ladies to do before marriage. The brick school stood a half mile east of his home on the far side of a grassy meadow with soil too moist to be plowed. The walking distance was over a half mile because the highways went around the meadow. Until he was seven years old the boy was assigned a seat in the front row on the girls' side of the room. He never knew of another boy who sat on the girls' side of the room except for brief periods as punishment for breaking a minor school rule. The boy never asked why this seat was given him. He wore a dress but he knew that was not the reason because an older boy also wore a dress and was seated with boys.

His mother had taught him to read and he was given no lessons except to read from his small primer. Twice each day he was called to stand in the front of the room and read what had been assigned him. The remainder of the hours in school he devoted to looking and listening. He enjoyed looking at the faces of the younger girls as he turned in his seat to look at them. It was against the rule to turn and look backwards but the teacher never told him not to do it.

He especially enjoyed hearing the larger girls speak in loud and rapid tones when they recited in the front of the room. Later he learned that recitation was in the subject of parsing, a subject he did not enjoy when he was older and had to study it.

One thing he never tired of looking at was the progress of the sun as it shone through the south window onto the floor. He knew that when it reached a certain crack between the unpainted floor boards that soon school would close and he would take his tin dinner pail and start for home. One boy always asked the teacher if it was time to go home when school was dismissed even though it was the morning recess. Sitting on the boys' side the sun shining on that crack could not be seen.

One day after I was seated on the boys' side I was startled to hear the lady teacher say sharply, "Hubert, you may stand." I did not understand why this command was given. But I soon

learned. The teacher took the long wooden ruler from the drawer and going quickly to the boy said "Hold out your hand." Holding his fingers with one hand she then began to put sharp blows on the upturned palm. After a few blows Hubert buried his face in the crook of his free arm and began to wail loudly.

The next term was taught by Bessie Flynn. She really was an excellent teacher. I was greatly troubled to have her say to me "Do you know there is nothing I like better than to hear you laugh." I didn't think that I did laugh and I took her remark to be in a way a rebuke for not laughing. I was eight years old and to me life seemed full of difficulties. Perhaps the greatest of these was that the big boy John often told me not to get the prize because he wanted it. I was terrified at the look on his face as he warned me and shook his fist in my face. Asa told me that John was rubbing my headmarks out of the teacher's book and marking them to his list. John came early to school to build the fire. He could easily get at the book.

Contrary to my desire the prize was given to me at the last day exercises. As I left with my slate, books and prize in my arms John again came at me and with shaking fist told me he would pay me back some time when he had me alone. The prize was a book called "The Sunday Book." This book was a great source of delight in our family for many years.

The boy learned that if a pupil wished to ask the teacher a question the hand was raised and question asked when recognized by the teacher. The two most frequently asked questions were "May I pass the water?" and "Please may I go out?" The boy understood the meaning of the first of these requests, but for a long time he did not know what pupils did who were granted permission to go out. If the permit to pass water was granted the pupil, with a large tin dipper took water from the wooden pail standing on a bench in the front of the room and carried it to each pupil so those who were thirsty might drink. The dipper was so large the boy thought he could not carry it without spilling water and so he never asked permission to do it.

He saw that all pupils at times asked to go out and he felt he also should go out, and wondered what he ought do if he was given permission to go.

After a long time he screwed up his courage and asked to go out. When outside he stood where those inside could not see him and looked down the road and was relieved nobody was in sight to see he did not know what to do. After waiting a while he went back to his seat.

In time he learned that the ones who went out went to the small wooden structure that was behind the schoolhouse. He knew such a structure was near every house and that there were several names for it. He knew the name used by men in the barn must never be used when ladies were present and to avoid mistakes he avoided using any name for it if it were possible to do so.

It was not until he was an adult and the town gave up the operation of school districts by voters of the district and formed a central school authority that he learned what name was used for that small building that stood in the back. He learned the name by examining the big book which was in his father's possession as committeeman of the district for many years. That book contained the minutes of district meetings going back many years. It was that book which yielded the amounts of money to build and operate the school mentioned earlier. The name for that structure was "College." When the brick schoolhouse was built the "College" was moved in 1855. A few years later the "College" was repaired.

At a special meeting of legal voters of the district held December 29, 1870 it was voted to erect a new "College" with the following specifications:

- Size 5 feet by 7 feet — 7 feet high
- Frame of oak or chestnut
- Boards white pine planed on outside also plowed and matched
- Shingles Chestnut
- Paint White — two coats

The contract to build this structure was let to the lowest bidder Moses Perrin, a farmer who lived near the school and who also built and repaired water driven sawmills. The cost was \$25.00 and it was ready for use within two weeks.

Had the pupils used the word as did the men who operated the English Neighborhood School instead of asking to go out they would have asked to go to college. The boy at the time had never learned the meaning of that word so he still would not know what they did when given permission to go out. . . .

CHAPTER NEWS

◆ 8

A smoker was held for the Fall 1976 pledges on Oct. 14th. Pledge projects included: 1) cleaning of brass casting of Bridge, 2) obtaining signatures of E. E. professors, 3) tutoring of Engineering students, 4) construction of a Smith Chart for the use of the College, 5) work on a graduate school catalog library. On Dec. 16th, 29 new members were initiated into the Gamma Epsilon Chapter. A reception was held afterwards at the Rutgers Student Center. Parents, girlfriends, and new and old members attended. Festivities went on till well after midnight!

Our old Bylaws were revised this semester. They have been sent in to National Headquarters for approval. Several projects for the Spring semester are under consideration, such as an HKN exhibit at our College's Open House. Until our Spring report, adieu.
by Mark Carey

BETA CHAPTER, Purdue University — Beta Chapter of Eta Kappa Nu has had a busy Fall semester. A personal visitation for prospective initiates was instituted and out of a possible 113 eligible candidates we received 87 applications; 81 of these were inducted into membership at the Fall Initiation Banquet. At the banquet we were honored to have Dr. Andrew Bobeck of Bell Laboratories speak on the new magnetic bubble memories to a crowd of about 150 members, initiates, Purdue faculty, and guests. Our guests included Dr. Elias Sabbagh, a long time former advisor, and Dr. A. A. Potter, Dean Emeritus of the Schools of Engineering.

Since last Fall, a great many projects have been started, many of which are approaching or have reached completion. Among these is the cleaning and updating of the Electrical Engineering alumni photographs on display on the ground floor of the Electrical Engineering building. Display cases have been ordered for the Electrical Engineering faculty and staff photographs, and completion of this project is expected during the spring semester. A resumé book including nearly 200 student resúmes was assembled and published. So far about 50 copies have been sent out to companies in return for donations to cover the cost of publishing. The EE department has been most helpful in these projects, donating time, money,

and many hours of clerical and administrative assistance.

In cooperation with the local chapter of IEEE a jointly operated lab is being assembled for members' use. Equipment has been donated by Purdue, Purdue staff, HKN members, and several companies. Some hand tools have been purchased with a \$50 matching fund from IEEE. Other offers of equipment are pending.

Beta Chapter held officer elections for Spring Semester on December 1 and the following people were elected: President, Ronald M. Fisher; Vice-President, Linda A. Sims; Recording Secretary, Perry K. White; Treasurer, Norbert J. Cappel; Pledge Trainer, Douglas E. Bartlett; *Bridge* Correspondent & Workshop Chairman, Joseph W. Richeson; Corresponding Secretaries, Frank L. Augustine, John M. Campbell, and Keighley C. Ross.

In addition to the Fall banquet, Beta chapter's social events included a tug of war with the local chapter of Pi Tau Sigma (the mechanical engineering honorary). The ME's were taught a thing or two about force as the HKN'ers took the best two out of three contest in only two tries. HKN members conducted tours on the laboratory and research facilities at two open houses of the Electrical Engineering Building, one of which was in cooperation with Purdue's traditional "Parents' Day" open house. Popularity of the HKN-IEEE student lounge has grown tremendously in the past five months. Presently, plans for expanding the capacity of the lounge are under study to accommodate more students. Fresh coffee, hot tea, hot cocoa, doughnuts, and Cokes are provided daily for members in return for donations. Profits (if any) go to sponsor HKN projects and the HKN-IEEE lab. We also sponsor TGIF (Thank God It's Friday) gatherings at a local beer and pizza restaurant, where EE students, faculty, and their guests are welcome to come and relax from the tensions of the week and enjoy (obviously) good company. During the two TG's held last semester, 190 pitchers of beer and untold amounts of munchies were devoured by enthusiastic, fun-loving EE's.

A lot of creative ideas have been generated by the chapter in the last few months. Planned are tours of local industries, further lab and lounge improvements, T-shirt sales, Engineer's Week activities, and guided tours of the university facilities as well as many other activities to keep the active membership of 139 busy this spring.

by Joe Richeson

GAMMA ALPHA CHAPTER, Manhattan College — The first semester of the 1976-1977 school year at Manhattan College opened with a call for tutors. As the new year began a new class of Freshmen were indoctrinated into the rigors of college life. As many of us can relate to the experience of adapting to change all the members of our chapter quickly responded by joining a volunteer tutoring service organized by our Chapter President, Mike Franceschini, and in close touch with the Assistant Dean, Dr. Borrmann.

Days after the service was formed Dr. Borrmann was calling upon the volunteers to tutor not only new Freshmen, but also students from Sophomore and Junior years. Also it was not unusual to observe a few Seniors "brushing up" on the basics that are used in the latter courses with the help of our Tutors.

What made the tutoring service a success, however, was not large numbers of students to be tutored or the duration of the program itself. Rather it was the informal and personal attitude with which the program was run that made both parties feel comfortable and at ease with each other.

In the latter half of the semester our Chapter inducted five Seniors and eleven Juniors into HKN. This makes us a relatively large group (30 members) compared to previous years due to the academic enthusiasm of the present Junior and Senior years. Informal parties called "smokers" have already been given as an effort for new members to become familiar with the present members before the school year too quickly passes. In the Spring we plan to have a special dinner to formally induct all the new members of 1976-1977.

Our association is honored to be running the Spring Open House at Manhattan College Engineering Building. On this day the Engineering Building is open to prospective students, their family and the general public. The Electrical Engineering Dept. has always outstandingly represented itself and this upcoming performance appears to be equally optimistic.

by Richard Luniewski

PI CHAPTER, Oregon State University — In December we initiated eight new members into our chapter.

Immediately following the initiation we held a very successful banquet. This banquet featured a speaker from the recently opened Hewlett Packard assembly plant in Corvallis. One amusing part of the banquet was when

we discovered that Oregon State University owned and still operated a piece of equipment built by Hewlett Packard in the first year of their operation (1939). This confirmed suspicions we had long harbored about the age of our department's equipment.

This year is shaping up to be a very productive one for our Chapter. We published an Electrical Engineering phone and address directory at the first of the year. We are now involved in help sessions for students enrolled in Electrical Fundamentals. This class has traditionally been a stumbling block for the sophomore class. We are also planning to hold guided tours of our EE facilities for our Dads on Dad's Weekend and for High School seniors during 'Beaver Open House'. Another project we are involved in is the briefing of freshman students on the demands and privileges imposed upon us by the Electrical Engineering curriculum and staff.

by Donald Kaster

BETA MU CHAPTER, Georgia Institute of Technology — The Beta Mu Chapter at Georgia Tech sponsored its annual spring picnic for the Electrical Engineering Department in May of 1976. The picnic was a huge success, as evidenced by the crowd of three to four hundred students, faculty staff, and families, which consumed more than five hundred hamburgers and hot dogs. Highlights of the picnic included presentation of the Outstanding Teacher Award to Dr. T. K. Gaylord and a student-faculty softball game. The picnic was held under the direction of the chapter's newly elected officers: Stefan Stein, president; Homer Cochran, vice-president; Mark Rogers, secretary; Jose Perez, treasurer; and Jim Chipman, corresponding secretary.

On June 3, 1976, the chapter presented two awards at the Georgia Tech Honors Program. For their high scholastic achievement, Gordon L. Gibby and David A. Hood received the Outstanding Sophomore and Outstanding Senior Awards, respectively. A nameplate commemorating Mr. Hood's award was placed on a plaque in the Electrical Engineering Building.

On November 12, twenty-six new members were initiated into the chapter at the fall banquet held in the Peachtree Plaza Hotel in Atlanta. Plans for winter quarter, 1977, include the winter initiation banquet and updating of the chapter's bylaws.

by Jim Chipman

GAMMA BETA CHAPTER, Northeastern University — As usual, N. U.'s Gamma Beta Chapter of Eta Kappa Nu has been highly active in school and community affairs for the past 75-76 year.

To start with, we participated in Freshman Activities Night by setting up various eye-catching electronic displays and then speaking to those interested freshmen about the merits of electrical engineering.

Gamma Beta also represented EE on Northeastern's Engineering Day, an open-house affair for high school seniors and their parents, in which we explained the benefits of an electrical engineering education at Northeastern University.

Our Tutoring Workshop, directed toward the younger, more confused EE student is improving each year. Our members are asked to contribute one hour per week as a tutor, who many times has to say, "You'll never use this stuff, but here's how to do it".

For the first time we have successfully implemented a Faculty-Course survey, encompassing all of the EE courses and professors (if they wished to participate). The primary purpose was to provide more student feedback to the department.

When a job opening for the position of CO-OP Coordinator occurred, we believed that student input into the hiring procedure would be beneficial. We discussed with our membership the qualifications that a CO-OP Coordinator should possess, and unanimously backed one applicant already in the CO-OP department. Our President and Vice-President were present during the interview, and were permitted to question the candidates. The job thankfully went to the candidate of our choice.

The Laurence F. Cleveland Award, named in his honor for having served with distinction for many years as professor of electrical engineering at N.U., was once again awarded to the outstanding junior EE student, Gerard Schmitt.

We conducted two formal initiations in the fall and winter quarters yielding 33 new members, increasing our total membership to 76. To become a member of the Gamma Beta chapter, in addition to having good grades the initiate must attend Work Day. This is a community service project organized by ourselves intended to demonstrate the initiate's ability to accept hard work. The fall Work Day project was held at the Margret Fuller Neighborhood House in Cambridge, at which we scraped and painted their basement recreation room, washed

windows, swept the parking lot which was covered with broken glass, trimmed the hedges, and removed much litter on the outside grounds. The winter project, organized with the help of the Boston Department of Health and Hospitals, was the removal of trash and harborage from several streets in Roxbury, with main emphasis on Newman Place. Tools such as rakes, shovels, and a truck were provided by the Boston Environmental Health Improvement Program, and lunch was sponsored by McDonalds.

Finally, the officers for the 75-76 year are as follows: Michael Hachey, Michael Caulfield, Mary Kaltenbach, Donald Mack, Charles Aldridge, and Peter Reinhard. We would also like to extend thanks to Professor Morton Loewenthal, our Advisor.

by Peter A. Reinhard

DELTA EPSILON CHAPTER, Ohio University — Delta Epsilon Chapter started off the new year with a new faculty advisor. Mr. Brian Manhire (Gamma Chapter, 1971) was unanimously elected to the position.

The chapter is again providing tutors for EE students who desire help. Tutors have been made available for every course in the EE curriculum at Ohio University.

On Oct. 2, 1976 a Science and Engineering Career Workshop for Women was sponsored by the University. HKN members set up a display table where workshop participants could play games and listen to music on a microcomputer which was built by a faculty member. Various senior projects were on display, including two digital clocks built by HKN members.

Included in the fall quarter highlights was an "evening in Reno" which was attended by more than one hundred people, including most of the EE Dept. faculty. Two faculty members ran a roulette wheel and a blackjack table. The medium of exchange was in watts — generated (ie: funny money — printed) by HKN. Free food and live entertainment capped off the evening. Cleanup and preparation was accomplished by the chapter pledges.

Nine new members were initiated into Delta Epsilon Chapter on Nov. 19, 1976 following a banquet at a local country club. Prof. Gustavus E. Smith was guest of honor at the banquet. Prof. Smith has been a member of the Ohio University EE Dept. faculty since 1956 and was the only resident member of HKN upon the establishment of Delta Epsilon Chapter in 1960.

by Donald Seyler

BETA LAMBDA CHAPTER, Virginia Polytechnic Institute — After the election of officers in our first meeting, our chapter's business was spent mainly in the organization of the fall quarter pledge week and banquet which concluded the initiation night ceremonies. We helped obtain a new study room in Whittemore, the E.E. building, for students wanting to study while on campus. We were responsible for the dispersal of graduate school information sent to Va. Tech from other schools. We also assisted Tech's Honor System in obtaining volunteers to work on cases within the College of Engineering.

Next quarter we are planning possible new methods for teacher and departmental evaluations. We hope this information will assist the faculty and administration in strengthening the quality of education in the Va. Tech E.E. department.

by Michael Fulk

DELTA THETA CHAPTER, Pratt Institute — Last semester we began our activities with a Resume-Interview Workshop. This workshop was organized to aid students in improving their resumes and interview techniques. We invited personnel from Carrier and General Electric to come and advise us in these techniques. A photograph along with details of this event have been sent to headquarters.

Our next activity was a Thanksgiving Dinner, sponsored by the Chapter. With the aid of a few food science students, we prepared turkey and other food to serve the entire student body. This dinner was a big success.

Another of our semester activities, was a Christmas party for the children at Cumberland's Children Hospital. This is a traditional event sponsored by the Chapter each year. We gathered toys and candies from donations of local stores and corporations and presented them at the party. Photographs were also taken at this event and will be sent when processed. Our initiation dinner turned out to be a success also.

This semester's activities have been very fulfilling for the Chapter, and we look forward to many more.

by Maurice Cottman

EPSILON UPSILON CHAPTER, Tuskegee Institute — The Epsilon Upsilon Chapter of Eta Kappa Nu at Tuskegee Institute was involved in the following activities for the Fall Semester of 1976: (1) We offered free tutorial sessions for our fellow students, (2) Opened the hobby shop for students to

work on hobbies and projects at night and on weekends, (3) Helped build and design the Engineering Homecoming Float, and (4) Held carwash and other similar activities in order to raise money for our chapter.

We inducted seven new members and are looking forward to the new school term.

by Larry Jones

EPSILON ALPHA CHAPTER, Cleveland State University — During the Fall Quarter, the Epsilon Alpha Chapter started to work on various projects. Some of the projects we started on were: 1.) Shining old test instruments and writing a brief description on each to put in a display case for high school students to look at when we have high school tours of the EE Dept. 2.) We are in the process of selecting an insignia which we will put on the door to the Electrical Engineering Dept. from among those submitted by the members. 3.) We are forming a scrapbook committee for the 1976-77 school year to record pictures of all our activities this year. We again this year sold lab folders and Entertainment "77" books in order to increase our treasury.

This fall we initiated five new members. The fall banquet was co-sponsored with Tau Beta Pi and featured Dr. John Burke of the Economics Dept. at CSU who used to be a standup comedian as guest speaker. A good time was had by all who attended.

by Marty Lynch

EPSILON THETA CHAPTER, California State University at Long Beach — During the past semester we were involved in three projects, one of which was supplying the various resistors, capacitors, transistors, etc. necessary for building a lab (EE 330L) project, an AM transmitter. We were able to get the parts at low cost and sell them for a low cost, with a slight profit, to the students.

Another activity involves setting up a "library" for all engineering students. It will be located conveniently for the students (the main library is the other side of campus) and will be stocked with books donated by the professors which will be checked in and out. We are still in the process of collecting the books and preparing the library for use by the students.

The third project will be completed next semester. We are preparing evaluations of the instructors to be available to the students. These evaluations contain the instructor's background and attitude towards or method of teaching as stated by the instructor. The evaluation of the

instructor which the students make at the end of the semester and is generally never again seen by the students will also be included in the form of a computer evaluation.

by Nancy Loch

EPSILON MU CHAPTER, The University of Texas at Arlington — The fall semester of 1976 at Epsilon Mu chapter goes on the records as one of achievement and promising new changes for both the chapter and the University engineering program. Physically most notable is the new Engineering Research Building which is due for completion in February. This new multilevel facility will house many of the graduate and faculty research projects carried on by the various engineering colleges at UTA, providing needed floor space as a welcome addition to the engineering complex. And from the EE department comes the initiation of the Electrical Engineering Professional Program beginning in the fall of 1977. This new program is designed to promote professionalism and engineering competence among those undergraduates striving for a BSEE degree from UTA. Admission to this requisite program is sought approximately halfway through a student's undergraduate work and is given only when specific scholastic requirements and professional potential have been indicated by the student, as set forth in EEP guidelines.

With respect to the chapter itself, fall of 1976 saw the initiation of twelve new undergraduate members and one graduate member. Also, honorary membership was bestowed upon two of the faculty — Professor Jeffrey H. Collins, on leave from Edinburgh University in Scotland, and Mr. Taiji Nagao from the University of Japan. The initiation was followed by our traditional banquet welcoming the new members, with the interesting Dr. Allan A. Saxe as banquet speaker.

Congratulations go out to several Epsilon Mu members who distinguished themselves this semester. Ronald Carpenter (president), Howard Smith and Michael J. Reed were listed in *Who's Who Among Students in American Universities and Colleges*. Ron Carpenter also was awarded the John M. Goodwin Memorial Award and Michael Reed was nominated for HKN Outstanding Student Award.

The chapter's EE help clinic continued this past semester with Eric Schorman at the helm and with a new twist. Since the room used in the past for the clinic was undergoing renovation, we were forced to relocate. This fact presented a problem since empty

rooms are scarce during heavy lecture hours. After some deliberation, the problem was solved by noting that during most of the day a room on the EE lecture floor was usually vacant. By posting a movable sign outside such a room, the clinic continued in a successful vein oftentimes entrapping bewildered students as they left their lecture.

On a final note, Epsilon Mu alumni may be interested to learn that during the outing before initiation of fall pledges, the "IQ" display saw fit to remove itself from active duty in what some term an explosive manner.

by Randy M. Whelan

ZETA CHI CHAPTER, Florida Technological University — Despite the unseasonably cold weather here in our southern state and the unprecedented appearance of snow (which many of us saw for the first time in our lives), the members of Zeta Chi chapter have not been in hibernation.

The school year started off with election of new officers. Those elected to serve were: Joe Mansour, President; Cheryl Rutter, Vice-President; Stan Francis, Treasurer; and Bob Cara, Secretary. Dr. Robert Walker became our new faculty advisor. Certainly due a vote of gratitude by the members of this chapter is Dr. Ron Phillips, outgoing advisor, and Steve Saltsman, outgoing president. Both were extremely instrumental in establishing this chapter at FTU last year.

A continuing project of the members for the past few months has been the drafting of a suitable set of bylaws to help run our chapter smoothly. The project is nearing completion, and the final draft is set to be put to the vote next month.

Also, it was tentatively decided, as a service project, to erect a "Engineering Organizations" directory at a suitable location in the engineering building. The directory would list engineering honor societies on campus, as well as professional societies such as IEEE, and would list the

current president of each. This would especially be of benefit to incoming students and transfer students who would then know immediately what organizations existed on campus and who to see about membership. For example, a transfer student from another university who was an Eta Kappa Nu member would know immediately that there was a chapter at FTU, and to contact Joe about becoming an active member of our group.

Finally, speaking of other societies, plans are well under way for the establishment of a Tau Beta Pi chapter at FTU, according to the three officers of the petitioning club (all Eta Kappa Nu members, of course!)

by Bob Cara

ZETA KAPPA CHAPTER, Tennessee State University—The first activity that we launched at the beginning of the Fall Semester was to organize a seminar in which professors from our department of Electrical Engineering spoke on the subject "Engineering and Science are Intimately Related." This seminar was opened to students from other departments of the School of Engineering. The purpose of the Seminar was to introduce our students to the fact that as our society grows technologically more sophisticated, many Engineering projects do tend to become a mixture of Science and Engineering. The overlap between Science and Engineering therefore, demands that the Engineering student should have a complete understanding of Physics, Chemistry and Math so that he can function best in his profession.

Socially, we actively took part in the coronation of Miss Tennessee State University by presenting her with a gift certificate.

During the Homecoming week, the Zeta Kappa Chapter like most organizations on the campus decorated the Engineering building with pictures of Research Projects and lab experiments that are carried out in the Electrical Engineering Department.

by Ngabuen J. Nshom

DIRECTORY

Executive Council

Earl D. Eyman, President, Electrical Engineering Department, University of Iowa, Iowa City, Iowa.

Marcus D. Dodson, Vice-President, 9302 Grindlay St., Cypress, California.

Paul K. Hudson, Executive Secretary, Department of Electrical Engineering, University of Illinois, Urbana, Illinois 61801.

Directors

Quayne Golden Gennaro, 2D Bartle Ct., Highland Park, New Jersey 08904.

Albert Hauser, Electrical Utilities Industry, LaSalle, Illinois.

W.V.T. Rusch, Electrical Engineering Department, University of Southern California, Los Angeles, Calif.

William J. Johnson, Philadelphia Electric Company, Philadelphia, Pa.

Alan R. Stouinger, Electrical Engineering Department, Tri-State University, Angola, Indiana.

Committees

CONSTITUTION AND STATUTES—Warren T. Jessup.

MOVIE—J. E. Farley.

OUTSTANDING YOUNG ELECTRICAL ENGINEER AWARD—Harlan J. Perlis.

OUTSTANDING STUDENT AWARD—Lawrence Hamilton.

OUTSTANDING PROFESSOR AWARD—

OUTSTANDING CHAPTER AWARD—Alan Lefkow.

PUBLICITY—Berthold Sheffield.

VISITATION—Larry Dwon.

.....
"How can I cure my husband of snoring?"
the lady asked her doctor.

"By kindness, understanding, helpful
advice and patience," advised the doctor.

"But I've tried all that," she said.

"In that case," replied the Doc, "you
might try stuffing an old sock into his mouth."