

F. G. Tappan, acting dean of the college of engineering, above, and J. F. Felgar, dean who is on leave of absence, are two of the veteran members of the college. Dean Tappan is director of the school of electrical engineering. Dean Felgar is studying during the spring semester at the University of Southern California, Los Angeles, after he and Mrs. Felgar returned from a trip to Europe.

Unfinished Business

By F. G. TAPPAN

Acting Dean, College of Engineering

EIGHT or ten years ago upon the occasion of one of her daughters graduating from the University, one of my neighbors exclaimed with a sigh of relief, "Thank God, she's educated!"

The long struggle had ended, her daughter had arrived, she was one of the intelligentsia; she had been initiated. How prevalent the idea is that when one receives his diploma his education is complete. There is nothing more to learn, nothing more that one must do upon his own initiative. People will clamor for his services. The world owes him a living.

Many engineering students and their parents have very much the same idea. However the situation is quite different. Really he is in debt to the world to the extent of four or five thousand dollars. The faculty themselves cannot place any and every engineering graduate in a good job. The faculty may arrange the contacts between the graduates and manufacturing and commercial representatives but the student must sell himself. His manner of entering the room, his physical appearance, neatness, the attitude he takes in standing or sitting, the way he talks and conducts himself, as well as what he says, are more important factors in securing a job than even the recommendations his instructor may give him. One company representative said he was in favor of military training for he could pick out men so trained by the way they carried themselves, the way they stood up and looked him in the eye, and that it should not be called military training but training to be an upright man.

It has been often and truthfully said that graduation is merely the commencement of a real education. The graduate has been furnished certain tools and taught how to use them in certain stereotyped or mimeographed problems and exercises. All or nearly all of the data have been furnished with little irrelevant material included which might obscure the problems. Most of the problems so far tackled have a single definite solu-

tion while in post-college life most of the solutions are compromises between cost, safety, economy, accuracy, adequacy and the human elements. The tools that have been supplied must be kept sharp, well oiled or they soon become rusty or inaccurate and the previously acquired skill in their use is soon lost. Then, too, the consequences of an incorrect solution are much more dire than a change in grade from B to C, or even from D to F. An engineering education never ceases. One's engineering texts, including mathematics and physics should be periodically reviewed. Contacts with engineering societies, both local and national, should be made and kept up. Membership in the national society in one's chosen field should be sought after as soon as possible after graduation. One should endeavor to qualify for a state engineers license and to associate with members of the state society of professional engineers.

In addition to the technical aspects of a college education, great emphasis has been placed the past ten or fifteen years upon social activities and student politics. The engineering graduate should continue to interest himself in social and civic affairs, in the conducting and management of the town or community in which he is located. He should devote even more time and interest in the selection of a mayor or city manager than he did in the election of an engineering queen or St. Pat's representative. He should strive for honesty in government in his community just as much as in national affairs, and even more than he strove for honesty in his examinations.

The social and engineering contacts he makes in his own community will reflect upon and react to the advantage of a young engineer. He should assist with every civic or religious enterprise tending toward the improvement of living conditions, the increase in knowledge of how to live and enjoy the advantages of the community of which he is a part. Instead of thinking of moving to a better town



he should try to make his own better for having lived in it.

Five or six years ago a speaker at one of our engineering banquets reported upon the results of a questionnaire sent to several hundred engineers as to the relative importance of various factors contributing to their success as engineers. As I remember it the average of figures given was something as follows: health, 30 per cent; social activities and contacts made in college, 40 per cent; physical appearance, 10 per cent; honesty and other personal and moral qualities, 12 per cent; specific technical training, 8 per cent. The speaker went on to belittle the technical training since it amounted to only 8 per cent, or only a fourth as much as

health, and a fifth as much as social activities and friendships. I think the speaker gave entirely the wrong impression in stressing social activities above all else. The 92 per cent outside of technical training go to make a man successful in any line, either in law, medicine, the ministry, business or politics. It is the other 8 per cent that make him a success as an engineer or as a doctor or as a lawyer. The 92 per cent make him a successful homo sapiens. In so far as his own life and work are concerned the 8 per cent are the whole thing. They differentiate him from the rest as an engineer. One cannot say that his technical training supplied only 8 per cent of the factors necessary to his success. One might as well try to analyze the things that made Cleopatra a success, allowing 5 per cent for her nose, 10 per cent for her eyes, 5 per cent for her ears, 30 per cent for her intelligence and 50 per cent for "sex appeal." However, if her nose were cut off her beauty and attractiveness would be reduced considerably more than 5 per cent. To be sure health is very important, not only in college, but afterwards and possibly should be allowed as much as 30 per cent of the factors making a man successful as a man, at least if to physical health is added mental hygiene.

One must take care of his body by exercises, even after the sophomore physical education requirement has been met and by mental exercises even after a diploma has been conferred. Our ancestors of an hundred thousand years ago

were successful men physically and mentally or they would not have lived long in the strenuous life of that period. When men became associated, however, in society and the necessity of getting along with one's neighbors arose there was added the 40 per cent for social activities and friendships. It is only in the last few years that honesty in business and national affairs has become recognized as being the best policy if indeed it is even now recognized.

An educated person should have some understanding of things as they were, a well-rounded knowledge of things as they are and a vision of things as they might become. He should also be equipped to earn enough of a living to justify his existence, and be able to derive honest enjoyment out of some few things of the intellect. One's college education is always "Unfinished Business."



Sooner Photographers Pictured

A picture of six University of Oklahoma journalism students with their cameras was carried in a recent issue of *Collegiate Digest*, national college news in picture and paragraph.

The *Digest* commented: "Building activity on the University of Oklahoma campus provides subject matter for photographs for these students in the newspaper class being conducted by Prof. A. Clarence Smith. Oklahoma is one of the pioneer schools training reporters in the use of the camera."

Tau Beta Pi

By BOOTH STRANGE, '36

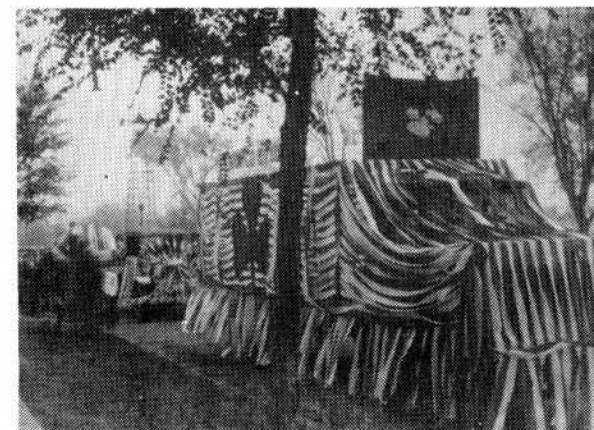
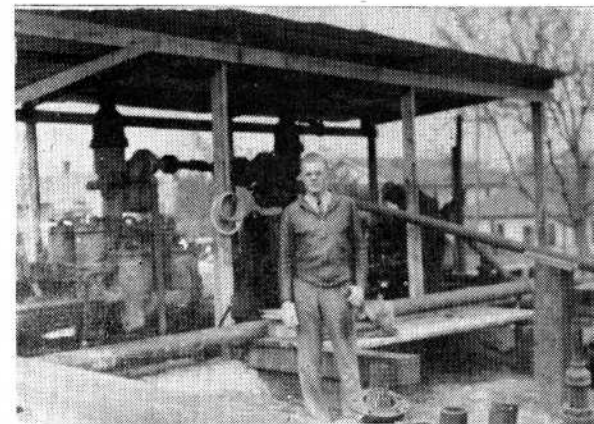
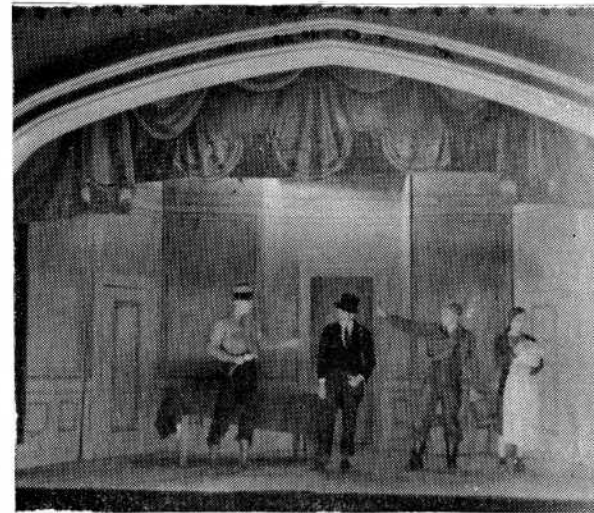
THE Tau Beta Pi Association was founded at Lehigh University in 1885 to mark in a fitting manner those who have conferred honor upon their Alma Mater by distinguished scholarship and exemplary character as undergraduates in engineering, or by their attainments as alumni in the field of engineering, and to foster a spirit of liberal culture in the engineering colleges of America.

Distinguished scholarship while the primary requisite for admission, is not considered the sole criterion. After the scholastic requirements have been fulfilled, the selection is based on integrity, breadth of interest both inside and outside of engineering, adaptability, and unselfish activity. Personal appearance, capacity for leadership, character, and so-

cial qualities are other characteristics which are carefully considered.

Tau Beta Pi sponsors one of the leading fellowship programs for graduate study. Six awards, sufficient to maintain the beneficiary in satisfactory and proper social and financial status without other funds being needed, are made each year. The fellowships are awarded to those applicants who have some definite purpose and plan in view and who show the greatest promise of substantial achievement in their line of graduate study and work.

The local chapter of Tau Beta Pi was organized under the name of Tau Pi on St Pat's Day, 1923. In 1926 it became the Alpha chapter of Oklahoma of Tau Beta Pi. There are at present 31 active undergraduate members and fifteen faculty members.



At the top is a scene from the play, "Fall of Little Nell," staged by Sigma Tau, honorary engineering fraternity, recently on the campus. On the stage, left to right, are Corneil, Armitage, Goddard and Billie Burke as Little Nell. In the center is German Kimmell before a mud-hog in the Edmond oil field. Below is the Engineers' club float in the last Homecoming parade.