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Allegheny College

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Reports Submitted to Trustee Group
On Multi Fraternity Housing Proposal

The first phase in combined College-fraternity action to alleviate housing pressures here concluded last week. On Wednesday the local chapters of the national fraternities here submitted reports to the Trustee Committee on Housing outlining their opinions toward the proposed multi-fraternity housing unit for the plot above George Street.

Robert L. Kirkpatrick, minter of the Trustee Committee, said in the interview that announcement of the contents of the fraternity report will be delayed until his committee has had time to fully study the fraternity reports.

Mr. Kirkpatrick said, "It is anticipated that the Committee will make its recommendation to the President in the near future. The primary desire of the Committee is to assist the fraternities and not to compel any particular course of action. The next move, therefore, will depend upon the contents of the reports."

Trustees Assume Responsibility

He reported the Trustees' intense interest in the housing deficiency here, which, he said, would be an exact more serious problem in the immediate future. In its meeting last June, he said, the Trustees stated that the College has a responsibility to provide additional housing.

Referring to his Committee's report last June to the Board of Trustees, Mr. Kirkpatrick said, "It was the Committee's feeling, as the report indicates, that action must be taken to improve the quality and quantity of student housing."

So the College-fraternity cooperation in (Continued on page 5)

All Fund Drive Projects Get Underway April 16

Fund Drive Projects Week will begin Monday, April 16, and extend to early May in observance of the Carnival. As only $16,000 has been accumulated toward the $30,000 goal, the Committee has stressed the importance of student participation in the necessary campaign.

Both student and faculty members will sponsor projects this year. For instance, the Alpha A's will sponsor the Carnival, $3.00 a ticket; Alpha Chi Omega—selling greeting cards, dinner tickets to Cabell's, Alpha Gamma Delta—coffee and donuts in front of the Library every morning of the week; Phi Kappa Psi—serving tickets to a jam session in the home; Phi Delta Theta—she Delta Theta Party; Sigma Alpha Epilson—fare of fraternity house for weekend at $25 a ticket with girl the party, she groups wishing to take wish with her; Alpha Chi Rho—selling candy bars or raffles table radio; Theta Chi—share a meal and serve; Psi Phi—Dog House, Section I—winning fraternity houses; Section II—donating Baldwin Hall; Section III—sending ironing; Section III—providing avocals, shining shoes, making beds, etc. Section III—washing cars.

Faculty Projects

Faculty members include running the Brooks elevator during lunch hours Monday to Friday and the Library on Monday, Wednesday and Friday night, and stringing the Tuesday night meal in Brooks with the possibility of special entertainment if paid for. Professors and members of the faculty will be held in Baldwin lounge on Thursday evening. Faculty members are also preparing a supper on Friday night when decorating for Commencement Week.

Dr. Ralph E. Lapp, director of the Nuclear Science Service, will deliver the Fall Foundation Citation Lecture on “An Atomic Balance Sheet” at Ford Memorial Chapel next Wednesday. The lecture begins at 8:15 p.m. and will be followed by a coffee hour.

Dr. Lapp has kept abreast of the latest developments in nuclear energy and is widely known in this field as a consultant, lecturer, and author. He has collaborated with several other prominent physicists and mathematicians, in a number of Saturday Evening Post articles covering civil defense, the hydrogen bomb, tactical uses of atomic bombs, and highlights of our atomic project. His book Must We Hide? was the first popular study of atomic defense and won a wide audience in 1949. His Nuclear Radiation Physics is a standard textbook.

In 1949, Lapp organized the Nuclear Science Service to counsel industry on uses of nuclear energy. He was previously in government service during which time he was Scientific Advisor to the War Department General Staff and Executives Director of Dr. Bush's Research and Development Board. Dr. Lapp's recent work includes: his book Must We Hide? was the first popular study of atomic defense and won a wide audience in 1949. His Nuclear Radiation Physics is a standard textbook.

All candidates for scholarship assistance for 1956-57, whether for work or grants, must file applications by May 1. This includes all recipients of scholarship assistance of any description. Application forms may be obtained from the President's office.

Specialists To Explain Atomic Balance Sheet

Singers, Chapel Choir Give Concerts

Inauguration Speaker Judge Arthur T. Vanderbilt

New Jersey Justice Gives Main Address; 75-100 Schools Present

May 11 is destined to be one of the most significant days for Al- legheh College this year. On that day, Judge Lawrence Lee Pelletier will be installed as the sixteenth president of the College.

Several hundred invitations have been sent to educational dignitaries and wide for the inaugural cere- monies at which Judge Arthur T. Vanderbilt, chief justice of the Vermont Court of New Jersey, will be the major speaker. Judge Van- derbilt is a long-time friend of Presi- dent Pelletier who last fall succeed- ed President Louis T. Benzet, now President of Colorado College, Colo-rado Springs, Colorado.

Judge Vanderbilt is the Chair- man of The Citizenship Clearing House of New York University. In 1954 he was the Vice-Chairman of the Director of the Clearing House with 24 state and regional affiliate institutions representing almost 1400 colleges and universities throughout the country.

Highly Regarded Judge

A former Dean of the New York University College of Education, Vanderbilt is regarded as one of the nation's leading judges. He currently holds honorary degrees from 26 institutions of higher learning. Vanderbilt was chosen as the keynote re- writer of the New Jersey State Constitution.

Dr. Julian L. Ross, dean of in- struction, is the chairman of the Inauguration Arrangements Com- mittee. The committee met last week with, "Every motel for miles around has been reserved for the assembled dignitaries," Dean Ross announced earlier this week that acceptance of these higher learn- ing had been received.

He predicted that before the aca- demic year begins, the students of the Fieldhouse and the inauguration ceremonies, a complete list of the in- stitutions may be in attendance. This process, with the educators decked in academic robes, is being billed as one of the most colorful events in a college's his- tory.

Glasgow Leads Procession

Glasgow led the procession, followed by the students of the Center College, and Mrs. J. L. Smith of the University of Oklahoma will lead the academic procession. He will be the representative of the University of Glasgow, founded in 1450. As the oldest institution in attendance, Glasgow's academic representative precedes the others.

In addition to the 15 college pres- idents who have already accepted in- vitations from the Arrangements Com- mittee, 14 other college presidents will be in attendance. P. Richard. Thomas, local district member for the Fieldhouse and the inauguration ceremonies, will be representing the institution. P. Rich- ard Thomas, local district member for the Fieldhouse and the inauguration ceremonies, will be representing the institution.

Several College faculty members will find themselves acting as rep- resentatives of other institutions of higher learning. Dr. S. H. Stem, professor of mathematics, has been delegated by Colgate Uni-

Members of the senior class who have been elected to the College's chapter of the Phi Beta Kappa honorary scholastic society are assembled above in the Alumni Gardens for their official picture. They are (from front, left to right): Dorotha Swart, biology; Marjorie Jenkins, English; Nancy Rapo, English; Carolyn Whynn, chemistry; Lauren Putnam, history; back row, left to right) Ernie Schwartz, drama; Bob Pierce, English; Nancy Watts, psychology; Sam Davis, English; Marilyn Milkas, physics; Alice Bowden, English; Hannah Rute- ter, English; S. Arthur Frankel, chemistry; and Walter Brown, economics. Other members of the Class of '56 who will graduate Phi Bates are Anne Bennett, English and Richard Keller, chemistry, not in the picture. Miss Rap, Miss Watts, Miss Whynn, Davis and Pierce were elected to the society last fall as junior Phi Bates. Last week Dr. Lewis M. Pino, associate professor of chemistry and president of the Phi Beta Kappa chapter here, announced the election of the others as senior Phi Bates. He announced that the members-elect will be formally initiated June 2 as part of Commencement Week.

Photo by Dunham
Let's Make It OUR Business

Now that a new AUC administration has been installed it is appropriate that we students stop for a minute, forgetting our personal and academic "problems", to evaluate our relations to our student government. Does AUC simulate a representative student government or is it a hodgepodge of committees and subcommittees? If the latter answer is ours, we had better examine student government in the context of the evolving Allegheny scene.

In recent months and years the students, consciously we feel, have triumphed over the pettiness of superficial barriers which had formally barred many student relations here. Today we are a more cohesive campus than we were in 1954. This new attitude has erased the animosity and distrust which preceded our interrelations in former days and, we believe, should be instrumental in the development of a meaningful and representative student government.

We, therefore, think it most unfortunate that this new campus harmony has not been paralleled by the development of closer and more intelligent relationships between AUC and the students. With the evident increase in allegiance towards the College and less toward the individual and his social cliques, it is most dismaying to see that students have not become fully aware of their responsibilities toward AUC. After all, AUC is the students' arm in College affairs.

Last month's elections graphically painted the AUC situation. Only one of the three candidates had ever actually sat on the Council. Only one knew the actual workings of Council machinery and had experienced the flux of floor debate within that body. Most of the present AUC officers, few of us actually know and understand the internal workings of the Council and its adjuncts. This in spite of the record that annually AUC spends $20,000 of our money.

Nor have we realized the opportunity AUC presents in the cementing of this newly won harmony among students. The purpose of this crystaline and reflects undergraduates' opinion. But it is not a perpetual machine. Its continued growth as a student council staffed by students, demands our fullest and wholehearted support of new AUC committees this month we hope that the past apathy toward AUC will be dispelled just as the past disharmony was.

Let's see a record turnout for the committee signings!

To give his name to Dr. Wagner of the political science department or to Elroy Nieweg, president of the IRC.

Football Meeting

There will be a meeting for all football candidates for the 1964 season in the David McAd Fieldhouse Wednesday at 7:30 p.m.

Humanities Division

The Humanities Division will have its final meeting of the year at 7:30 p.m. in the Quigley faculty lounge. At the meeting will be Mrs. Ziegler, who will make several announcements, and Mr. Allan M. Potter, who will discuss "The Currents of Musical Resources and Changes of Style."

Naval Recruiting

Lt. Walter Weimer and the Naval Information Team will be at Cochran Dining Room on Tuesday and Thursday to explain the new air officers program and interest all officers in Naval flight training. Eligible men will have the opportunity to take the Airplane Aptitude test which will be administered while the team is on campus. This test will be the only mental exam required for admission to either the Naval Aviation Cadet Program or the Air Officer Cadet Program. Successful completion of this test indicates no obligation and will remain in effect until the applicant is of age.

Information on other officer programs will be available when the team is here and they will welcome the opportunity to discuss the program with interested students.

OPEN HOUSES

The New House will have its Open House at 8:30 p.m. Saturday at Beebe Hall.

Records Borrowed

At the recent "Banal W. B. Night" at the Metropolitan Jewish Community Center, two boys borrowed a collection of 5 or 6 L.P. jazz albums. The owner would like them returned. Will the boys please return the records to the Center tonight or contact Monte Levitt at 5:15-512.
Faculty Group Advises Increased Work And Quality For Encouraging Creativity

Editor’s Note: Rate is the occasion when we devote six columns of precious newspaper to any single matter. But equally as rare is the opportunity we have to peruse a report as consequential as the one printed below from President Blank’s Committee on Instruction. Here is presented the opinion of nine faculty members on how an Allegheny education can and should be made a better one. As education is a two-way avenue of ideas we feel that this report on the improvement of Allegheny teaching deserves the keenest attention of all in the College community.

How can we teach better?

Last Friday in the Faculty Meeting, Allegheny educators heard the report of the Committee on Instruction which grappled with this question. After an intensive three month study, prompted by the Senior Seminars, the Committee culled its conclusions as to the improvement of an Allegheny education.

Julian L. Race, dean of instruction, is the chairman of the Committee whose members include the following: Dr. Richard Brown, Dr. Guy E. Buckingham, Dr. Orval T. Driggs, Dr. Elvis E. Eckles, Dr. L. J. Heeschen, Dr. Lewis Pinto, Dr. Henry F. Pommer and Dr. Eric A. Sturley. Their report, in toto, is printed below. It reads:

On October 28, 1955, the faculty voted “that the President . . . appointed a . . . committee to study the findings of the teachers of the Senior Seminar and to report the results from time to time to the faculty. The aim is to apply the insights gained through the Senior Seminar to the total academic situation rather than to evaluate the Senior Seminar.” Several weeks later the President asked the Instruction Committee to make the desired study. We were done so, excluding from our attention whatever the admissions officers, student personnel staff, or other administrators might do to improve “the total academic situation.” We have not tried to describe the learning and personality of an ideal teacher. Finally, we have excluded possibilities of adding or dropping courses or requirements. Our focus has been on what the individual teacher can do in his present courses to improve his own teaching.

In exploring this area, we have on the one hand made no attempt to define an essence of good teaching, or to outline procedures.

(Continued on page 4)

AUC Reviews Year’s Activities Thru Report

by Marilyn Bennett

The Allegheny Undergraduate Council passed into the hands of its new leaders last Sunday as Art Blank, recently elected president for the 1956-57 year, received the gavel from Bill Regan, retiring head.

Before the installation of the new president, a review of the past year’s activities was given through reports by various committee chairmen and a summary by president Regan.

The president pointed out accomplishments of the council during the year. Under the direction of Jim Pomroy, a new type of Freshman Orientation Week was initiated. During the fall, for the first time in AUC history, a retreat of student government leaders was held at Bonson. Greater integration was gained with NSA through the Regional and the election of Jim Pomroy as president of the Region.

The new practice of committee sign-ups offered more opportunity for student participation in AUC activities. Brotherhood Week discussions were held, plus Council discussions of MEPS, faculty standing at Allegheny, and representation on AUC meetings were held with Ted Harris of NSA and with President Pellitteri at his home.

Work was started on a radio program for the college, and new social activities were initiated with the March Gras dance and improvements in the College Union under the direction of Mr. Cooper.
Texas Teachers - An Allegheny Education

Where To? --- Teachers Weigh An Allegheny Education

(Continued from page 3)

To the Editor:

We recognize that good teaching is a comprehensive process, affected by many factors, such as the kind of student, the size of class, the type of subject, and the personality of the teacher. Furthermore, our efforts will be to help each teacher examine his own thinking in the light of this report, and taking from it whatever is useful to him.

On the other hand, we recognize that administrators must from time to time try to measure each teacher's effectiveness. There seems to be a genuine need of some statement of our standards as is possible. In particular, in striving to improve previous examinations, we have found it helpful to make a statement. Our statement is, therefore, offered to the faculty for discussion and amendment, and with these suggestions:

1. that the faculty approve the statement as representing part of its concept of good teaching;
2. that the faculty recommend its statement to the administration for use as part of the process of identifying good teaching;
3. that copies of the faculty's statement be given to every person concerned during the coming school year;
4. that the faculty's statement be given to The Campus for publication.

The Senior Seminar has not brought to light any heretofore unknown weaknesses of our student body. It has, however, brought into focus an obvious need that is becoming more urgent: the need to originate and test ideas, inability to write English which is both coherent in its mechanics and effective in its rhetoric, ignorance of contemporary social issues, naive faith in the printed word, superficial understanding of values. Furthermore, the teacher, himself, has had many problems. He may have frequently employed. We must apologize for dealing so often with the weaknesses of the student.

The direction our teaching should take was ably expressed in a report by the Seminar staff.

While the ideas to be presented is a greater student involvement in the learning process. Many of these ideas may be considered as facts and "right" answers on questions of interpretation. This student attitude must somehow be changed.

One solution seems to lie in increasing the quantity of work demanded in some courses, and in increasing the depth of work demanded in others. It may be not be sufficient to avoid the sadness and rigidity which discourage student imagination and reflection. The technique of student's creativity in all subjects to show that both teachers and students can derive pleasure from the never-ending opportunities of learning.

The steps which we mention below are only a minimum.

1. The teacher's involvement in the learning process.

Every student's learning can be stimulated by helping him to identify himself with the instructor and with the contents and purposes of the course. Each aspect of this training is under some influence on such identification, but direct attention to the problem is still necessary. The teacher should see that the total facilities of the college community in order to find ways of linking his course to numerous aspects of the student's life.

a. Using in-class and out-of-class speakers provided by the Public Events Committee, the College Union, the city, or other sources.

b. Mentioning the vocational value of courses or majors (attaching lists of jobs held by recent graduates of a department).

c. Demonstrating in and out of G-courses their wide-spread relevance.

2. Lectures.

On the one hand, a lecturer should recognize that some classes know nothing about his subject and that he must be careful to present information in a clear and logical manner. On the other hand, he should be able to devote valuable minutes or hours to explaining necessary details. The teacher should exercise a great deal of care in the mechanics of teaching and take notes. On the other hand, he should not repeat material covered in textbooks or readily available in the library. He should avoid "reciting" by making use of additional illustrations, fresh issues, unissued problems, or student participation. He also should not be afraid to be in the process of pointing out errors or oversimplifications in the text in order to encourage a more critical attitude toward the textbook.

Blackboards can be used effectively for presenting many dates, dates, and data not occurring in the texts. In these cases, the instructor may write in the textbooks he can help students see what they should be getting from the lecture. Students may also learn how lectures and discussions can be improved.

1. Quantity

a. Essays should be demanded of most students by most instructors. The number of pages is, of course, an exception, but the rest of us should spend a generous amount of time in assigning and grading student papers. In part, essay examinations (see point 4); in part, essays written outside of class. The report of the examination committee of the faculty should be commented on the small amount of writing demanded of Allegheny students.

b. Examinations

It seems probable that if all instructors demand a higher level of performance on written work, better papers would be given to be read. That higher level might be encouraged negatively if papers deficient in material, organization, and style were merely marked as "comprising." In addition, the writing of short papers on large topics should be encouraged because of the superficiality that usually results.

A higher level of performance might be encouraged positively in several ways. Class time can profitably be spent in reading and analyzing examples of good student writing. Class time and private conferences can be used in helping students to write well on large and small topics and the processes of original synthesis (see point 8). The student should be shown repeatedly the value of careful proofreading as using the process of elimination, not as a source of words and sentences. Emphasis on the style of writing can be furthered by having each student with each college generation long enough to extinguish old and undesirable student habits and then to establish new ones.

Each department should consider how much supervision of small group conferences, individual conferences, a mimeographed sheet of instructions, and so forth.

4. Examinations

Because valid generalizations can be based only on a broad knowledge of details (facts), comprehensiveness of information, and careful emphasis in proofreading, we believe that because details are not retained for long and do not, in themselves, adequately furnish a well-educated mind, generalization through examinations is desirable.

Before an examination, its nature and purposes should be explained to the student in order to familiarize him with the dimensions and to make the examination as much as possible a learning experience. A Library file of old examination questions (or the College's collection of past examinations) should be available for the students. In an examination, students should be given an opportunity to go over their answers so that they may profit from their mistakes.

An examination (or series of quizzes) early in the semester can demonstrate early demonstration of the standards used in the course.

a. Machine scored

Machine scored and machine-scorable examinations when thoughtfully composed can be very valuable in testing knowledge and skill (see point 8). On the other hand, they neither test imagination nor judgment.

b. Essay

In many tests, students should be asked not only to re-capitulate material, but also to apply that material to fresh problems. By evaluation methods (involving tests, discussions, essays, and book reports), you can cover the same creative thought. It should teach as well as examine. Open-book tests and take-home tests are often successful, but the essential thing is that the student think and be prepared to answer questions on cheating, and encouraging the use of the Library.

1. Reading and Disappearance

We fully realize that what we recommend concerning papers and exams involves a large amount of faculty time in reading and annotating material that it often very dull. The dullness is, in some extent be relieved by the instructor's ingenuity in choosing topics and presenting writing and encouraging students to write their best. As the quality of papers and exams is required in that decreases somewhat. How can we teach a hundred or more students read essays and papers from all of them? Perhaps we can set an example so that only a moderate number of papers reaches the desk in any one class. The first hour of each class meeting should be scored for one section of a course, it can be essay-scored for a second section, and vice versa for the second hour exam. For this purpose, we recommend that each section of a course be machine-scored. In one way or another, every course can be machine-scored to include a meaningful quantity and quality of student writing.

6. Discussions

Discussions are not necessary or desirable in all courses, but are helpful when they allow the instructor to present material in some courses necessary, and in meeting one's responsibility to rescue discussions from the incoherence of courses and discussions. For these discussions, it is wise to call frequently on nonparticipating students. To ensure that all students participate, you should:

a. encouraging their careful preparation of assignments, b. acquainting them in participation in discussion.

Both teacher-led discussions and student-led discussions have appropriate uses in college. Each type should aim at developing both an understanding of assigned material and a clarification of personal sense of the material. Often it is desirable to require that students pass a quiz on a major topic before discussing it. Particularly in the case of students in the course grades.
Fraternity Housing (Continued from page 1)

meeting the student housing problem is a feasible approach resulted in the hiring of Pittsburgh archi-
tect Lawrence Welfle, who has since laid plans for the project.
Mr. Kirkpatrick also discussed the estimated cost for each fraternity participating in the project. He said his committee could answer this question specifically. Each fraternity was asked to advise what it could contribute. The non-contributed cost cannot exceed the amount which the college can finance on a loan to be amortized out of receipts over a reasonable amount of time.

Looking into the future, the Treasurer predicted January 1957, as the earliest possible date for the completion of the housing project if all went well.

Garner Jazz Concert Rocks Grove City Soon

Good news for all Erroll Garner fans!! Grove City has extended an invitation to Allegheny students to attend their Erroll Garner Jazz Concert Monday at 8:30 p.m. in the new, yet-to-be-completed building. Tickets can be obtained for $1.50 by writing to Box 139, Grove City Col-
lege, c/o Mrs. Y. L. Smith at the door — there will be no reserved seats.

Included in the program of “The Man Who Can’t Piano Was Invented” will be selections such as “Memories of You” and “Lullaby of Birdland.” And in case you girls are worrying about time, special per-
missions will be given so you can attend the concert at our neighbor-
ning school.

RODA & LEACH BARBER SHOP

4 — BARBERS — 4

Opposite Park Theatre-Up stairs

Revolution and Reconciliation Theme
To Highlight Coming SCM Conference

by Don Skinner, President of ACA

What is this thing, Revolution? And what is Reconciliation? Why has the District VI of the Student Christian Movement in the Middle Atlantic Region chosen Revolution and Reconciliation for the topic of its Spring Conference at Bonnison this weekend?
The first reaction of American students when hearing about Revolution and Reconciliation is that it is a vital new concept of Christian education. But it isn’t. It is hard to approach this theme as an old topic, because the Biblical and African revolutions which were

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Revolution
(Continued from page 3)
message and in their insistence on the observance of the principles of "Live and Let Live," unless the followers of each religion are prepared to give the same consideration to the rights of others everywhere, unless every state does its duty to assure that the same rights are given to the followers of all faiths—unless these things are done, religion is debased.

These are vital words. This is revolution; and this is a start at reconciliation. We can see it all over the world. Our fight for independence to rule ourselves was part of it. So was the storming of the Bastille. In Palestine the fight is under way. In Africa—Morocco and Algeria, in the Sudan between the Man Masse and the British, in the Gold Coast and Nigeria, in Kenya, in Tanganyika, Togoland, the Camerons, and Somaliland—the peoples will be free. Africa, labeled by the white man in his pride, "The Dark Continent," is now explored by revolution and trembles in rebellion and desire. In Malaysia, Korea, Brazil, Bolivia, even in the United States with the Supreme Court of separation of church and state, the revolution has taken hold. We see it, if we have been perceptiveness, in modern art and in modern music, and it will not be denied.

Task of Reconciliation
This is revolution. And what is our task as Christians, or as Jews, or Buddhists or Moslems or Hindus? To reconcile ourselves to God and to teach each other. No matter what you may call the Supreme Being, He is one and the same, and we merely seek Him by different roads. To the Christian, the Bible gives the answer: "God was in Christ reconciling mankind unto Himself." This is why the SCM Conference will spend two days on this topic.

We will not begin to scratch the surface. This is a fantastically large subject. Over Christmas fifteen hundred American and fifteen hundred foreign students, representing most of the nations of the world and most of its great religions, gathered at Athens, Ohio for the SCM Quadrennial. For seven days they discussed it over social differences, language barriers, and racial separation. They went far, in understanding each other and in understanding the vital revolution which they were trying to reconcile.

AC A Bousson Weekend Holds SCM Conference
The Student Christian Movement Spring Conference will be held at Bousson this week end, from Saturday afternoon till Sunday afternoon.

The topic for the weekend retreat is "Revolution and Reconciliation" and the guest speaker is to be Mr. Marion Baumgardner.

This same topic was used at the S.V.M. Quadrennial held at Athens, Ohio, over the Christmas holidays. The cost for the weekend is $2.75 but the A.C.A. will pay $1.50 for any student wishing to go.

For further information and sign-ups for the weekend, see Don Skinner at the College Union.

Alumni Lane
The spring meeting of the Allegheny Alumni Council was held here last Friday and Saturday. The Council, which is a committee of 21 alumni who serve as the governing body of the Alumni Association, meets twice yearly—at homecoming and in the spring.

It was announced to the Council that the University had voted in favor of not holding classes on homecoming day. The purpose of this move was to effect a more complete and interesting homecoming program.

The Council decided to form a permanent alumni fund committee composed of about 15 people. The committee would establish policy for future fund drives and be in charge of them. It was also discussed that, so far, $65,000 in unrestricted gifts had been contributed to this year's drive by approximately 1,550 people.

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Bring Your Laundry Problems To Us
SPECIAL Rates to COLLEGE STUDENTS WE DELIVER ANYWHERE ON CAMPUS BUT DO NOT PICK UP
Roha's Half-Hour Bendix Laundry
832 North Cottage Street
Behind Kroger's Store

WHAT'S THIS? For solution see paragraph below.

SOMEBODY'S O S HER ROCKER in the Droodle above—and for a darned good reason. The Droodle's titled: Whistler's Mother out shopping for Luckies. From where she sits, Luckies always taste better. That's because they've made of fine tobacco—mild, good-tasting tobacco—that's toasted to taste even better. Rise to the occasion yourself—light up a Lucky. You'll say it's the best-tasting cigarette you ever smoked!

DROODLES, Copyright 1953 by Roger Price

"IT'S TOASTED"
to taste better.

Lucky Strike Cigarettes