



Pictured here are the newly-elected presidents of Madison's four major mens' organizations. They will serve during the 1966-67 school year. Left to right are: Buddy Hullett, S.G.O.; Andy Shifflett, Student Court; Linwood Gilman, Y.M.C.A.; and Potter Henderson, M.A.A. They were elected through a series of closed-ballot elections held in the mens' day room and were installed during the assembly held on March 10.

3 Sophomores Are Outstanding

The Outstanding Sophomores have been chosen for this year. They are Terry Fullman, Brenda Mullins, and Sandy Mitchell.

Terry Fullman lives in Newport News with her parents, Mr. and Mrs. Frank Fullman. Being a Health and Physical Education major she participates in the softball intramural program. Terry is parliamentarian for the sophomore class and reporter for the Mercury Club. Miss Fullman was in charge of invitations and the party for Class Day.

Sandy Mitchell, from Williamsburg, is the daughter of Mr. and Mrs. George Mitchell, Jr. She is majoring in Physical Therapy and plans to transfer to the Medical College of Virginia next year. Sandy is the Sophomore representative for the legislative branch of student government and is in Alpha Sigma Alpha social sorority. Miss Mitchell is serving on the Student-Faculty Relations and the May Day Committees. Last year Sandy was president of her class.

Brenda Mullins resides in Clifton Forge with her parents, Mr. and Mrs. B. A. Mullins. Brenda is majoring in Health and Physical Education. She is president of the Sophomore class and is serving on the judicial branch of student government. Brenda is in Sigma Phi Lambda honor society and Alpha Sigma Alpha social sorority. She was director of Sophomore Class Day.

R. Dyer-Bennett Sings Repertoire

Richard Dyer-Bennett, a 20th century traveling minstrel, entertained Madison Wednesday night by singing a selection of ballads, court songs, and folk songs.

The program was divided into four parts. The first consisted of Irish songs. Dyer-Bennett then performed songs from the European continent. Two were sung in French and one was a German tune about the courting of a young maid. The last song in this group was a translation from Portuguese. Next were songs of his own composition. The final group of songs were American ballads. Three were taken from a group of songs collected by Fletcher Collins of Staunton. Songs collected by Loumax

Rules Get Final O. K.

Recently the student-faculty relations committee suggested various changes in Madison's rules. These suggestions were reviewed by the administration and then sent to President Miller for final approval or disapproval.

The following are rule changes which met approval and will become effective in September.

Babysitting hours have been changed to read:

- Freshmen and students on academic probation: any night until 12:00 midnight.
- Sophomores: any night until 12:00 midnight, but not to take place of late permission for dating.
- Juniors: any night until 12:00 midnight, but not to take the place of late permission for dating.
- Seniors: any night until 1:00 a. m.

Previously, any student wishing to drive another persons' car needed a letter of approval from parents

or guardian. The rule will now read that letters of approval will be needed only for students under 21 years of age.

The normal capacity for a standard car has been changed from six to seven persons. Not more than seven persons, including the driver shall ride in a taxi during out of town trips. In Harrisonburg the capacity shall not exceed six persons, including the driver. This rule complies with a Harrisonburg city ordinance.

Rules concerning the blind date books were not revised but the student-faculty relations committee is investigating substitutes for these rules.

Other minor changes were made, but in wording only.

Madison Welcomes Student's Parents

On Wednesday, April 6, Madison College will hold its annual Parents Day.

Featured on the schedule of events will be an assembly for parents at 11:00 a.m. in Wilson Auditorium including an address by President Miller concerning Madison's development. Dean Ikenberry will explain the academic program of the college.

At 8:00 p.m. a program will be presented in Wilson Auditorium featuring the concert choir, choral ensemble, a modern dance presentation, and folk singing, followed by an informal party in the dining hall.

Classes will be open for parental visitation all day Wednesday, and until noon on Thursday.

and Eskin were also included in this group.

Dyer-Bennett is in his 25th year of his career as a professional singer. He is of Welsh, English, and American ancestry. After his present tour of the United States, Dyer-Bennett has plans to begin work with orchestras, string quartets and choral groups. The performer's records are published by his own record company. Anyone wishing records may write to Richard Dyer-Bennett, Monterey, Massachusetts.

Legislature Approves Madison Revisions

Coeducation, Expansion, Gain Final Ratification

The Virginia Legislature approved plan revisions for the Madison building program through 1972. These revisions are still to be approved by Madison's present Board of Visitors and Virginia's Governor, Mills E. Godwin, Jr. The General Assembly has also given full legal authorization for Madison to become a residential coeducational college.

Proposed expansions will enable the student body to increase from the present 2459 students to 5600 students in 1972. This total will show an increase from 236 men in 1966 to 1910 men in 1972.

Appropriations for the building program are issued biennially. The total authorized revenue bonds and state appropriations for the 66-68 biennial year are approximately \$5,616,700.

First in the plans for expansion is the completion of the two women dormitories that are now under construction. The first of these is to be completed in September and the second in November of the upcoming fall session. The completion of these dormitories will somewhat lessen the crowded conditions presently felt by every member of the student body.

State authorization was also given for the sale of revenue bonds for the construction of two more dormitories to house about 400 women and one dormitory for 200 men students.

Previously such plans were prohibited by restriction of the use of public funds to plan or build housing for men students attending Madison.

The Legislature provided an appropriation for half the cost of a

\$1,000,000 split level student activities center. This amount will be matched by the sale of revenue bonds.

Also over half of the cost was made available for an addition to Madison's library. The remainder of the amount needed may be provided by a federal grant.

Two additional appropriations were made, one to build the second unit of the Samuel Page Duke Fine Arts Building and another for remodeling Harrison Hall and Harrison Annex. Harrison Hall will serve as a conference center and academic building. Harrison Annex will provide space for a new business department. These were included in an emergency appropriations act in January.

Funds have also been provided for a campus-wide educational television distribution, an entrance gate from Port Republic Road to the new dormitory complex, and for planning the replacement of Hall by a new administration building.

Appropriations for further building expansions will be approved by the Legislature for each successive biennial period.

Tentative plans for the 68-70 biennial period include two additional women's dormitories in a back campus complex. The dormitories in this complex are designed to eliminate the long institutional hallways of Madison's present dormitories. The new dormitories are designed to have each dormitory in three square sections which can be arranged differently to break the monotony of conventional square buildings.

These dormitories will surround a mall and no roads will enter the actual complex. The dorms will include all facilities now provided by Madison dormitories and will do away with the suite plan. They will accommodate two girls to a room and a combination living room will accompany every three rooms. Each living room will contain a phone for local and campus calls.

Also included are plans for one additional men's dormitory by 1972.

The efforts of the 68-70 biennial period will also concentrate on a new physical education building, the remodeling of Wilson Hall to serve as an academic building, and (Continued on Page 4)

Bearded Poet Speaks On Education, Writing

A tall, bearded man, both professor and poet, appeared at Madison this week as one of the main performers in the Fine Arts Festival program. This man, W. D. Snodgrass, presented a lecture on poetry and a reading of his own poetry, both of which resulted in standing ovations.

Snodgrass has received his B.A., M.A., and M.F.A., but he says in all sincerity, "I am not a scholar." He laughingly says that he once tried to get his doctorate, but he read "the wrong books."

Although he occasionally makes such jokes about education, he views education in a serious light. He feels that many of the trends in education today constitute "a tragedy in our society." Snodgrass thinks that the main problem is that "...there aren't enough adults—that is mature or profound people—to teach so many students today." He also thinks that television and other mechanized methods of teaching which are supposed to "take the place" of competent teachers complicate the problem created by lack of such teachers. Snodgrass is particularly vehement about the quarter system, which has just been adopted at Wayne State University where Snodgrass is a professor. He ironically comments, "I haven't found where my room is by the time the course is over."

Asked whether or not he enjoys teaching, Snodgrass said, "Sure, but I wish I didn't have to be teaching." He says that he would prefer to devote more time to his writing. The lecture which he pre-



sented here took five months of preparation alone.

Snodgrass is now writing several books. The one to be published first will contain translations from a German author. He is also under contract to do three other books—one of essays, one of poetry, and one of song translations. His book of essays will probably contain the lecture which he gave this week at Madison.

Gifford Mourns Mother "E"

Mrs. Laura Belle Ettenger, affectionately called Mother "E" by her girls, passed away on October 27, 1965. Mrs. Ettenger's five years at Madison were spent as the Dormitory Hostess of Gifford Hall. Mother "E" loved and cared for each one of "her girls" as if they were her very own. A handmade Halloween, Christmas, and Easter remembrance that she often gave meant much to the recipient, and every girl could count on a big birthday party.

Mrs. Ettenger was fun-loving and tender-hearted, and she spent all of her active life giving of herself to others. The loss of Mother "E" will long be felt in the hearts of those who knew and loved her.

Campus Calendar

- April
6—Parents Day
7—Spring Vacation begins: 11:50 a.m.
18—Spring vacation ends and classes begin: 8:00 a.m.

The Breeze

FOUNDED 1922

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New Bookstore Should Carry Hard-To-Find Paperbacks

Every fall Madison students attend their first day of classes and return to their dorms with a list of paperback books a mile long.

This project of purchasing paperback books requires a trip to downtown Harrisonburg only to find that just the books needed have been delayed for a week to ten days. Eleven days later a second pilgrimage is made with a good possibility that most selections have already been exhausted.

If the student is lucky enough to find the paperbacks he needs, he is generally forced to pay much more than the normal price for these books. This hike in price cannot be contested for only one store carries just the right editions needed.

Madison has recently received a new and greatly improved bookstore. The self-service arrangement of the new bookstore has eliminated the time-consuming practice of book orders through a window. With this improvement it seems the bookstore selection could be increased to include paperback books necessary for many of Madison's courses.

It seems that such a policy would prove easier for professors and would not increase hardships for bookstore personnel. Certainly it would be a great convenience for the student body.

Students Request College Education, Not Memorization

Often the learning process is thought to involve two basic steps — the memorization and control of certain facts and the manipulation of these facts by use of a reasoning system. Ordinarily a student memorizes and controls facts during his elementary and secondary education levels. Although he learns how to use the reasoning process to some degree, he is mainly concerned with learning facts. By the time the student reaches the college level of education, he should already have many facts at his command and he should be able to spend most of his time learning to use these facts in reasoning and thinking.

Such is not the case at Madison, although Madison as a college should offer a college level education. Here, in many instances, professors simply hand the students information to memorize. The students are expected only to memorize what the professor has said and then to regurgitate the information on tests and examinations. The students almost become information machines — machines which, upon being given information, record this information and give it back to the professor. Students have little or not opportunity to participate in discussions or other class activities that would contribute to their ability to use the facts they already have learned. This situation is especially true in televised courses.

Of course, since a college level education is on a higher level than secondary education, there are new facts that students need to learn. But, in order to complete the learning process, students should also be able to learn to think in regard to these facts and they should have the opportunity to learn to apply these facts. Unfortunately in many cases students are not given this opportunity.

What is responsible for this situation? Is it that the education which the students have had previously has not prepared them well enough so that they might now spend most of their time learning to use facts? Or is it that Madison is not providing a college level education that would meet the needs of the students and teach them to think with the facts which they have at their command?

Students are reminded that they may not cut campus on the area behind the library. Call downs will be given to violators.

Letters To The Editor

Student Questions Equality of Faculty Needed Revisions Involve Red Tape

Dear Editor:

It is interesting to note the editor's rather ambiguous statements regarding Madison's faculty.

We allow our faculty to take part in plays, to give talks and recitals, even to serve as waiters in our dining hall, freely giving their time and patience for our entertainment. Yet, when they dare to tread on the hallowed ground of our student government association, we try to slam the door in their faces. Do we place so little value on their knowledge and opinions that we only require them for entertainment purposes?

The editor states that Madison has a faculty whose opinion is held in high esteem by the student membership. Since the SGA is supposedly representative of the student body as a whole, I fail to see the purpose of excluding the advice and views of the faculty from this particular area.

By remaining students of this institution, we have shown our faith in them to educate and prepare us for the future. But, by setting them apart as mere figureheads in the classrooms but not members of the college community, we put ourselves in the position of

facing academic and intellectual starvation. They have dared to attack our sacred cow, therefore, they must be put in their place.

However, I would like to quote Article V. of the Constitution and Bylaws of the Student Government Association, located on page 80 of the Student hand-book, which states:

The Student Government Association recognizes the President and Faculty of the College to be the final authority upon all matters and questions pertaining to student government and its administration.

In essence, the recent actions of our SGA seem to be quoting George Orwell's *Animal Farm* in saying, "everyone is equal, but some are more equal." If indeed some are "more equal" on this campus, it is the administration and faculty.

Whenever a tyrant takes over, the teachers and educators are among the first to be eliminated as being a danger to the regime. Is the SGA resorting to similar tactics? I hope not.

Sincerely,
Faye Carol Mitchell

Mature Students Appreciate Advice

Dear Editor:

While the response to Angie Knott's request for comments on her letter published in last week's issue of THE BREEZE. She maintained that the Constitution of the Student Government Association needs revision and that this is the students' job, not that of the faculty. I would like to thank her for speaking out and to let her know that she is not alone in her feelings.

First I would like to say that I hope we, as college students, have enough maturity to realize that constructive criticism is not only good, but necessary. I feel sure that the members of student government understand that the objections being made to their practices are not personal attacks but expressions of deep concern. Because we respect the value of the organization we want it to be representative of OUR voice, which now it obviously is not.

Why does student government take the defensive every time it is questioned? If their procedures are fair, and truly in the best interest of the students, then they should be able to justify them. And if they cannot justify their actions, then shouldn't they themselves question the legality of their tactics? The student government association of ANY school should represent the STUDENTS' philosophy of justice. Personally, I would rather have no philosophy at all than one I can't defend; and as it stands now, I can't defend the actions of our S.G.A.

In response to the comments made about the professors' expressions of interest, I am again in full agreement. Madison is growing rapidly, and with larger classes comes less personal association between students and professors. One of the main complaints made by the students of large universities is that their professors don't even know their names, and that is just about all they know about the professors. We should be thankful we do have an opportunity to get to know our instructors. And what is more important, the students on this campus should be giving those professors their most humble thanks — for caring. The sad truth is they are in the minority. We, as students, haven't had enough experience to always know the right procedures to follow in making our feelings known, and as a result we are often rash in our actions. We NEED our professors' guidance and advice. If they are here pure-

ly for academic purposes, then their counseling is in order. As long as we live on this campus our satisfaction or dissatisfaction with the rules and practices of the organization governing our lives effects our academic performance.

Our college is growing by leaps and bounds — physically. But unless it also grows mentally it will become a malfunctioning and disabled form of life, instead of a healthy, living and breathing organism. However, we THE STUDENTS, must EXPRESS our discontent and let our grievances be heard. If we bury our protests and let them go unvoiced, then we have only ourselves to blame for any unhappiness.

Linda G. Garber

Rights Defended

Dear Editor:

This letter is in reference to the editorial which appeared in THE Breeze two weeks ago. This editorial protested the right of a certain member of Madison's faculty to express his opinion.

Professors are as much a part of the college community as the students. The right of freedom of expression by all of the members of a community is essential to the maintenance of a free society. The opinion of a member of the faculty is that of a fellow human being who feels that he has a valid complaint, or wishes to offer criticism. His ideas do not have to be accepted as a "gospel," but he definitely has a right to express them.

As a final note, Student Government is not perfect. Can any man-made institution ever be perfect? Man has the advantage of being able to strive for perfection. Seeing this, student government is trying to correct those practices which are considered unjust. The SGA needs help. It flourishes upon the opinions of the students whom it serves.

I would make a direct appeal to the student body. Follow the well set example of this professor. If you have criticism of student government, make it known. If you believe that unjust practices exist, work to have them changed. This is your student government.
Margaret Hayes

Dear Editor,

In the past week, there have been numerous complaints concerning the procedures involved in investigations by the Student Government for violations of college regulations. I was concerned at first because it seemed as though the Student Government was being set apart from the student body and viewed as an opposition body rather than the functioning government of the students. We are very lucky in that we have a student governed campus. By this, I mean that we have the power to initiate changes in the college regulations and that we are responsible for the enforcement of these regulations. Students who violate regulations are subject to review by fellow students elected for that purpose and do not appear before faculty unless the Student Government suggests suspension or expulsion which, of course, warrants approval by the Faculty-Judiciary Committee. I make this point first, because I feel the necessity of emphasizing that your student government is not autocratic in nature, and such a misconception, if it does exist on this campus, would be horrible for us all.

The issues pointed out in the last issue of The Breeze are well taken and certainly valid. I refute any inference that students, during a Student Government investigation, were maliciously mistreated or deceived.

The procedures in use this year have been developed and practiced for some time on Madison's campus, with fairness to the accused an emphasized part of the procedure. But, as students both on and off the council have discovered, we need more than verbal assurance of students' rights.

Since I have now, I hope, established our general agreement for the need for reform of our judicial process, may I relate to you how and why the student government first became concerned about the matter? It was not, and I emphasize this point, from the voices of professors, or, and this is unfortunate, from the legitimate complaint of students, but rather as a suggestion from President Miller. This suggestion was given during the early part of first semester to Honor Council and the Men's and Women's Student Governments. At the present time these organizations are in the active stages of formulating suitable revisions to their constitutions that will follow as closely as possible the concepts obtained from our studies of procedural due process. Revisions to the Student Government Constitution must be approved by two-thirds of the student body at a meeting held for that purpose after which the faculty must approve it, before it becomes a part of the Constitution. These revisions will be able to be presented by the end of this year.

In conclusion, I want to say that your constructive criticism was appreciated and that you will be able to see your suggestions materialize in a very short time. Please realize that we need the support of the Student Body in all that we do and that we are earnestly working for you and are a part of you.

Carolyn Larkins
President, Student Government

Know Facts First

Certain members of faculty, You have chosen to enlighten the student's government. You have volunteered your experience, judgment, and dogmatism. Perhaps you can help, but first learn the facts.

Jean Gandy,
Senior Representative,
Judicial Council

UVA Weekend Offers Insight To Survival

Editor's Note: The following feature first appeared in a Sweetbriar publication and was written by a Sweetbriar student. It later appeared in the *Cavalier Daily* with a very interesting editor's note which read:

From a Sweet Briar tabloid amusingly called the "Sweet Brow Blues" comes this eye-opening piece of prose. What amazes us is that these "poor, deluded girls" keep coming back for more. As our old pappy used to tell us, "You go with a dump truck, you're gonna get dumped on."—ed.

A girl who goes to Charlottesville for the weekend usually makes it back in time for Sunday weiners. Actually she's lucky to make it back at all. Rare is the girl who's hot for Sunday weiners, but the general consensus seems to be that anything's better than staying up there.

A weekend at U. Va. (pronounced THE UNIVERSITY) is a traumatic experience soaked in fine old Southern tradition—100 proof. It offers new insight into the realm of human survival, provides the instantly successful starvation diet, defies chasity, and destroys youthful idealism, as well as your liver.

The Virginia gentlemen embodies the idea, "Ya put a tweedy sportscoat on, get a beer in your hand, and ya make for a man, exception: "the stud" wears a tweedy sportscoat, laced with bourbon). He is a realist; he allows Trailways to escort you to C'ville. He is considerate; he allows Trailways to escort you home. He is an athlete; he walks everywhere. He is oversexed, and in believing that he is a gentleman, he is naive.

Should you decide to brave a weekend at Virginia you will have a tremendous choice, from which your date will choose 2 or 3 (including sex). You may root for the martyrs in Scott Stadium, or splash into a fraternity party. Regardless you must be prepared for your fun time.

Clothes: asbestos raincoat, hip boots, Dante belt, pearls.

Accommodations: economical ghettos located on the side of the tracks (approved by Sargent Shriver).

Sights: Trailways bus station, ladies room in fraternity house, date's face, statues and ivy covered busts of Mr. Jefferson (our third pres.).

ABC store, back of date's head.

Meals: various ground beef restaurants catering to the gourmet taste of Va. gentlemen, fingernails for a light snack.

Treats: cheap bourbon, stale peanut butter sandwiches.

Miscellaneous: Chlorets, hat pin, Alka Selzer, Tums for the tummy, bus fare, cigarette money, room rent, 5 cent stamp—give it to him and save yourself the time you'd spend writing a thank you note.

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Happy Easter
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Spanish Life, Education, Customs Vary Considerably From America

by Margaret Hayes

Editor's Note: The following article is the first in a series of faculty interviews that will appear in *The Breeze*.

"Spanish students certainly cannot be called apathetic," said H. R. Hite.

Hite, assistant professor of Spanish at Madison studied for a year at the University of Madrid in connection with his undergraduate work at Dartmouth College. He continued, "I noticed that the men students realize that they are on the way toward being important in society. They have an active interest in politics, and are aware of what is going on in the world around them."

In his opinion, the Spanish student is more serious than the American student. "Generally, the Spanish students are older when they enter college than are their American counterparts. They realize how important education is to their future, and how costly it is."

The youthful professor cited several differences between life on a Spanish campus and an American campus. "When I was at the University of Madrid," he recalled, "students did not live on campus. Their sole affiliation with the University was for educational purposes. There were campus publications and some student groups, but there weren't as many clubs as can be found at an American college."

The reason for this, he said, was that many students were working while they were studying, and did not have time for such activities."

Hite spoke of one student group that interested him. "The Estudiantina was a group of student musicians. They dressed in sixteenth century costumes and went through the streets of town once or twice a week providing entertainment and serenading girls."

According to Hite, Spanish students have an opportunity to come in close contact with professors. He explained, "Each of the schools which comprise the University is housed in separate buildings. On the ground floor of each building, there is a bar. Here, students may buy meals, coffee, wine or brandy. Frequently, professors will join student discussions here. Group discussions between students and professors are highly encouraged and are considered an important aspect of University life."

Hite said that Spanish people are, for the most part, favorably disposed toward an American studying in their country.

"They know that such a student is interested in them and their way of life."

He was favorably impressed by the Spanish outlook on life. "The Spaniard doesn't see himself living in order to make a living. He finds just as much importance in taking a walk or drinking coffee as he finds in making money. He seems to enjoy life a little more than does the average American."

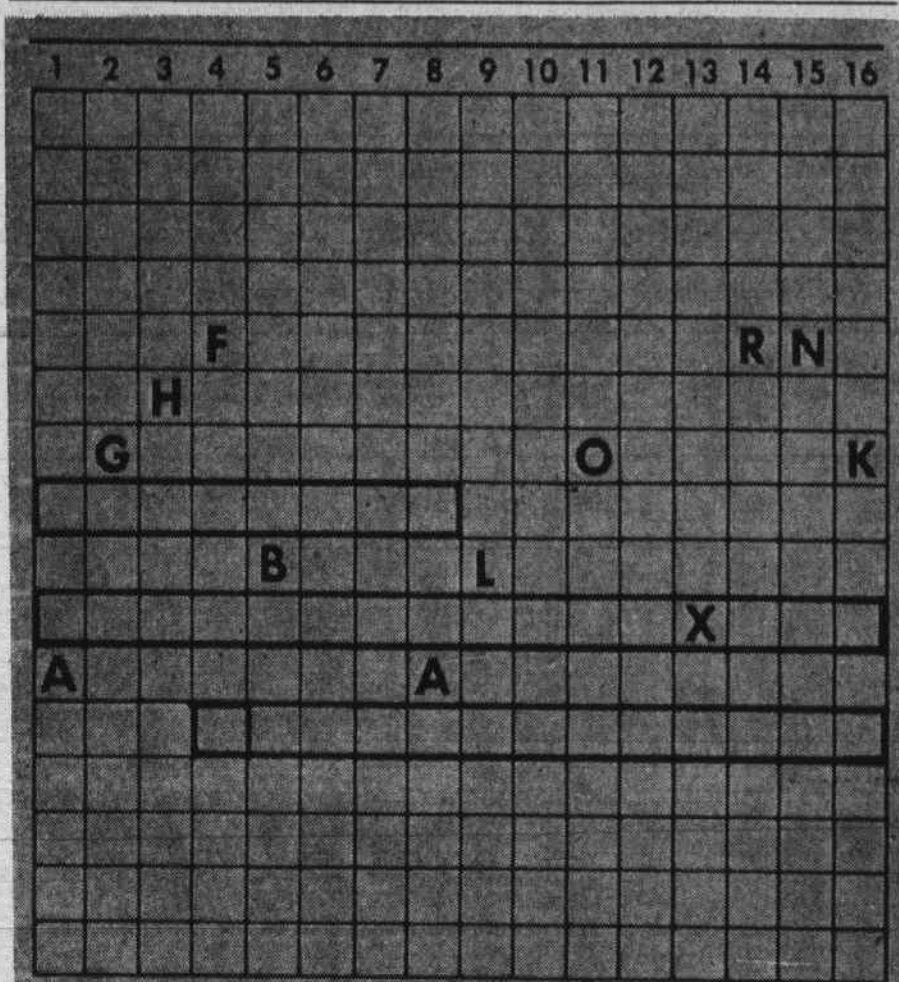
While in Spain, Hite lived with a Spanish family and ate only Spanish cooking. "Contrary to popular opinion, Spanish food is not hot. The Spanish eat a lot of meat and sea food. The main difference that I found between Spanish and American cooking is that the Spanish cook with olive oil. Wine and garlic are used quite a lot in Spanish cooking also."

He continued, "With their meals they drink wine, sherry, or coffee. The time at which they eat meals differs from the American meal schedule. Breakfast is eaten when one gets up, as in America, however, lunch is eaten at 2:00 p.m., and dinner is eaten at about 10:30 p.m. To carry them from lunch to dinner, they have what is called a "merienda" at about 7:00 p.m. This is a snack which consists of coffee or hot chocolate and a pastry."

"I liked the Spanish bull fights," said Hite. "The most interesting attraction for me, however, was 'La Fiesta de Las Fallas' in Valencia. This festival takes place during a week in Lent. Groups of people known as 'falleros' work for the entire year making huge statues of papier mache. These statues, situated on every plaza, look like ceramics. They are filled with explosives and are burned on the last night of the festival. There is a great display of fire works, as can be imagined."

Hite would like to visit Spain again. He has advice for any student who travels there to further his education. "An American student should be serious. He should try to avoid spending all his time with Americans. I would suggest that he get fully into the life of the country by living with a Spanish family. He should take full advantage of being in the country by doing as much traveling as possible. He must accept their way of life and not force his ideas upon them."

Happy Easter!



FOR CAMPUS ONLY

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Solve the puzzle by filling in the clues, 1-16 down. Numbers after each clue indicate the letters per word. Skip a space between words. Letters spotted throughout the puzzle are there to help you determine where to position your answer. The puzzle answers will appear in the bordered horizontal lines.

- The Puzzle**
Let's see if you can identify this turn of the century counterpart of the Hullahaloo gang—including its male and female components.
- The Clues**
- In Spanish, these was almost a VP (3, 8)
 - How Rooney felt about Garland (4, 5)
 - Lloyd Bridges was the deputy (4, 4)
 - Criminals drive this cop bats (8, 4)
 - Susan Hayward's husband in *Soldier of Fortune* (4, 5)
 - Rita Hayworth role (5)
 - One thing Granger learned in *Scaramouche* (7)
 - Fun and games at a military school (7, 3)
 - Mike Barnett in early TV days (7)
 - (Blank)
 - Ann Sheridan played his wife (4, 3)
 - Tom Ewell's wife in *Seven Year Itch* (4)
 - What Katie is to Danny (2-4)
 - He could be on a faculty with Dr. Fish (6, 5)
 - If Jed's brother weighed 32,000 lbs. (9, 5)
 - Harry Ruby in *Three Little Words* (3, 7)

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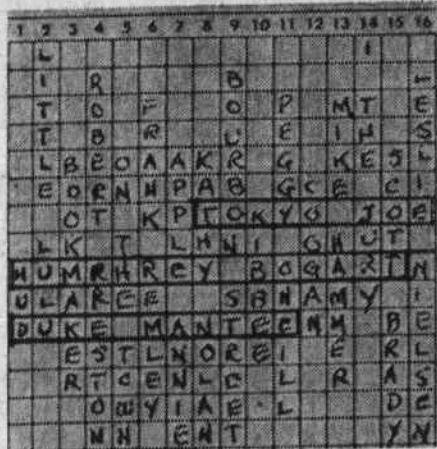
(Continued from Page 1)

the renovation of the old sorority houses for faculty housing.

Expansion plans for 70-72 show remodeling of Keezel Hall, a new academic building, an addition to the infirmary, two more mens' dormitories, and three womens' dormitories to complete the womens' complex.

Future plans beyond 1972 include an addition to Keezell Hall, a campus chapel, and a second new academic building, and remodeling of Alumni Hall.

Landscaping for the Madison of the future tentatively includes a lake; outdoor facilities for tennis, softball, baseball and basketball; athletic fields; and additional parking space.



The above is the answer to last week's puzzle, "For Campus Only".

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