



NINETY-SIXTH COMMENCEMENT

DEGREES CONFERRED

Bachelor of Arts

Lois French Acker
Bayless Stockton Bassett
Lois Alice Brown
Henry Alfred Brush
Henrietta Lucille Burdick
Barton Keith Bush
Annette Pausch Clifford
Florence Thalia Dearborn
Wadsworth Serre Giller
John Grantier
Eugene Richard Guinter
Robert Langworthy Hallenbeck
Leona Gertrude Hicks
Paul Rowan Hill
Orville Lester Knox
Isabel Evelyn Moore
Frederick Alvin Morse
Janet Tudor Reamer
Clara Angeline Reed
Richard Edward Regan
Harlon Rich Reiter
Raymond Adelbert Spencer
James Duane Sproul
Shirley Lauriston Travis
Miriam Frances VanDuyne
Joseph Henry Vielbig
Anna Frances Wells
Eileen Ruth Whitney

Bachelor of Science

Frances Lucile Alsworth
LaVerne Norman Bauer
Lewis Romain Beyea
Albert Stokes Brown
Julius Capowski
Truman Nathaniel Chase
John Richard Cook
Elizabeth Ethaline Hartge Cortelyou
Lawrence Cranston
Nellie Margaret Dickinson
Kenneth Lawrence Dunbar
Clarence Ethelbert Dungan
Michael Harold Durante
Jackson Harrison Friedlander
Virginia Whyette Gardner
Max Giventer
Laurence Greene
Lewis James Graham
Domnick Patrick Hughes
Frank Robert Kraus
Michael Paul Lefkowitz
Benjamin Herman Lipton
Anthony Milton Lotowycz
Helen Louise McCarthy
Francis Higgins McCourt, Jr.
Lawrence Aurelio Mazzarella
George Fred Monks
William Varick Nevins, III
Helen Parry
Lewis Cassimir Obourn
George Edward Pierce
Kenneth Alvin Robinson
Robert Gomeroff Rosenbloom
Henry Abraham Schwartz
Albert Maxwell Sherman
Harry Harold Sherry
Robert Dickens Stanton
Herman Kenneth Tanowitz
Frank Alphonse Valenti
Lester Trevett Vance
Stephen Anton Warde
Bernard Floyd Wilson

Bachelor of Science in Ceramic Engineering

Meredith Barton
Michael Frank Blawat
Sidney Reed DeLaney
Robert Leon Flint
William Cooper Fuller
Francis William Gagliano
Richard Alfred Gaulrapp
George Thomas Gilleran
Wilbur Fisk Green
Lyman See Harwood
John Karl Hillmiller
Harold Winters Huffcut
Mervin Dale Lockwood
Robert Charles Nobbs
Walter Raymond Schlehr
Raymond Maxwell Shremp

Bachelor of Science in Applied Art

Miriam Lewis Bender
Marion Alene Burrows
Marian Gladys Heard
Wilma Christine McLean
Paul Anthony Maroney
Ruth Lois Mitchell
Hazel Evelyn Mott
Helen Margaret Post
Elizabeth Louise Rogers
Frieda Edith Smigrod
Bernadine Frances Smith
Anne Morhead Whitfield

Master of Arts

Leland Avery Coon
Master of Science in Applied Art
Myrtle Meritt French

Honorary Degrees

Jay William Crofoot—
Doctor of Pedagogy
Percy Fullinwider—
Doctor of Music
Edgar G. Lantman—
Doctor of Pedagogy
John Cayce Morrison—
Doctor of Laws
Joseph Charles Park—
Doctor of Science

John Cayce Morrison Delivers Doctor's Oration At Commencement

"THE NEW SOCIAL ORDER THAT IS IN THE MAKING"

There are places which remind one of Emerson's letter to a friend:

"Lone and sad, sometimes busy and glad, I walk under this broad cope and these hospitable trees. They never seem surprised at my thoughts and seldom suffer their own to escape. Sometimes—rarely, I pity them. Often they seem to pity me. They are a great convenience, they hide and separate men who are often much better for being hid and solitary."

Through the ages man has borne witness to the influence of woodland and hills in shaping the course of his thought and feeling. Byron found "pleasure in the pathless wood" and the psalmist exclaimed, "I lift up mine eyes unto the hills." Perhaps the mood of psalmist and poet has a place in commencement talks, particularly in a setting such as this that surrounds Alfred.

The people who founded this community and this school knew the strength of these hills, the pleasures of these one time pathless woods, knew as Emerson would put it that man's communion here would "force itself into pits of theaters and cellars of markets", knew that visions cherished here would be as "the air and darkness and space and time", as "nature,—wild, untamable, all-containing nature." You who today go to far places will carry with you more than pleasant memories of moonlight nights, of shadowed hills, of pleasant company, of whispered loveliness. From these haunts you will carry spiritual strength that is gained in quiet places, where the tempo of life is slower, where men have time to think, to dream, to catch something of the meaning of life—of that "untold ineffable goal" toward which we aspire.

Here setting and occasion conspire to let the mind run as it will through pleasing jumble of fact and fantasy in the development of a theme distant enough to the immediate interests of this day, but tomorrow very near to those of you going to take your places among men and women who are making this world a better place in which to live.

In America, the liberal arts college and the elementary school have stood as far apart as the dame school of New England and the college founded by John Harvard; as far apart as the ward school of our politically ridden cities and the great university founded by Daniel C. Gilman. Always these two have stood as the two extremes of the educational ladder.

The liberal arts college, founded for the few, was devoted to handing down from generation to generation the knowledge gained from the ages. Its students were recruited from the select and, with the grace of God, the four years amid scholastic walls should increase their advantages. Slowly, yes, reluctantly, the arts college responded to change. Devoted to the classics, it hesitated to accept the modern languages as substitutes for Latin and Greek. Dedicated to the humanities, it looked upon science as an intruder in the realm of intellectual endeavor. Philosophy sheltered through so many centuries in the monasteries found it difficult to shape a chaotic world and still is inclined to turn inward rather than outward.

Learning is coralled in subjects, and further divided into units or courses. Prerequisites are religiously guarded so that the subject still appears more important than the individual, knowing more important than doing.

At the other extreme, the elementary school suffers from its heritage. Founded as a dame school, officially established as a grammar school, dominated for nearly a century by ward politicians, it still is administered for the most part on the theory that its chief function is to give children a mastery of the essential skills of reading, writing and arithmetic; of factual knowledge catalogued in encyclopaedic fashion.

With such disparity of function, with such opposite standing in the social order, what have these two institutions—the liberal arts college and elementary school—in common?

"The old order changeth giving way to new," is as true today as when Arthur handed his sword to Bedivere. Even the least sensitive among us perceives the vital changes that have come during the present century. Within thirty years man's improvements in transportation have revolutionized his entire manner of living. Vast strides have been made in communication,—wireless, radio, automobiles, airplanes. What a theme, any one of these would make! Who can record their effects upon our means of earning a living, the subject matter of our thought, our social relationships, our use of leisure time—in fact, upon our entire manner of living? Year by year machine power is substituted for man power, so that today the average man has forces at his command greater than the combined power of many slaves of ancient Greece or Rome. Yet, this very power of increased production has denied to millions the right to productive labor—has added to our vocabularies a new term to puzzle fevered brains unaccustomed to constructive thinking. Within a decade our whole system of economics has undergone significant change. Within that time "Charge it" became a national slogan; installment buying and a mortgage on the home, badges or tokens of economic intelligence; buying on margin and gambling with money never earned, evidence of business sagacity; "Oh Yeah," a record that many a man in public life would like to see delegated to the limbo of forgotten things. Within this same decade we have seen business in decline, industry paralyzed by fear; Mr. Babbitt the influential citizen of every community; our "bankers bankrupt", and the long vaunted leadership of business and in-

dustry helpless before forces it never understood.

During this same decade, we have seen the forces that supported the old saloon develop the speakeasy; we have observed the church engaged in doubtful struggle with commercialized amusement; we have watched old sanctions slipping into the discard and youth struggling for a new vision of life.

But why attempt to catalogue the changes about us and who would be so bold as to predict the problems that may be upon us before the close of the generation that lies just ahead.

"It is a challenging day to face life." The very magnitude of the problems confronting our generation calls for bold spirits, for daring imagination. To the youth leaving school and college is flung the responsibility of solving many of the problems that prove beyond the capacity of their elders.

A new social order in the making! But the kind of new social order depends upon the education, the experience, the vision, the power gained in college, in high school, in elementary school. Education must foresee, project, direct, guide social change rather than follow blindly after it. Such is the challenge of the times to school and college.

Will the college give youth a liberal education or will it continue to stress subject specialization, leaving youth to learn outside the college walls those larger meanings which determine his usefulness and his happiness in the world of men? In attempting to answer this question Mr. Donald Cottrell proposed five categories of a liberal education—

Higher civic education
Education for marriage and parenthood.

Aesthetic and spiritual education.
Education for health and recreation.
Let us examine each of these proposals:

Higher civic education. The last presidential campaign stirred the emotions of our people deeper than has any political campaign since 1896; and yet only 36 per cent of the eligible voters of the nation went to the polls. Why? Shall we leave government to those who would join the "tin-box brigade" or use governmental power for privileged groups? Do we want the best brains among our people devoted to the common good or shall we continue to steer them toward a struggle for individual profits? Entirely apart from the processes of government what is the responsibility of the individual to organized society? The questions are innumerable. The answers are not so evident. School and college has had these young people for sixteen years. What have we done to fit them to assume active leadership in the civic affairs of community, city, county, state, nation? Is it still true that they have asked for bread and we have given them a stone?

Education for marriage and parenthood. The last decade witnessed a marked let down in social conventions, and, it is said, in morals. Mothers of good breeding and economic standing serve cocktails to their guests and

Continued on page three

DELIVERS ORATION



JOHN CAYCE MORRISON

Dr. M. E. Holmes Appointed Dean, Ceramic School

President Davis announces the appointment of Dr. M. E. Holmes, Head of the Department of Ceramic Engineering, School of Mines and Metallurgy of the University of Missouri, as the new Dean of the State College of Ceramics at Alfred University.

Doctor Holmes received his bachelor's degree from Indiana State University, his master's degree, and his degree Doctor of Philosophy from Cornell University.

Since 1926, Doctor Holmes has been the Head of the Department of Ceramic Engineering of the School of Mines and Metallurgy, a branch of the University of Missouri.

Doctor Holmes comes to Alfred with the highest recommendations as to character, personality, scholarship, research experience, and teaching and administrative ability. The University of Missouri is reluctant to let him go, but he considers the opportunities at Alfred, as Dean of the New York State College of Ceramics, to offer superior advantages for leadership in the field of ceramics.

Alfred is fortunate to be able to add Doctor Holmes and his accomplished and gracious wife to its community and University group.

Doctor Holmes will begin his duties in Alfred, July 1, 1932.

To assist Dr. Holmes, Dr. Samuel R. Scholes has been appointed Professor of Glass Technology, and Director of the new glass laboratory for the State College of Ceramics at Alfred University.

Dr. Scholes is a native of Wisconsin, and received his degree of Doctor of Philosophy from Yale University in 1911. Following his graduate course at Yale, he was for two years Research Fellow at Mellon Institute of the University of Pittsburgh.

Since 1913, he has held appointments as Assistant Director of Mellon Institute, Chemist for the Fry Glass Company, Chemist for the Federal Glass Company, and Technical Director of the Fostoria Glass Company. He has also been a lecturer of glass technology at Ohio State University. He is 48 years of age, has an accomplished wife and four children, three of them of high school age.

Dr. Scholes is recommended highly by many manufacturers and research experts in glass. He has a national reputation in his field, and is admirably qualified by character, training and experience, to head the first college technological laboratory in glass ever to be established in the United States.

COLLEGE CALENDAR

Today:

9:30 A. M., Carnegie Library, Assembling for Academic Procession
10:00 A. M., Alumni Hall, Ninety-sixth Commencement Exercises
1:00 P. M., Ladies' Hall, Luncheon for alumni and friends
After Luncheon, Susan Howell Social Hall, Informal gathering of alumni
4:00 P. M., Susan Howell Social Hall, President's Reception

FIAT



LUX

Published every Tuesday during the school year by the students of Alfred University with office in the Gothic.

Entered as second-class matter October 29, 1913, at the post office at Alfred, N. Y., under Act of March 3, 1879. Subscription \$2.50 yearly.

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EDITORIALS

Change! Life is just a series of changes for better or worse. You, Frosh of the business world, have experienced many changes since the embryonic stage of your development in college. In a span of four short years, you have seen the progressive changes in the Alfred of today, in the present world, in your own individual personality. In the future, you are going to experience changes in atmosphere, environment, friends, and opportunities. Think, you who are undergoing the most radical change in your whole life! Will yours be a continuance of your past development?

Easy it is to tell one how he should live and adapt himself to the new situations that confront him; much harder for you to apply the wise advice of those about you, unconscious of your personal difficulties. Yours is a problem to be met only by adaptation, courage, perseverance, and faith. Yours is a problem of conquering—yourself, the interest of those about you, the obstructions that block your path on every hand. To conquer yourself, a prime requisite for future fulfillment of your ambitions, have faith in yourself. Listen to Edgar Guest who says:

"Faith is the strength of the soul inside,
And lost is the man without it."

Be yourself! Superficial personalities are superficial coverings that at first obscure the inner personality, become worn and thin, and finally reveal the material underneath. Much better to develop your inner self than such a temporary sheath. Social contacts, collegiate atmosphere, faculty guidance and inspiration, have developed a new you. Show this personality to the world so that life for you will be a series of changes for the better! Retain this identity for lost is he who has lost himself.

1932 Football Schedule

Sept. 24—Defiance at Alfred (Night)
Oct. 1—Buffalo at Buffalo
Oct. 8—Rochester at Rochester
Oct. 15—Salem at Alfred (Night)
Oct. 22—Niagara at Niagara
Oct. 29—New River State at Montgomery, W. Va.
Nov. 5—Hobart at Geneva
Nov. 12—Allegheny at Meadville
Nov. 19—Univ. of Baltimore at Alfred

Frosh Football 1932

Oct. 15—Pending
Oct. 22—Cook at Montour Falls
Oct. 29—Genesee Wesleyan at Lima
Nov. 4—Niagara Frosh at Niagara Falls

Cross Country

Oct. 5—Geneva at Alfred
Oct. 15—Cornell at Cornell
Oct. 22—N. Y. N. at N. Y. (pending)
Nov. 4—State Meet at Alfred (Little Ten Conference)
Nov. 21—Middle Atlantic at N. Y.

Wrestling 1933

Jan. 13—Mechanics at Rochester
Jan. 21—I. S. P. E. at Alfred
Feb. 4—Straudsbury at Alfred
Feb. 9—Mich. State at East Lansing
Feb. 10—W. Reserves at Cleveland
Feb. 11—Case at Cleveland
Feb. 18—C. C. N. Y. at Alfred
Feb. 25—St. Lawrence at Canton
Jan. 21—Mansfield at Alfred
Jan. 28—Mechanics Jr. Varsity at Rochester

Varsity Basketball

Dec. 10—Rochester (Away)
Dec. 14—Hobart (Away)
Jan. 5—I. S. P. A. (Away)
Jan. 14—Niagara (Away)
Jan. 21—Buffalo (Away)
Feb. 11—Buffalo (Home)
Feb. 17—Allegheny (Away)
Feb. 18—Hobart (Home)
Feb. 23—St. Lawrence (Away)
Feb. 24—Clarkson (Away)
Feb. 25—Hamilton (Away)

Frosh Basketball

Jan. 21—Holy Cross Academy
1933 Track
Apr. 29—Rochester at Rochester
May 6—Allegheny at Allegheny
May 13—St. Lawrence at Alfred
May 19—Middlebury at Alfred
May 27—State Conference Meet

DR. BOOTHE C. DAVIS DELIVERS BACCALAUREATE SERMON

"Darkness before the Dawn" was the theme for the Baccalaureate sermon delivered by President Boothe C. Davis in the Seventh Day Baptist church to the graduating class and their guests, Sunday evening. The theme was taken from the text: Genesis 1:2. "And darkness was upon the face of the deep."

Deleoping this beautiful theme, President Davis repeated the words of the first president of Alfred University that before the dawn of progress or any betterment of conditions there must inevitably be a general suffering and bloodshed. He showed that we are going through this period of suffering at the present time. That this period will end next year is not doubted by the speaker, who hopes to be able to give a corallery sermon next year on "The Light that Followed the Darkness".

The point that the Seniors should strive by personal endeavor to push themselves up through the film of darkness to the light above was driven home at the conclusion of each important phase of the sermon. In fact, Dr. Davis concluded his whole sermon with the parting thought of advice: "Don't be afraid of the darkness; for, through persistent striving you will be able to break through to the light".

Professor Ray W. Wingate served the double capacity of organist and leader of the choir. His beautiful renditions on the organ put the audience in an appropriate mood for the sermon. The choir singing, also, added to the general atmosphere of contemplation and reflection.

SENIOR LUNCHEON

As a parting farewell, President and Mrs. Davis served a Senior luncheon at their home to the members of the graduating class, last Thursday noon. The Seniors decked in sport clothes assembled at the Davis residence at eleven o'clock to enjoy a tasty luncheon and the pleasant company of their host and hostess.

After completing their repast, the assembled guests adjourned to the lawn for demi tasse. George Monks responded to the cries for a permanent record of the gathering to return with a camera for pictures. Acting as official photographer, he secured interesting pictures. After conversation and exchange of ideas, the guests departed with the feeling of having enjoyed a memorable afternoon of friendliness and mutual relaxation.

WHO'S WHO IN THIRTY-TWO



Lewis Obourn

Delta Sigma Phi; Class President (4); Football (1, 3, 4); Basketball (3, 4); Track (1, 3, 4); Varsity "A" Club (3, 4), President (4).



Stephen Warde

Delta Sigma Phi; Track (1, 2, 3, 4), Captain (3); Cross Country (1, 2, 3, 4); Wrestling (3, 4); Phi Psi Omega; Spiked Shoe; Purple Key (2); Varsity "A" Club.



Richard Regan

Theta Kappa Nu; Critic (2, 4); Football (1, 2, 3, 4); Campus Court (2); Newman Club, (2, 3, 4), President (4); Phi Psi Omega, Vice President (4); Varsity "A" Club; Spanish Club; President Athletic Association (4); Interfraternity Council (4); Athletic Governing Board (4).



Elizabeth Rogers

Theta Theta Chi, Chaplain (4); Eta Mu Alpha (4); Phi Sigma Gamma; Basketball (1, 2, 3, 4); Track (1, 2); Alpha Tau Theta, President (4); Intersorority Council (3, 4); Class Secretary (1); Ceramic Guild (1, 2, 3, 4); Junior Follies (1, 2); Kanakadea (1, 2, 3).



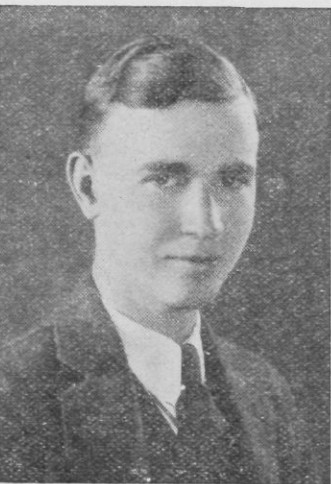
Helen McCarthy

Sigma Chi Nu, Secretary (4); Women's Student Government (3, 4), President (4); Footlight Club (3, 4), Secretary (4); Intersorority Council (3, 4); Student Senate (4); Junior Follies (2).



Annette Clifford

Phi sigma Gamma (2, 3); Historian (3); Class President (3); Footlight Club (2, 3); Frosh-Soph Palys (1, 2), Coach (3); Pi Alpha Pi Treasurer (3); Fiat Lux (1, 2, 3), Assistant Editor (4); Kanakadea (1, 2, 3); Student Assistant (2, 3); Student Life Committee.



Frederick Alvin Morse

Klan Alpine Secretary (4); Pi Gamma Mu President; Eta Mu Alpha; Frosh Cross Country; Fiat Lux (1, 2, 3, 4), Circulation Manager (3), Business Manager (4); Kanakadea Staff (1, 2, 3), Assistant Editor-in-Chief (3); Y. M. C. A. (1, 2, 3), President (3); Assistant Campus Administrator (3), Campus Administrator (4); Editor in-Chief of College Handbook (3); Student Life Committee (3, 4), President



Raymond Schlehr

Theta Kappa Nu; Beta Pi Kappa; Ceramic Society (1, 2, 3, 4); Honors (1); University Chorus (3, 4); Campus Court (2); Wrestling (1, 2); Fiat Lux (1, 2, 3, 4), Editor-in-Chief (4); Kanakadea (3); Junior Follies (3, 4); Student Assistant (3, 4).



Sidney Reed DeLaney

Klan Alpine Sergeant-at-Arms (3), Vice President (4); Frosh Football; Varsity Football (2, 3, 4); Frosh Track; Student Senate (3, 4), Vice President (3), President (4); Student Life Committee (4); Ceramic Society (2, 3, 4); Varsity "A" Club; Bartlett Dorm Councilor (4).

A Critical Study of the Teaching of Elementary College Mathematics. By

Joseph Seidlin. New York, Teachers College Bureau of Publications.

This book is announced as "a pioneer investigation of actual classroom procedures employed by teachers of college mathematics in twenty Eastern colleges and universities. An attempt is made to summarize, criticize, and evaluate present-day methods of teaching, which, explicitly or by implication, suggest the need for, and possible ways of improving the teaching of elementary college mathematics."

There is a chapter based largely on interviews with heads of departments, dealing with the essential qualities of good teaching and the factors on which it depends. Another chapter shows by numerous quotations how frequently we instructors require certain things because either "It is in the textbook; the author says so;" etc., or because "it will be included in the examination".

There is an evaluation of attempts to improve teaching, and a final chapter of Summary and Conclusions. It would be well if these could be quoted verbatim, and it is hoped that many teachers will be able to read the book. It is not written in the technical jargon of pedagogy, but is a serious, well-considered study of many questions that are of great importance in the minds of all good college teachers.

ROGER A. JOHNSON

DOCTORS ORATION

Continued from page one

wonder how they may safeguard their sons from the influence of the speaker—little realizing that in each case the source of supply is handled by the same bootlegger. From 1920 to 1930, the number of divorces granted to every 100 marriages increased from 10 to 17. Does America believe that the home is the basic institution of our social structure? If so, what do our colleges propose to do for these thousands of youth who annually pass from the college doors? Is there anything the college can do for young men and women more fundamental than to give them an intelligent understanding of the problems involved and a deep-seated desire for the highest and best in marriage and parenthood?

Aesthetic and spiritual education.

"If you get simple beauty and naught else

You get about the best thing God invents," and

"Beauty is truth, truth beauty

That is all ye know, and all ye need to know."

So sang the poets. And yet life is not quite so simple, so much a matter of beauty, as the poet indicates. Old sanctions have broken down. The authority of the "Word", of the prophet, of the one in high position, is no longer potent. Youth has learned to question and will go on questioning till he finds the answer.

New forces are at work; out of the soil of our present chaotic social structure, the spirit of youth seeks guidance to a new faith. New standards of conduct, of social relationships, of aesthetic appreciations, of spiritual beliefs are in the making. Will the college cast aside the role of dictation and authority; and essay the more difficult role of counselor, of guide, of comrade to youth in his search for a higher and more satisfying aesthetic and spiritual realm?

Education for health and recreation.

Probably, in no respect, during the past decade have school and college made greater progress than in the realm of physical health. The span of life has lengthened. The ideal of prevention of disease has gained momentum. Yet, hospitals and institutions for the mentally ill have doubled and tripled in size and are still too small to care for the ever increasing numbers asking admittance. Life has speeded up. The stresses and strains upon the human mechanism are greater. Health is involved in leisure, in recreation, in social relationships, in vocation and avocation. Mental health looms increasingly larger among the responsibilities of school and college.

Education for the choice of a vocation. In a college like Alfred, primarily devoted to a great profession, perhaps little need be said on this point. Yet taking colleges as a whole, much remains to be done. Each year thousands of young men and women are admitted to college and are then sent home stamped as failures. Each succeeding year, the sum total of human knowledge concerning individual capacities and the requirements of the several vocations increases; yet it is scarcely noted in college personnel administration. It behooves the college to take up where the high school leaves off in the guidance of each individual to that realm of work wherein he may labor with the most satisfaction to himself and the greatest value to society.

To the mastery of the common integrating knowledge and skills reasonably expected of all normal men and women, it is the function of the public elementary school to help every child,

- Develop a sound body and normal mental attitudes.
- Understand and practice desirable social relationships.
- Discover and develop his own desirable individual aptitudes.
- Cultivate the habit of critical thinking.
- Appreciate and desire worth while activities.

Health. If the chief function of medicine is the prevention of disease, of physical and mental breakdown, then the work must begin early, before fundamental weaknesses develop too far. Nowhere does the State have access to so large a per cent of all children as in the elementary school.

Here knowledge is gained, attitudes are developed, habits are formed, that go with the individual all his life, that make the difference between success and failure, sadness and happiness.

Social relationships. What is morality, beyond the sum total of human relationships? We teach, yes! We formulate creeds and moral codes, yes! We tell what is good to be done, yes! For a hundred years we have done these things—and with what result? The answer is obvious to all who read the times in which we live. The elementary school must and is beginning to set a new pattern—to provide seven, eight, nine years of practice in social living. If the elementary school can do this job well, secondary school and college will carry on; but at whatever stage a child drops out of school he will have had practice in living with his fellows, he will have developed ideals and habits of social living that will influence all his later experience.

Individual aptitudes. At last we are beginning to understand that no two children are made in the same image. The responsibility of the elementary school is to help each child find himself, to adapt the school's program to the child's need, to capitalize his experience and his interest. As

the elementary school increases its adaptation to the individual differences of children, and children come to enjoy six to nine years in such an environment, the secondary school and college will be obliged to carry on, even at the expense of long cherished notions and traditions.

Creative abilities. Stanwood Cobb has recently given us a book entitled, "Discovering the Genius Within You", in which he makes it plain that most human individuals possess some element of genius. This thought that Cobb so well expresses is gradually gaining wide acceptance. More and more it will be the province of the elementary school to help the child discover his creative abilities, to develop them, to find satisfaction in them. If we do this work well in the elementary school, the college will need something more than a system of electives to serve the generations of youth that will register in the years to come.

Critical thinking. Randolph of Roanoke once said that he would go out of his way any time to kick a sheep. And yet our schools have been busily engaged in turning out generations of individuals herd minded. Read our school histories, if you will, and find if you can any implication that our

government has ever been wrong in any of its foreign relationships. Or to be more specific, scan those histories used north of the Mason and Dixon line for any reference to the fact that Andrew Johnson after retiring from the presidency, was returned by the people of his district to Congress, and later to the Senate where in both capacities, he served with honor and distinction.

No, I am not pleading for the privilege of letting every teacher indoctrinate children as she will. Rather, what I am asking for, is that children from the day they enter school, shall be taught to think for themselves, figuratively to stand on their own feet, to have daily experience in living by the rule of tested thought. This objective is not easy; and it leads beyond the realm of the civic relationships of men; but the elementary school is setting itself to this task, and the college that receives these youngsters in the years to come will feel the necessity of revolutionizing the content and procedure of its offering.

Why this theme, in this setting, on this occasion? I have tried to establish the thesis that a new social order is in the making, that the character of the new order depends upon a new

education, and that the development of the new education challenges leadership in college and elementary school alike. The latter is already undergoing profound change that must affect the course of secondary education and that calls for sympathetic guidance and support on the part of the college.

Speaking from this platform, some years since, one of your own well said, "Alfred University must always in the future, as it has in the past, maintain a strong and aggressive policy towards all the vital issues of the day." What is more vital than the part these young men and young women and their successors will play in shaping the new social order that is in the making?

As they go from these cloistered halls we can wish them nothing better than Barrie's parting words to the graduates of St. Andrews, "Heaven doth with us as we with torches do, Not light them for themselves."

WANTED

Several ladies or gentlemen to go with a scientific expedition to tropical islands. First consideration given those assisting in scientific work or willing to share expenses. Write Box 58, Harriss, 489 5th Ave., New York city.

DO YOU INHALE?



Why are
other cigarettes
silent on this
vital question?

Do you inhale? Seven out of ten people *know* they do. The other three inhale without realizing it. *Every* smoker breathes in some part of the smoke he or she draws out of a cigarette.

Do you inhale? Lucky Strike *has* dared to raise this vital question . . . *because* certain impurities concealed in even the finest, mildest tobacco leaves are removed by Luckies' famous purifying process. Luckies created that process. Only Luckies have it!

Do you inhale? Remember—more than 20,000 physicians, after Luckies had been furnished them for tests, *basing their opinions on their smoking experience*, stated that Luckies are less irritating to the throat than other cigarettes.

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FOOTLIGHT CLUB PRESENTS "FIRST MRS. FRASER"

In accordance with past precedents, the Footlight Club of Alfred University delightfully entertained the graduating class and their guests with the Commencement Presentation, "The First Mrs. Fraser," at Alumni Hall, Saturday evening. The play was well received by a large audience of Seniors, their parents, guests, and townspeople.

Under the direction of Professor W. M. Burdick, the play presented an excellent opportunity for the well known talent of Alfred to give an accomplished and finished presentation. Scotch and English dialects were combined with a subtle humor to give the play the pleasing tang that actors love to portray and that every audience enjoys.

Five local actors rose to new heights in portraying the parts that fitted their individual qualifications. Enthusiastic spectators agreed that Francis McCourt, Varick Nevins, Paul Hill, Annette Clifford and Mary Lou Day, shared equal commendation for the outstanding presentation of their parts.

"Shorty" McCourt was the youngest son of Mr. Fraser, who was sore at his father for running off with a young flapper and deserting his mother. He cleverly used his Scotch dialect till he went to an English school, where he acquired an English accent. Varick Nevins, his brother, was very staid and formal in his convictions and wished the reunion of his father and mother at all costs.

The main interest of the play centered around Annette Clifford as the first Mrs. Fraser. She was a very amusing and clever woman, who divorced her husband to finally arrange his return to her. Paul Hill, her husband, began playing around with a young flapper in the person of Mary Lou Day, an ambitious person who was out for all she could get for as little as possible. Mr. Fraser marries Elsie, the young flapper, shortly after his divorce from Janet Fraser, his first wife. Elsie Bonnet, played very cleverly the part of a romantic maid who switched notes to bring about the uniting of Janet Fraser and her former husband. Janet very cleverly fostered this final reunion by getting Elsie Fraser to divorce her husband for another man that she was interested in.

As the life long friend of Janet Fraser, Robert Stanton played a very effeminate part. He always did the right thing at the right time and was forever kissing hands and playing the perfect gentleman. Mary Swan, as Murdo Frasers wife, had little opportunity to display the ability that she possesses.

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Regan and Clifford
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In appreciation for their loyalty and high endeavor in fostering Alfred, Richard Regan and Annette Clifford were awarded by popular vote the men's and women's Loyalty Medals respectively at the last Assembly of the year. Both these medals are considered the highest awards that any Alfred student can possibly receive from the undergraduate body. These medals are presented by Phi Psi Omega and Phi Sigma Gamma, men's and women's honorary societies respectively.

Miss Clifford won this highest honor and recognition due to her outstanding activities on the campus. Undoubtedly, she was the most active Assistant Editor that the Fiat Lux ever had. Besides this important activity, she displayed considerable talent as a member of the Footlight Club, and she enhanced greatly the success of the past Kanakadeas with her ability as a writer. As a member of Phi Sigma Gamma her ability and loyalty was early recognized.

The fact that Mr. Regan was chosen from a class so full of outstanding men gives ample proof of his activity and leadership. This man was early recognized on the football field for his prowess. Since this time, he has served as President of the Athletic Association, a member of the Athletic Governing Board and Campus Court, and participated on the Interfraternity Council. He was truly worthy of the honor bestowed upon him.

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