A True Loss

Edward A. MacLean, a former chairman of Rose Polytechnic Institute, died on January 2, 1963, after a long illness. MacLean served as president of the Institute in 1938 as part of the Civil Engineering Department.

MacLean was born in September of 1906. He was a native of the University of Maine. For a time he assisted in the teaching of his master's degree from the University of Maine.

Professor MacLean was a bridge engineer at the Maine State Highway Department. He also served as a consultant for the Bell Aircraft Company, from 1944 to 1946.

In 1954, MacLean taught at Technique and Mechanical College, and served as chairman of the Department of Mines, before coming to Rose.

MacLean was a member of the permanent faculty at Rose. He was known for his ability to instill in his students the value of practical application.

For almost ten years he served as chairman of the Rose Faculty.

The Rose Tech EXPLORER

THE TRUE STORY OF ARTHUR NEW BIO HEAD

by Rose News Service

A persistent faculty committee interested in biology and bioengineering has been established at Rose Polytechnic Institute, according to an announcement today by Dr. John A. Logan, president.

This committee, headed by Dr. Robert M. Arthur, associate professor of biology, will continue to set up a program of biological instruction.

Arthur said the committee will be charged with the task of setting up a program of biological instruction.

Thus far, three courses have been considered by the committee.

The committee is sponsoring also a series of seminars on biological sciences and engineering, two of which have been presented.

One of these seminars concerned with biomedical engineering, or the study of the biological sciences and engineering, two of which have been presented.

The seminars will be reduced because of new responsibilities. He will coordinate plans for the proposed new buildings and facilities and the science curriculum.

In making the announcement, Dr. Logan explained that the decision to increase the student enrollment to 1,000, made in Oct., 1963, by the faculty and Board of Managers, necessitated plans for expansion of the physical plant of the institute.

“We are taking these steps in an orderly fashion,” he pointed out. “We have now the third dormitory, Speed Hall, in operation, and we have the over-all plan for the development of the campus for the next ten years as presented last October by Perkins & Will of Chicago and as approved in principle by the faculty and board.”

“Professor Hooper,” he continued “will work with the architects and the development committee to work on the new buildings and facilities and the science curriculum.

Specific details of the expansion program will be released publicly when they are complete and approved by Dr. Logan said.

Professor Hooper, it was pointed out, has had a distinguished academic and professional career and has been associated with the Institute since 1940. A graduate of Tufts College and the University of Vermont, he has worked with the General Electric Co. at Lynn, Mass., and the Pratt & Whitney Aircraft Corp. in Hartford, Conn., in a wide variety of engineering assignments.

He is a member of a number of professional organizations, including the American Society of Mechanical Engineers, and a registered professional engineer in Indiana.

He served with the U.S. Marine Corps in the Pacific area during World War II.
One improvement which Rose notes that everyone should look to is competitive academically has become almost imperative within the school. Everyone knows that for each of the two sections taking tests. There were only 4 monitors cheat. The temptation was also seriously heightened by the shortage of personnel to monitor the age of personnel to monitor the "break". 

Keep trusting in our "honor system".

I'm very sure that out of over 500 physics department in that the students. Everyone hates, there is a time to work, there is a time to love, there is a time to...)

Amnesia would be welcomed by a Poli-dent research grant. A study of modern literary trends, "Act your wage."..."freshman convo" at girls' schools. As you have so aptly stated, the stage is traditionally a field trip. The biggest coin ever made was Ewolden's 34-inch 1-4 pound copper X-Daler (ten-dollar) piece issued in 1664 and qualified for a return to school after vacation. The man you help is the one who is helping you. The fact that you help others gives to those reasons, now? How has this affected you? You can do no wrong. You can do no wrong. You can do no wrong. You

In the interest of those contemplating a return to school after vacation, we here present an abstract of some courses we think we saw in the curriculum committee's basebasket.

You may be interested if you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics department in that you are a student in the physics...
ED. NOTE: These are stories worth reading, from the Indiana College Newspaper.

(Taken from the Indiana Central REFLECTOR, Nov. 3)

In January of 1700 Anthony van Leeuwenhoek wrote to the Royal Society of London describing a small, original and inventive organism—the volvox. This enigmatic little creation of nature—the inventor of sex—had existed millions of years prior to the time Leeuwenhoek examined it through his crude microscopium, and gave all indication "...dying to do so for many more.

- It is indubitably the evolutionary link between the single cell and the multicellular organism. It is green in color as a result of the presence of chlorophyll in its composition and can be cultured in a chemical solution, but it is not a plant. Nor is it an animal. In fact, the volvox is neither a plant nor an animal; it simply lives.

As I stated earlier, the volvox has been given credit for the invention of sex. It was the lowest member of the evolutionary chain to have a sperm which seeks out and fertilizes the egg and thereby fuses and pools the various characteristic properties of the creation of a new member of its kind. However, with the sex brought volvox naturalized.

Up to this period in the history of the world, death was an unalterable fact. The amoeba paracremosum had been immortal—

...and immortality is today—from the standpoint that although each individual dies periodically into two new individuals are ever produced, the attributes of the elements which were created as far back as the Fifth or Sixth Day of the Creation, depending on which chapter of Genesis is cited as a reference. On the other hand, after the volvox has "children," its activity slows down, then stops, and its corpse takes its place at the bottom of our water beaker.

It seems quite ironic to me that our Creator should have combined both the possibility for love and the possibility of death into one small, unembodied organism. That the time for death is as certain as the rise of tides will not be disputed, for, as George Bernard Shaw has pointed out, nature would not have been able to experiment with such a happy form if earlier experiments were not made clear after a reasonable time. Sex was granted to us in exchange for eternal life. I for one am glad we made the trade.

THE MAZE THAT JACK BUILT
(Taken from the Manchester College Spectrum, January, 1963)

A new breath, a new cry, a new life, and in the process entered the world simultaneously as a part of Jack, but the most precious of Nature's gifts was known. This was the only gift Jack was ever to receive that no one or no one else could touch, take, or destroy. It was Jack's only power, his only essence, his only self. This was the gift that lay in the maze that Jack built.

As Jack grew up he became more aware of the wonderful gift and the great responsibility he had because of it. He saw how easily one's essence could be stolen and became anxious as to how he could protect it and shield it from the unwanted hand of others. Thus Jack decided to put his gift in a box, in a hole in the maze that Jack built.

Ten years passed and the pleasure of Jack's work began to wear off. He wanted once again to see his treasure and not just the fancy maze that Jack built.

With a great sledge hammer Jack began destroying the walls of the maze as the box was located in the maze that Jack built.

Tom Huck sought scientific excitement during his studies at Western Electric, which is interested in both the new and the old. This constant challenge of the totally new, combined with advanced training and education, opportunities, make a Western Electric career enjoyable, stimulating and fruitful. Thousands of young men will realize this in the next few years. How about you?

To: Tom Huck's Office. Or write: Western Electric Company, Room 3—The Rose Tech Explorer—January 21, 1964

Promotions Of Terre Haute

VUESKEY'S Office Supplies
Bookstore, Gift Goods 811 Ohio St. 644 Wabash

SPARKLING CAR QUICKLY AND
THOROUGHLY AT SMILY'S
JIFFY CAR WASH
27 N. 2nd St.

John Moore Auto Sales
Western Indiana's largest Import Auto Dealer
Authorized Dealer For:

Triumph TR-4
MG-B Roadster
Spitfire
Jaguar XK-E
Mark X Sedans
Complete Sales & Service
East Wabash

Compliments Of
Tracey Page Pharmacy
2255 Wabash Ave.
Terre Haute, Indiana

Theodore, 811 Ohio St. 644 Wabash

Sparking Car Quick &

Smiley's Jiffy Car Wash
27 N. 2nd St.

Quesney's Office Supplies
Bookstore, Gift Goods
811 Ohio St. 644 Wabash

Wright's Barber Shop
Located In Center Of
Terre Haute
281 N. 13th, Free Parking
For 30 Cars.
8 Barbers

Shell Service
7th & Poplar
C-912

A Day's

Famous For

STOCKBARGER

Shopping downtown?
O'DAY'S RESTAURANT
673 Wabash C-955

For a quick snack
O'DAY'S DRIVE-IN
2641 Wabash C-9881
Complete Carry-Out Service

Ohio University conferred a B.S.E.E. degree on his work. Tom knew of Western Electric's history of manufacturing development. He had joined the company's technical development program as an employee of the scientific training program in electronic switching systems. Then, in 1958, Tom went to the Bell Telephone Laboratories, a temporary assignment to help in the advancement of the national military voice communication, during World War II. Tom worked with the Western Electric development team on computer circuitry for the Nike Zeus system, and then moved to April 1964.

If responsibility and the challenge of the future appeal to you, and you have the qualifications we would like to see in you, we are interested in you. Applications are invited for the following positions:

Western Electric Manufacturing and Supply Unit of the Bell System
Principal manufacturing locations in 13 cities—Operating centers in many of these same cities plus 36 others throughout the U.S.

Western Electric Employment Office, Room 305, Bureau of Personnel, Western Electric Building, New York, N.Y.

He's finding it at Western Electric

This constant challenge of the totally new, combined with advanced training and education, opportunities, make a Western Electric career enjoyable, stimulating and fruitful. Thousands of young men will realize this in the next few years. How about you?
BAKER, RENSCHLER OUTDO CURRY, DOWNEY

QUAKERS DOWN ENGINEERS

Led by 30-point performances by Bill Baker and Daryl Renschler, the Earlham Quakers swept past Rose Polytechnic Institute, 93-83, Thursday night. Jim Hart, dean of home-court win for Earlham was his third against five losses. Engineers have now dropped five of their seven contests.

The Quakers threatened to run away with the game at the outset when all five starters opened the fire to give Earlham a 12-4 lead. But, with 14:25 still to play in the opening half, Rose Poly called time out and came back shooting. The Quakers stayed hot, however, and maintained their advantage on the long shots of Renschler and the scoring of Baker.

At the half-way mark of the first half, engineers switched into a zone defense but with little success. Renschler scored a jump shot, Baker laid in a goal on an assist by guard Neal Wissman, and teammate Jim Clark picked up a loose ball and banked it in to give Earlham a 29-17 edge. When Renschler nailed another two-pointer the Quakers had their biggest lead of the half at 31-17. Rose Poly, rebounding well, catapluted the story to make the count 31-30 on four goals and a foul shot by Rose Poly who had just taken charge and poured in four-pointer to end the half at 31-26 on four goals and a foul shot with 6:10 remaining. That was the end of the half.

The Engineers' rally, however, Earlham kept the lead although Rose Poly controlled its offensive play when the Quakers travel to Rose Poly (83) FG F-FT PTS

Earlham (93) FG F-FT PTS

Renschler 13 6 6 22
Baker 12 12-13 32
Hart 4 0 0 8
Wissman 2 1-1 5
Clark 3 1-1 5
Clark 3 1-1 5
Clark 1 0-0 0
Gordon 1 0-0 0
Wissman 0 0-0 0
Carter 0 0-0 0

Total 26 21 26 67

Renschler 12 2-2 26
Wood 2 5-6 9
Curry 2 2-2 4
Hart 2 2-2 4
Baker 1 1-1 2
Renschler 2 0-0 2
Hart 1 0-0 1

Total 25 22 26 63

Bobbie Wood and Steve Curry contributed to Earlham's thirteen-point advantage in the second half. Wood, the Quakers' leading scorer, connected on his first seven shots, including three three-pointers, to increase Earlham's lead to 53-47 but were on the short end of goal shooting. Earlham's finest scoring center Jim Stotko, of Van Wert, Ohio, did not suit up for the game because of an sprained right ankle suffered in last week's loss to Indiana Central. It is uncertain as to whether Stotko or Renschler will be ready to play when the Quakers travel to Goschen, Indiana, Saturday afternoon to meet the undefeated Goose Creek.

Summary of Earlham-Rose Poly game:

Engineers 93-83
Quakers 83

Earlham's seventeen-point lead was reduced to a seven-point lead as the Quakers struggled with their outside shooting and Rose Poly controlled its offensive play. A seven-point spurt by Curry notched 26 points for Rose Poly. But when starters Clark and Hart returned with junior Rick Curry and Daryl Renschler, the Quakers took charge and poured in four-pointer to give Earlham a seventeen-point lead to close the gap to 59-53 with 11:45 still showing on the clock. Renschler scored a jump shot, Baker and Daryl Renschler, coupled with the fouling-out of the 6' 6" Hart, to help reduce the Quaker advantage to 48-62.

From there on, captain Baker took charge and poured in fourteen points in the last 7:48 to keep the game from the visitors. Renschler scored eight, including a long jumper from the corner to restore Earlham's seventeen-point lead at 69-52 and close out Earlham scoring for the night. The Engineers made the score 93-83 as the Engineers switched into a zone defense but with little success. The Engineers' rally, however, was not enough to catch up with the Quakers, who are now 7-2 in the seven games they have played this season. The Quakers have now dropped five of their seven contests.

Earlham's seventeen-point lead was reduced to a seven-point lead as the Quakers struggled with their outside shooting and Rose Poly controlled its offensive play. A seven-point spurt by Curry notched 26 points for Rose Poly. But when starters Clark and Hart returned with junior Rick Curry and Daryl Renschler, the Quakers took charge and poured in four-pointer to give Earlham a seventeen-point lead to close the gap to 59-53 with 11:45 still showing on the clock. Renschler scored a jump shot, Baker and Daryl Renschler, coupled with the fouling-out of the 6' 6" Hart, to help reduce the Quaker advantage to 48-62.

From there on, captain Baker took charge and poured in fourteen points in the last 7:48 to keep the game from the visitors. Renschler scored eight, including a long jumper from the corner to restore Earlham's seventeen-point lead at 69-52 and close out Earlham scoring for the night. The Engineers made the score 93-83 as the Engineers switched into a zone defense but with little success. The Engineers' rally, however, was not enough to catch up with the Quakers, who are now 7-2 in the seven games they have played this season. The Quakers have now dropped five of their seven contests.

Earlham's seventeen-point lead was reduced to a seven-point lead as the Quakers struggled with their outside shooting and Rose Poly controlled its offensive play. A seven-point spurt by Curry notched 26 points for Rose Poly. But when starters Clark and Hart returned with junior Rick Curry and Daryl Renschler, the Quakers took charge and poured in four-pointer to give Earlham a seventeen-point lead to close the gap to 59-53 with 11:45 still showing on the clock. Renschler scored a jump shot, Baker and Daryl Renschler, coupled with the fouling-out of the 6' 6" Hart, to help reduce the Quaker advantage to 48-62.

From there on, captain Baker took charge and poured in fourteen points in the last 7:48 to keep the game from the visitors. Renschler scored eight, including a long jumper from the corner to restore Earlham's seventeen-point lead at 69-52 and close out Earlham scoring for the night. The Engineers made the score 93-83 as the Engineers switched into a zone defense but with little success. The Engineers' rally, however, was not enough to catch up with the Quakers, who are now 7-2 in the seven games they have played this season. The Quakers have now dropped five of their seven contests.

Earlham's seventeen-point lead was reduced to a seven-point lead as the Quakers struggled with their outside shooting and Rose Poly controlled its offensive play. A seven-point spurt by Curry notched 26 points for Rose Poly. But when starters Clark and Hart returned with junior Rick Curry and Daryl Renschler, the Quakers took charge and poured in four-pointer to give Earlham a seventeen-point lead to close the gap to 59-53 with 11:45 still showing on the clock. Renschler scored a jump shot, Baker and Daryl Renschler, coupled with the fouling-out of the 6' 6" Hart, to help reduce the Quaker advantage to 48-62.

From there on, captain Baker took charge and poured in fourteen points in the last 7:48 to keep the game from the visitors. Renschler scored eight, including a long jumper from the corner to restore Earlham's seventeen-point lead at 69-52 and close out Earlham scoring for the night. The Engineers made the score 93-83 as the Engineers switched into a zone defense but with little success. The Engineers' rally, however, was not enough to catch up with the Quakers, who are now 7-2 in the seven games they have played this season. The Quakers have now dropped five of their seven contests.