Activities Spotlight

Alpha Phi Omega

By Roger Dean

Alpha Phi Omega at MIT’s twenty-sixth fraternity. However, APO does not have a house, radii- cally different from the appearance of the floor of the Student Center, for its activities take place at one chapter at MIT is one of over 400 chapters throughout the na- tion. This national fraternity is the largest service organization on the collegiate level.

Originally, APO was founded in 1925 at Lafayette College by four- teen students who wanted to follow the principles of the Scout Oath and Law extended to the college level. The main goal of the fra- ternity today is to advance on campus the universal principles of service, fellowship, and leader- ship. MIT’s Alpha Chi chapter is composed of thirty active broth- ers and approximately thirty-five pledges (trust of whom are fresh- men). Over the summer and dur- ing the past few weeks, the broth- ers at MIT have attempted to accu- rately freshen with APO by inviting them to barbecues, open houses, and open meetings.

Many services offered

APO offers a large range of services to the MIT and cam- pus communities. Their largest single activity is the annual White and Gold Carnival. Everyone is invited to this carnival which is held in Rockwell Cage. Last year, 3,600 people joined in the festivities.

One of the most recent projects was a one penny charge for each vote. For instance, on Columbus Day, the fraternity took a trip to Jaffrey, New Hampshire. There, they helped clear a boy scout camp and then went mountain climbing. APO attempts to de- velop leaders by placing the brothers in positions of responsibil- ity which will help them to meet future obligations.

Another annual fund raising rf-

tivity is the annual APO Spring Day, the fraternity took a trip to Jaffrey, New Hampshire. There, they helped clear a boy scout camp and then went mountain climbing. APO attempts to de- velop leaders by placing the brothers in positions of responsibil- ity which will help them to meet future obligations.

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In the teaching of Dr. Leetra, who is considered to be one of the Institute’s colorful tutors, will speak at 4

p.m. Friday, Oct. 27, and again on the following day in Room 1052.

These semi-annual “Topics in Technology” lectures are spon- sored by Innomen through the Public Relations Committee to ac- quaint high school students and their teachers with new develop- ments in science and with the changes that modern technology is bringing for the future of man- kind.

Previous lectures in the series have dealt with laser technology, the earth’s magnetic field, medical engineering, and compu- terized design.

PHOTOGRAPHY

THAT TELLS A STORY

By Max Shulman

There are no bad teachers;
there are only bad students.

The academic year has only just begun and already one of our most popular columns is driving the faculty crazy.

What, then, should you do? Should you throw your hands up and quit? I say no! I say you must attack, grapple, cope! I say America did not become the world’s leader in metal construction and kidney transplants by running away from a fight!

To the question: Too say you’re not ready for col- lege? I say back off, Joe green, too naive! You lack maturity.

Okay, the answer is simple: get mature. How? Well say, to achieve maturity you need two things:

a) a probing mind;

b) You are in the wrong major.

Ten years and you will more quickly convince the teachers that you are of college calibre. And the tougher your questions, the better. Come class with a question or two, and make a challenge. If, for instance, your physics prof says, “E equals mc squared,” don’t just write it down. Say to the prof, “Why?”

This will show him two things:

a) Your mind is keen, stirring interest.

Ask questions, questions, and more questions. That is the essence of maturity, the heart and liver of education. Nothing excites more enthusiasm in a teacher than a question. Teachers are of college calibre. And the tougher your questions, the better. Come class with a question or two, and make a challenge. If, for instance, your physics prof says, “E equals mc squared,” don’t just write it down. Say to the prof, “Why?”

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