How to brew the King of Beers.

Ever wonder how Anheuser-Busch takes the choicest hops, rice and best barley malt—and turns it into the King of Beers?

Best way to find out is to visit one of our breweries for a first-hand look. (The pleasure will be mutual.)

Meanwhile, purely in the interest of science and higher education, here's a quick cram course.

1. At the later tanks, we cook malt and rice to produce a clear amber liquid called wort.
2. Then to the copper brew kettles, where choicest imported and domestic hops are added to the wort—which is cooled again.
3. Now, after cooling, the wort flows into our own patented fermenters, where brewers' yeast works to ferment natural sugars into alcohol and CO₂. This is where most beers become beers.
4. Most beers are finished now. Not Budweiser. We ferment it again, this time in special glass-lined tanks partially filled with a dense lattice of beechwood strips. (This is where Beechwood Aging comes in. It's a costly extra step, but we think the difference it makes in the taste and clarity of Budweiser is worth it!) We add a little freshly-yeasted wort to stimulate the second fermentation, and let it "work."
5. The final step. The Budweiser flows through a series of finishing filters just before we package it for you in barrels or bottles. If that sounds like anybody could brew Budweiser, forget it. It takes a special kind of brewery (we have the only six in the world that will do), a brewmaster who puts his heart and soul into brewing the King of Beers, the choicest ingredients (the cost of which keeps our treasurer awake at night), and thousands of brewery workers who make Budweiser the finest transaction in the world to drink beer.

Next lesson? Well, we were going to tell you how to drink Bud. But you know that.

Like to know more about brewing in general and Bud in particular? Write for our free booklet: "Chilled Hop" JBL 179 Jefferson Memorial Station St. Louis, Missouri 63101.

Economics Department said to favor proposed revisions of curriculum

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...such a diagram which had been drawn on the blackboard explaining the changes, that the only difference between your proposal and mine is that I wouldn't use the (orange) chalk." As a point of clarification, Prof. Milton (IV) pointed out that the issue in the discussions had not been between scientific and engineers competing with each other, rather, it had been a case of working towards what were felt to be reasonable requirements.

Prof. Schein (XV) then stated that the missing element in all the discussion so far was the department. He questioned whether or not the legislation was meant to protect the student from the department. The response to this was that the Institute got its slice of 14 courses, the department got its slice of 10 courses, and the student got six courses. Continuing comment on this subject, Prof. F. Giffland (X) asked whether the students felt that they should be allowed to take anything that they wanted to. Regarding the degree without specializations, he commented that if a student completed 360 units of a reasonable program, he would favor giving him a degree.

Laboratories

R. R. Randlett of the Committee on Curriculum had commented on the lack of laboratory subjects within the science departments. Prof. J. L. Lamson (XXII) said that he had department had no current plans. However, representatives from courses IV, X, IX, and XIV stated that there were proposals for such subjects in various stages of planning.

John Compton '70 then made the suggestion that perhaps there was a place for a Department of Science and Engineering which would be perhaps the ultimate in interdisciplinary concepts. Monks pointed out that the usual college degree programs were just beginning. However, Compton responded that the advisors were indeed, human, and knew their weaknesses, after which Compton noted that this was not helping the student. Observing that having a focus was not the same as having a straight jacket, Dean Paul Gray commented that the focus exists, and that there was not going to be a department in nothing. Compton suggested that the creation of a group which was aware of the needs of the student.

A major's meeting

Prof. C. Coryell (V) felt the most important thing in undergraduate work was not the student's major, but that he be doing something well. Beyond this, he was very important what it was pointed out that, in order to do this, the student would have to go to some field in depth, and would therefore have to be sufficiently motivated to something. Dick Erans '70 added that an unspecialized degree department was needed. He questioned the requirement of any course on the grounds that the student had not signed any sort of social contract to take a certain number of courses. He agreed with Coryell in the idea that the important thing was to do a thing well.

Prof. Smith (XXI) said that his department had completed its curriculum. He commented that if a student had finished his specified 360 units of a reasonable curriculum, he would favor giving him a degree.

Brandel's AMOL expects Fed bust

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He explained that, even though he expected to be returned to the military soon, it was his hope that the Sanctuary would cause people to seek alternatives to present conditions. By "publicly displaying our disapproval of these goals," he hopes that the Sanctuary will "cause people to see how they are being used."

As of Wednesday evening, the Federal Government had made no comment on the matter, and Rollins' supporters had not begun the long wait for the Fed.

CAMPUS REF NEEDED

Earn an advance, bring in prize-winning Czech, American, Danish & Swedish film programs to the new audiences on your campus. We now have successful programs operating at many major schools. If you're interested in film, we're interested in you. Drop us a note right away, as we will be on campus soon to talk with you. If you plan to be in New York over Christmas or New Year's, write now and we'll arrange a meeting with you.