

Former Instructor Leaves Money To Historical Society

By Ruth Hagedorn
Junior Staff Writer
On May 30, 1965, Miss Constance Syford, former University English instructor, died

at New Haven, Conn., while engaged in literary research at Yale University. In her will, which filled 14 legal sized pages, Miss Syford

bequeathed her home at 700 No. 16th Street, her property, and a sum of money to the University, but there were certain stipulations.

Miss Syford's home will go to the State Historical Society along with \$15,000 for its upkeep and an additional \$15,000 for the restoration of the home should the Society decide to do so.

However, the Society must accept the money within one year after the reading of the will, which was July 26, or it will become a part of her residual estate.

The will also provides that the east half of Miss Syford's property be offered for sale to the University's Board of Regents with the intent of becoming a part of the campus. This sale must be made at a price not less than \$50,000, and, if made, the sale would be subject to the condition that the property not be made into a parking lot.

When paid, the \$50,000 would be returned to the University for the building of a dormitory, graduate student clubhouse, or some other student activities building on the property, providing that the Board of Regents accepts the condition within one year of the reading of the will.

If the University does not accept it within this period of time, the property will go to the State Historical Society. If the University does buy the property but does not build as provided, half of the proceeds from the sale will go to the Syford Memorial Fund and half to the State Historical Society.

Marvin Kivett, director of the State Historical Society, said that although this has been a matter of discussion for the Society, no decision has been reached and no action taken.

Scholarship Awarded

Stewart Flent, a junior, has been awarded a \$1,000 scholarship by the Goodyear Tire and Rubber Company Fund. The scholarship includes an additional \$375 unrestricted grant-in-aid to the University

Violinist, Engineer Join Forces In Experiment

By Julie Morris
Junior Staff Writer

Discovering what makes a violin tick-or rather-not tick, has been the joint research project of two University faculty members for the past year.

Dr. Louis Trzcinski and Prof. Waldo Minford, specialists from two different fields, have been collaborating on experiments to determine what goes on mechanically when a violin is played and what conditions can cause a change in tone as it is played.

Trzcinski is an associate professor of stringed instruments. Minford, assistant professor of electrical engineering, has been doing specialized study in acoustics.

The two men met and first began to talk of doing experiments with the violin when Trzcinski spoke in the engineering department three years ago. Trzcinski said of the meeting, "It was more or less a communication of souls."

Trzcinski called the experiment "an outgrowth" of his own experiments in motion study that has become, "an important item in itself."

The motion study experiments involve the photographing of a violin performance by multiple flash cameras that produce "frozen" images. The pictures produced are then used to instruct students in the correct posture, hand attitude and motor skills needed in playing a violin to the fullest advantage.

Trzcinski explained his project with Minford saying that the violin was "such a sensitive instrument that is often called God's perfect creation." He said that a violin would not play properly or that it would be out of tune if it was affected by a number of factors including atmosphere in the room, the physique of the performer, the wood and even the glue used in the construction of the instrument.

"In the men's operational

pattern, Trzcinski notes irregularities in the violin's performance and relates these to Minford who subjects the instruments to a battery of electrical tests. The men obtain the violins used in the tests from different sources. Some of them have been dismantled for testing purposes.

Minford is attacking the problem with the idea that a violin is merely a somewhat inefficient machine that changes linear, mechanical energy into sound waves. He has devised a means of "exciting the strings electronically so that there is no actual physical contact. We can sustain a given tone for any period of time," he said.

Minford will soon be moving into a new laboratory where conditions for the delicate experiments will be more suitable. The laboratory a former X-ray lab in the basement of Ferguson Hall, has lead-lined walls.

Minford said the lab is isolated and "less prone to inherit vibrations in the building like people walking in the halls. Such vibrations, he

noted, upset the nearly perfect conditions under which he needs to conduct the experiments.

Equipment for the experiments, electronic and magnetic measuring devices, oscilloscopes and stroboscopic cameras, is quite expensive, Trzcinski noted. The men have no financial backing at present, with the exceptions of what Trzcinski called, "some limited funds of my own" which he obtains from the University Research Council.

Trzcinski said that the team hopes to present a request for funds within the next few weeks to the Council for help on their project.

Trzcinski described the success of the project when he said, "We haven't made great strides, but we've found out a little.

We seem to push a little farther each semester."

Minford said he plans to intensify his work next semester and that the men hope to publish the results of the experiments at that time or by the middle of the summer.

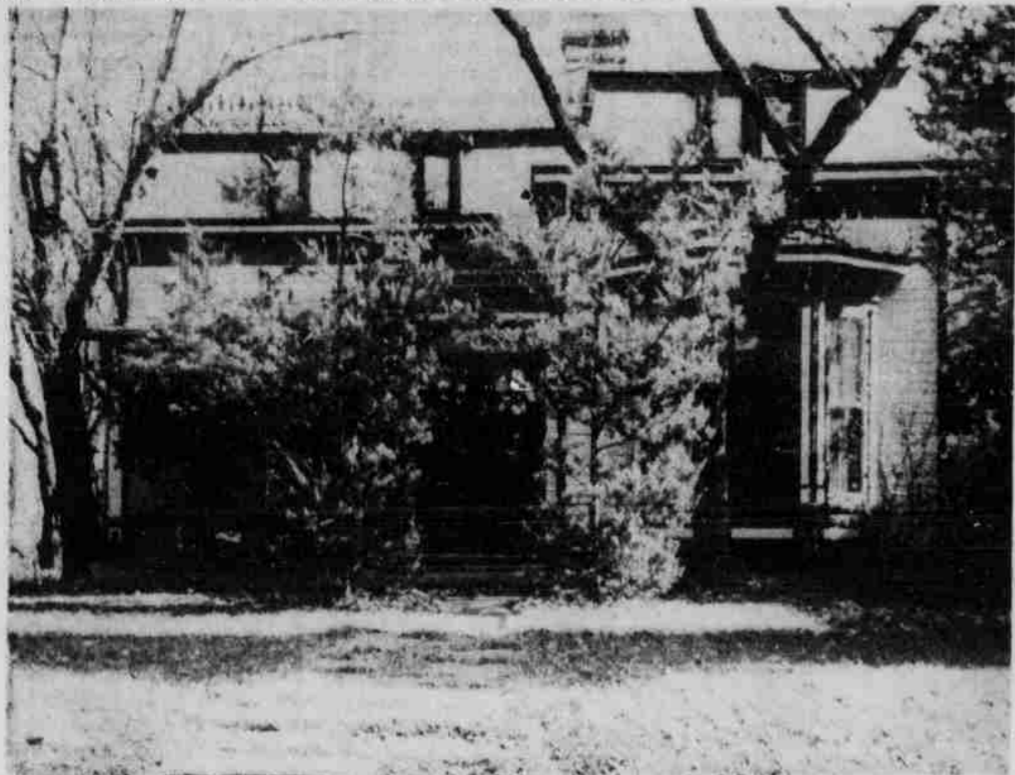


Photo by Tom Rubin

SITTING . . . Back from the street as if determined never to move this little yellow house at 700 No. 16th stands alone.

Off-Campus Students Find Life Less Costly, More Free

Noting the inconvenience of traveling to campus each day, parking problems, financial angles and the relative freedom of being "on my own," off-campus independent students offered opinions on the housing arrangement.

A sophomore coed gave her view of off-campus independent living by saying, "Kids living off-campus miss out on an awful lot of the whole point of college." She went on to remark that, if she lived on campus, women's hours would bother her and that such a move would be financially difficult in any case.

This student typifies the position of many off-campus independents, who find themselves torn between the desires to become more involved in University affairs and yet to remain freer from restrictions and financially independent.

"Things are more readily available" to on-campus students, sophomore Kathy Pattison noted. She said she would move into a dormitory, "but I can't afford it." A freshman, John DeFrain said, "I'd rather live on campus, I spend too much time commuting, that's the only reason."

Students who live at home with their parents noted a definite financial advantage in such an arrangement. Mick Lowe, freshman, commented, "If I had a choice between living at home and living here free like I do at home, I'd live here." Kathy Arrigo, a sophomore said of off-campus living, "As far as convenience, it's great." She said

living with her parents provided a car and was essentially cheaper.

Students living in apartments off-campus presented a somewhat different view than those living at home. They generally responded that they enjoyed living in their own private apartments and having a good deal of freedom.

Ellen Hladky, a junior, commented, "The dorms are too big, I'd rather be on my own." "There is a family feeling in a smaller group of the apartment," Junior David Stuhr said, "I enjoy living off-campus and having my own apartment."

Will Willner, a senior, said, "I came here as a junior and I enjoy living off-campus more than I would enjoy living in a dorm. Willner added, "The problem is that campus social life is so that it is hard for the off-campus student to find on-campus activities. You have to provide a lot of your entertainment yourself."

Other off-campus students

commented on social life on campus noting that their lives were orientated primarily away from the University because they lived off campus. Stuhr said, "You are definitely orientated away from campus, but I don't think this is a great loss."

A junior student remarked, "You are orientated away. It's bad because off-campus students aren't in too many activities." Another junior coed, Betty Aandahl, explained that she had spent two years living on campus at another college and that she became so college-orientated that, "I got so involved in school that I couldn't see what was going on outside." She added, "I'm better off off-campus."

Another student summed up the common plight of the off-campus student saying, "You are definitely orientated away from the campus, but when you live in the same town I can't see moving onto the campus, it's too expensive."

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