

*New
Students'
Handbook
1946-47*



415

BULLETIN
... of the
University of Minnesota

UNIVERSITY LIBRARY

FOR your first introduction to the University, listen to the following radio programs over the University of Minnesota station, KUOM, which operates on a frequency of 770 kilocycles. Included in these dramatic programs, written and presented by the members of the Radio Guild of KUOM, is information about the educational, guidance, and recreational facilities of the University.

Friday	September 13	4:15 p.m.
Monday	September 16	4:15 p.m.
Tuesday	September 17	12:00 noon
Wednesday	September 18	4:15 p.m.
Thursday	September 19	12:00 noon
Friday	September 20	4:15 p.m.

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UNIVERSITY OF MINNESOTA LIBRARY

MIS

**HANDBOOK FOR NEW STUDENTS
1946-47**

This handbook has been prepared for you, the new student, whether you are a freshman, veteran, or transfer student. The material has been assembled by the staff of the Student Activities Bureau, Office of the Dean of Students. The planning and coordination of all events held during New Students' Week, September 23-27, including the preparation of this handbook, are under the general supervision of the Senate Committee on Student Affairs.

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Welcome to Minnesota



President James Lewis Morrill

Since the most welcome young person on any campus should be—and is at the University of Minnesota—the new student, let me extend a warm and friendly greeting to all the newcomers.

We are glad to have you here not because you make the University larger—it is large already—but because it is from students like you that the University must help fashion the Minnesotans and the Americans of future years. It is you who will become our teachers, our farmers, doctors, lawyers, nurses, engineers, dietitians, athletic coaches, homemakers, and librarians. You represent the beginnings, without which no ends can be achieved.

You are coming to the campus of a distinguished university. There will be times when, because of your great numbers, you may think yourselves lost in the crowd, but you need not be. The University of Minnesota for many years has been a leader in developing and using skills in identifying students, advising and counseling with them and helping them enter upon those educational paths along which they can move advantageously and effectively. The University will check your health, test your abilities, and assist

you to select courses best adapted to your talents. It is of the greatest importance to you yourselves that you be so guided; it is also important to the people of this state, whose taxes support this institution and whose money is well spent only if you are well educated.

Only a year ago I was a newcomer here myself, but I have already come to comprehend fully the friendly spirit and high distinction of this splendid institution. You, too, will soon come to feel about the University of Minnesota as I do, and to appreciate the opportunities it opens up for you. I wish you every success and satisfaction in the full years that lie immediately ahead.

Sincerely yours,

f. L. Morrill *

President

Welcome to Returning Veteran Students

When you first return to the University campus, or when you hear stories about the campus as it now is, you will probably be overwhelmed by the increased enrolment at the University. You may possibly feel that it will be difficult for you to register. Actually, this should not be the case, because the University has done everything possible to help you and to make registration reasonably simple.

You can find concise information concerning admission and registration, University counseling facilities, and non-University veterans' facilities, by turning to pages 6-8 in the General Information Bulletin. If you do not have this bulletin, call at the information window on the first floor of the Administration Building or at the Bureau of Veterans' Affairs on the first floor of Shevlin Hall.

Some of the information which you will want is covered more in detail in this handbook, particularly on pages 23-25, where you may read an article entitled, "Information for Veterans." Part II of this handbook is devoted to Personnel Services and Facilities of the University—all of which have been organized for the benefit of students.

The University especially invites you to take part in all activities sponsored by the New Students' Week Committee. Those of you who were students here before the war and left to enter military service are also encouraged to take part in the New Students' Week program. You will find that many things have changed since you went away. Offices have been changed; staff members have left the University; new staff members have been added; some courses and college requirements have been altered; new University departments have been organized. One of particular importance to you as a returning veteran student is the Bureau of Veterans' Affairs located in Shevlin Hall. More detailed information regarding this bureau is on page 23 of this Handbook.

We hope that you will feel at home here even though the campus is different from what it was when you were here before. Members of the staff will do their best to help you.

HIGHLIGHTS IN THE UNIVERSITY'S HISTORY

Growth and progress are keynotes of the University of Minnesota's history.

The University was formally chartered in 1851, and in 1869, its doors were first opened to eighteen students. Since this date, the University's population has steadily increased. Last year there were over 18,000 students registered in the more than fifteen different colleges and departments at the University. It is expected that the enrolment for this current year will surpass the peak enrolment of 1938-39, when 22,402 students registered. University students represent every one of the 48 states and many foreign countries; they attend classes in over 100 major buildings on the Main and Agricultural campuses.

Many aspects of current university life have their foundations in the past.

The *Gopher*, the year book, was first published in 1887, thus claiming the distinction of being the University's first publication. In 1900-1901, *The Minnesota Daily* started publication, and in the following year, the Women's League, forerunner of Associated Women Students was organized. The magnificent Coffman Memorial Union, built in 1941, is the third union for university students, who, since 1908, have voluntarily contributed to such buildings.

Minnesota's Golden Gophers began climbing to fame in 1892 when the first intercollegiate game was played with Hamline University. Until Memorial Stadium was built in 1925, games were played at Northrop Field.

Since its origin, the University has gradually expanded its services to students.

The University Employment Bureau, originally established in 1911 as a division of the post office, was made a separate department with a full-time director and staff in 1925. The Student Health Service which was begun in 1918 with a staff consisting of one full-time doctor now is housed in a wing of the University Hospitals and is equipped to care for over 600 patients per day.

The first Dean of Women was appointed in 1907, and the Office of the Dean of Student Affairs was established in 1916. In 1940, its name was changed to the Office of the Dean of Students. This office now includes the Student Activities Bureau, the Bureau of Loans and Scholarships, the Student Housing Bureau, Bureau of Veterans' Affairs, Student Counseling Bureau, Veterans' Counseling Bureau, Speech Clinic, and an Adviser to Foreign Students.

The eight presidents who have piloted the University through its 77 years of growth and progress are: William Watts Folwell, 1869-84; Cyrus Northrop, 1884-1911; George Edgar Vincent, 1911-17; Marion Leroy Burton, 1917-20; Lotus Delta Coffman, 1920-38; Guy Stanton Ford, 1938-41; Walter C. Coffey, 1941-45; and James Lewis Morrill, 1945—.

TRADITIONS AT MINNESOTA

Traditional events have grown up in the past seventy-seven years that express the spirit of the University. These are Minnesota ways of doing things:

NEW STUDENTS' WEEK

NEW STUDENTS' CONVOCATION: the opening convocation of the school year, honoring all new students. Be sure to attend Thursday, October 3, at 11:00 a.m., in Northrop Auditorium.

HOMECOMING

LITTLE BROWN JUG: the prize in the annual football battle between Minnesota and Michigan. Its origin dates back to the famous 6 to 6 game in 1903. The "Little Brown Jug" is really blue on one side and maroon on the other, each side displaying a gold "M."

"M" CONVOCATION after the close of the football season. The "M's" are awarded by the president, and the torch of leadership is transferred by the out-going captain to the newly elected leader.

DADS DAY AND MOTHERS DAY: special days on which the parents of students are invited by the president of the University to visit the campus for a special program and to get acquainted with their children's "second home."

SNOW WEEK: the annual mid-winter festival with winter sports contests, including the freshman-sophomore tug-of-war, prizes for best snow sculpture, and special social events.

COLLEGE TRADITIONS. Some of the colleges have a special celebration each year to demonstrate the work done and to honor outstanding students. These include Ag Day, Engineers' Day, Foresters' Day, Home Economics Association Day, Business School Day, General College Day, and Journalism Day.

SPECIAL DANCES of the year include the Senior Prom, the Military Ball, the Navy Ball, the Interfraternity Ball, the Panhellenic Ball, the Junior Ball, and the Foundation Ball.

SPECIAL SENIOR ACTIVITIES include the Senior Dinner, Commencement, Baccalaureate Service, and Alumni Day. Cap and Gown Day honors those who have achieved distinction in scholarship. In the spring in an impressive ceremony the senior president presents the class to the president of the University who then welcomes the group and announces the winners of honors and prizes for the year and reads the names of those elected to the various honor societies.

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IMPORTANT SOURCES OF INFORMATION

For information on the University's academic program, personnel and service facilities, student activities and organizations, and the campus in general, students are urged to read thoroughly the General Information Bulletin and this handbook. Students are also held responsible for all notices and announcements in the Official Daily Bulletin which appears in the *Minnesota Daily*. Read this bulletin carefully each day because it contains essential information. If, at any time, you are unable to find the information you desire, ask at the Information Window on the first floor of the Administration Building.

PART I

Registration

REGISTRATION OF NEW STUDENTS

The registration procedure for new students includes three main steps.

- (1) Satisfy requirements for admission and obtain an admission certificate. Students transferring from other colleges should in addition obtain a statement of advanced standing. See General Information Bulletin for entrance requirements and procedure for submitting application for admission.
- (2) Report for registration during period specified for your college. Students who can do so are urged to register early during the summer. It is expected that all applicants who live in the Twin City area will register early.

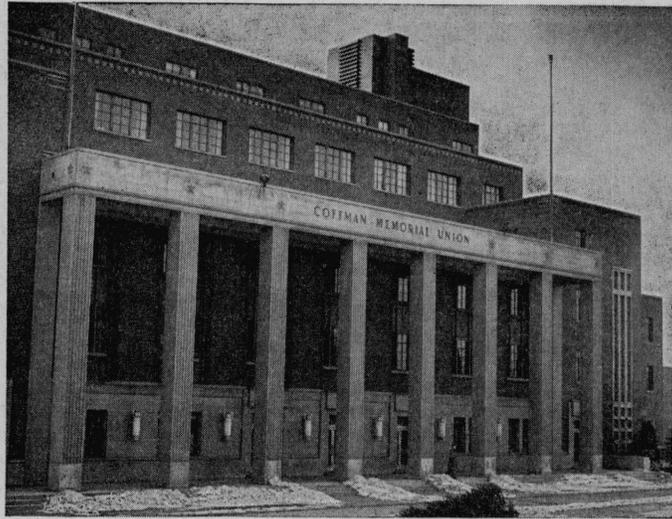
Business Administration August 1-16 or September 16-27
Institute of Technology August 1-30 or September 23-27
College of Education August 1-30 or September 23-27
Other Schools and Colleges August 1 - September 27

Students registering early, prior to September 23, should report to the Office of Admissions and Records to obtain registration material and instructions. Students registering September 23-27 should report to the Field House, Oak Street at University Avenue.

- (3) Payment of fees. When you register you will receive a statement of fees. Registration and payment of fees must be completed by Friday, September 27 to avoid late fee. Fall quarter classes will begin Monday, September 30.

Your admission certificate may indicate that certain tests must be taken before you report for registration. Required tests may be taken at any time during the summer at the Student Counseling Bureau, 101 Eddy Hall.

All new students are required to have a medical examination and freshmen in addition are required to take a speech test. Appointments for these examinations will be issued when you report for registration. **All new students including those who register early should plan to be on the campus September 23-27 for the activities of New Students' Week.**



Coffman Memorial Union

NEW STUDENTS' WEEK PROGRAM 1946

Sunday, September 22

7:30 p.m.—FIRST NIGHTER PREVIEW, for out-of-town girls, YWCA

Monday, September 23

7:30 p.m.— PEP RALLY and BONFIRE — Main Campus River Flats. (Northrop Auditorium in case of rain.)
AG. FROSH FRISK and PEP RALLY—Ag. Campus, Ag. Union

Tuesday, September 24

9:30 a.m., 10:30 a.m., and 1:30 p.m.—TALKS on VARIOUS PROFESSIONS, SCHOOLS and CURRICULUMS in the UNIVERSITY. (See Schedule on page 16)

3:30 p.m.—SPORTS PARADE FOR WOMEN — Norris Gymnasium

8:00 p.m.—UNIVERSITY A'FAIR, an introduction to student activities. Coffman Memorial Auditorium.

Wednesday, September 25

8:00 a.m.—NEW STUDENTS' CONVOCATION—Northrop Memorial Auditorium. "Your University," Edmund G. Williamson, Dean of Students, presiding. Speakers: T. Raymond McConnell, Dean of the College of Science,

Literature, and the Arts; E. W. McDiarmid, University Librarian; Eldridge Dreher, president of the All-University Council; and Thomas Myers, president of the Veterans' Club.

Music under direction of Professor Paul Oberg, chairman of the Music Department.

9:00 a.m.—TOURS OF THE CAMPUS. Meet on Northrop Auditorium steps.

10:30 a.m.—BRUNCHEON FOR TRANSFER STUDENTS. Junior Ballroom, Coffman Memorial Union.

12:00 to 1:30 p.m.—AG. YWCA LUNCHEON. Ag. Campus.

3:30 to 5:30 p.m.—TWILITE DANCE. Coffman Memorial Union

6:00 p.m.—CHURCH NIGHT.* Sign up for this event at church tables during registration.

Thursday, September 26

8:00 a.m.—NEW STUDENTS' CONVOCATION

"The Personnel Services of the University," Edmund G. Williamson, Dean of Students, presiding. Speakers: John G. Darley, Director of the Student Counseling Bureau; Dr. William O'Brien, Director of Postgraduate Medical Education; Dr. Ruth Boynton, Director of the Students' Health Service; William C. Rindsland, Director of the Bureau of Veterans' Affairs.

Music under direction of Professor Paul Oberg, chairman of the Music Department.

9:00 a.m.—TOURS OF THE CAMPUS. Meet on Northrop Auditorium steps.

1:30 p.m. and 3:30 p.m.—AWS CAMPUS SISTERS' TEA, Coffman Memorial Union. Attend the first or second tea, whichever one does not interfere with your registration.

1:30 to 3:30 p.m.—VETERANS' SOCIAL, Junior Ballroom, Coffman Memorial Union. All veterans are invited.

3:00 to 5:00 p.m.—AG. AWS TEA. Ag. Cafeteria, Ag. Campus.

3:00 to 5:00 p.m.—AG. SMOKER. Ag. Union, Ag. Campus.

8:00 p.m.—UNION OPEN HOUSE, Main Campus, Coffman Memorial Union. UNION OPEN HOUSE Ag. Union, Ag. Campus.

Friday, September 27

9:30 a.m. and 10:30 a.m.—TALKS on VARIOUS PROFESSIONS, SCHOOLS and CURRICULUMS in the UNIVERSITY. (See Schedule on page 16)

6:00 p.m.—PICNIC and BARN DANCE. Ag. Union, Ag. Campus.

* Jewish students will observe Church Night on October 8 (see page 80).

Saturday, September 28

1:00 p.m.—Meeting of all women students going through sorority rushing, Coffman Memorial Union.

1:30 p.m.—FOOTBALL GAME, Memorial Stadium.

9:00 p.m. to 1:00 a.m.—ALL NEW STUDENTS' DANCE, Coffman Memorial Union.

Informal Coffee Hours will be held Monday through Friday from 1:30 to 5:00 p.m. in the cafeteria of the Coffman Memorial Union. All new students are invited to come in and relax.

Wednesday through Friday, September 25-27

9:30-11:00 a.m. and 1:30-3:00 p.m.—TOURS OF THE LIBRARY. Meet in the Library Entrance Hall. Tours last thirty minutes and start every half hour.

Watch bulletin boards for posters describing these events.

INFORMATION FOR YOU ABOUT THE PROFESSIONS AND COURSES OF STUDY

Would you like first hand information concerning the vocational field which you are planning to enter? Are you interested in having an opportunity to hear and meet the Dean or Head of the department in which you plan to major? If you are still undecided about your vocation and course, would you like to have an opportunity to attend discussions of different fields you are now considering? This series of lectures and discussions is designed to give you authentic information about various vocational fields and courses of study, as well as to give you an opportunity to see and hear some of the outstanding leaders and educators on the campus. It will give you an opportunity to learn more about the different vocational fields and different departments at the University. In many of the presentations, such as those of library work, laboratory technician, pharmacy, and others, tours of laboratories, buildings, etc., will be made. Thus you will have an excellent opportunity to become acquainted with the facilities of several of the different departments at the University. You may wish to attend one or several of these scheduled sessions. Unfortunately, time does not permit the presentation of all vocational and professional fields. Should you be interested in additional vocational information on the fields presented or concerning fields not presented, you may contact the Student Counseling Bureau, 101 Eddy Hall, where information and counseling on most professional and vocational fields may be secured. A vocational information center is also being set up in the library. On the following page, you will find a schedule of the vocational fields and courses of study to be presented during New Students' Week. Plan now to attend the sessions of your interest.

DATE AND TIME	SUBJECT	SPEAKER	PLACE
Tuesday, September 24, 9:30 a.m.	Law	Dean Fraser	101 Law Building
	ROTC—Army	Col. R. A. Ericson	Natural History Museum Auditorium
	Navy Social Work	Capt. W. C. Holt Prof. John C. Kidneigh	Natural History Museum Auditorium Jones Auditorium
10:30 a.m.	Nursing	Prof. H. Phoebe Gordon	Murphy Hall Auditorium
	Business Administration	Dean Richard L. Kozelka	1 Vincent Hall
	Mining and Metallurgy	Prof. R. L. Dowdell	108 Appleby Hall
	Music	Prof. P. M. Oberg	Music Library
1:30 p.m.	Engineering	Prof. B. J. Robertson	104 Main Engineering
	Medical Technology	Dr. G. T. Evans	111 Medical Sciences
	Library	Prof. E. W. McDiarmid	5 (Basement) Library
	Journalism	Prof. R. D. Casey	Murphy Hall Auditorium
Friday, September 27, 9:30 a.m.	Physical Education for Women	Prof. Gertrude Baker	201 Norris Gymnasium
	Pharmacy	Dean C. H. Rogers	Wulling Hall Lecture Room
10:30 a.m.	Education	Prof. W. E. Dugan	Murphy Hall Auditorium

PART II

Personnel Services and Facilities

WHAT THE UNIVERSITY HAS TO OFFER YOU

There is more to going to the University than attending classes. Extra-curricular activities, social functions, and working while attending school are all important parts of university life. These factors call forth many problems in adjustment for the new student. In recognition of this fact, the University has established various services which you will read about in this section.

Most of the University's services to students are coordinated in the Office of the Dean of Students. These services are listed under their particular headings and will be described to you in detail on the pages indicated:

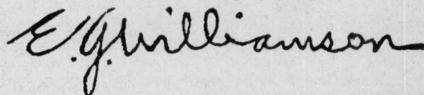
Student Counseling Bureau, page 18
Student Activities Bureau, page 20
Bureau of Student Loans and Scholarships, page 21
Speech Clinic, page 22
Bureau of Veterans' Affairs, page 23
Housing Bureau, page 26

The staff members in these various bureaus are here to help you. They can assist you in a choice of a vocation; help you find housing facilities; assist you in preparation of a personal budget; clear your G.I. eligibility; help you correct any speech or hearing defects; and acquaint you with the extra-curricular activities of university life.

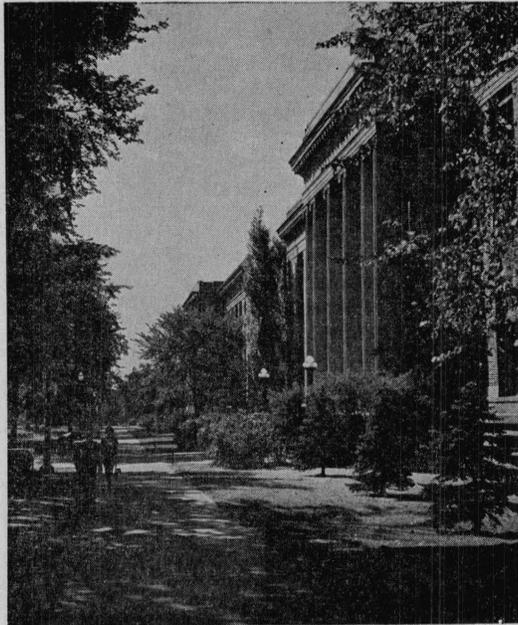
The Office of the Dean of Students has a major responsibility for your welfare—for only through a well-adjusted and well-rounded life can you fully benefit from your academic life administered through the classroom. Therefore you can help the staff of the Office of the Dean of Students fulfill its responsibility to you, by letting them know what they can do for you and by taking advantage of the services available.

The University is a large and well-populated community in itself. Consequently, it is difficult for the Office of the Dean of Students to know you and assist you personally. However, through the services of its various bureaus, you have the opportunity to receive expert personalized attention.

Cordially yours,



Dean of Students and Chairman,
Senate Committee on Student
Affairs



Campus View

STUDENT COUNSELING BUREAU

John G. Darley, Director

“Whew! There’s a lot of things to think about. Have I really got the ‘stuff’ to make a go of college? Do I know what I want to do in college—and later? Will there be any time for fun or social life? Is college *really* worthwhile? Is there anybody to whom I can go and talk over these things?”

Most of us face college with questions like these foremost in our thoughts. It is natural for many of us to be puzzled, worried—and even scared of the four years that lie ahead. It was the University’s recognition of these needs that led to the establishment of the Student Counseling Bureau. Counselors at the Bureau are ready to talk over problems with students or to help students to obtain information about themselves. This may be through aptitude and interest tests or other procedures. There are counselors on the staff who are especially trained to help students with the following difficulties:

1. **Selecting a vocational goal.**
2. **Courtship and marriage.**
3. **Educational skills (reading, spelling and other special learning problems).**
4. **Personal problems.**

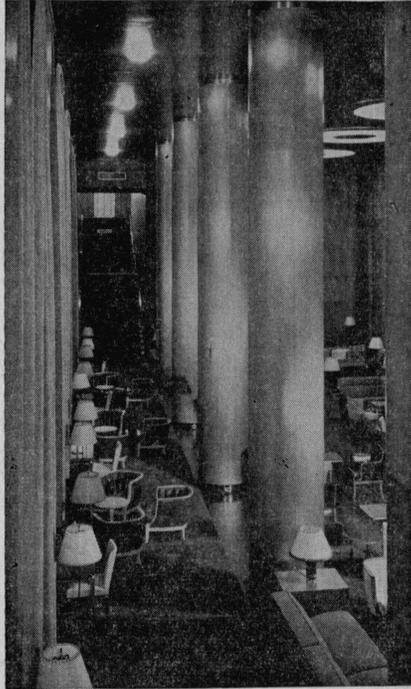
It is possible that the counselor will feel that your problem would be better handled elsewhere and may suggest other university services to you.

In order that you might know what to expect if you turn to the Counseling Bureau for help, counselors have described briefly what may happen if a student comes for help with any of the problems listed above.

Selecting a Vocation—Students are frequently interested in finding out more about themselves, especially in relation to their vocational goal. They may also want information about course work or various vocations. Counselors can talk over these questions with them and will provide aptitude and interest tests or vocational information if desired.

Students may be able to obtain information from tests about their ability to succeed in college or how they compare with other students in mathematics, science, and other subjects. There are tests available that would give one some indication of his mechanical skills and his ability to read rapidly and well. There are other tests provided for students who are puzzled about what they want to do—what they are the most interested in. Tests are not always necessary by any means nor are they always helpful but if you are puzzled about some of these things mentioned above, tests may help you to find the answer.

Some students are interested in finding out what future there is for people trained in various fields. They want to know just what the work in any field entails, how long the training period is, and what income can be expected. The Counseling Bureau has a library which provides such information. Counselors will be happy to help you find the material you are interested in.



Main Lounge, Coffman Union

Courtship and Marriage—The student who is “playing the field,” going steady, or engaged may wish to discuss questions that are puzzling him or her about dates, boy friends, girl friends, or family. One of the big questions is how to “act” on a date. The married student may wish to talk over disturbing problems concerning the marriage relationship. Single appointments or a series of appointments may be made.

Educational Skills—Sometimes a student who is doing satisfactory work in most subjects finds that he is handicapped by poor reading skills, poor spelling, or some other particular learning difficulty. Students who have such problems may meet with a counselor individually or in small groups. Practice and guidance are provided with a view toward helping the student overcome the particular difficulty with which he needs help.

Personal Problems—The fact that personal problems interfere with college work, family life, and a student’s general happiness is sometimes overlooked. Usually we tend to keep such problems to ourselves because it is hard to talk to another person about them. This makes for more trouble because our thoughts continue to return to these worries and when we keep them to ourselves they become bigger and bigger problems. Talking them over with a counselor may help you to work them out.

A special time convenient to student and counselor is set aside each week for them to talk over what is troubling the student. The counselor may suggest other personnel services to the student.

There is never a ready-made answer to any of the problems mentioned here. Prospective students may feel that they want to start working out some of these problems before they enter the University. If you wish to talk over any question you have, an appointment can be arranged before school opens.

The Student Counseling Bureau is located at 101 Eddy Hall, Main Campus. You may come in, call, or write for an appointment during the summer or school year.

STUDENT ACTIVITIES BUREAU

Theron Johnson, Director

Barbara Clark, Associate Director

Potential campus leaders will be glad to know that here at the University there is a Student Activities Bureau whose function it is to work with and promote extra-curricular activities. The Bureau was established in the belief that student activities and participation in group affairs is of benefit to the individual when such participation is in line with the student’s interests and abilities.

The Student Activities Bureau functions in a variety of ways. One of its largest jobs is that of offering advice to student leaders in the fields of program planning. If a student is chairman of a large event such as Homecoming, he will find it very helpful to discuss his plan with a member of the Student Activities Bureau staff who has had a great deal of experience in helping students

plan successful events. Throughout the year, members of the staff have consultations with leaders of each of the many organizations on campus in an attempt to help these leaders strengthen and improve the programs of their groups.

Another of the functions of the Student Activities Bureau is that of acting as a coordination center. In cooperation with the All-U Council a social calendar is located in the office so that organizations that are planning a large affair can see whether or not the date that they have chosen will conflict with that previously chosen by another organization.

The Student Organizations Fund is a part of the Student Activities Bureau which has as its function the financial supervision of campus organizations. The financial adviser approves budgets for various expenditures such as parties and orchestras and advises the groups regarding various financial and business matters. Student organizations are requested to invest any surplus funds through the Student Organizations Fund.

Some of the administrative duties of the Student Activities Bureau which have been delegated to it by the Senate Committee on Student Affairs are: to decide who is eligible to participate in activities, to approve messages that are to be distributed through post-office boxes, to approve requests of the various organizations to have non-university speakers at their meetings, to approve plans for social functions, and to give approval for posters which are to be placed on university bulletin boards. Heads of new organizations who seek official university recognition for their organizations are asked to discuss their plans with the Student Activities Bureau.

The services of the Bureau are open not only to those who are already in activities; if you are a new student and should like to know something about the various organizations on the campus and how to go about getting into activities, come in and talk to a member of the staff, who is always glad to be of assistance. The office is located in 209 Eddy Hall.

BUREAU OF STUDENT LOANS AND SCHOLARSHIPS

George B. Risty, Director

How do you plan to finance your education? Have you prepared a tentative budget on the basis of your estimated expenses and available sources of income? Have you a definite financial plan that will insure completion of your college training without interruption, or do you plan to leave school to earn money when your resources are exhausted and return when finances permit? If you have not planned a satisfactory financial program, you may want assistance in completing one. Mr. Risty or one of the financial counselors in the Bureau of Student Loans and Scholarships is available to help you.

You are entering a new phase of your life and you will find it necessary to make many social and financial readjustments. By sound planning you may be able to complete a program of financing

your college course which may include loan and scholarship assistance and part-time employment. Long-term budgeting may provide time for you to participate in campus activities and to enjoy many of the cultural facilities of the University. Take advantage of the financial counseling services offered and make the most of your campus opportunities on a limited budget!

After successful completion of two quarters of residence in the University, you are eligible for assistance through personal loans from the University. You may feel that you do not want to borrow while you are still in school, but you will find that by borrowing you will be able to reduce your work schedule and devote more time to your studies and to campus activities. In cases of emergency, financial assistance may be available to you without satisfying this residence requirement. Discuss your need for a loan with a financial counselor before you find it necessary to cancel your registration because of lack of funds.

Although the number of scholarships available to qualified and deserving students is very limited, you may want to know more about them. LaVerne Noyes scholarships, for example, are offered to direct blood descendants of veterans of World War I. Entering freshmen and advanced students may apply. Criteria for selection of the recipients of these and other scholarships are financial need, academic ability and achievement, leadership, and potentialities for success in the student's chosen field of study. Consult a financial counselor in the Bureau of Student Loans and Scholarships, 207 Eddy Hall, for further details.

SPEECH CLINIC

Bryng Bryngelson, Director

Many students entering the University find it difficult to make adequate adjustments in classroom recitations and in social situations because of a speech or hearing defect. The defects most commonly known to be a handicap to a student's success are stuttering, lisping, infantile speech, oral inaccuracy, cleft-palate, dialect, abnormal pitch range, monotone, nasality, husky voice, and reduced hearing or deafness. The purpose of the compulsory speech examinations for freshmen is to detect these defects when students first enter the University. Students with speech difficulties can then receive assistance from the Speech Clinic, maintained for the purpose of helping students with their speech and hearing problems. Many of the speech disorders found among freshmen are of such serious character that a cure cannot be attained in a few months' time. It is essential, therefore, that students avail themselves of the opportunity for clinical aid in speech upon entrance to the University. Speech defects are often a handicap to successful vocational work after graduation.

Very often we find students who are in need of speech hygiene. Because of some outstanding physical differences, such as clubfoot, strabismus, short stature, red hair, protruding teeth, receding chin,

obesity, etc., these students have developed hypersensitiveness, extreme social morbidity, and a deep-seated feeling of inadequacy. Students suffering with any of these problems may receive psychological treatment in the clinic. Whatever your speech problem or handicap may be, if you desire help, it would be advisable for you to get in touch with the clinic during the first two weeks of the college year.

Students with articulatory and voice problems may receive two half-hour lessons per week. Stutterers who may want to spend as many as four full class hours per week are urged to carry a reduced academic load. The laboratory fee for articulatory, voice, and stuttering cases is \$3 per quarter for students. Full-time outpatients, that is, patients who do not attend the University, pay \$85 per quarter. Half-time outpatients are charged \$45. To defray the expenses of the freshman speech examinations, 15 cents of the incidental fee paid by each entering student is allocated to the Speech Clinic. Registration for work in the Speech Clinic should be made in room 20, Shevlin Hall.

The Speech Clinic is equipped to give aid in correct methods of left-handed writing. Many left-handed students who have not been shifted to the right hand in writing have learned left-handed writing without any instructions as to the proper slant, position, and direction. The script of a left-hander can be as legible, smooth, and correctly oriented as that of a right-hander.

Left-handed arm chairs are available at the University. Any left-handed writer may be accommodated with left-handed classroom chairs by inquiring at the Speech Clinic.

BUREAU OF VETERANS' AFFAIRS

William C. Rindsland, Director

Normally the first contact of the ex-serviceman with the University is made at the office of the Bureau of Veterans' Affairs on the first floor of Shevlin Hall. At the Bureau of Veterans' Affairs the ex-serviceman may obtain information on any of the problems likely to confront him upon beginning his life at the University of Minnesota. For many veterans this contact with the Bureau of Veterans' Affairs will be made prior to registration—for others it may be made after registration or at any time during the quarter. Every veteran is urged to call at the Bureau of Veterans' Affairs and learn what its services are.

The Bureau has been organized in recognition of the fact that, just as the civilian needs to make certain adjustments to university life, so the veteran must make adjustments. The transition from military life to university life may present somewhat different problems from those presented to the student who moves directly from high school to college. In the main, however, the veteran is interested in learning the same essentials for success in college that concern the civilian student—how to study, how to make decisions,

how to make good use of leisure time and how to get along with people individually and in groups. Sometimes the veteran has additional problems, such as the problem of establishing a sound family budget, or the problem of whether or not to convert his National Service Life Insurance into one of the government's conversion plans. Sometimes his problems involve marital difficulties or other personal situations. In all of these fields the Bureau of Veterans' Affairs is equipped to make proper referrals or to help directly in the solution of the problems.

How the Bureau of Veterans' Affairs is organized—The Bureau is organized as a unit in the Dean of Students Office to assist veterans who are, or will be, students in the University. In addition to its function of supplying information, it performs these other services:

1. It issues the authorizations for books and supplies to which the veteran is entitled under the provisions of Servicemen's Readjustment Act, or Public Law 16, the Veterans' Rehabilitation Act.
2. It operates as a liaison agency between the University or the student and the Veteran's Administration.
3. It operates closely with the units and faculties of the University in matters that concern the welfare of the veterans. It represents the veteran's point of view on administrative committees and in the establishment of administrative policies.
4. Through the agency of the Bureau of Veterans' Affairs all reports of cancellations, changes of objective and many other administrative details involving individual veterans are handled.

University Committee on Veterans' Affairs—The University, in recognition of its obligation to assist veterans in becoming adjusted to student life and in attempting to adjust its machinery as far as possible to the special needs of veterans, has established a special committee to determine policies in counseling veterans and to aid the administrators in establishing policies relating to veterans.

This committee is known as the "University Committee on Veterans' Affairs" and is composed of representatives from all of the various colleges and divisions of the University. The personnel of the committee has been carefully selected—many are veterans of World War I and of World War II and all are interested in having the veterans of the present war find their university experiences satisfying and worthwhile. The membership of the committee is as follows:

Name	Division	Office Number
William C. Rindland	Bureau of Veterans' Affairs	10 Shevlin Hall
John G. Darley	Student Counseling Bureau	101 Eddy Hall
Ruth Boynton	Health Service	Health Service
J. W. Buchta	University College	147 Physics
R. E. Summers	Admissions and Records	105 Administration
J. O. Christianson	School of Agriculture	205 Administration (UF)
William H. Crawford	School of Dentistry	149 Medical Sciences

Name	Division	Office Number
Katharine Densford	School of Nursing	127 Medical Sciences
Willis Dugan	College of Education	202 Burton Hall
L. S. Heilig	School of Mines and Metallurgy	102 Appleby Hall
William T. Heron	Graduate School	208 Psychology
Signe Holmstrom	General College	200 Wesbrook Hall
Elmer Johnson	Institute of Technology	133 Engineering
R. L. Kozelka	School of Business Administration	313 Vincent Hall
Huntington Miller	Extension Division	402 Administration
Shirley Miller	Medical School	218 Institute of Anatomy
Blanche Moen	Library	210 Library
Charles V. Netz	College of Pharmacy	306 Wulling Hall
Donald G. Paterson	Science, Literature and the Arts	114 Psychology
Maynard Pirsig	Law School	111 Law
George C. Priester	College of Engineering and Architecture	208 Engineering
W. M. Sandstrom	College of Agriculture, Forestry and Home Economics	Snyder Hall (UF)
M. Cannon Sneed	School of Chemistry	245 Chemistry
E. G. Williamson, Chairman	Office of Dean of Students	213 Administration

Committee on Books and Supplies for Veterans—The Committee on Books and Supplies determines the policies on issuing books and equipment to students who are participating under the G. I. Bill or Rehabilitation Program. It serves to determine the needs of student-veterans in obtaining the books and supplies and equipment necessary for the pursuance of the course of study selected by the student. It reviews special problems relating to books and supplies for veterans. It serves to advise personnel in the Bureau of Veterans' Affairs in these matters. All veterans with special problems involving books or supplies should report to the Bureau of Veterans' Affairs for specific information or for help in solving their problems.

Other information—A veteran who has taken any special training while in the service (such as ASTP, V-12, pre-flight, etc.) should investigate the possibility of receiving university credit for all or part of that work. The Armed Forces Institute, Madison 3, Wisconsin, will, upon request, send the complete record of a veteran's training to the Dean of Admissions and Records who will evaluate the report and recommend whatever credit is applicable to university courses. Further information in this regard is included in the General Information Bulletin.

Veterans are eligible for loans and scholarships on the same basis as other students. "The Dean E. E. Nicholson Scholarship Fund for Returning Military Students" is exclusively for veterans. More information may be secured from Mr. Risty, student financial adviser, in 207 Eddy Hall. Inquiry about part-time employment will be answered at the Students' Employment Bureau, 17 Administration Building. Information on available housing will be provided by the Housing Bureau, 202 Eddy Hall.

All veterans are cordially invited to join the Veterans' Club which meets weekly. Its offices and lounge are in Room 349, Coffman Memorial Union.



Comstock Hall

HOUSING BUREAU

Housing in the Minneapolis and St. Paul areas, as elsewhere, is critical. If at all possible, you are advised to come to Minneapolis a considerable time before the opening of school to arrange for living accommodations.

The Student Housing Bureau, which has offices on both the Main and Farm campuses, maintains listings of rooms and vacancies. Students are advised to secure accommodations, other than those described below, through this bureau.

Rooms for single men and women are difficult to obtain and are sometimes a considerable distance from the campus. Living quarters for married persons, especially those with children, are extremely scarce. Some sleeping rooms are available for married couples, but houses, apartments, and housekeeping rooms are practically unobtainable. Persons with families are advised to leave their wives and children at their permanent residence until adequate housing is available.

The University recommends that all students living in private homes or rooming houses sign a contract (furnished by the University to the householder) with the householder when the room is engaged. Contracts may be made either for the quarter or for the entire year. Until you are better acquainted with the university community it is wise not to commit yourself beyond the quarter period. Arrangements for housing for less than a complete quarter should be made with the householder in writing and filed with the Student Housing Bureau.

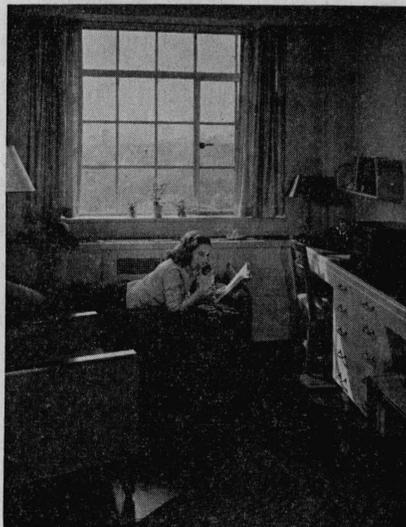
The Student Housing Bureau's offices are located in 202 Eddy Hall on the Main campus and in the Administration Building on the Farm campus.

Dormitories

All dormitories are operated on a preference system. Minnesota residents and veteran applicants receive first consideration.

Women interested in dormitory living or the cooperative houses should apply well in advance to the Director of Women's Residences, Comstock Hall. If you wish to live on the Farm campus apply at Meredith Hall. Sanford Hall and Meredith Hall are reserved for freshman women.

Men desiring dormitory accommodations on the Main Campus should apply to the Director, Pioneer Hall; those wishing Farm Campus facilities apply at Room 205, Administration Building, University Farm Campus.



A room in Comstock Hall

Applications for Thatcher Hall, a dormitory for married graduate students, are to be sent to Room 10, Administration Building on the Main Campus.

Veterans' Emergency Housing

The University operates an emergency housing project (trailers, quonset huts, prefabricated houses) for married veterans, located between the Main and Farm campuses. Space is limited and priority is given to Minnesota residents. Applications should be made to the Como Avenue Housing Project, Room 3, Administration Building.

Some emergency barrack-type facilities are available for men.

Rooming Houses and Rooms in Private Homes

Most men and women entering the University will live in rooming houses and private homes. A considerable number of rooms are usually available. Since householders list all vacancies with the Student Housing Bureau, students should contact this agency to secure such accommodations. These facilities are university inspected and approved.

All students are required to live in university approved residences, and those taking rooms elsewhere must apply immediately to the Director of the Student Housing Bureau for approval.

Fraternities and Sororities

Students expecting to pledge fraternities or sororities should remember that contracts with householders may not be broken in order to move into a fraternity or sorority house. If you are planning to pledge during your first quarter in residence, stay with friends or relatives during the rush period or select a rooming house



Scene in a Book Store

where contracts are made on a quarterly basis. After a quarter of residence, you will then be free to move to your fraternity or sorority house.

Information on rush week, pledging, and finance may be obtained at the Student Activities Bureau, Room 209 Eddy Hall.

Regulations

All students are expected to cooperate with the following university housing regulations. (1) The Director of the Student Housing Bureau must be informed of every change of address. (2)

Students planning to move at the end of the quarter are required to give the householder ten days' notice. (3) Each student is expected to assume responsibility for keeping his living quarters in reasonable order. (4) Both men and women are expected to follow hour regulations established for women's residences. Girls may entertain callers in suitable rooms in their residences until eleven o'clock on week nights and until twelve o'clock on Friday and Saturday nights and nights preceding university holidays. If they attend a social function away from the residence, they must return not later than twelve o'clock during the week, and not later than two o'clock on Friday and Saturday nights and nights preceding university holidays.

All students are encouraged to consult with the Student Housing Bureau concerning any difficulties or controversies pertaining to housing. The Bureau stands ready to offer assistance or to refer students to the proper agencies dealing with non-housing matters.

Dining Facilities

Comstock Hall, Sanford Hall, Pioneer Hall, fraternities and sororities, and the cooperative cottages serve meals to students who live there. Some rooming houses also offer room and board. There are a number of small restaurants near each campus, and on the Main campus many students eat at Coffman Memorial Union. Meals are served every day except Sunday at the following hours: the cafeteria, on the ground floor, serves breakfast from 7:00 to 10:30 a.m.; lunch from 11:05 to 1:30 p.m.; and dinner from 5:15 to 7:00 p.m.; the Gopherette, on the ground floor, has fountain service and serves light lunches at a counter from 10:30 a.m. to 2:00 p.m.; the Fountain Grille, from 9:30 a.m. to 5:00 p.m.; the commuters' lunch room, in the basement, for those who bring lunches, is open from 10:30 a.m. to 2:30 p.m., and serves drinks and desserts. The Agricultural campus cafeteria is open for breakfast from 7:15 to 8:15 a.m.; for lunch from 11:15 to 1:00 p.m.; and dinner from 5:15 to 6:15 p.m.

OTHER UNIVERSITY FACILITIES

In addition to the services offered by the Office of the Dean of Students the University also offers the following facilities which are described on the following pages:

- Faculty Advisers and Counselors, page 30
- Services for Foreign Students, page 31
- Office of the Dean of Women, page 31
- Student Employment Bureau, page 32
- Students' Health Service, page 33
- The Library, page 35
- "How to Study"—an article, page 37
- Other facilities such as the Coffman and Agricultural Campus Unions, University Bookstores, Post Office, Lost and Found, and Information bulletins, pages 43-46
- Inter-campus street car schedule, page 46.

These services have been established for **you**, The New Student. The staff members are able and eager to assist you. Please do not hesitate to ask for help and advice!

FACULTY ADVISERS AND COUNSELORS

Faculty advisers in the colleges listed below will always be ready to discuss with you any problems or questions you may have concerning your courses of study. They are equipped to tell you what educational requirements are necessary for the profession you have chosen, or in case you have not made up your mind about a profession, they may be able to help you arrive at a decision as to what you want to do. Your adviser may refer you to the Student Counseling Bureau to take aptitude tests and talk to a professionally trained guidance counselor.

In some of the colleges, advisers are assigned to in-coming students. In case you have not been assigned one, you may secure information from the following offices about obtaining a faculty adviser :

College of Agriculture, Forestry, and Home Economics, Office of the Dean, 202 Administration Building, Agricultural Campus.
School of Business Administration, Office of the Dean, 127 Vincent Hall.

School of Dentistry (includes Dental Hygiene), Office of the Dean, 149 Medical Sciences Building.

College of Education, Office of the Assistant Dean, 202 Burton Hall.
Extension Division, Office of the Dean, 402 Administration Building.

General College, Office of the Dean, 200 Westbrook Hall.

Graduate School, Office of the Dean, 234 Administration Building.

Institute of Technology, Office of the Dean, 127 Chemistry Building.

For information about advisers in specific schools of the Institute :

College of Engineering and Architecture, Main Engineering Office, 133 Main Engineering Building

School of Chemistry, Office of the Administrative Assistant, 127 Chemistry Building.

School of Mines and Metallurgy, Office of the Administrative Assistant, 103 Appleby Hall

Law School, Office of the Dean, 204 Law Building.

Medical Sciences, Office of the Dean, 127 Medical Sciences Building.

For information about advisers in specific schools :

Medical School, Office of the Assistant Dean, 136 Medical Sciences Building

Medical Technology, Office of the Director, 410M Elliot Memorial Hospital

Physical Therapy, Office of the Director, 406M Elliot Memorial Hospital

School of Nursing, Office of the Director, 125 Medical Sciences Building

College of Pharmacy, Office of the Dean, 101 Wulling Hall.
College of Science, Literature, and the Arts, Office of the Dean,
219 Administration Building.
University College, Office of the Chairman, 146 Physics Building.

SERVICES FOR FOREIGN STUDENTS

John D. Foley, Acting Adviser

Specialized personalized services are provided for students from other countries by the adviser to foreign students. Through correspondence and interviews a welcome is extended to each student as he or she arrives from another country. Individual assistance is available to those seeking housing facilities and contacts with other native or foreign students. Counseling and advisory services are also provided concerning problems of spoken English, college registration, Selective Service and Alien Registration, finance and budgeting, visa extensions, and others of an educational or social nature. All foreign students are cordially invited to call on the adviser at Room 213, Administration Building, on Deans Blegen and Montanna of the Graduate School, or on Professor A. N. Christensen, 207 Burton Hall.

OFFICE OF THE DEAN OF WOMEN

Anne Dudley Blitz, Dean of Women

The office of the dean of women at Minnesota was established in 1906 at the request of the women students themselves. They felt that they wanted someone to help unify their interests and develop their social life. From that day to this, the purpose of the office has been the same—to assist individual students in any way they may need, and to help develop the group life and the fine cooperative social activities of the women students.

Although we may not have just the information you need within our office walls, we can put you in touch with the ones who do, and can save you time and discouragement. Sometimes all you need is to discuss your problem with a more experienced person. Our friendly staff is always glad to have you sit down and talk out your perplexities, and to give you all the help in its power. Sometimes, however, you need more expert help than this. Your problem may be finding suitable living quarters—come to the director of student housing. He can help you find what you want. Perhaps you are not quite happy about your vocational choice, or perhaps you have not yet succeeded in making any. Drop in and talk it over with us and we will make appointments for you with those experts who can really diagnose your case. Perhaps you need to earn a part of your way, or you are uncertain about your expenses. We can advise with you here, and make contacts for you with the Employment Bureau. Perhaps this is your first time away from home, and everything seems pretty vast and bewildering to you. Come in and let us introduce you to some of those older girls who

have gone through all this two or three years ago, and who remember the way out.

We all want your university years to be a real adventure in living, in developing mental interests, enthusiasms, hobbies, avocations, and friendships—friendships among both your fellow students and your teachers. On a campus like Minnesota the opportunities for this kind of enrichment, not only through the classroom and laboratory, but also through outside stimulating contacts, are endless. Let us help you find some of these sources of present enjoyment and of lasting future interests.

STUDENT EMPLOYMENT BUREAU

W. L. Pedersen, Director

Many students will come to the University undecided as to their future profession or career interests. They, as well as those who find it necessary to augment their income while attending the University, will want to try out some of the varied employment opportunities which exist in the Twin City area at the present time.

The Student Employment Bureau of the University is a free employment service maintained for the purpose of helping these students find where they may make best use of their abilities. The Employment Bureau is located in Room 17 of the Administration Building and is open from 8:30 am. to 5:00 p.m. daily except Saturday when it closes at 12:00 noon.

Those wanting employment should register at the Employment Bureau as soon as possible after coming to the campus. Several hours should be allowed for this registration because aptitude tests may be required before the student is sent out for interviews. These tests are given free at the Student Counseling Bureau and a permanent record is started so that any future employer may inquire as to the personal qualifications and experience of the applicant.

The student will find a great variety of part-time jobs available at the University, and may usually choose between the Main and Agricultural campuses. By working on the campus where most of his classes are scheduled, he may save time and carfare, and thus earn more. Another great advantage in university employment is that the student may correlate his work with his studies. By working as Laboratory Technical Assistant or Laboratory Attendant, for instance, he will more quickly ascertain whether or not he wishes to make that science his life work. Or again, by helping with records or typing in a department office, he will learn some of the practical aspects of the field more quickly and realistically. If the student is not trained in any special field there is an excellent opportunity for him to make a real contribution, as well as aid himself financially, by working in one of the food services, in the University Hospitals, or in other jobs where previous training or skill is not required.

The student is urged to keep in close contact with the staff at all times in regard to his needs for additional hours of work, change of occupation, change of schedule, address, etc.

If any difficulties are encountered, the student is invited to make an appointment for a personal interview with the head of the Employment Bureau who may be able to suggest specific vocational opportunities and offer helpful advice.

STUDENTS' HEALTH SERVICE

Dr. Ruth E. Boynton, Director

The Students' Health Service is an institution maintained in the interest of the health of the university students. During the entire day, physicians, dentists, and nurses are in attendance at the Health Service dispensary; at other times emergency service is available upon request. All students are urged to report early when they are ill, for the prevention of serious conditions is much easier than their cure.

In the matter of health, every student has an obligation not only to himself but also to his university. A university student who is physically defective or in ill health is a liability to himself, to his family, and to the state; and everyone with a communicable disease is a danger to the whole university community, and particularly to his closest friends and associates.

On the Main campus, the Health Service occupies a wing of the University of Minnesota Hospitals where adequate facilities are provided for dispensary service, laboratory and X-ray examinations, periodic health examinations, dental and hospital care, including a modern unit for the isolation and treatment of infectious diseases. On the Agricultural campus, the hospital and dispensary are located in the new Health Service Building. Adequate facilities are provided on this campus for dispensary service, laboratory and X-ray examinations, and hospital care, including the isolation and treatment of communicable diseases. The normal capacity of the two hospitals is one hundred beds.

The facilities of the dispensary, medical and dental, are such that six hundred students can be given attention daily. Physicians are on duty daily from 8:00 a.m. to 5:30 p.m., except Sunday, but for emergencies a physician may be called at any hour of the day or night. In the dispensary, students may consult physicians regarding health matters and may receive treatment for illness. In addition to physicians in general medicine, the services of specialists in the various fields, such as eye, ear, nose and throat, skin, heart, lungs, orthopedic surgery, surgery, internal medicine, and mental hygiene are available to students in the dispensary and in the hospital.

The Health Service has been established for the purpose of safeguarding the health of students. Its aims are (1) to help each student entering the University of Minnesota to possess a healthy, vigorous, and active body, thereby contributing much to his success in college and in later life; (2) to reduce to the minimum the prodigious academic loss due to indisposition and illness of students. Positive health is its goal.

The following are some of the more important phases of student health work:

1. Treatment and professional care.—Students are urged to seek treatment even for mild disabilities, for proper treatment and care instituted early may prevent more serious illness and loss of time from classes. Students may enter the students' hospital upon the recommendation of a staff physician. Medical and nursing care are rendered without charge.

2. Provision for the prevention and care of communicable diseases.—Early detection and isolation of all cases of communicable diseases, such as tuberculosis, diphtheria, scarlet fever, measles, smallpox, etc., can only be accomplished through the co-operation of the student body. Immunization against smallpox, diphtheria, typhoid fever, etc., is offered to students without charge. Provision is made for the care and treatment of cases of communicable diseases in the isolation wards of the hospital.

3. Dental hygiene.—As a part of the entrance medical examination each student is given a complete dental examination by a member of the dental staff, and advised regarding the condition of his teeth. During the school year students may receive dental consultation at any time and obtain dental treatment on a cost basis.

4. Entrance medical examination.—During New Students' Week each new student is given the first portion of a medical examination. Appointments for this examination for freshmen are listed on the New Students' Week Assignment Card. For advanced standing students, appointments are made at the Health Service.

After New Students' Week **every student must complete his medical examination by keeping the following appointment:**

During the fall quarter all new students must report by appointment to the Health Service for the second part or completion of the medical examination. **A notice will be sent to your post-office box designating the day and hour for this appointment. All students must report promptly.**

At the time of the second part of the medical examination the physician with whom you are given an appointment will explain the results of the examination and answer any questions which you may have in regard to your health or physical condition. If you or your parents wish a written report of the findings of the examination, advise the physician.

5. Excuses for illness.—The dean of your college is the only person authorized by the University Senate to issue excuses from classes. If a student has been unable to attend classes on account of illness and has been under the care of the Health Service, or presents a physician's statement giving details as to duration and nature of such illness, the Health Service will mail to the dean of the college a statement containing this information. Students must report to the Health Service **within twenty-four hours** of their return to classes to obtain such statements.

6. Special fees.—For ordinary medical and nursing care no charge is made, but for services that are specialized or largely indi-

vidual in character certain fees calculated on a cost basis are charged. Some of these are as follows: for board and laundry while in the hospital after two days; for use of the operating room; for diathermia and ultra-violet light treatment; for drugs, glasses, and X-rays, and for calls upon students at their rooms.

7. Dental Service.—The Students' Dental Service has been established to give students the highest grade of treatment at the lowest possible cost. Fees are set at a rate which will pay just the expenses of the department. Students have found that this department makes possible a saving of both time and money.

8. Students' hospitals and dispensaries.—The infirmaries exclusively for the care of students are located in the Health Service wing of the University of Minnesota Hospitals on the Main campus and in the Health Service Building on the Agricultural campus. Dispensary hours are from 8:00 a.m. to 5:30 p.m. In case of emergency call Main 8551 and ask for the Health Service.

THE LIBRARY

E. W. McDiarmid, University Librarian

The library is the workshop for the instructional program of the University. The undergraduate uses it for assigned reading and the preparation of reports and term papers. The advanced student uses it for independent study or research. In addition the University of Minnesota Library contains books and periodicals which everyone should read voluntarily to be really educated. Formation of a taste for wide, well-selected independent reading is one of the chief purposes of education today.

The University of Minnesota Library is an entire system of libraries and not a collection of books confined to a single building. It includes all books, periodicals, pamphlets, and other printed material acquired by the University for use with classroom work or for independent reading, study, or research. There are separate library branches in the College of Engineering and Architecture, the School of Chemistry, the School of Mines and Metallurgy, the Department of Geology, the Law School, and the Department of Agriculture. There are smaller working collections in many other departmental headquarters.

There are more than 1,250,000 volumes in the entire library collection. Almost a million of these are in the main library building (the General Library). This is also the administrative center of the university library system.

The rules and facilities for study differ in various parts of the library system, but the essential regulations and privileges are substantially the same.

New students who have used only small libraries in which very few rules are necessary, often find it difficult at first to become accustomed to our great collection of scholarly material. Such students should: (1) learn the location of the various rooms of the library and their special uses; (2) obtain a library card at the circu-

lation desk; (3) learn how to use "reserve" books; (4) learn how to use the catalog, which is a record of the books we have; (5) become acquainted with the books in the three reference rooms; (6) learn the rules regarding the use of periodicals. These steps are much easier than they appear and members of the library staff are always willing to help.

In the smaller library branches, lending books and reading room reference use are generally combined in the same room. The larger branches and the General Library concentrate these different uses in different rooms. The Main or General Library has four large reading rooms. On the first floor is the Reserve Reading Room in which are kept the "reserve" books for definite assigned reading. Just before and after the end of the earlier class periods of the day and at the beginning and end of each quarter this reading room is crowded, and obtaining desired books at the "Reserve" desk is necessarily slower than at less crowded periods. In the evenings, on holidays, and toward the end of the day there is much less use of this room. Students can save time and increase the chances of getting the books they need if they come at these less crowded periods.

The three large reading rooms on the second floor are primarily for research and for aid in individual problems for class or independent purposes. There are about 8,000 volumes of a reference character on the open shelves of the General Reference Room, which occupies the entire front of the second floor. At the north end of this floor is the Biological-Medical Room. Here are several thousand volumes in the general field of biology and its applications (zoology, botany, medicine, nursing, dentistry, and pharmacy). A collection of reserve books in these fields is kept behind the main desk and books in these subjects may also be borrowed and returned here. Several hundred scientific periodicals are also on file. At the south end of this floor is the Periodical Room. About 3,000 different current periodicals are kept here for easy access. Library staff members are on duty in these rooms to assist students in every way possible. In the center of the second floor, adjoining the three large reading rooms just mentioned, is the main circulation desk. Library cards entitling the student to borrow books are issued here. The receipt which each student receives on payment of university fees must be presented to obtain this library card, which should be obtained as soon as possible after registration. The most important library rules governing the borrowing of books are published at the beginning of each quarter in the Official Daily Bulletin of the University, which is printed regularly in the *Minnesota Daily*.

Fuller information, chiefly of use to the advanced students, is included in the *Library Handbook* which may be obtained on application at the Reference and Circulation desks of the General Library and its branches. Systematic and regular use of the library throughout the year is important for the student's progress. Knowledge of the library regulations and compliance with them will avoid library fines and penalties and will help the library staff give the students the best service possible.

The Arthur Upson Room, at the northeast corner of the first floor, including a collection of about 5,000 volumes, was a gift to the University. Its purpose is to promote good personal reading habits and to interest students in books suitable for the later formation of private libraries.

No single library building or library room can contain all of the books and periodicals which touch on even a single field of knowledge. Students who are studying in special fields must use the special collections in their fields as well as the General Library. Students in professional or technical fields should use the General Library to obtain broader knowledge than can be obtained merely from the highly specialized collections in the library branches in technical and professional schools and departments.

Exhibits of interesting books and other objects of interest to the students and faculty of the University are placed from time to time in the corridors near the main entrance of the General Library.

HOW TO STUDY

Professor Charles Bird, Department of Psychology

An expert accomplishes his job at a high level of efficiency with the least expenditure of energy and often with the fewest number of movements. The quality and quantity of his work profit from every bit of effort that he expends. In contrast, novices and well-practiced but unskilled persons make many useless movements and get entangled in their own awkwardness. Fortunately, a small proportion of the entering freshman class is already more expert in matters of study than a similarly small proportion of graduating seniors. These freshmen bear testimony to the efforts of alert teachers who have given up the idea that anybody who tries can study properly; moreover, they invite faith in the capacity of intelligent people to profit from diligent effort, mistakes, and successes. For the few students who have already succeeded in mastering their high school subjects, this discussion may contribute nothing of practical value. It is sufficient to invite them to have confidence in their study habits and to remain alert to the few new devices having value for the learning of specific forms of skill.

A large proportion of freshmen are poorly equipped to profit from opportunities in college because they have learned harmful habits of studying. These habits will not disappear merely because enthusiasm runs high in a strange and dramatic environment. Enthusiasm is important when it drives efficient workers; it invites pity when there are few acts of skill for the expression. Perhaps the most important thing you can now do is to examine critically the study habits which you learned in high school. Did you become expert in the game of bluffing other people into believing you were a good student? Were you able to pass courses without effort and without distinction? Do you expect to repeat these tactics in the University? Your habits most certainly will persist unless a dramatic experience or an obstacle to your ambitions turns

them aside. Habits that have been nurtured throughout the elementary and high schools cannot be shed like old clothes. But the standards by which your work will be judged in the University are not the same as they were in high school. This means your university education may involve failure unless intelligent and persistent effort supplants bluffing and slipping along. A freshman who convinces himself that expertness is earned by hard work and well-directed effort has taken the first important step in successful study.

I do not wish to deny that some students advance through college successfully without advertising their hard work and that a few others, without working hard, perform creditably. These people are either extremely bright or both bright and efficient. They often continue later in life to "get somewhere" easily while other people struggle along. It is disastrous, however, to believe you belong in this select class before you have demonstrated in college examinations that you are superior to most other students. Put your confidence in achievement rather than in wishful thinking. Let the disgruntled, frustrated sophomores delude themselves into thinking that "just getting by" is the achievement of a superior person; also, note that graduating seniors rarely entertain these notions for they realize that business and professional men, with whom they hope to keep company, have little use for such silly and sentimental ideas. Give yourself a chance to measure your intellectual stature; having found your limitations, work close to their upper reaches.

Perhaps a comment about ability levels is called for. Sensible people soon learn that individuals differ in capacity; consequently, their ambitions are qualified by attainable success. Inadequate though some of the standards of selection are, college students have reached their academic level by competitive endeavor. Yet, the differences in many lines of skill found among students are very great. Some students have marked muscular co-ordination; consequently they achieve success in sport; other students are gifted in traits favoring success in music. Generally, we are willing to abide by limitations in these fields of endeavor. It is equally valuable to recognize differences in intellectual capacities and to hitch hopes to things attainable rather than to suffer constant defeat striving for possession of the stars. If you have taken the measure of your intellectual capacity, then learn to be satisfied with the course grade which reflects your own best effort. There are students with a "C" average who deserve commendation much more than students with "B" averages who are more intelligent.

Plan the Work of Each Day

Until you have established a satisfactory control of your time, keep a record of what you do each day. Memory is a treacherous servant to those who cannot tell where their time goes; contrariwise, a written record is accurate, useful, and far less flattering. Undoubtedly, you will now feel superior to such a simple exercise; later you may be forced to do what would have been a more intelligent

thing to have done from the beginning. In entering college you are becoming more independent, for instructors, unlike parents, will not feel a responsibility for what you do with your time. Your classes in high school were scheduled definitely throughout the day whereas in the University you may actually need to attend class for only a single fifty-minute period on some days. Why not admit you are a mere beginner in the art of using time efficiently and then prove the point by recording during the first two weeks how much time you spend each day sleeping, eating, studying, playing, and merely idling. Like other students, most of you will be surprised. The many hours you think you devote to study will stand out as pitifully few, unless you do the wise thing, namely, make a correction after the first day.

It is far from necessary to keep a time-budget record indefinitely since the habit of caring for essential things is readily formed. Without the aid of such a record at first a student is likely to spend a mere twelve hours a week in studying even though he is carrying a fifteen credit-hour load; yet, he will insist that he is spending twice as much time upon his courses. Every freshman thinks he is an exceptional case, but students just as enthusiastic as you have made the mistake of counting hours of idleness, conversation, and leisurely reading as study. Efficient study is aided by time and place habits. To get maximum value and enjoyment from effort, until inconsequential activities fall into their proper place, chart the use of time and plan a workable program.

Improve Reading Habits

There are times when poetry and prose should be read out loud in order that the beauty of their imagery may add to our pleasure. More often college courses put a premium upon the learning of facts and principles and require us to deal with abstract symbols. Oral reading then becomes more of a handicap than an aid to learning, notwithstanding the good intentions of advisers who assume that in reading aloud a student will keep his mind on his work. The use of the lips and tongue usually forces a student to read every word whereas meaning frequently is conveyed better by phrases. Expert readers know the value of connecting words and they rarely neglect their directing values, but these experts likewise know that shades of meaning never are suggested by words in isolation. With few exceptions, fast readers are accurate readers, yet few people read as fast as they can. Time spent in practicing reading for speed and comprehension is well invested. Make each study period a practice period in reading against time and eventually the habit of working intensively will carry over to most study situations. Some college students read less efficiently than eighth grade children and others, while freshmen, surpass in skill the average college junior. Poor reading habits often prevent expertness in scholarship.

It is good sense never to neglect words whose meanings you do not know. They should be looked up in the dictionary imme-

diately, or as soon as possible, and then they should be made to carry the appropriate meaning in their context. Words are the stock-in-trade of our thinking, but words whose precise meaning we do not know lead us to make wrong interpretations. No matter how often you forget the meaning of a word, look it up; eventually it will become a familiar guide to understanding. In this connection pay close attention to the lecturer and note the meanings he makes technical terms convey. Many are the cues he will give to you and often he will state that common-sense meanings are too general; then, be ready to note what the specific meaning adds to comprehension. Do not be discouraged by the numerous words which are strangers to you. Vocabularies grow more and more and not less and less, but the rate of their growth depends more upon serious effort than upon exposure to new words. Expertness in reading is rooted in a fine sense for the meaning of words in their context.

Ask Questions as You Read and Find Answers To Them

Rapid and accurate reading favors good retention. It is a remarkable fact that some students can read an assignment once and then make a high grade; nevertheless, most of us cannot master an assignment so readily. Shall we, therefore, read the assignment again and, heroically, still again? Two repetitions may be better than one but they are not necessarily better. If you have bad reading habits, if you are scatterbrained, if you simply cannot study without daydreaming yourself into a hero or heroine, then by piling up practice you are becoming just a little more unfitted to convince your instructor that wisdom pours from your pen—providing that modern examinations challenge wisdom. It is good sense never to read an assignment in the same way twice and better sense to read it differently with malice aforethought. Substitute for reading, as soon as possible, an active search for answers to questions and, even though it should at first offend your sense of what is right, learn to skip rapidly from paragraph to paragraph to find the answers. There is no danger of becoming an academic jitterbug as long as you are seriously trying to learn.

What I am suggesting is that you try studying by the recitation method, which, in spite of its formidable title, is only studying in the way you hope to use the habit later. As applied to textbook work, this method requires you to read an assignment rapidly with the intent to observe what facts, principles, or ideas are discussed. One thing this preliminary reading does is to help you answer questions later, but, equally important, it also gives you a "feeling" for the topic. Learning proceeds more quickly when facts or details are cemented or made to belong together. After this exploratory survey, read the first logical unit of the assignment carefully but never underline appealing phrases. Wait until you have analyzed the section and then make your textbook into an excellent notebook. Underline only the significant points and, if possible, relate ideas or explanations that belong together. This can be done by numbering in the margin of the page such as 1, 2, 3, and if there

are subdivisions by *a, b, c*. Proper underlining saves time and aids learning; poor underlining makes reading difficult and clutters thinking.

After you have dissected part of a chapter then ask pertinent questions and answer them. Naturally, the answers will not always be found in the chapter, yet in finding all there are, you will have learned better than if you had not made a search. Good questions favor the formation of active, critical attitudes; the discovery of the right answers affords training in grasping facts and ideas in their logical setting. Always check your answers since it is easy to misread and misinterpret. It is useful to commit the major points of an assignment to writing, although expert students usually spend time talking about points subvocally. Learn not to make too many textbook notes. Writing is an expensive form of learning; talking things over with oneself is quicker and just as effective.

Why is the recitation method adopted by thoughtful students? By its mastery of a subject requires less time and recall is better than when several readings are spent upon an assignment. The questions you ask prepare you specifically to meet the recitation classes, and, of greater value, they help you to escape from the class of people who have "had" courses. In later years this class of people instead of answering questions will smugly reply, "Oh, I studied that subject long ago." They regard their courses as inescapable diseases like the measles, and they seem equally happy to be over them. The recitation method lays a basis for intelligent discussion and lively conversation. Also significant is the fact that the asking of questions checks daydreaming. This indoor sport of college students is pleasant but extremely futile. Students pay the piper for building castles in the air and he rarely neglects to put red marks on their papers or to point to their scores near the bottom of a distribution chart. Can you find better reasons for your own study techniques than those supporting the recitation method?

Make Your Lecture Period an Intensive Study Period

A bright student often can learn enough in lectures to pass an examination as well as an average student who in addition to attending lectures has studied his assignments. Such an admission may not be academically proper but it is academically true; particularly is it true whenever the total score in a new-type test is the basis for a grade. I suppose we should penalize a student who has not opened his textbook if we desire to satisfy paternalistic tendencies. Yet, unless our examinations are terribly wrong, the bright student knows as much as the average student. In a more democratic society we would expect him to know more merely because he is brighter. There is one point of importance inviting conviction. Fifty minutes must be spent in a lecture period; why not spend it actively? Learn to listen. It is not easy, for you will likely be governed by prejudices that will lead you to mishear and misinterpret.

The lecture period will save you a lot of time if you listen well, think, and then record the major points in your notebook. Spoken

language gives you many more cues than written language. Note how the lecturer conveys the meaning. Particularly, learn his way of developing a topic. Being a teacher, he tries to break down complex ideas into their parts or he builds up a topic from a simple to a complex level. If he provides you with an outline on the blackboard, never be satisfied just to copy it. The outline represents the minimum structure that carries meaning for him. Your problem is to clothe the skeleton, to make it carry meaning, to force it later to aid recall.

One device may turn the balance from ordinary success to marked success in academic affairs. In many courses the lectures cover the major topics and in some they bring to you the most recent developments. If you learn to make notes systematically in lectures, using topical headings and logically ordered supporting details, it is possible to save time later when making notes from textbooks and to have at hand a complete outline of a course. Use the right-hand page of your notebook for lecture notes. Use the left-hand page, opposite the proper topical heading, for the notes gleaned from texts that cover different aspects of the same topic. Never write the same idea down twice and never copy your textbook. It is foolish to employ oneself in dictation. If you work diligently and skilfully in lectures, it should suffice to add only new ideas in your notebook when reading assignments are tackled. What then should be done with the definitely new topics in a textbook? Add notes from them on the left-hand page of the notebook and at the end of the outline. Such a notebook is of great value for reviewing a whole course. But no matter where your learning materials exist, strive to study by asking and answering questions.

Cram Intelligently, But Never Study by Cramming

It is foolish to try to remember everything, although were we to forget completely the reactions not immediately needed we would be forever trying to learn what we have forgotten. Fortunately, when we have learned something it is easier to relearn it. Cramming is a very useful supplement to learning but a very poor substitute for studying. For a last-minute assurance, cramming is a useful aid.

When studying is put off until the last minute, several penalties dangle over us. The aids that should result from lecture notes have been "put on ice" long enough to be cold, nor will they thaw out in one hectic evening—an evening not long enough for all the telephone calls or the visits to the dormitory rooms we make with the hope that Mary or John will know what we thought we had written in notebooks. This parasitic type of visiting turns an evening of study into one of jittery anxiety. Another simple but important fact is that by cramming we can rarely master all of the details which bombard us and we seldom find the most essential ones, anyway. After several hours of hectic endeavor our mind "goes blank," from which time on we most likely learn what is incorrect. Even if this extreme penalty is not our lot, long and forced sessions of work usually return less value per minute of invested time because of increasing fatigue.

Against these and several other disadvantages of cramming we may contrast one or two advantages of distributed study. Most important is the attitude toward our work. As we approach an assignment calmly yet seriously from time to time, we generate different mental sets which help us view the assignment from many angles. Errors of interpretation are not so likely to be repeated as in cramming, and facts take on new significance as we view them against the background of growing knowledge. This kind of experience is not reserved for "grinds"; it should be the privilege of all college students. Then, too, consider the social advantage of being adequately prepared through spaced and intelligent endeavor. Intimate friends do not always share our class schedules; consequently, they rightly feel we should accompany them when special functions simply will not fall upon convenient evenings. If we heroically remain behind to study, we are bothered with insistent thoughts concerning an evening of pleasure; if we take a chance and go, then thoughts of unpreparedness frequently spoil companionship. Distributed study contributes to happier living. There is no wisdom in preparing for a career four years hence if in the process you make life hard, unenjoyable, and unsuccessful. An expert is a person who does necessary things with a minimum of effort so that he may also enjoy and find satisfaction in doing things he does not have to do.

MINNESOTA UNION

The Minnesota Union, located in the Coffman Memorial Union, is an organization provided by the University to serve as a social, recreational, and cultural center for students on campus.

All students automatically pay Union fees when they enroll in the University. Your identification is your fee statement. As a member of the Union, you have the use of a \$2,000,000 building—a combination club, theater, restaurant, and recreational center.

You may take part in the program of more than a hundred kinds of services and recreational events. Through your elected student representatives on the Union Board of Governors, the governing body of the Union, you can join with 33 student committees in planning the Union program. Here you will find experiences which will supplement your academic training. You are urged to use the numerous and varied facilities and to participate in the opportunities for social training. Fill out a committee member blank in the office of the program consultants, Room 131, Coffman Union. Two program consultants are available there to counsel with you and are always ready to give suggestions for any party or program on which you want help.

Included in the Union's social program are many evening dances such as the Saturday Night Swingabouts, the annual Homecoming, Mardi Gras, and Spring Stardust dances, and other special dances. Twilites and Football Frolics are popular weekly afternoon dances. For those who wish to learn to dance or learn new variations of dancing, the Union features the popular Al Wiklund at the Begin-

ners Lindy Instruction on Thursday afternoons and Beginners Smooth Dance Instruction on Tuesdays. On Wednesday evenings the Variety Dance gives special attention to advanced instruction.

Monday Noon Movies, Wednesday Noon Newsreels, Sunday Movies, and Quarterback Sessions all feature special interest films.

Outings during the year include Hosteling, Hayrides, Sleigh-rides, Ride-Outs, Hikes, Pow-wows, Splash Parties, and Snow Week.

Bridge and Chess Instruction and Tournaments, Charm Inc., Personal Development, Community Sings, Coffee Hours, Bowling and Billiard Instruction all add to the varied type of social and recreational experience available within the Union.

For those with an interest in art and music there are bi-weekly Music Hours, a Record Lending Library with the best in classical and semi-classical records, and numerous art exhibits. Creative work can be done in the new Union Art Craft Workshop. Here equipment, materials, and instruction can be found for a wide range of activities including oil and water color painting, ceramics, leather, cloth, metal, and wood crafts. The room is open every day from 2:00 p.m. until 6:00 p.m. and until 10:00 p.m. on Wednesdays and Fridays.

For recreational reading one will find in the Terrace Reading Room hundreds of the currently popular books in fiction, non-fiction, humor, and contemporary affairs. A selected collection of magazines and newspapers add to the variety of appeal of this attractive room.

Within the limited space available, all activities and programs planned by the Union cannot be listed or adequately explained. New students are urged to secure the Union activities booklet and look for current Union events as announced in the *Minnesota Daily* and by posters on bulletin boards.

AGRICULTURAL UNION

The University Farm Union provides a social and recreational student center for those students registered in the College of Agriculture, Forestry, and Home Economics. The Farm Union, which is located in the Old Dairy Hall Building, and at the end of the intercampus car line, has a comfortable and homelike atmosphere for the student during his leisure hours. On its ground floor is a game room, game room lounge, snack bar, and the student activities room. On the first floor there is a lounge, a fountain grill and a kitchenette.

These facilities are available to the individual student for his casual use or for organizational functions such as dances, receptions, teas, social parties, or business meetings.

The Farm Union's program offers opportunity for students to take part in the coffee hours, listening hours, open houses, dance instruction, picnics, bike-hikes, talent show and other recreational activities.

UNIVERSITY BOOKSTORES

There are four University operated bookstores on the campus. One is located in Room 17 of the Main Engineering Building and is popularly known as the Engineer's Bookstore. For the most part, this bookstore caters to the students in the professional schools such as the Institute of Technology, School of Business Administration, Medical School, School of Dentistry, and School of Nursing. This store also sells such items as slide rules and stationery.

Students in the College of Science, Literature, and the Arts, College of Education, and General College usually buy their books and stationery in the Folwell Hall Bookstore, located at the west end of the basement.

The Students' Bookstore located on the Agricultural Campus, operated by the University, is for the convenience of those registered in the College of Agriculture, Forestry, and Home Economics.

All students may buy books at these three stores, but only those who buy a 25-cent membership are entitled to receive dividends, at the end of the year, which are based on the amount of money they have spent at the specific bookstore.

The YMCA on the Agricultural campus maintains a second-hand bookstore in its office in the Administration Building.

The Union Bookstore, located on the ground floor of the Coffman Memorial Union, sells books and magazines for general reading, has a wide selection of stationery supplies, but does not sell textbooks. It also contains a rental library and sells phonograph records.

In addition to the University operated bookstores, there are several privately owned bookstores in the vicinity of the campus.

POST OFFICE, LOST AND FOUND, AND UNIVERSITY ADDRESS BOOK

Post office.—An outgoing station for regular United States mail is maintained on both the Main and the Agricultural campuses. In addition the University maintains its own post-office services for the exchange of department and student communications. Each registered student who pays the incidental fee has his own post-office box. The Main campus post office is located in the basement of the Coffman Memorial Union. The post office for students in the College of Agriculture, Forestry, and Home Economics is located in the Administration Building on the Agricultural campus.

Lost and found.—The Lost and Found Department for the University is located at the post-office window in Coffman Memorial Union.

University Address Book.—The *University Address Book* is a directory of university students and employees including their addresses and telephone numbers, class, college, and post offices of students; position and addresses of employees. It is distributed in the latter part of fall quarter to all students who have paid an incidental fee. Supplements are issued winter and spring quarters.

INFORMATION BULLETINS

The General Information Department for the University is located in the lobby of the first floor of the Administration Building. Following is a partial list of bulletins which may be obtained there.

General Information Bulletin
 Combined Class Schedule
 Handbook for New Students
 Summer Session
 Correspondence Study Courses
 Extension Classes
 College of Science, Literature, and the Arts
 College of Education
 College of Education, Late Afternoon and Saturday Morning
 Classes
 Division of Library Instruction
 Institute of Technology
 School of Business Administration
 Law School
 College of Pharmacy
 College of Agriculture, Forestry, and Home Economics
 General College
 Medical School
 School of Dentistry and Course for Dental Hygienists
 Medical Technology and X-Ray Technology
 School of Journalism
 School of Nursing
 School of Public Health
 Graduate School
 Graduate Work in Medicine, Dentistry, and Pharmacy

INTER-CAMPUS CAR SCHEDULE

For the School Year 1946-47 except during the Christmas and Spring Vacations

Leaving Minneapolis Campus					Leaving University Farm Campus				
7:05	8:40	10:10	11:40	1:10	7:20	8:55	10:25	11:55	1:25
7:20	8:55	10:25	11:55	1:25	7:40	9:10	10:40	12:10	1:40
7:40	9:10	10:40	12:10	1:40	7:55	9:25	10:55	12:25	1:55
7:55	9:25	10:55	12:25	Etc.	8:10	9:40	11:10	12:40	Etc.
8:10	9:40	11:10	12:40	Last	8:25	9:55	11:25	12:55	Last
8:25	9:55	11:25	12:55	Car 6:10	8:40	10:10	11:40	1:10	Car 6:25

Half hour schedule Saturday afternoon, beginning Main Campus at 1:10; last car at 6:10. Beginning Farm Campus at 1:25; last car at 6:25. No cars on Sundays. Holiday and vacation schedules will be announced.

Passes for those who have classes on both campuses are issued at the University Post Office on the Main Campus and at the Recorder's Office on the University Farm Campus.

Tickets for the Inter-Campus car may be purchased at the Cashier's Office on either campus twenty-five rides for one dollar.

Watch the *Daily* for any changes in this schedule.

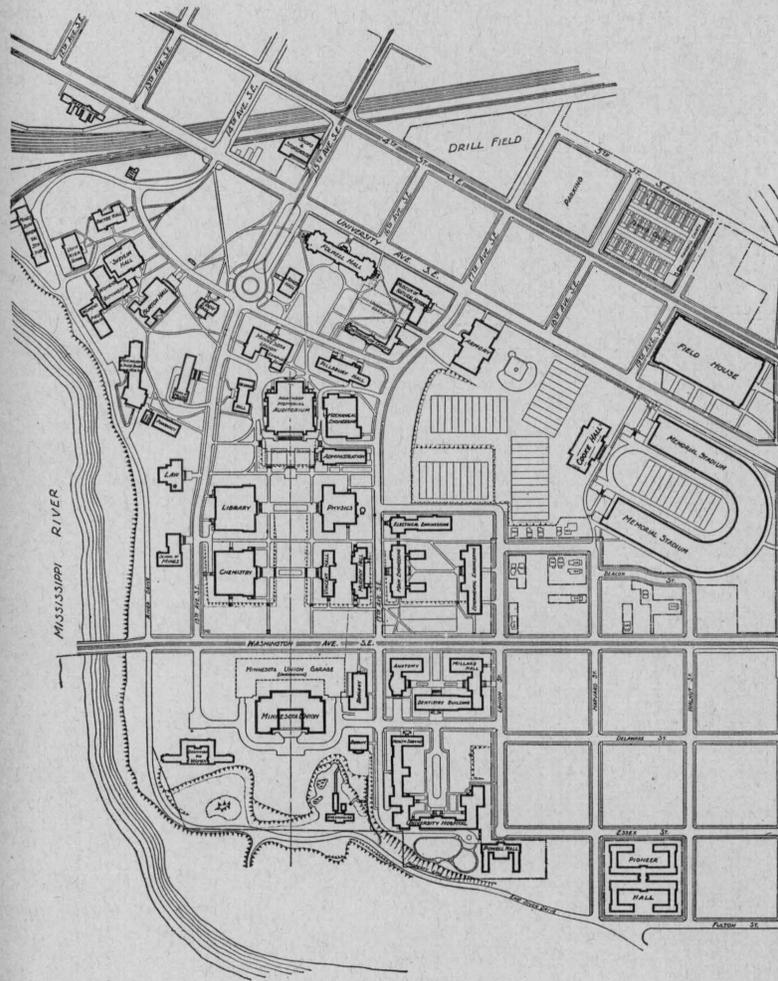
PART III

Colleges of the University

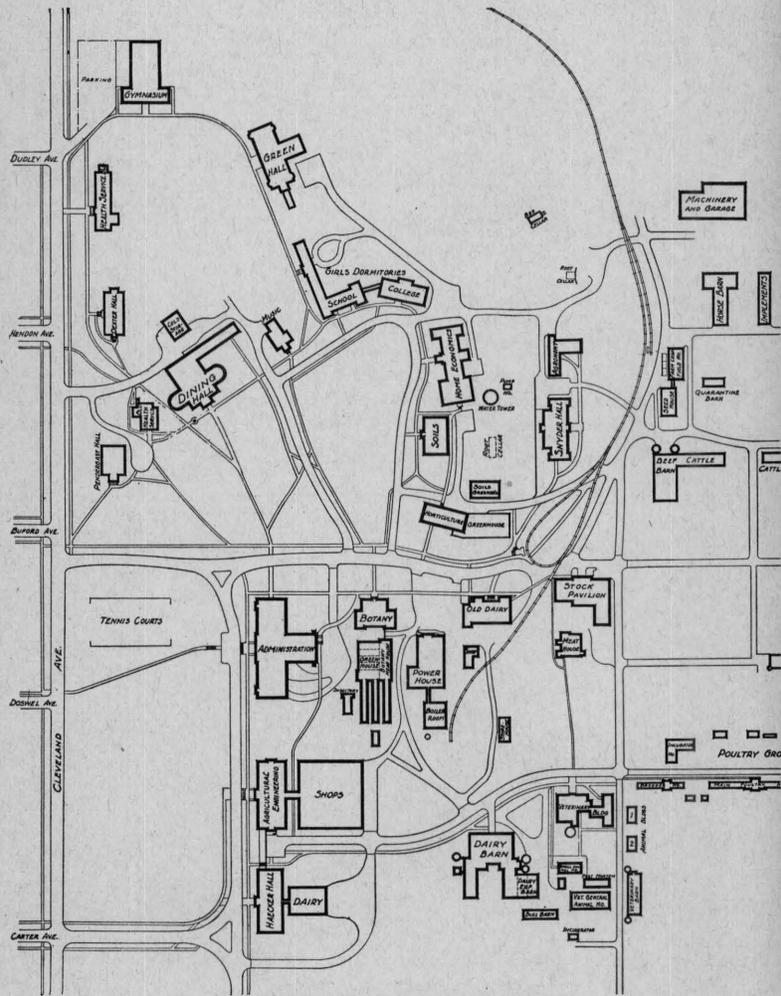
In this section of your handbook, you will find articles, prepared by the deans of the various colleges, describing the courses of instruction that are offered in the respective colleges. If you have any questions regarding courses of instruction, ask your faculty adviser or the dean of your college. They will be glad to help you.

DIRECTORY OF COLLEGES AND DEANS

College of Science, Literature, and the Arts—Dean T. R. McConnell, 219 Administration Building
General College—Dean Horace T. Morse, 200 Wesbrook Hall
College of Education—Dean W. E. Peik, 204 Burton Hall
Institute of Technology—College of Engineering and Architecture, School of Chemistry, School of Mines and Metallurgy, and Department of Physics—Dean S. C. Lind, 127 Chemistry Building
College of Agriculture, Forestry, and Home Economics—Dean Henry Schmitz, 202 Agricultural Administration Building
College of Pharmacy—Dean Charles H. Rogers, 101 Wulling Hall
Law School—Dean Everett Fraser, 204 Law Building
School of Dentistry—Dean W. H. Crawford, 149 Medical Sciences Building
Course for Dental Hygienists—Dean W. H. Crawford, 149 Medical Sciences Building
Medical School—Dean H. S. Diehl, 127 Medical Sciences Building
School of Nursing—Katharine J. Densford, Director, 125 Medical Sciences Building
Course in Medical Technology—Dr. Gerald T. Evans, Director, M519 University Hospitals
Course in X-Ray Technology—Dr. Leo C. Rigler, Director, M410 University Hospitals
School of Business Administration—Dean Richard L. Kozelka, 127 Vincent Hall
Military Science and Tactics—Armory
Naval Sciences and Tactics—Armory
Department of Physical Education for Women—Gertrude M. Baker, Director, Norris Gymnasium
Department of Physical Education for Men—Frank G. McCormick, Director, Cooke Hall



Map of Main Campus



Map of Agricultural Campus

COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS

T. R. McConnell, Dean

This college serves two broad purposes which are essentially complimentary in nature—it offers an opportunity for a general liberal education and it provides facilities for specialized training in many fields.

As a means of attaining its liberal ideal, the college emphasizes a well-rounded education which will fit men and women to utilize their abilities to the fullest extent in understanding the broad cultural backgrounds, the most significant accomplishments, and the most important problems of their society. The college wishes its students and its graduates to participate intelligently in community life and in public affairs. It attempts to stimulate enduring interests in literature and the arts. It encourages students to formulate for themselves a set of values which will constitute a "design for living." It provides means for developing and maintaining sound physical condition. It encourages desirable social and recreational activities. Finally, the college attempts to prepare its graduates to take a socially responsible part in the world of work.

To enable the student to choose a field of specialization intelligently, the college provides systematic means for the exploration of educational and vocational interests and aptitudes, and aids students in making and evaluating educational and vocational choices. This process begins when the entering student is assigned to a faculty counselor, and continues in the Senior College



Folwell Hall

with faculty major advisers. Students in this college may also secure the assistance of many all-university counseling services, such as the Student Counseling Bureau, and may, if they wish, register for the course in Vocational Orientation during the freshman or sophomore year.

Students may specialize in any one of many fields of learning, or they may be admitted to professional training in journalism, library service, or music. The college offers the essential training for those who wish to continue their specialization in the Graduate School in order to prepare for a career in research and scholarship or in such professions as public administration or social work.

The college also gives the preprofessional courses for students who are preparing for admission to the Law School, the Medical School, the School of Dentistry, the College of Education, the School of Business Administration, or the School of Nursing.

The college offers the degree of associate in liberal arts to students who have completed two full years of work in the college under certain conditions prescribed by the faculty. Students who apply for admission to the Senior College or the professional schools, as well as those who may spend only two years in the college, are eligible for this degree.

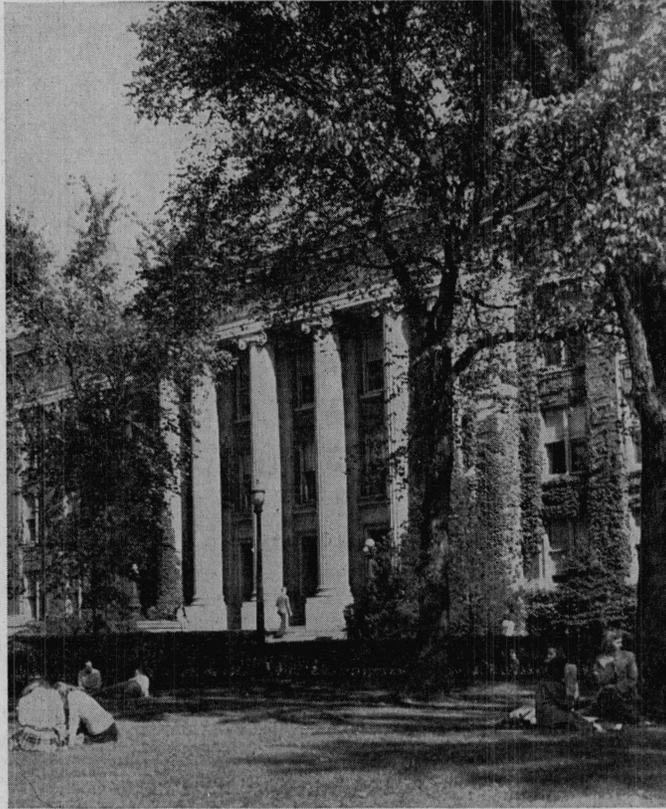
GENERAL COLLEGE

H. T. Morse, Dean

The General College has won national recognition for its program of general education. It offers courses of study designed to provide students with a broad viewpoint of their relationship to life and to their place in the modern world. It offers a general education to those who are able to plan on only one or two years of college at most. It offers an opportunity to survey several possible fields for those who are not ready to embark on preparation for one vocation or field of study.

Some students planning to enter the University find that they do not meet the requirements for entrance to the specific college of their choice. In some instances the student has not taken the required pattern of courses in high school or he may have made a poor record in high school and not achieved a high enough standard on college aptitude tests. Such a student, who chooses to enter the General College, may use the General Education program to establish himself, to prove that he is capable of satisfactory performance which will meet the standard established by another college, and to make application for transfer after a year of satisfactory achievement. Such transfers to other colleges allow the student to use the credit earned in the General College as blanket credit, usually applied as electives in the second course of study.

Other students selecting the General College may want to make use of this opportunity to study themselves, with the help of a counselor, to plan a more suitable program which will permit full use of their aptitudes in some other appropriately chosen field.



Physics Building

In addition to broad general education, the college has also set up vocational sequences which provide the necessary background for later specialization. These sequences include courses which prepare students to enter semi-technical fields in such occupations as X-ray technician, laboratory technician, receptionist, embalmer, air stewardess, salesmanager, and child care assistant. Often this preparation consists of one or two years of course work in the General College, followed by specialized training in other schools or in an apprenticeship.

In certain occupational fields, training beyond high school, but not necessarily more than two years of college, is desirable. This is particularly true of many business occupations, especially in the sales and supervisory fields in which many former General College students have found employment. The vocational sequence which

prepares students for these occupations includes courses in psychology, economics, retailing and selling, government, business letters and reports, and speech. Such courses do not duplicate or rival but complement the specialized study in other colleges. Courses in areas such as housing, art, music, photography, child care, clothing selection, and food purchase contribute directly to skills and knowledge required in various other occupational fields.

The college offers to every student the services of trained personnel counselors to help him plan his program in the light of his needs, interests, and abilities. Each student has the help of an adviser as a further aid in planning his work and checking his educational progress in the college.

The curriculum of the General College is set up in terms of comprehensive areas composed of core and contributing courses, with over-all comprehensive examinations to be passed in addition to specific course tests. Two of the nine areas and comprehensive examinations should ordinarily be completed for each year of residence in the college. Four of the nine areas are planned for orientation to the activities common to educated adults in modern democratic society. The first is concerned with the student as an individual, his relationship to other human beings, the study of the psychology of personality and human development, human biology, and other factors of individual adjustment. The second is concerned with family relationships—both the immediate ones and those to be encountered later when the young man or young woman establishes his or her own family. The third area takes up the problem of vocational adjustment, with interest and ability patterns as related to job success. The fourth orientation area rounds out the individual's adjustment to living in society by showing how he can most effectively participate in promoting his welfare as a citizen through that of his neighborhood, community, state, and nation.

The other comprehensive areas provide overviews in broad outline of the fields of science, the fine arts, writing and literature, music, oral expression, and recreational activities. By thoughtful selection of areas and courses in the college, and with the guidance of the personnel officials and staff adviser, a student may develop a meaningful concept of his life and his relationship to the world of people and things about him.

A student may take a one-year or a two-year program in the General College. During his enrolment here, he is on exactly the same status as freshmen or sophomores in any other college of the University, since the General College is a part of the university unit as are such colleges as Education, Agriculture, Forestry, and Home Economics, or Science, Literature, and the Arts. If a student satisfactorily completes two years of work in the General College, as measured by the completion of 90 academic credits and the passing of four comprehensive examinations, he will receive the degree of associate in arts from the University.

The Bulletin of the General College contains a detailed description of the various courses and a more specific discussion of

the plan and organization of the college. Students interested in the college may get this bulletin at the information window at the office of admissions and records. They should read it carefully before talking with advisers in the college about registration and selection of courses.

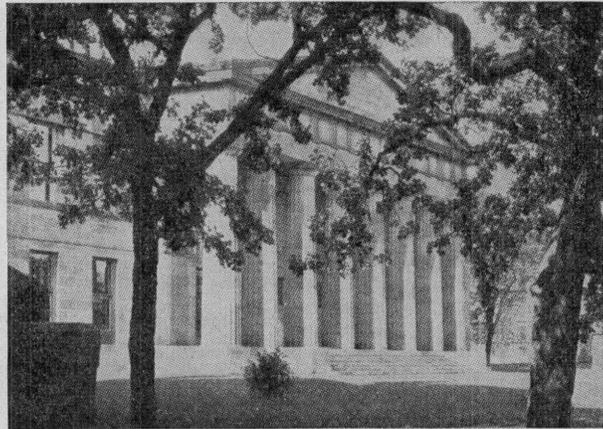
Further information on admission requirements, program planning, and counseling services in the General College may be obtained from the following college officials: Administrative staff—Mr. H. T. Morse and Mr. Alfred L. Vaughan, 200 Wesbrook Hall. Counseling staff—Mrs. Cornelia Williams, 300 Wesbrook Hall.

COLLEGE OF EDUCATION

W. E. Peik, Dean

Teaching is an essential social activity to achieve the postwar objectives of society. The school is always an active part of the civilian front. There is a teacher shortage in every field and students can therefore follow the line of their real and specialized interests. Salaries, too, are much higher now than formerly. Teaching, with 1,100,000 persons, is the largest of the learned professions for men as well as for women. Qualifications are at least average college scholarship, interest in children or young people, and interest in social progress.

The College of Education offers carefully planned programs of preparation for all types of teaching and administrative positions in the elementary and secondary public schools of the state. The Bulletin of the College of Education gives the requirements to be met by students wishing to take training for these various posi-



Burton Hall

tions. Students considering a career in teaching should study this bulletin and consult with one of the faculty advisers of the college. Advisers are available in most of the major departments and in the central college office, 202-204 Burton Hall. The student should make his choice of the training field he desires, but the college advisers and counselor, as well as the general university counselors, will be glad to be of assistance. Qualifications vary according to type of teaching field, and persons of many types can find in teaching a life of satisfaction.

For some curricula students register in the College of Education as freshmen; for others, as juniors after two years of preliminary registration in some other college. Those who are preparing to teach in elementary education, rural education, nursery schools, kindergarten, primary education, art education, trade and industrial education, music education, physical education for men and physical education for women should register in the College of Education as freshmen. Those who are preparing to teach home economics or agriculture should register as freshmen in the College of Agriculture, Forestry, and Home Economics and then as juniors jointly in that college and in the College of Education. Students wishing to graduate from the five-year curriculum in nursing education should register in the College of Science, Literature, and the Arts for the pre-nursing courses. Teachers of all other subjects, including the academic subjects and business should register in the College of Science, Literature, and the Arts as freshmen and in the College of Education as juniors. Prospective teachers should plan to take part in university student activities which are especially valuable for success and employment in the profession.

Upon graduation from any one of the specialized curricula listed in the Bulletin of the College of Education, with the recommendation of the college, the State Department of Education of the state of Minnesota will issue an appropriate certificate valid for teaching in Minnesota. These certificates have reciprocity status in many other states. Each student should, however, check carefully, not later than his junior year, with any particular state other than Minnesota in which he expects to teach to be certain that his specific preparation at this University or his state of Minnesota certification will also meet the requirements there. Special requirements can usually be met if each student will check early enough. Statements of requirements of other states are listed in bulletins on file in the office of the Bureau of Recommendations, 208 Burton Hall.

The College of Education also offers complete five-year curricula leading to the professional degree of master of education in physical education for men, physical education for women, art, music, agriculture, and home economics education; for these, registration also begins in the freshman year. Five-year programs in other fields are being proposed and may soon be available. Preparation for a position as secondary school principal, city school superintendent, supervisor, school psychologist, school counselor, or

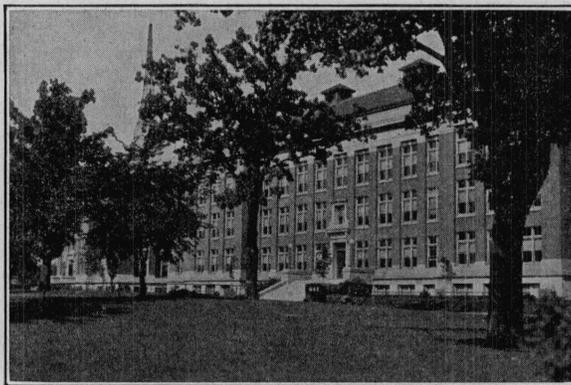
research worker, is offered at the graduate level with a major in education following undergraduate training and experience as a teacher.

INSTITUTE OF TECHNOLOGY

College of Engineering and Architecture, School of Chemistry,
School of Mines and Metallurgy, and Department of Physics

S. C. Lind, Dean

Students who plan to enter courses in engineering, architecture, chemistry, mining, metallurgy, or physics should be well prepared in mathematics and science, as well as in the general studies included in the usual high school course. No student without aptitude for mathematics should undertake these technical courses. An average of 17 or 18 credit hours per quarter is required, and a large part of it is technical and scientific in character. (A credit represents about three hours of time in class and preparation per week.) It is not necessary, on the other hand, that a student be prepared in mechanical drawing, shop work, and other vocational subjects in order to be able to pursue an engineering course with prospects of success, although these are useful.



Main Engineering Building

Arrangements have been made for new students who wish to enter any of the courses in technology to get advice during the ten days prior to the beginning of any quarter. Students who expect to register in any of the engineering courses (aeronautical, agricultural, civil, electrical, mechanical, engineering prebusiness, or architecture) should apply at the Engineering office (133 Main Engineering Building). Those who wish to register in the courses in chemistry, chemical engineering, or physics should apply at the Chemistry office (127 Chemistry Building). Those who plan to

register in the courses in mining or metallurgy should apply at the School of Mines and Metallurgy (103 Appleby Hall). Registration for the fall quarter will be September 26 and 27, and will be held in the above-mentioned offices.

All undergraduate courses in the Institute of Technology are five years in length. Veterans may take the present four-year courses in all fields except architecture. Those who wish to enter the five-year combination courses in engineering and chemistry and business administration should make application at the end of the third quarter of the freshman year, and a limited number will be accepted on the basis of scholarship. Those admitted should register both in the Institute of Technology and in the School of Business Administration.

Students who are undecided may apply at any of the three offices named above and will be referred to faculty members for advice. (Office hours daily 10:00 a.m. to 12:00 m. and 2:00 to 4:00 p.m.)

The freshman year is identical in most of the courses and nearly so in others. Thus it is not necessary that the student decide definitely in advance what course he will take. Within a group having identical requirements, he may defer decision without penalty.

To inform students about the various branches of engineering, an orientation course is provided which all students in engineering except veterans are required to attend during the freshman year. This consists of lectures by various members of the university staff, and especially professors from the departments in the technical colleges, who explain the nature of the work involved in each of the fields of engineering. In this way students are given an opportunity to become acquainted with the various lines of work in these professions and are therefore in a position to verify their choices of courses.

Although the courses in engineering, architecture, and chemistry are known as technical courses, they are broadly scientific and practical, so that students who complete them are not confined to a single field of work but are qualified to enter many different lines of professional activity for their life occupations. Many graduates enter the fields of college and university teaching in the areas of their specialization. The extensive training in mathematics, chemistry, physics, mechanics, and the professional courses taken by the graduates of these colleges afford excellent preparation for teaching in these departments.

In general, the objects of these professional courses are three: (1) to provide adequate training so that the young graduate can earn his living at his profession; (2) to provide a thorough foundation of scientific and professional studies upon which future developments may be based and which will enable the graduate to advance into positions of greater responsibility and importance; and (3) to provide a broad, cultural education and college experience as a basis for a life of usefulness and service.

The School of Mines and Metallurgy has for its object the training of young men in five professional lines:

Mining—General engineering applied to mining ores and operating companies.

Geology—Location and study of ore formations and development and operation of mines.

Metallurgy—Chemistry applied to the treatment of ores and production of all kinds of metals.

Metallography—The scientific study of metals and alloys and their uses in industries.

Petroleum Engineering—General engineering applied to oil and gas production.

The idea that a mining engineer spends most of his life underground subjected to innumerable physical risks is common but erroneous. The mining engineer must apply the fundamental principles of civil, electrical, and mechanical engineering to mining operations, and eventually superintend and direct all operations.

The course of study in the School of Mines and Metallurgy includes required work in other schools and departments of the University such as Physics, Engineering, Geology, and Chemistry. Subjects may be elected in business, cost accounting, economics, etc. Graduate courses are offered leading to the degrees of master of science and doctor of philosophy.

The laboratories of the School of Mines and Metallurgy are well designed and equipped with the latest apparatus and machinery. The Mines Experiment Station is considered by experts to be the best equipped and most unique building for that special line of work in the world. Each general division of work is administered by specialists who visit with their classes the important mining, metallurgical, geological, and oil fields of the United States.

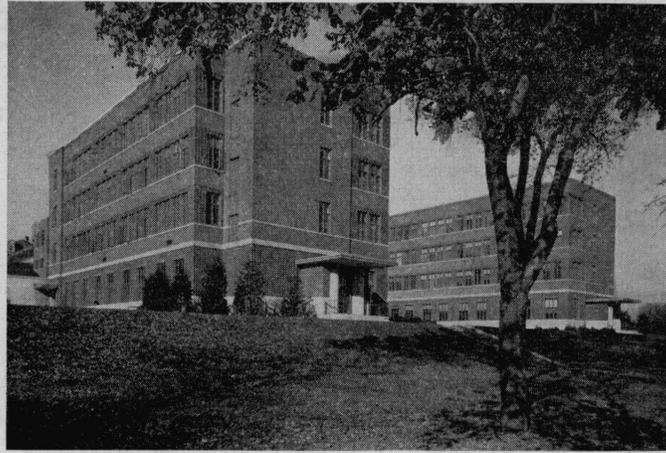
A survey made by a leading technical society is responsible for the statement that the number of students enrolled in mining and metallurgical schools throughout the country is not sufficient to take care of the demand for technically trained men. The Department of Metallography in one year received calls for thirty men which was more than three times the number of graduates in that department. Records show that 92 per cent of all graduates of the School of Mines and Metallurgy are still in engineering and technical work.

COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS

Henry Schmitz, Dean

Each of these fields opens up wide possibilities of vocations and professions and, in addition, offers a broad university education.

Agriculture offers more than just a training for farming. It furnishes employment for at least one half of our population. It needs men to produce our foodstuffs and raw material. It needs chemists, botanists, engineers, livestock experts, bacteriologists, and many other kinds of specialists to solve its scientific problems. It



Plant Pathology and Agronomy, Agricultural Campus

needs businessmen in lands and banking, marketing and transportation, and manufacture and sale of machinery. It needs journalists and newspaper men. It needs teachers in high schools and colleges, and research specialists for state and government educational institutions and inspection bureaus. It needs statesmen and leaders in public life who understand the relation of the large economic problems of agriculture to our national prosperity. This college offers training in practically all of these professions and occupations.

Forestry is not merely training in planting and cutting down trees. It is a field of wide opportunities in vocations and professions. It needs men to operate and manage the national forests with over 159 million acres of land. It needs managers for private and institutional forests. It needs men for the industries and commerce that depend on the forest for their products, such as lumber companies, pulp and paper mills, and wood-using industries, of which there are more than one hundred kinds. It needs timber engineers, consulting foresters, and technical experts in many scientific and commercial lines. It needs educators and investigators in colleges, government bureaus, and technical institutions.

Home Economics. Those who take home economics are given basic training for homemaking—the vocation which the very great majority of young women enter early and for a life-time pursuit.

Those who wish training for payroll jobs such as teaching, hospital dietetics, and others take courses which prepare them for the specific field and makes it possible for them to earn.

The Bulletin of the College of Agriculture, Forestry, and Home Economics indicates the fields of home economics for which specific training is given and lists the requirements for each.

The hospital dietetics program requires a fifth year internship following graduation from the undergraduate program. Apprenticeship training for periods of several months may be available for capable graduates of the undergraduate program in Institution Management and the Home Economics Extension.

The field of business offers opportunities for persons well qualified in foods, textiles and clothing, or related art. The basic homemaking training is considered equally important for work in the business field as an understanding of the homemaker's needs and interests are essential to successful consultant or contact work with homemakers. The greatest demand is now for teachers and hospital dietitians. Graduates with thorough training in foods are in demand also.

For general information in selecting a program of studies and referral to appropriate division and adviser, consult Dean Henry Schmitz, Room 202, Administration Building, University Farm Campus, St. Paul.

Special New Students' Week advisers are:

Agriculture

Mr. Henry Schmitz, 202 Agricultural Administration Building

Mr. A. M. Field, 205 Horticulture Building

Mr. A. C. Hodson, 16 Agricultural Administration Building

Forestry

Mr. Frank Kaufert, 110 Green Hall

Mr. E. G. Cheyney, 110 Green Hall

Home Economics

Miss Wylle B. McNeal and Home Economics Staff, 215 Home Economics Building

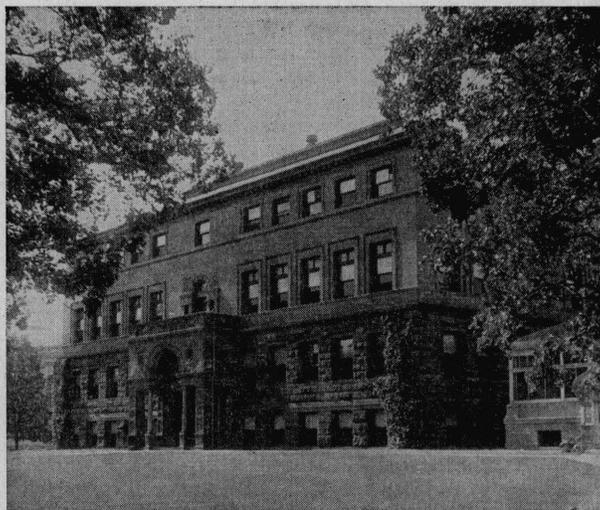


Greene Hall—Agricultural Campus

COLLEGE OF PHARMACY

Charles H. Rogers, Dean

Pharmacy is one of the most ancient and honorable of professions, antedating Christianity by some two thousand years. An essential member of the health science group, pharmacy is fast regaining the dignity and prestige earned and enjoyed when the practice of the profession was conducted along purely professional lines. For a time, through commercial exploitation and a lowering of professional standards, pharmacy became submerged in the highly commercialized drug store and the trained pharmacist found himself forced to subordinate the practice of his profession to business expediency. An awakened professional pride, high standards of training, and the establishment of a large number of professional pharmacies and laboratories throughout the country now offer inspiration and an enlarged field of activity to the prospective pharmacy student and graduate.



Wulling Hall—Pharmacy

The College of Pharmacy decelerated its curriculum the fall quarter, 1944-45. This resumption of a normal schedule will provide the students with an opportunity to complete during the summer vacations the one year of practical experience, in whole or part, that is required by law. It will also enable them to meet the requirements for state licensure examination at the earliest possible date. It is the opinion of the faculty that this policy will accrue to the benefit of the students, the faculty, and the practitioners of

pharmacy in the state and thereby to the health and welfare of the people of Minnesota.

The opportunities in the field of pharmaceutical chemistry are many. Much research is yet to be done and the medical practitioner is depending upon pharmaceutical chemists to augment his *materia medica* with scientifically synthesized and compounded medicines with which he can better combat disease.

For those who can avail themselves of advanced pharmaceutical study leading to the degrees of master of science and doctor of philosophy, respectively, the opportunities in teaching and research are excellent. There has always been a shortage of such highly trained men and it will be some time before the supply will meet the demand. These and other opportunities are waiting for those who have a sound pharmaceutical training, whose ideals are high, and who are motivated by a sincere desire to contribute their share to the advancement of the health sciences.

LAW SCHOOL

Everett Fraser, Dean

Law offers opportunities for the use of intellectual powers, independence, and public service. Lawyers draw wills, contracts, and other legal papers, settle estates, advise on the organization of corporations and other business affairs. Court work is the more spectacular, but the smaller, part of the work of most lawyers. Law is not a money-making profession. Few large fortunes are made in practice, but some lawyers become wealthy in business. Many law graduates go at once or ultimately into business, such as insurance, real estate, and finance. Many presidents of corporations were lawyers. Law study is an excellent training for business. Law is also an avenue to political life.

Indispensable qualities for success in law are character, mental ability, health, and industry. Competition is keener than in other occupations; consequently the lawyer must be abler and work harder for success. The student who does not maintain a high rank in college should not enter a law school. A third or more of those who get an Arts degree fail in the better law schools. They are generally the low ranking students in Arts. Good mathematical students are good law students. Ability in public speaking is useful but a poor reason for studying law. Helpful qualities are an interest in people, ability to make friends and to inspire confidence, poise and self-confidence, patience and perseverance.

The Law School requires a minimum of six years of college and law school study for the degree of bachelor of laws. A student may take two years of college work and four years of law school work, and receive the degree of bachelor of science in law on completing four years of the course, and bachelor of laws at the end of the course. Or a student may take three years of college work and four years of law school work and receive the degree of

bachelor of arts on completing four years of the course, and bachelor of laws at the end of the course.

The college work is done in the College of Science, Literature, and the Arts of the University. It may also be taken in any accredited college, but in the "three-four" course the third year of college work must be taken at the University in order to qualify for the degree of bachelor of arts.

Students interested in law may consult Dean Fraser at any time at 204 Law Building.

SCHOOL OF DENTISTRY

W. H. Crawford, Dean

The study of dentistry leading to the D.D.S. degree is based on a six-year program, two of which are taken in the College of Science, Literature, and the Arts, and four in the School of Dentistry. The Arts College course must include at least a year's credit in English, in biology, in physics, and in inorganic chemistry, and a course in organic chemistry. All courses in science must include both class and laboratory instruction. The minimum scholastic standing for residents of Minnesota entering dentistry is set at "C".

By arrangement with the College of Science, Literature, and the Arts, a student who satisfactorily completes three years of college work and the course in dentistry may earn both the degrees bachelor of arts and doctor of dental surgery in seven years.

The curriculum of the course in dentistry is based upon what a dentist is expected to know in order to engage in the general practice of dentistry. The combination of knowledge, judgment, and skill required for the diagnosis and treatment of the diseases and disorders of the oral cavity requires a training in the medical sciences and also the development of a highly specialized form of manual dexterity.

The School of Dentistry is located in the Medical Sciences Building in the medical quadrangle. Its complete and modern facilities are unsurpassed for both undergraduate and graduate teaching in dentistry.

Predental students are invited to call at the dean's office, Room 149, for information and advice regarding the predental and the dental course. The next freshman class will begin its course at the opening of the fall term on September 30, 1946. Applications are being received and students accepted for that class.

COURSE FOR DENTAL HYGIENISTS

W. H. Crawford, Dean

Dental hygiene as a career for young women offers unique and varied opportunities for health service to the public. The two-year course of training is open to graduates of accredited high schools, as well as to those who have had additional college work, and leads to the degree of graduate dental hygienist.

Students with advanced standing, upon entering dental hygiene, may find opportunity to work toward a bachelor of arts degree. This program consists of two years of work in the School of Dentistry and two years in the College of Science, Literature, and the Arts. When students have completed the work for dental hygienists, as specified in the Bulletin of the School of Dentistry, with an average of one honor point per credit, they may enter the Senior College of the College of Science, Literature, and the Arts. They may qualify for the degree of bachelor of arts provided (1) that they complete 90 credits of work subject to the rules regularly governing Senior College students and (2) that these 90 credits include courses to meet the Junior College group requirements which have not already been met. These 90 credits must also meet the major and minor requirements which are stated in the Bulletin of the College of Science, Literature, and the Arts.

Upon successfully passing individual state examinations the graduate dental hygienist may be licensed to practice in thirty-three states of the United States, the District of Columbia, and the Hawaiian Islands.

At all times the dental hygienist works under the supervision of the dentist. In dental offices and clinics she acts as assistant, secretary, laboratory technician, and hostess. In her professional capacity she may take X rays, administer anesthesia, do dental prophylactic work, and educate the patients in the value of mouth hygiene. Her work in public schools and hospitals is largely educational in nature. In this capacity she does much to bring to the public mind the necessity of adequate dental care.

Further information concerning the Course for Dental Hygienists may be secured from: Dean William H. Crawford, 149 Medical Sciences Building, and Miss Ione Jackson, 106 Medical Sciences Building.

MEDICAL SCHOOL*

H. S. Diehl, Dean of Medical Sciences

A doctor must mingle with all classes of people. He should be a broadly useful citizen. He should take an active part in civic and social affairs. Especially he should be a leader in public health and education in his community.

The first thing a doctor needs is above-average intelligence; the second is a good general education.

In normal times high school graduates are urged to spend four years in their premedical college studies and not to make up their minds in regard to the medical course until at least a year of college residence has passed. This will give time for orientation in the University, for a broader choice of courses, and for ample consideration of the many important questions which should be gone into before a decision to study medicine is reached. A four-year

* The Medical School administers four curricula: the Medical Course, the Nursing Course (School of Nursing), the Course in Medical Technology, and the Course in X-Ray Technology.

course will also permit a student to distribute his science courses to better advantage. The minimum time for premedic study, namely, three academic years, involves a concentration of biology, chemistry, and physics but provides also the opportunity for quite a number of elective courses which may add to the candidate's cultural background.

During your Arts college years, pay particular attention to English. Many medical men are handicapped by inability to handle their own language well. Stick to English until you can write, speak, and spell with reasonable accuracy and facility.

As to general ability and class marks it is to be noted that two thirds of the failures in the Medical School are among those who make an average lower than "B—" in their premedic work. It is, therefore, sound advice, that a student who finds he cannot make that average should not plan to enter the Medical School. In general, students in the lower half of their high school classes stand a great chance of being disappointed if they try for a medical degree. The medical course is long, difficult, and expensive. Students should not attempt it unless they are reasonably well assured of success on the basis of their previous school work. You do not sign up for the marathon unless you are a good runner.

The "premedical course" is an American device in education. The prospective doctor in European universities gets his physics, chemistry, and biology in the medical school. In other words, these are medical studies. The moral is that the wise premedical student should look upon himself as really started in medicine and as really a "medical student" from the beginning. Otherwise he may fail to realize the importance of preliminary work and find himself seriously handicapped later on.

The medical course proper according to American standards is an extension of premedical studies. Anatomy, physiology, etc., are extensions of biology, physics, and chemistry, and the practical branches such as internal medicine and surgery are extensions and applications of these sciences. Therefore no student should go into medicine unless he has good powers of observation and an interest in scientific matters. No one should choose medicine as a profession unless he is in sound health and has the intelligence and power of application to carry the severe course of study involved.

Medicine offers numerous fields of usefulness. Not only is there the broad field of general practice but there are also opportunities in public health work, the various specialties, salaried positions in institutions, teaching, laboratory work, and investigations. Women find several lines of work for which they are well adapted.

Contrary to the belief of some, the average income of doctors is not large. Students should choose the profession from desire for service or scientific inclination rather than from financial considerations.

The members of the medical faculty will be glad to consult with any student who desires advice concerning medicine as a career.

SCHOOL OF NURSING

Katharine J. Densford, Director

The deepening appreciation of the value of health on the part of the general public and the national government has been a strong challenge to the nursing profession. From its original status as a bedside service provided for the sick, nursing has enlarged its field of responsibility to provide real professional service in many phases of general health programs.

The University of Minnesota was the first university in the world to include a school of nursing among its departments of learning. Since 1909, its program has grown constantly until now its faculty and graduates are doing much to mold progress in nursing in the United States. In order to provide for each student of nursing a preparation for service in any one of the many professional fields, the University of Minnesota offers a number of different curricula. These curricula prepare for all types of community health service. They include at present: (1) the **bachelor of science program** (four to five years); (2) the **basic program** (36 months) leading to the degree of a graduate in nursing; (3) a special 30-month **program for college graduates** leading to a diploma in nursing.

In the **bachelor of science curriculum** the student has an opportunity to secure a liberal education and professional preparation including the

- (1) Degree of graduate in nursing
- (2) Special preparation in a major field such as public health or some branch of nursing education
- (3) Bachelor of science degree

This curriculum prepares one to give bedside nursing in an institution or in a home in any one of the clinical fields, i.e., surgery, medicine, pediatrics, obstetrics, psychiatry, etc. It also satisfies the qualifications for service in the U. S. Veterans Administration and other federal facilities and for such positions as transportation hostesses. The student selects, during the last year of the course, any one of a number of majors, each preparing for some special field of nursing service. These majors include Public Health Nursing, Nursing Education, Ward Administration, Teaching of Sciences in Schools of Nursing, Child Care and Nutrition. Those who elect the degree course will register in the College of Science, Literature, and the Arts for the first five quarters. During this period, they make their own living arrangements as would any student in that college. Students registering in the bachelor of science program should indicate that they are pre-nursing students at the time of registration in order that they may have an adviser from the School of Nursing faculty to help them plan their program.

The **basic curriculum** (36 months for high school graduates, 30 months for college graduates) prepares students for nursing care of patients in homes and in civilian and federal agencies. College graduates (30 months) who wish to extend their program to 36

months may elect a six-month major in any one of the fields of specialization. Students in the basic course register in the School of Nursing. In the first quarter, they have a program of class and laboratory work. For this quarter, students make their own living arrangements as would any other student in the University.

Beginning with the second quarter, students are assigned to clinical experience and maintenance is provided in the nurses' residence. All students in the bachelor of science program are assigned to the University Hospitals for the major portion of their clinical experience. All students in the basic curriculum (three-year) are assigned to either the Minneapolis General or the Charles T. Miller Hospital for major clinical experience.

In order to help in her adjustment to the program of the School of Nursing, the student is urged to make special effort to take part in the orientation program of New Students' Week and to make use of the assistance offered by the University. In addition to the services listed in this booklet, there is a counselor for the School of Nursing. She will have office hours both in 102A Millard Hall and in the Counseling Bureau.

Students may enter the prenursing portion of the degree curriculum any quarter, but upon completion of the prenursing program can transfer to the School of Nursing in the fall and spring quarters only. Those students entering the basic curriculum (three-year) may enter in the fall quarter only.

The Health Service gives a careful examination to each student during her first quarter in the University and again in the first quarter in the School of Nursing in order to determine the physical fitness of the student to continue in the program. Students who have special health problems are urged to bring them to the attention of the Health Service as early in the quarter as possible.

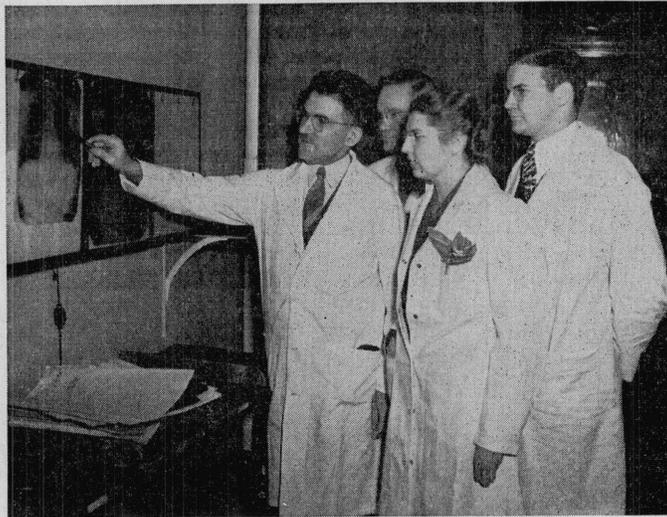
Young women who are able to carry university work, who are interested in people, who feel they would like to take care of people—both sick and well—and who are emotionally mature will find in nursing an opportunity for satisfying professional service. It is anticipated that during the coming years considerable emphasis will be given to health programs in all parts of the world and that all available nursing service will be required for the successful carrying out of these programs.

COURSE IN MEDICAL TECHNOLOGY

Combined Course in X-Ray and Medical Technology

Dr. Gerald T. Evans, Director

A medical technologist is trained in the performance of various diagnostic procedures used by physicians. Her work includes hematology, bacteriology, serology, electrocardiography, basal metabolism, the preparation of tissues for microscopic study, and the chemical analysis of blood and urine. An illustrated booklet explaining medical technology in greater detail may be obtained at the office



Interpreting an X-Ray

of Admissions and Records or at the Medical Technology office, M-519, University of Minnesota Hospitals.

The Course in Medical Technology is four years in length and leads to the degree, bachelor of science. The first two years are spent in the College of Science, Literature, and the Arts. At the beginning of the third year the student transfers her registration to the Medical School. The entire fourth year of twelve months is spent in the practical rotating service in the laboratories of the University of Minnesota Hospitals or affiliated hospitals.

The Combined Course in Medical and X-Ray Technology is a four and one-half year course leading to the degree, bachelor of science. The training is the same as that for Medical Technology, and in addition six months are spent in the X-ray laboratory at the University of Minnesota Hospitals (see section on X-Ray Technology).

The broad training obtained in these fields enables the graduate to qualify for positions requiring general or specialized laboratory experience in clinics, physicians' offices, and hospital laboratories. There are opportunities for those who have the proper training and sufficient ability to work in research laboratories associated with larger clinics, foundations, and universities.

All prospective students are urged to consult the special advisers in the Medical Technology office, M-519, University Hospitals.

COURSE IN X-RAY TECHNOLOGY

Dr. Leo G. Rigler, Director

The work in X-ray Technology includes photographic processing of X-ray films, production of roentgenograms (the taking of X-ray films), assisting in fluoroscopic examination, and assisting in the administration of X ray for therapy. The work is physically hard and requires accuracy and reliability of a high order. The position of an X-ray technologist is a responsible one, and it offers an excellent field of work, particularly for women.

Opportunities as X-ray technologist are abundant and will continue to be so for a good many years. The X-ray technologist acts as an assistant in a hospital, clinic, or a doctor's office. The work is reasonably remunerative, interesting, pleasant, and is usually very stimulating to individuals who are qualified for it. X-ray technical work gives opportunity for combining skill in a physical field with important assistance to the physician in the diagnosis and treatment of disease.

The Course in X-Ray Technology is four years in length and leads to the degree, bachelor of science. The first two years are spent in the College of Science, Literature, and the Arts. At the beginning of the third year the student transfers her registration to the Medical School. The entire fourth year of twelve months is spent in practical service in the X-ray laboratory of the University of Minnesota Hospitals.

All prospective students are urged to consult the special advisers in the Medical Technology office, M-519, University Hospitals.

SCHOOL OF BUSINESS ADMINISTRATION

Richard L. Kozelka, Dean

The increasing complexities of business operations have emphasized the advantages of the college graduate with special training in the principles of business management. The School of Business Administration seeks to prepare its students for responsible positions in the business world through both technical and basic courses.

The groundwork of management, which is required of all students, covers the relations between the business man and his employees, his customers, his competitors, and the government whose regulations he must observe. The tools of management, such as accounting, are included in the basic preparation. After obtaining this general view of the responsibilities of management, the student may receive more intensive training in one of the specialized fields of business administration. Students who wish to learn more about the opportunities and requirements in the special areas listed below are invited to confer with the adviser responsible for that field.

Field	Adviser	Office
Accounting	Mr. Heilman	313VH
Advertising	Miss Canoyer	202b-VH
Department Store	Miss Canoyer	220VH
Economics	Mr. Garver	116VH
Finance and Banking	Mr. Stehman	204VH
Foreign Trade	Mr. Blakey	223VH
General Business	Mr. Graves	204VH
Industrial Management	Mr. Filipetti	301a-VH
Insurance	Mr. Graves	204VH
Merchandising	Miss Canoyer	202b-VH
Office Management	Miss Donaldson	215VH
Personnel Management	Mr. Yoder	109b-VH
Secretarial Training	Miss Donaldson	215VH
Statistics	Mr. Mudgett	320VH
Transportation	Mr. Nightingale	19VH
<i>Combination Courses</i>		
Agricultural Business	Mr. Jesness	303a-HH Ag. Campus
Engineering-Business	Mr. Filipetti	301a-VH
Law and Business	Mr. Reighard	104VH
Pharmacy and Business	Mr. Ostlund	104VH

There is an increasing tendency for private business to raise its standards of educational requirements for new employees. This is particularly true where business is selecting potential junior executives. Both large and small companies have used the placement facilities of the School of Business Administration for selecting graduates to build their staffs. The concentration of manpower in the war effort has greatly reduced the number of students who have received specialized training in business administration during the war period. The shortage in such specialists in the postwar period will be acute for several years to come.



Vincent Hall—School of Business Administration

The government service has also increased its demands for graduates with training in economics and business administration. The university degree is accepted in full or partial fulfillment of experience requirements for many professional positions in governmental service.

MILITARY SCIENCE AND TACTICS

R. A. Ericson, Colonel, U.S.A.

The department offers subjects in two courses, the Elementary Course and the Advanced Course, ROTC, leading to a commission in the Officers' Reserve Corps, Army of the United States. The objective of the course is to train the individual in the application of modern techniques of national defense and in assumption of leadership in time of national emergency.

Several important changes have been made in the Reserve Officers' Training Corps program, and it is anticipated that the new program outlined below will be in effect with the beginning of the University fall quarter, 1946. Further information may be obtained from the professor of Military Science and Tactics, Room 106, Armory.

Elementary Course

The Elementary Course of two academic years is open as an elective subject to selected male regular students over fourteen (14) years of age, who are citizens of the United States, and who are physically qualified. The course will consist of formal instruction for a minimum of three hours per week in subjects of a general type applicable to the Army as a whole. Three college credits (per year) for satisfactory completion will be granted by the undergraduate colleges of the University. The professor of Military Science and Tactics may allow up to one year of credit in the elementary course for prior service in the Armed Forces (Army, Navy, Marines, and Coast Guard). Students of the Elementary ROTC Course will be paid a monetary allowance equal to the value of the commuted ration (approximately \$20 per month,) and will be furnished a service type uniform in kind.

Advanced Course

The Advanced Course of two academic years is open to selected applicants who are physically qualified, who have received credit for the two years Elementary Course, and who have at least two college years, either undergraduate or graduate, remaining in their curriculum. The course will consist of formal instruction for a minimum of five hours per week during the academic year, and a summer camp of eight weeks duration at the end of the first year. The course will be of the specialized branch-type in the branches represented at the University, and is designed to qualify students for reserve officer commissions in one of the several arms or services. Three college credits per quarter (nine credits per year) for

successful completion will be granted by the undergraduate colleges of the University. Students of the Advanced Course will be paid a monetary allowance equal to the value of the commuted ration and an allowance in lieu of quarters and uniform at the rate of \$1.25 per day (approximate total of \$57 per month).

NAVAL SCIENCE AND TACTICS

Hylan B. Lyon, Commander, USN

At the University, there are three different categories of NROTC training that students may enlist in. They may be **Regular NROTC** students who are appointed midshipmen and receive a salary for four years. These students are under obligation to make summer practice cruises and to serve at least fifteen months on active duty after receiving their ensign commissions in the Navy or second lieutenant commissions in the Marine Corps.

Contract NROTC students, the second type, have a civilian status, but are called midshipmen for administrative purposes. These students are entitled to uniforms and in their last two years of training receive subsistence pay and practice cruise compensation. One summer practice cruise is required. These students agree to accept a commission in the Naval or Marine Corps Reserve, but may, if they wish, and if their services are required, be commissioned as ensigns, USN, or second lieutenants, USMC and serve for not less than fifteen months of active duty.

Those ineligible for NROTC training because they are in excess of the allowed unit quota may be permitted to enroll as **Naval Science** students. They are not eligible to take practice cruises or be paid any compensation. When vacancies occur in the unit quota, these students may become eligible for enrolment as NROTC candidates.

For further information regarding NROTC training at the University, see the professor of Naval Science and Tactics at the Armory.

DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS FOR MEN

Frank G. McCormick, Director

The Department of Physical Education and Athletics for Men offers to students a wide variety of activities for recreation, physical development and health. Minnesota has one of the finest and most complete physical education plants in the country. The facilities of the Field House, Cooke Hall with its gymnasiums and swimming pools, the Stadium with its handball, squash rackets, boxing and wrestling gymnasium, the tennis courts and golf course are available to students for participation in recreational and competitive sports. There is ample opportunity for all to take part in their favorite activity or to learn new ones, either in the regularly scheduled

physical education classes or in intramural athletics. Information concerning such programs can be obtained in Cooke Hall.

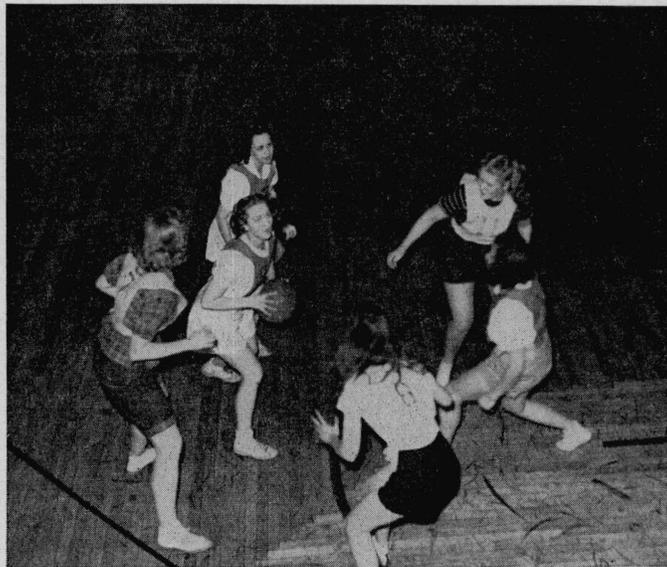
The department also offers to the student an opportunity to train himself for the teaching of physical education and athletic coaching. Four- and five-year programs leading to the Bachelor's and Master's degrees are open to interested students. Complete information on these curricula can be obtained from the College of Education bulletin or in Cooke Hall.

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

Gertrude M. Baker, Director

The Department of Physical Education for Women presents many opportunities to the freshman girl to learn new sports as well as improve present skills.

Each term a rich sampling of activities is presented in the areas of sports, aquatics and dance. Norris Gymnasium's excellent facilities include two spacious gymnasiums, two swimming pools, a large sports room with golf driving nets and archery range. Instruction in the fall quarter includes some of the following: golf, tennis, swimming, ballroom dancing, square dancing, modern dance,



Crucial Moment in a Basketball Game

canoeing and fencing, as well as clinics in carriage and personal conditioning.

In addition to the many opportunities for instruction and the open hours for voluntary participation in the late afternoon and evening there are dance, riding, and aquatic clubs for the skilled women students.

At Norris Gymnasium for Women on Tuesday of New Students' Week there will be the "Sports Parade." The demonstration will be at 3:30 p.m.

The Department of Physical Education for Women sponsors several types of programs:

1. The regular college program for colleges recognizing physical education on a time or credit basis;
2. The elective program including election of regular classes with or without credit, the open participation in the recreational offering in the late afternoon, and the opportunities for recreation presented by the Womens' Athletic Association under joint student and faculty leadership;
3. The professional program which operates on four levels: the minimum level for teaching in the state of Minnesota or the nine-credit-endorsement, the undergraduate minor and major levels, and the master of education level.

PART IV

Student Activities and Organizations

What would life at the University campus be like without student activities? Since the University recognizes the value of student organizations in contributing to the development of the individual personality, the Student Activities Bureau, in the Office of the Dean of Students, was set up to supervise and coordinate student activities on the campus. You may read about this bureau in further detail on page 20.

This section of your handbook will attempt to describe some of the many organizations on campus that you as a new student may want to know about. Some of them are open to freshmen and new students, and these will interest you most. However, in order for you to get a total picture of student activities at the University, mention will also be made of the various governing boards and councils. Since offices on these boards and councils are elective, it is unlikely that students file for these positions until their second or third year at the University.

As in any large organization, there are several rules and regulations governing student activities which have been established by the Board of Regents, the University Senate, the Senate Committee on Student Affairs, and the Office of the President, which you may read about on page 21. If you wish clarification or further information about these regulations, you may get it from a member of the Student Activities Bureau staff in Room 209 Eddy Hall.

GOVERNING BOARDS AND COUNCILS

Members of the various governing boards and councils, except as otherwise noted, are elected at annual spring elections. Usually students do not run for office their first year at the University, but rather find that work on committees of the various boards and councils gives them valuable experience. If you are interested in the work of the organizations listed below, go to their offices and tell a representative that you would like to work on a committee, and that person will do his best to put you on the committee which appeals to you the most.

All-U Council. This is the central policy-making body for all University students. Some of its many projects include New Students' Week, Homecoming, student elections, and Snow Week. The Council also appoints members of the Minnesota Foundation, Student Forum, and Campus Chest. If you want to know more about the Council, or if you want to work on a committee, go to the Council office, 228 Union. President of the Council for the current year is Eldridge Dreher.

Agricultural Student Council. This is the Agricultural Campus' counterpart of the All-University Council. It sponsors such activities as the Student-Faculty Reception, Christmas Assembly, Discussion Banquet, and the Recognition Assembly. Standing subcommittees promote the self-government Honor System and coordinate social activities. There is also an Agricultural Intermediary Board and a Board of Elections and Eligibility.

The Council's office is located in the Ag Union. Donald Nelson is president.

Union Board of Governors. In addition to student members elected at the annual elections, Board members also include four faculty members and one alumnus. Activities of the Union Board may be read about in this Handbook, page 43 which describes the program of the Coffman Memorial Union. Students are always welcome to work on Union committees. If you are interested, go to Room 131 Union and talk to one of the program consultants. Work on a Union committee is almost a "must" if you think that you would later like to run for Union Board. Joan Keaveny is president of Union Board.

Farm Union Board. Membership on the Farm Union Board is based on the proportion of students registered in the College of Agriculture, Forestry, and Home Economics. There are also seven faculty and administration members. Activities of the Farm Union Board are described on page 44 of this Handbook. President for the year is William Tate. Those interested in working on committees may receive further information in Room 9, Ag. Union.

Board of Publications. The function of this board is to establish policy and exercise general supervision over student publications such as the *Daily*, the *Gopher* and *Ski-U-Mah*. In addition to the elected student members, the board has three non-student members. Louise Graner is president.

Student Council of Religions. This organization is composed of representatives of all religious organizations on the campus. Its purpose is to promote cooperation and joint activity among the various groups. Some of its activities include a World Day of Prayer, and Religious Emphasis Week, which will be May 5-11, 1947, Brotherhood Week, and sponsorship of Church Night during New Students' Week. The group also sponsors a retreat at Camp Iduhapi and an annual picnic for members of all religious groups.

U-Farm Christian Council. Members of this group promote cooperation and joint activity among Christian groups on the Farm Campus.

Many of the colleges, professional schools, and dormitories have governing boards and councils. Information regarding the following organizations may be obtained at the respective college or dormitory office.

Architectural Student Council
Board of Associated Students of Business Administration
General College Student Council

Law School Council
Medical Technology Council
Nurses' Student Government Association
Technical Commission
Comstock Hall Government Association
Meredith Hall Self-Government Association
Sanford Hall Governing Council

Technolog Board. This board is composed of students in the College of Engineering and Architecture, School of Chemistry, and School of Mines and Metallurgy. Its purpose is to publish the *Technolog*, a magazine devoted to engineering and scientific subjects.

Arts College Intermediary Board. Members of this board are students in the College of Science, Literature, and the Arts, some elected and some appointed. The purpose is to give students an opportunity to promote student-faculty relations, to consider problems of changing curricula, and to discuss teaching policies.

Education Intermediary Board. The purpose is the same as that indicated for the Arts College Board.

OTHER LARGE ORGANIZATIONS

Associated Women Students (A.W.S.)

All women students who enroll in the University are automatically members of A.W.S. Its purpose is to promote unity and fellowship among women and to conduct a varied program of service projects; one of its largest projects is the Big Sister program. It also sponsors such events as the Cap and Gown Day Luncheon, Recognition Dinner, and Smarty Party. There are branches of A.W.S. on both campuses. Gerry Stoner is president of Main A.W.S., and Lois Foster, of Ag. A.W.S. All those interested in working on A.W.S. committees can sign up in 213 Union on the Main Campus or in the Ag. Union on the Ag. Campus.

Women's Athletic Association (W.A.A.)

This organization is open to all women students. Its purpose is to encourage the development of physical fitness and efficiency, creating a spirit of good sportsmanship and providing leadership opportunities. Carol Robin is president. All those interested may receive further information at Norris Gymnasium.

University YMCA

The YMCA sponsors such activities as freshman discussion groups, public affairs discussions, social and recreational events, intercultural groups, and student-faculty forums. A professional staff is available to help you, and you are encouraged to participate in the YM by becoming a member of a committee. The Main Campus YMCA is located at 1425 University Ave. S.E., across from Folwell Hall. The building contains comfortable lounges, recreation, and club rooms. It is open to all University students.

The Ag. YMCA has its lounges in the Ag. Administration Building. Its program is similar to that of the Main YMCA.

University YWCA

This is the women's counterpart of the YMCA and carries on an extensive and varied program including discussion groups, interfaith and intercultural groups, social and recreational events, drama club, and social activities. The Main Campus YW office is located in 215 Union, and the Ag. YW office is in the Ag. Union.

RELIGIOUS ACTIVITIES

The University of Minnesota is concerned about and makes provision for the religious life of its students. Various provisions for religious culture, some officially set up and others voluntary, are accepted and encouraged as an integral part of the students' experience in higher education. All students are searching for a satisfying philosophy of life, and the religious agencies of the University of Minnesota, through their programs and through counseling, are making a significant contribution toward this end.

All students are requested to fill out the religious census cards as a part of the regular registration procedure. Information on the cards not only allows the church of your choice to reach you with information on its program, but also permits the University to keep a complete religious census of the student body.

University of Minnesota Churches

Minnesota students will find their church established just off the campus. The churches are equipped to minister to the students' spiritual, social, and moral needs, and their programs are planned and executed by elected student councils, officially recognized by the University. The churches are student religious foundations and have national affiliations. Campus churches with their directors and locations are as follows:

MAIN CAMPUS

Denomination	Church and Director	Student Organization
Baptist	University Baptist 13th and University S.E. Rev. George C. Fetter	Roger Williams Fellowship
Catholic	Services at Chapel Continuation Center University of Minnesota Father Leonard Cowley	Newman Foundation 1228 4th St. S.E.
Church of Christ (Christian Science)	Fifth Church of Christ Scientist 12th and University S.E. Mr. Herbert W. Howard, adviser	Christian Science Student Organization 318 S.E. Harvard
Congregational	First Congregational 5th St. and 8th Ave. S.E. Rev. Phillip Gregory Miss Mary Alice Beck, director	Northrop Club 1425 University Ave. S.E.
Episcopal	Holy Trinity 4th St. and 4th Ave. S.E. Vicar Rev. George R. Metcalf Leslie N. Hallett	Canterbury Club St. Timothy's House 317 17th Ave. S.E.

Non-denominational		Inter-Varsity Christian Fellowship League Dalphy Fagerstrom, president
Jewish	Hillel House 1521 University Ave. S.E. Rabbi Norman E. Frimer	B'NAI B'RITH Hillel Foundation 1521 University Ave. S.E.
Lutheran	Grace Lutheran Church Harvard and Delaware St. S.E. Rev. C. A. Wendell	Lutheran Student Association 1813 University Ave. S.E.
	Hope Lutheran Church 6th St. and 13th Ave. S.E. Rev. C. S. Thorpe	Rev. Lael Westberg, director Rev. William Larsen, associate
Lutheran Synodical Conference	Services at Continuation Center Rev. Rudolph Norden	Gamma Delta 1701 University Ave. S.E.
Methodist	First Methodist 4th St. and 12th Ave. S.E. Rev. Virgil Kraft Miss Lilamae Iverson, secretary	Wesley Foundation
Presbyterian	Andrew Presbyterian 729 4th St. S.E. Bethany Presbyterian Oak and Essex S.E. Rev. Eric Paulson	Westminster Foundation Office Y.M.C.A. Bldg. 1425 University Ave. S.E. Rev. and Mrs. James Boren, co-directors
Unitarian Society	Unitarian Center 1526 Harmon Place Rev. Raymond Bragg	Promethean Club

AGRICULTURAL CAMPUS

Denomination	Church and Director	Student Organization
Catholic	Church of Corpus Christi Cleveland and Buford N. Father James L. Guinney	Newman Club
Congregational	St. Anthony Park Congregational 2129 Commonwealth Rev. Arthur Gilmore	United Youth Fellowship
Episcopal	St. Matthews 2136 Carter Rector, Rev. John W. Schmalsteig	United Youth Fellowship
Lutheran	St. Anthony Park Lutheran Como and Luther Place Rev. Alvin G. Lewis	Lutheran Student Association on the Agricultural Campus Miss Doris Neldner, counselor
Methodist	St. Anthony Park Methodist Church 2200 Hillside Rev. Wilbur D. Grose Miss Mabelle McCullough, associate director	Wesley Foundation at the Agricultural Campus
Presbyterian	Central Presbyterian 500 Cedar	United Youth Fellowship Rev. James Boren, adviser

New Students' Week Church Activities

Wednesday night of New Students' Week is reserved as Church Night. All campus churches will have suppers or evening entertainments with new students as guests. Reservations for the evening may be made at a special Church Night headquarters in Coffman Union on Monday and Tuesday of New Students' Week. More detailed information as to the program of your particular church may also be secured at these tables. Students who are members of Twin City Churches are invited to the Church Night, and such students should become acquainted with the campus religious groups of their faith. All campus religious organizations have provisions for affiliated memberships.

Because Church Night this year conflicts with the Jewish New Year, Jewish students will observe Church Night on October 8. For further information, inquire at the Hillel House, 1521 University Ave. S.E.

Coordination of University Religious Work

All religious work on campus is coordinated through the Office of the Dean of Students. While all campus churches have their own program, they cooperate on a total university program. Directors and student officers of the church foundations and the YMCA and YWCA secretaries serve on the Minnesota Council of Religions and a Student Council of Religions. These two councils aim at cooperation and joint activities among all student religious groups to the end that religion and religious life may be properly emphasized in the total campus pattern. Similar councils are organized and function on the Agricultural Campus.

Students who desire information on religious campus groups may call at the Student Activities Bureau, 209 Eddy Hall.

UNIVERSITY PUBLICATIONS

The Minnesota Daily—This is the University student newspaper which each of you will receive daily in your post office box. If you are interested in working on the *Daily*, go to the office in Room 10, Murphy Hall.

Ski-U-Mah (or Skum)—This year's **Ski-U-Mah** is to be a general magazine and will include articles of fact and fiction. Approximately seven copies are published during the school year. New students may file for work on either the business or editorial staffs by inquiring in rooms 13 and 14, Murphy Hall.

Gopher—The annual published by students at the University. You are welcome to work on the *Gopher*, and you may indicate your interest by signing up in the Gopher office located in rooms 11 and 12, Murphy Hall.

PUBLICATIONS OF THE VARIOUS COLLEGES

Minnesota Technolog—This is a monthly magazine put out by students in the Institute of Technology. It contains serious articles but is also famous for its humor columns.

Minnecon—An annual published by students in Home Economics. All students registered in this curriculum may work on the *Minnecon*.

Gopher Peavy—An annual published by students in Forestry.

Law Review—Monthly magazine published by students in the Law School.



Working on a Student Publication

ACADEMIC SORORITIES AND FRATERNITIES

An Interfraternity Council and a Panhellenic Association, each composed of two representatives from each academic fraternity or sorority, are responsible for regulating matters pertaining to academic fraternities and sororities on the campus. The following are recognized at the University:

Academic Sororities

Alpha Chi Omega
Alpha Delta Pi
Alpha Epsilon Phi

Alpha Gamma Delta
Alpha Kappa Alpha
Alpha Omicron Pi

Alpha Phi	Kappa Alpha Theta
Alpha Xi Delta	Kappa Delta
Chi Omega	Kappa Kappa Gamma
Delta Delta Delta	Pi Beta Phi
Delta Gamma	Phi Mu Delta
Delta Zeta	Sigma Delta Tau
Gamma Omicron Beta	Sigma Kappa
Gamma Phi Beta	Zeta Tau Alpha

Academic Fraternities

Acacia	Phi Gamma Delta
Alpha Delta Phi	Phi Kappa Psi
Alpha Tau Omega	Phi Sigma Kappa
Beta Theta Pi	Psi Upsilon
Chi Psi	Sigma Alpha Epsilon
Delta Kappa Epsilon	Sigma Alpha Mu
Delta Tau Delta	Sigma Chi
Delta Upsilon	Sigma Nu
Kappa Sigma	Tau Delta Phi
Phi Delta Theta	Theta Chi
Phi Epsilon Pi	Zeta Psi

You may receive further information regarding fraternities or sororities at the Student Activities Bureau of the Dean of Students Office, 209 Eddy Hall, or from the Interfraternity Council or Panhellenic Association whose offices are located in the Union.

PROFESSIONAL FRATERNITIES AND SORORITIES

These organizations offer additional opportunities for men and women to further their professional as well as social experiences. There are more than forty professional fraternities and sororities covering fields of medicine, engineering, dentistry, medical technology, home economics, social work, and many others. For more complete information come to the Student Activities Bureau, 209 Eddy Hall.

SPECIAL INTEREST GROUPS

Membership in these groups is usually open to anyone interested. There are language clubs; professional interest clubs, for those in fields such as engineering, chemistry, forestry, etc; music groups such as the Bach Society, concert band, University chorus; political groups such as the Republican Club, the Democratic-Farmer Labor Club, University American Youth for Democracy; dramatic groups such as the Minnesota Masquers; discussion and forum groups such as the Student Forum; and the Foundation for Student Public Relations which sponsors tours of the campus, radio programs, and provides home town news service. There is also a Veterans Club, open to all those who are honorably discharged from the armed forces; it carries on an extensive program of social, recreational, and educational activities.

Since there are approximately 200 organizations, it is difficult to list them all, but we urge you either to watch the *Daily* for meeting announcements of clubs you may be interested in, or come to the Student Activities Bureau office in 209 Eddy Hall, where a member of the staff will try to help you.

HONORARY SOCIETIES

The University has chapters of many national and international honor societies which give recognition to those students who have been outstanding as scholars or as leaders. Students are usually not elected to these societies until their junior or senior year, but those women who make a B+ average during their freshman year are eligible for membership in Sigma Epsilon Sigma, an honorary society for sophomore women. On every Cap and Gown Day, those who have received special awards are given recognition at the Convocation; in addition, students who have maintained a "B" average have their names listed in the Cap and Gown Day program.

For further information regarding these societies, inquire at the Student Activities Bureau in 209 Eddy Hall.

DRAMATIC AND SPEECH ACTIVITIES

Opportunities for those interested in dramatics and speech are both varied and numerous. Freshmen are eligible to try out for *University Theatre* productions at general tryouts and may



A scene from "King Lear"

take part in productions after their first quarter of work. After a certain number of points have been earned a student is eligible for Masquers on the Main campus. *National Collegiate Players* is an honorary professional group to which outstanding dramatics students are elected.

To those interested in debating there is the annual Freshman-Sophomore Debate for the Frank H. Peavey prize of \$100. The second event open to freshmen is the annual oratory contest for the Ludden Trust Fund prizes of \$50, \$30, and \$20. Freshmen may also try out for the annual verse reading contest sponsored by Zeta Phi Eta, professional speech sorority, in the spring quarter.

Juniors and seniors are eligible for the annual Pillsbury Oratorical Contest for three prizes of \$100, \$50, and \$25. The winner represents the University in the annual contest of the Northern Oratorical League.

A poetry reading contest is sponsored by the Agricultural campus Literary Club, which gives books as prizes. Freshmen in the College of Agriculture, Forestry, and Home Economics, are eligible to compete in the extempore speaking contest, the original oratory contest, and the intercollegiate debate teams for both men and women.

The *Radio Guild* is a speech organization. Anyone who passes requirements is entitled to membership; appointments for the tryouts are to be made in the offices of KUOM on the ground floor of Eddy Hall. Membership is not limited to the dramatic—writing and technical work are also acceptable. All of the dramatic shows of KUOM, approximately six a week during the entire school year, are handled by the *Radio Guild*.

PART V

All-University Events and Places of Interest

UNIVERSITY CONVOCATIONS

Thursday mornings throughout the academic year, except during vacations, holidays, and during examination periods, All-University Convocations are held in Northrop Memorial Auditorium during the fourth hour—eleven to twelve o'clock.

At every Convocation some outstanding speaker or artist is presented to discuss some topic of current significance or to appear as recitalist in one of the arts. During the course of the year these Convocations provide an unusual opportunity to see and hear men and women who are leading authorities in their own special fields. It is the purpose, in planning the programs, to make the series well-balanced, both in subject matter and in point of view. An attempt is made to provide "popular" lectures and entertainment in the best sense of the word, namely, that a speaker or artist of reputation and distinction presents materials—be they discussion, music, dance or otherwise—in a way that will hold the attention of a general audience.

A student may attend convocation any Thursday morning with the assurance that he will find the program both interesting and educational. Certainly the broadening influences of a University education are enhanced by consistent attendance. A brief survey of the program for the coming year will give weight to this claim. 1946-47 will bring Educators Lyman Bryson and Harry Gideonse; Adventurer Peter Freuchen; Dancers Delacova and Berk; Singers Pauline Pierce and Gene Greenwell in *Faust in Modern Miniature*; World Personalities Ely Culbertson, Howard Pierce Davis, and others; Literary Figures Carl Carmer and Paul Leysac; Commentator Nathaniel Peffer; Sociologists Carey McWilliams and probably Alaine Locke—and others equally interesting in various and many fields of individual interest. These should give you some idea, however, of the scope of the convocation program which is open to all students without charge. And parents may listen, too, over the University's own radio station KUOM.

UNIVERSITY ARTISTS COURSE

The twenty-eighth season of the University Artists Course brings to the University of Minnesota campus one of the strongest and best balanced selections of artists ever to appear in any one

course. This has been evidenced by the unprecedented demand for season tickets. Included in next year's course will be the following world-famed artists:

Friday, October 11—YEHUDI MENUHIN, Violinist

Menuhin has not appeared in recital in Minnesota for nearly ten years. During those years he has grown from the greatest of all child prodigies into a mature genius which ranks him as one of the world's great violinists.

Monday, November 11—JUSSI BJOERLING, Tenor

Regarded as the greatest of all living tenors, Jussi Bjoerling upheld that reputation when he sang the lead in a role in LA BOHEME with the Metropolitan Opera Company in Minneapolis last May.

Thursday, November 21—KARLAKOR REYKJAVIKUR—
The Icelandic Chorus

Making its first American tour and with twice as many cities requesting appearances as can be worked into the itinerary, The Icelandic Chorus has excited the anticipation of the millions that love male choruses.

Wednesday, January 22—MARIAN ANDERSON, Contralto

She has become an American institution. Critics will argue about the mechanics of her singing but no one will deny that she has the greatest power over audiences of any living singer.

Tuesday, February 4—CHICAGO SYMPHONY ORCHESTRA

Desire Defauw brought the Chicago Symphony Orchestra here last fall amid great fanfare—only to surpass even the wildest claims that had been made for its excellence and his own inspired leadership.

Wednesday, February 19—RUDOLF SERKIN, Pianist

Those who have heard and seen Serkin play under the baton of Mitropoulos are eagerly awaiting his first recital appearance in Minnesota. He ranks among the greatest living pianists. His musicianship is unexcelled.

Tuesday, March 11—LUBOSCHUTZ and NEMENOFF,
Duo Pianists

Certainly the most sensational, and probably the greatest of all duo-piano teams in the world today. To hear them play is to hear the best in this uniquely fascinating field of piano recitals.

Season tickets for the course are now on sale at 109 Northrop Memorial Auditorium. There is a very definite saving in buying the season ticket rather than individual admissions. In all probability the season sale will exhaust the seating capacity of the auditorium as it did last year. Thus the only sure way to hear these great artists is to buy a season ticket. They are priced at \$9, \$7.80, \$6.60 and \$5.40, but at the time this is written only the \$5.40 season tickets are still available. However any seat in the auditorium affords perfect vision and hearing.

MINNEAPOLIS SYMPHONY ORCHESTRA

The presence on the University campus of the internationally famous Minneapolis Symphony Orchestra affords musical opportunities to students that are not available at any other university.

Founded in 1903, the Symphony Orchestra promptly won national recognition. Since 1930 its concerts in Northrop Memorial Auditorium have won the universal appreciation of students and faculty, many of whom subscribe for the eighteen concerts of the regular Friday night Symphony Orchestra series at the attractive reduced rates available to university students, faculty, and employees.

The ninety highly trained artists of which the Symphony Orchestra is composed, are drawn from the world's great music centers. They are directed by Dimitri Mitropoulos, a native of Athens, Greece, recognized as one of the outstanding musical personalities of our time.

In addition to its regular concerts, the orchestra presents annually a series of Sunday afternoon "Twilight" concerts, and three concerts for young people. Programs include the great masterworks of music, both classic and modern, and are planned to be entertaining as well as educational.

The eighteen Friday evening concerts comprising the University Subscription Series begins on October 25 and the season closes on March 21. The list of guest artists to appear during the season includes Robert Casadesus, Egon Petri, Artur Rubinstein, Artur Schnabel, Hilde Somer, pianists; Fritz Kreisler and Tossy Spivakovsky, violinists; Gregor Piatigorsky, 'cellist; Martial Singher, baritone, Eleanor Steber, soprano and Astrid Varnay, Wagnerian soprano.

Season tickets for the eighteen concerts in the series are offered at prices (tax included) of \$21.60, \$28.80, \$36.00, \$42.00 and \$50.40. Students, faculty and employees of the University are entitled to a reduction of \$5 from the above prices with the exception of the section priced at \$21.60.

Extra concerts to be given in addition to the Subscription Series include two performances by Hurok's Russian Ballet Company and the Orchestra on December 16-17; five afternoon concerts for Young People; and the usual Sunday Afternoon Twilight Concerts at popular prices.

Further information regarding the symphony season may be secured at the Symphony Ticket Office, Room 106 Northrop Memorial Auditorium.

UNIVERSITY GALLERY

Exhibitions—The University Gallery in its exhibitions functions in a reporting or news capacity, as well as doing an educational piece of work for the students on our campus. We can mention only a few of the plans but we will ask you to watch for the exhibitions on housing. One of these days you will be able to have the house you want. This subject is coming under the most critical analysis by more people than it has probably had in all history; the kind of a house, its situation, its neighborhood, new materials, and the developments technologically are all under the

lens for study. Other exhibitions will report the new trends in many of the arts. These trends will be explained. If you want to know "what's in the news" of the art world, you can follow it at the Gallery. The annual Robineau Memorial exhibition in ceramics was discontinued during the war. The exhibition is outstanding in its display of work done by ceramic sculptors and ceramists and is unique of its kind in America. Provided this exhibition becomes available we will show it. Be alert for the dates of all exhibitions which will be announced by posters on the bulletin boards and in the *Minnesota Daily*.

The Gallery is on the fourth floor and it also uses the third and fourth floor corridors of Northrop Memorial Auditorium. Admission is free and everyone is welcome. The hours are from 8:30 to 5:00 weekdays; Saturday hours are 8:30-12:00 m.

The Student Framed Print Collection—The University believes that to know paintings one must live with them. Students are offered framed color reproductions of some of the great pictures of the world. These may be rented only by students registered in the University at the very nominal fee of 25 cents per picture each quarter. The student is entitled to only three. Rental begins the first week of each quarter. Come early if you want to have a good selection, for these pictures are very popular. The rental office is in Room 306 Northrop Memorial Auditorium—hours are from 1:30 to 4:30 p.m. weekdays except Saturday during the first week of the quarter, and after that they are only offered Tuesday and Wednesday from 1:30 to 4:30 p.m.

The Art Reference Room—Large pictorial and clipping files are available for study and to those doing research and teaching. The Art Reference Room, 308 Northrop Auditorium is open from 8:30 to 5:00 p.m. weekdays Monday through Friday; Saturday the room is open from 8:30 to 12:00 m.

Why a Gallery?—There is a growing realization that the arts serve a vital purpose and especially through the past three war years the response to art became alive and active. The arts are often the most enduring record men leave to posterity; they have survived innumerable holocausts of war, and they have survived this past one. The heritages of beauty are important; they serve as living examples of the finer flowering of man's nature. Every person who is college bred needs to know something about all of the arts. Here at Minnesota there is unusual opportunity to hear and see "the finest music, radio, good theater and dance." A very fine lecture program is offered and the University Gallery gives you the "news" in some of the other art areas.

UNIVERSITY THEATRE

The University Theatre, located in the Music Building is rated among the finest college and community theaters in the country. Its standard of production contributes greatly to the cultural enrichment and entertainment of the University. Students are

encouraged to participate in its activities, not only as members of the audience, but also as actors and technicians. For this purpose, general tryouts for all university students are held during the first week of each quarter.

The Theatre's major season consists of five plays selected from the classics, outstanding original scripts, and popular present-day successes. This is supplemented by a Young People's season as well as by numerous experimental and one-act plays. A special season book makes it possible for students, faculty, and employees to attend at a greatly reduced rate.

The tentative schedule for 1946-47 reads:

October 15-25	"Caesar and Cleopatra," by G. B. Shaw
November 12-17	"Skin of our Teeth," by Thornton Wilder
December 2-8	"Fresh Fields," by Novello
January 21-26	"Admirable Crichton," by J. Barrie
*February 3-15	"Rip Van Winkle," by Grace Ruthenberg
March 4-9	"Merry Widow," by Franz Lehar
*April 8-13	"Mr. Dooley, Jr.," by Rose Franken and Jane Lewin

* Children's Series.

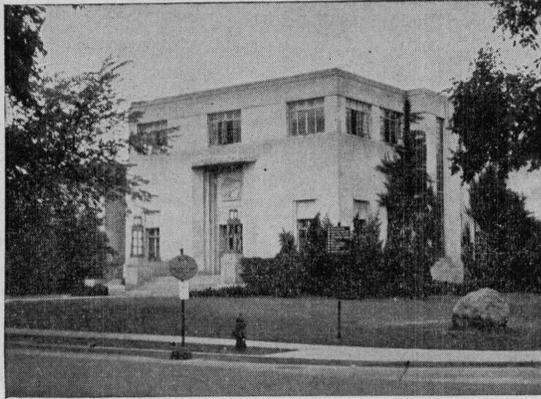
CULTURAL OPPORTUNITIES NEAR THE CAMPUS

In addition to concerts at Northrop and plays in the Music Auditorium, you will find many cultural opportunities in the Twin Cities. Minneapolis has two well-known art galleries: the Walker Art Center and the Minneapolis Institute of Arts. St. Paul has an art gallery, a science museum, and the Minnesota Historical Society.

During the winter season, many road show companies come to theaters in down-town Minneapolis and St. Paul, and in the spring you opera fans may be able to see performances by the Metropolitan Opera Company which are given in Northrop Auditorium.

MUSEUM OF NATURAL HISTORY

The Minnesota Museum of Natural History is a light-colored stone building located on the Main campus at the corner of University Avenue and Seventeenth Avenue S.E., directly across from and facing the Armory. Large habitat groups of animals and birds and many smaller exhibits are shown in attractive cases amid modern surroundings. The main objects of the museum are to preserve in life-like poses amid natural surroundings the wild animal life of the state of Minnesota, and by labels, lectures, and publications to convey to all interested persons the information that it assembles. All students of the University, as well as the general public, are cordially invited to come and inspect the building and its contents. Admission is free. Hours are from 9:00 a.m. to 5:00 p.m. weekdays; and from 2:00 to 5:00 p.m. Sundays and holidays. For further information in regard to the museum apply to the director, Room 300, Museum of Natural History.



Museum of Natural History

INTERCOLLEGIATE SPORTS

Student Season Athletic Privilege Books

The Student Season Athletic Privilege Book admits students to all home intercollegiate athletic events. Included in the 1946-47 calendar are six football games, eleven basketball games, eight or more hockey games, and at least eight baseball games as well as numerous events in track, wrestling, swimming, gymnastics, and boxing.

The Season Ticket sells for \$8 and represents a considerable saving to the student; comparable public tickets for football and basketball alone would cost over \$25.

The sale of the Student Season Athletic Privilege Books opens Thursday, September 19 at the ticket booth on the ground floor of Coffman Memorial Union and closes at 5:00 p.m. Tuesday, October 1. Groups of students desiring to sit together must turn in their coupons together during this period.

Participation in Sports

Any man who is interesting in trying out for varsity or freshman squads should consult the coach of that particular sport in Cooke Hall.

1946 Football Schedule

Home Games :

September 28—Nebraska
October 5—Indiana
October 19—Wyoming
November 2—Michigan
November 9—Purdue (Homecoming)
November 16—Iowa (Dads Day)

Games Away :
October 12—Northwestern
October 26—Ohio State
November 23—Wisconsin

1946-47 Basketball Schedule

Home Games :
Sat. Dec. 7—De Paul University
Mon. Dec. 9—South Dakota University
Sat. Dec. 14—Ottumwa Naval Air Station (Tent.)
Mon. Dec. 16—St. Louis University
Sat. Jan. 11—Michigan
Sat. Jan. 18—Michigan State
Sat. Jan. 25—Indiana
Sat. Feb. 1—Northwestern
Sat. Feb. 15—Purdue
Mon. Feb. 17—Iowa
Sat. Mar. 1—Wisconsin

1946-47 Hockey Schedule

(Incomplete)

Dec. 27-28—Yale
Feb. 7-8—St. James
Feb. 14-15—Michigan
Feb. 21-22—Michigan Tech.

Other athletic events, schedules of which will be announced

later—

Baseball

Golf

Gymnastics

Swimming

Tennis

Track

Wrestling

CALENDAR OF EVENTS FOR FALL QUARTER

- Sept. 22 Sun. YWCA First Nighter Preview
- Sept. 23-27 New Students' Week Activities (see schedule of events in Part I of this Handbook)
- Sept. 23-Oct. 17 Exhibit of Contemporary Paintings—University Gallery
- Sept. 28 Sat. Meeting of all women going through Rushing. Jr. Ballroom, Coffman Memorial Union.
Football Game. Memorial Stadium, Minnesota vs. Nebraska.
- Sept. 28-Oct. 6 Rushing
- Oct. 1-Oct. 21 Exhibit of Paintings by Josef Albers—University Gallery
- Oct. 5 Sat. Football Game. Memorial Stadium, Minnesota vs. Indiana
- Oct. 8 Tuesday Church Night for Jewish Students
- Oct. 10 Thurs. AWS Campus Sisters' Party
- Oct. 11 Fri. Artists Course Concert—Yehudi Menuhin, violinist
- Oct. 12-13 AWS Retreat
- Oct. 19 Sat. Football Game. Memorial Stadium, Minnesota vs. Wyoming.
Interfraternity Ball
- Oct. 25 Fri. Gala Opening Concert. Minneapolis Symphony Orchestra. Orchestral program
- Oct. 28-Nov. 9 Exhibit of Barbara Morgan Dance Photos—University Gallery.
- Oct. 31 Thurs. Rooming House Council's Hayride and Dance
- Nov. 1 Fri. Minneapolis Symphony Orchestra, Eleanor Steber, soprano soloist
- Nov. 2 Sat. Football Game. Memorial Stadium, Minnesota vs. Michigan
- Nov. 4-Dec. 14 Exhibit—"How To See Sculpture." University Gallery
- Nov. 8 Fri. Varsity Show. Northrop Auditorium
- Nov. 9 Sat. Homecoming Football Game. Memorial Stadium. Minnesota vs. Purdue
Homecoming Concert. Minneapolis Symphony Orchestra. Gregor Piatagorsky, cello soloist
Homecoming Dance. Coffman Memorial Union
- Nov. 11 Mon. Artists Course Concert. Jussi Bjoerling, tenor
- Nov. 15 Fri. Minneapolis Symphony Orchestra. Artur Rubinstein, piano soloist

- Nov. 16 Sat. Dads Day. Football Game. Memorial Stadium.
Minnesota vs. Iowa
- Nov. 21 Thurs. Artists Course Concert. Icelandic Chorus.
- Nov. 22 Fri. Minneapolis Symphony Orchestra. Orchestral
program
- Nov. 25-Dec. 28 Exhibit "A Century of the Greeting Card."
University Gallery
- Nov. 27 Wed. Foundation Ball
- Nov. 29 Fri. Minneapolis Symphony Orchestra. Fritz Kreis-
ler, violin soloist
- Dec. 6 Fri. Minneapolis Symphony Orchestra. Martial
Singher, baritone soloist
- Dec. 7 Sat. Basketball. Minnesota vs. DePaul University
- Dec. 9 Mon. Basketball. Minnesota vs. South Dakota Uni-
versity
- Dec. 13 Fri. Minneapolis Symphony Orchestra. Artur Schna-
bel, piano soloist
- Dec. 14 Sat. Basketball. Minnesota vs. Ottumwa Naval Air
Station (tentative)
- Dec. 16 Mon. Basketball. Minnesota vs. St. Louis U.
- Dec. 20 Fri. Minneapolis Symphony Orchestra. Orchestral
program
- Dec. 27 Fri. Minneapolis Symphony Orchestra. Orchestral
program

Watch the *Daily* and the bulletin boards for further details. Announcements of the University Theatre productions will be found on page 89. Convocations will be held in Northrop Auditorium every Thursday morning at 11:00.

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MINNESOTA SONGS

Hail, Minnesota

*Minnesota, hail to thee!
Hail to thee, our college dear!
Thy light shall ever be
A beacon bright and clear.
Thy sons and daughters true
Will proclaim thee near and far.
They will guard thy fame and adore thy name,
Thou shalt be their Northern Star.*

*Like the stream that bends to sea,
Like the pine that seeks the blue;
Minnesota, still for thee
Thy sons are strong and true.
From thy woods and waters fair,
From thy prairies waving far,
At thy call they throng with their shout and song
Hailing thee their Northern Star.*

—Truman Rickard, '04

The U. of M. Rouser

Chorus:

*Minnesota, hats off to thee!
To thy colors true we shall ever be;
Firm and strong, united are we,
Rah! Rah! Rah! for Ski-U-Mah,
(Shouted) Rah! Rah! Rah! Rah!
Rah! for the U. of M.*

—Floyd Hatsell

End