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BULLETIN OF THE UNIVERSITY OF MINNESOTA



The Moccasin

NUMBER 24

FOR NEW STUDENTS

1953-1954

UNIVERSITY OF MINNESOTA

“Founded in the faith that men are ennobled by understanding, dedicated to the advancement of learning and the search for truth, devoted to the instruction of youth and the welfare of the state”

—Northrop Auditorium Facade

Founded 1851

Volume LVI

No. 24

June 2, 1953

Entered at the post office in Minneapolis as semimonthly second-class matter, Minneapolis, Minnesota. Accepted for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 12, 1918.

Welcome to Minnesota

This bulletin has been prepared for you—new students, and your parents—to provide an understanding of some important parts of college life at the University of Minnesota.

The Office of the Dean of Students and the All-University Congress dedicate it to you and to the great tradition of which you are now a life-long member.

As a student you can serve your University by devoting yourself to your studies and by carrying your responsibilities of citizenship in activities and organized student affairs. After graduation you can also serve, like thousands of others, as a loyal alumnus of the University of Minnesota.

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To the New Members of Our Student Body:

Welcome to the University of Minnesota.

You will find that the campus is an exciting place, with a rich and varied life of its own. The people you will meet, the new experiences that await you will make the days and years that lie ahead some of the most memorable you will ever know.

New worlds lie open in the classrooms, libraries and laboratories where you will be at work from now on. The discoveries that you will make about yourself—your potentialities, your special abilities and the joy you will find in using them to their full

extent—these will have the meaning of rewarding adventure.

The University presents incomparable opportunities. I urge you to make the most of these opportunities in the time that you spend here. Your career at the University can set the pattern of achievement and success that will persist throughout your entire life.

In these times there are many forces acting upon us—political, social and economic—over which we have little control. We can, however, seek to gain control of our intellects and emotions so that we may bear ourselves with intelligence and dignity whatever the circumstances. There is no better way to achieve this end than by participating fully and responsibly in the experience of higher education.

In welcoming you to the University let me say that it is my earnest wish that your days here will be happy and fruitful ones.

Sincerely,

f. l. Morrill x
President

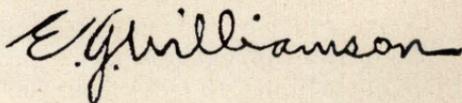
To the New Students:

To each of you a warm personal welcome to our University community—your school years will be rich with opportunity for intellectual and personal development. And I am certain that each of you will become a responsive member of the Community of Scholars.

Perhaps you are enrolling in our University to prepare yourself for professional success. That is indeed a worthy purpose, but it is only one of the rich opportunities your University offers to you. We want you to gain broadened and deeper understanding of our cultural resources. These undertakings may seem to be ambitious ones, but all can be achieved by those who work, think and play enthusiastically. Our expectations are high and generations of Minnesota students have accepted the challenge and endowed the University with its enviable reputation for educating intelligent and effective citizens.

To the parents: the many educational and personnel services of the University described in this handbook are at the disposal of your sons or daughters. We will do our very best to help them develop into men and women of whom you will be proud. I look forward to meeting you personally at the Parents' Day Program on September 20.

Cordially yours,

A handwritten signature in cursive script that reads "E. J. Williamson". The signature is written in dark ink and is positioned below the typed name.

*Dean of Students and
Professor of Psychology*



To Parents of New Students:

Your sons and daughters will soon begin a very important experience in their lives, becoming University students. No doubt you have long planned for their university education, and now we of the staff at the University of Minnesota want to do our part in making their experience successful.

You may be sure that the University recognizes its responsibilities for giving your children a sound preparation for the future, not only as professional men and women but as intelligent citizens. This preparation is based upon a deep understanding of the past and the development of their ability to assess and weigh facts, to discard fallacies, and to reach valid conclusions. Integrity, a sense of values, loyalty, and responsibility—these too should be developed by a university education, for the University of Minnesota is more than a large school; it is a community in which your children become active citizens.

This community is a warm, friendly one. From a student's first day on the campus every effort is made to help him enter happily and successfully into University life. Professional people interested in his welfare—doctors, counselors, teachers—are always available to help with any physical, emotional, or scholastic problem.

The Moccasin describes the University community and its services so that you parents, as well as the new students themselves, may become better acquainted with your University. We hope that during the years to come you will visit it and see it in action.

We of the University staff are proud and deeply appreciative of our opportunity to serve you, the parents, by educating your sons and daughters.

THE UNIVERSITY STAFF

History, Traditions, and Orientation



The Mall

History

YOUR INHERITANCE—Senior classes in high school usually make wills bequeathing to the lower grades their trophies, their offices, and sometimes their jokes. More seriously and much more substantially, the generations of students, faculty, administrators, and regents have left you an inheritance. A part of it is the physical plant of the University; social and scholastic traditions are another part; but the greatest bequest of all is the belief that a university should do more than prepare you for your profession, the belief that a university should help you to become not only a good doctor, lawyer, or businessman, but a trained intelligence, a poised and intellectually responsive human being aware of the richness of life and the needs of society.

You can see evidence of this belief in the importance of general education in the inscription above the columns of Northrop Memorial Auditorium:

THE UNIVERSITY OF MINNESOTA

FOUNDED IN THE FAITH THAT MEN ARE ENNOBLED BY
UNDERSTANDING . . . DEDICATED TO THE ADVANCEMENT
OF LEARNING AND THE SEARCH FOR TRUTH . . . DEVOTED
TO THE INSTRUCTION OF YOUTH AND THE WELFARE OF
THE STATE

The wide range of campus activity—clubs, sports, student government, plays, concerts, lectures—and the wide variety of courses offered you are proofs that you are the heirs of a great concept of education, over a century in growing. As you enjoy this inheritance and accept your responsibilities as a student, you will be adding to it and will in turn pass it on enriched to those who will follow you.

THE BEGINNING—Small and struggling as it was, there was a University of Minnesota, in name at least, before there was a state of Minnesota, for the University was established by an act of the Minnesota Territorial Legislature in February, 1851. When it was first opened, the University was located near St. Anthony Falls in what is now downtown Minneapolis. For the

first few years it was, however, an academy giving courses at the high school level.

HARD TIMES — After the school was moved to the present Minneapolis campus in the mid-1850's, it had to fight for its existence. First, it was hit by the national depression of 1857; then, during the Civil War and for some time afterwards, it was closed completely. In fact, John S. Pillsbury, pioneer Minneapolis merchant and early Minnesota governor, and other civic leaders barely saved the University from extinction. Squatters lived for a while in the first building on the Minneapolis campus, Old Main, which burned in 1904.

RECOVERY AND GROWTH — In 1869 the University reopened as an institution of higher learning, with eighteen students and with the renowned William Watts Folwell as the first president. Though it still had a high school department, Minnesota was now in fact a university. From that second beginning, the University has grown steadily in the scope and quality of its training and research. Though the University was limited to liberal arts education during his tenure as President, Folwell laid the foundation for the University's academic and research program and, more important perhaps, for a state wide university integrated closely with the state's school system.

Minnesota graduated its first class in 1873, a class of two members, as compared with some 7,000 students graduating yearly in recent years.

PRESIDENTS AND UNIVERSITY GROWTH — In 1884 Cyrus Northrop succeeded Dr. Folwell as president. During the twenty-seven years of his tenure, President Northrop guided a growing university. Professional schools — engineering, medicine, dentistry, pharmacy, nursing, mines, chemistry, education, and law — were added. Then, the first of its kind in the nation, the University School of Agriculture was established in 1888 on the St. Paul campus, and soon was followed by others at Crookston, Morris, Grand Rapids, and Waseca. The Graduate School, now one of the University's largest departments, was organized in 1905.

Students gained their first full-fledged opportunity for self-government when President George E. Vincent, 1911-17, spon-

sored organization of the University Council, now the All-University Congress. The University Senate, providing a more democratic faculty administration, also was organized in the Vincent era.

It was during this period that the Extension Service was established to carry advantages of higher education and the fruit of University research to non-resident students of all ages. An extension of this highly valuable phase of University service came during Lotus D. Coffman's presidency in the opening of the Center for Continuation Study on the Minneapolis campus, a center for short courses and other forms of instruction for adults.

During President Vincent's tenure a great forward step was the organization of the Mayo Foundation, affiliating the superb facilities of the Mayo clinic at Rochester with the University Medical School for enlarged post-graduate medical education.

The School of Business Administration was set up in 1919 to meet the growing need for college trained business executives in the state, and in 1935 the University's various branches of engineering were coordinated under a single dean as the Institute of Technology.

Through the succeeding administrations of Marion L. Burton, Dr. Coffman, Guy Stanton Ford, and Walter C. Coffey, the institution continued to grow with the introduction of such divisions as the School of Public Health, Music Department, Art Department, School of Journalism, Department of Athletics and Physical Education, School of Social Work, and others. In Dr. Coffman's administration, the Board of Regents was firmly established as the supreme governing body of the University, subject directly to the will of the people of the state.

TODAY'S UNIVERSITY — Dr. James L. Morrill, the present president, assumed the post July 1, 1945. His administration has been marked by such forward steps as the start of a \$34,000,000 building program for the Twin Cities campuses, to be completed in 1958. This huge program includes the Mayo Memorial Medical Center on the Minneapolis campus and taking over of the former Duluth State Teachers College as the University Duluth Branch, for which a 10-year building program on

a new campus was recently adopted. Also, there has been the establishment of the School of Veterinary Medicine on the St. Paul to community projects, and, most of all, in the reputation for other songs and cheers. (See pp. 16 and 86.)

Today's University is larger than the school which in 1873 graduated its first class of two members; now some 7,000 students graduate each year. In 1946 there were 28,312 resident students, and in recent years the enrollment has been 18,000 or more, including Duluth and St. Paul campuses.

Today as never before, the University makes more contributions to the state and nation through research. Medicine, agriculture, engineering, and social welfare benefit from its experiments and surveys. The Minnesota Multiphasic Personality Inventory, the conquest of brucellosis, and the development of taconite processing came from studies sponsored by the university.

Today's University covers more territory, literally and figuratively. Through the Extension Division, the Duluth Branch, the games, exhibits, concerts, lectures, and publications it sponsors, it touches and enriches the lives of hundreds of thousands who are not University students.

But today's University is still devoted, as it was more than a hundred years ago, to the instruction of youth, to the healthful, social, intellectual, and ethical development of the individual student, to the discipline and exercise of his mind—in the faith that men are ennobled by understanding.

Traditions—The Minnesota Way

Many years after a student leaves the University of Minnesota he carries with him rich memories of campus experiences, friendships, and the part he played in keeping the respected traditions at the University.

Traditions serve as the outward expression of student loyalty to a school, a loyalty that increases as we identify ourselves with our University. This loyalty is expressed in a variety of ways—in the tremendous roar that fills Memorial Stadium when the Golden Gophers score, in the thousands of hours students devote

to community projects, and, most of all, in the reputation for scholarship that Minnesota maintains. The lasting power of loyalty can be seen in the activities of alumni who support the Greater University Fund and the Alumni Association.

Some of the traditions of loyalty developed at Minnesota are described in the following section. You will be happy to learn what they are, to observe them and to develop your own.

Scholastic and Academic

SCHOLARSHIP TRADITIONS—The University of Minnesota has always been famous for the outstanding scholars among its graduates. Forty-six scholastic societies at the University maintain this tradition. Almost every one of the professions for which training is offered in the University has organized an honorary society to recognize leaders in its field.

Students attaining high scholastic records at the University traditionally receive recognition at commencement, being graduated With Distinction, With High Distinction, Cum Laude, Magna Cum Laude, or Summa Cum Laude.

COLLEGE TRADITIONS—The separate colleges and schools of the University traditionally set aside special days to celebrate and to honor their outstanding students. Among such time-honored observances are Engineers Day, Education Day and Forestry Day. Parades, banners, buttons, games, coffee hours, dances and open houses inform other students that one of the colleges is celebrating.

SENIOR ACTIVITIES—Seniors don't just graduate. They take part in many special functions, some honoring them for work well done. It is traditional for a Senior Banquet to precede the commencement exercises, with parents and friends joining in an evening of entertainment. Then with pageantry and ceremony, several thousand robed and tasseled seniors receive their degrees in Memorial Stadium. The Senior Show, a gala review of college years, and the Baccalaureate service are other senior class traditions of long standing.

CAP AND GOWN DAY—Cap and Gown Day is so named because on that day graduating seniors wear their academic robes

for the first time at a convocation honoring those of high scholastic attainment. But activities of the day are not limited to seniors. Many of the leadership and scholarship societies announce the students newly elected to membership. During the day's ceremonies, a number of scholastic awards and prizes are presented to outstanding students.

CONVOCATIONS—A tradition of fine convocations for students dates from the very earliest days of the University. In addition to the regular convocations which feature famous speakers and artists, there are several traditional meetings such as the "M" Convocation, the President's Convocation (opening the school year), Baccalaureate service and the Cap and Gown Day Convocation.

Citizenship

RECOGNITION DAY—On both the Minneapolis and St. Paul campuses, the student governing boards sponsor recognition programs for student leaders. Three groups of awards are presented by the All-University Congress: Order of the North Star, Order of the Gopher, and Order of Recognition. Sophomore girls chosen for membership in Chimes are introduced to the student body by serving as ushers at the Recognition Dinner.

LITTLE RED OIL CAN AND DEAN FREEMAN AWARD—Given in recognition of service and leadership on the St. Paul campus and are two of the most cherished prizes at the University. Years ago, a well-known student leader acquired a reputation for having the gas tank on his car run dry. At a campus convocation he was given a "little red oil can" in which to carry extra fuel. This original can was passed along for years from one leader to the next. Recently it was retired and now a small model of the original red oil can is presented to continue the tradition. Dean Freeman was, until his retirement, one of the beloved deans of the St. Paul campus.

BROTHERHOOD WEEK—The purpose of an annual Brotherhood Week is to dramatize and stimulate a year-round

program of education for intergroup understanding and better human relations on the campus.

CHARITABLE GIVING — The student group coordinating all student charitable drives on the campus is the Social Service Council. Members of this Council express concretely the Minnesota conviction that learning charitable giving is an important part of one's University training.

In the fall quarter, a Campus Chest drive collects funds for worth-while service projects. During the winter quarter the Social Service Council coordinates the work of several organizations raising money for the Red Cross, March of Dimes and the Christmas Seal Tuberculosis Fund. When spring returns to Minnesota, it's Campus Carnival time, with its own midway, sideshows and other entertainment. Proceeds from this Carnival are given to scholarship and loan funds.

RELIGION IN LIFE WEEK — Through its program of meetings, discussions and lectures, Religion in Life Week offers students an opportunity to re-examine their personal religious beliefs. This traditional observance also fosters a clearer understanding of the fellowship to be found in our cultural heritage.

Social and Athletic

TRADITIONAL BALLS — Even moonlight and roses have a place among student traditions at the University. The first of these traditional balls is the Welcome Week Dance just before classes begin in fall. Others are the Senior Prom, the Military Ball, the Navy Ball, the Interfraternity Ball, the Panhellenic Ball, the Junior Ball, the Mardi Gras Ball and the Stardust Dance.

HOMECOMING — Parades, bonfires, pep-fests and open houses are all parts of the traditional homecoming celebration. This is the time when former students return to visit their University and meet old friends. The climax of the celebration is a football game. Join in the festivities — it's the Minnesota way!

SNOW WEEK — The University's annual mid-winter festival — usually with snow, sometimes without — includes skiing,

skating, tobogganing, hockey, the traditional dog sled races and tug o'war, with the Sno Ball as a colorful climax.

GREEK WEEK—Every year fraternity and sorority members schedule a week of exchange dinners and luncheons, panel discussions, social activities and a Greek Week banquet. Emphasis throughout the week is on the constructive part which fraternal groups play in the University community.

LITTLE BROWN JUG—Since the famous Minnesota-Michigan football game of 1903, ending in a 6-6 tie, the Little Brown Jug has been the winner's trophy in the annual gridiron meeting of the two teams. The jug is actually blue on one side and maroon on the other, each side displaying a gold M. For several years the Little Brown Jug has rested in the Michigan showcase, but this year the Gophers plan to bring it back to Minnesota.

TEAM SUPPORT—Cheering the athletic teams of Minnesota with songs and yells is a tradition as old as intercollegiate sports competition. During the earliest years of Minnesota football, students borrowed yells from the eastern schools. But since that time our own students have written and adopted many other songs and cheers. (See pp. 16 and 86.)



Little "Brown" Jug

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 the 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.

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.

Minnesota Fight Song

Min-ne-so-ta! Come on! Let's go!
It's a loyal crowd that's here;
With a Sis-boom-ah, and a Ski-U-Mah!
For the var-si-ty we cheer Rah! Rah!
The old fight gang! On your toes—Slam! Bang!
Hit 'em hard and hit 'em low.
So Fight, Minnesota—Fight!
Min-ne-so-ta! Come on! Let's go!
(Words underlined are to be shouted, not sung.)

Orientation Program

Several orientation programs help you prepare for university life. The word "orientation" designates the activities planned and presented by other students, the faculty, and staff to help you successfully start on your college career.

Ordinarily it would require much time and effort to make friends and to become familiar with the University. But the orientation program is designed to acquaint you more quickly with the scholastic customs, the rich traditions of the University, the classroom requirements, and the students and their extracurricular life. When you make use of the orientation period you are better prepared to take your place early and effectively in this University community.

A Six-part Program

There are six major parts to the University's orientation program for new students. These are (1) *The Moccasin*, (2) the Two-Day Orientation-Registration Program, (3) New Student Clubs, (4) New Student Camps, (5) Parents' Day, and (6) Welcome Week.

THE MOCCASIN, a handbook for new students, is the booklet you are reading. It is written to answer many of the questions you will ask. It may also stimulate other questions to be raised during later orientation activities. This booklet lists services available to students, defines terms in everyday use at the University, and serves as a brief introduction to the community which is the University. It is a useful handbook.

We urge you to keep your copy readily available during the orientation period and throughout your stay at the University. Parents also will want to read *The Moccasin* as a means of understanding the University and what it offers to sons and daughters.

TWO-DAY ORIENTATION-REGISTRATION PROGRAM is specially designed for the entering new student. Each day, Monday through Friday during the entire month of August and part of September, new students assemble in Coffman Memorial Union on the Minneapolis campus of the University. Classified by college into groups of twenty, the new students are assigned to an upperclassman who acts as a sponsor to guide the group and answer questions.

During the two days of this program, you may take tests to help you plan your classwork, you will register for fall quarter courses, and you will learn your way around the campus—all in the company of other new students. At this time you may arrange for room and board during the school year, apply for part time work, or take care of other personal matters.

Because it is a simple way to avoid confusion during the first days at the University, **ALL NEW STUDENTS ARE EXPECTED TO ATTEND ONE OF THE TWO-DAY SESSIONS.** Normally students are assigned two days on which to attend, but other arrangements are possible. Overnight lodging in a University dormitory can be obtained through the Student Housing Bureau for approximately \$2. Meals at a reasonable price can be bought on the campus.

NEW STUDENT CLUBS. Each group of approximately twenty students at the Two-Day Orientation Programs forms a New Student Club. A chairman, secretary, and name for the club are chosen with the sponsor's help. The main purpose of these clubs is to acquaint you with other students of the same class and with similar interests. Another purpose is to provide a stepping stone to participation in student activities.

NEW STUDENT CAMPS are leadership training programs for new students at the University. The programs are held simultaneously at five summer camps near Minneapolis and St. Paul from Friday afternoon to early Sunday afternoon the week end before Welcome Week. This year the camps are scheduled for the week end of September 18-20. All new students are urged to enroll in camp experience as part of orientation.

At each camp small discussion groups are formed to give students an opportunity to learn about classroom procedures, textbooks, assignments, student activities, and other University matters. Square dancing, campfire sessions, and similar activities provide recreation. Upperclassmen and University staff members also attend the camps.

Since facilities for camp programs are limited, not all can attend. Those who are interested in the camps will get more information and a chance to apply during the Two-Day Orientation-Registration Program. Cost of attending the camps will be approximately \$12. A few scholarships are available for students who need financial aid.



Balloons Signal Kickoff

NEW STUDENTS' PARENTS' DAY is an outgrowth of the interest parents have in what their sons and daughters will be doing at the University.

The Sunday preceding Welcome Week, September 20, many parents will accompany their sons and daughters to the campus. They will convene in Coffman Memorial Union to meet Dr. J. L. Morrill, President of the University, Dr. E. G. Williamson, Dean of Students, and many others. Following the general meeting, faculty members will join visiting parents in small groups to discuss programs of the various colleges and to answer questions relating to counseling services, courses, professions and similar matters. Parents are then invited to meet other visiting parents and other faculty members of the college in which their son or daughter will study.

WELCOME WEEK, from Sunday to Sunday of the week preceding the opening of classes, is a time for new students to complete their registration, buy textbooks, meet other students and faculty members and in general get settled in their new life at the University. The dates this year are September 20 through 27.

Activities of Welcome Week include demonstration classrooms, guidance in study methods, tests of knowledge and intellectual ability, a physical examination, St. Paul Campus Day, Religious Foundation Night, campus tours and recreation. Students may also complete their arrangements for room and board.

New student clubs give each student a starting point for planning his activities of the week. Students who did not join one of these clubs at a Two-Day Orientation session will be assigned to appropriate groups during Welcome Week. Upperclassmen assist new student clubs throughout the week.

FURTHER INFORMATION

Any student who has not received enough information on the orientation program through regular University channels may ask for more complete information from the Office of the Dean of Students or the Student Activities Bureau on the Minneapolis campus. A phone call or letter to either department will produce the needed information.

Colleges and Schools



Art Class

Colleges and Schools of the University

A university is an institution organized for teaching and research in the higher branches of learning, and empowered to confer degrees in special departments. It is made up of colleges for general instruction and schools for special or professional instruction. It is characterized by its broad program of studies, covering all fields of knowledge and developing the whole man to the extent of his capabilities. The University of Minnesota is a university in this sense as well as in name.

A list of colleges and schools at the University of Minnesota shows how broad is the field of learning open to students:

- ★ College of Education
- ★ College of Pharmacy
- ★ College of Science, Literature, and the Arts
- ★ General College
- ★ Graduate School
- ★ Institute of Agriculture
- ★ Institute of Technology
- ★ Law School
- ★ Medical School
- ★ School of Business Administration
- ★ School of Dentistry
- ★ School of Nursing

Within these colleges and schools are departments which further identify the fields of study by subject matter. In addition, there are independent departments and divisions devoted to such fields as Physical Education, Medical Technology, and Military and Naval Science and Tactics.

Detailed information about the schools and colleges may be obtained at the college offices, in college bulletins, in the *General Information Bulletin*, and from faculty advisers and counselors. This section of *The Moccasin* merely points out some of the interrelationships of the colleges and explains some of the procedures and methods common to all of the schools and colleges.

General Education

When you enter the University the whole range of human knowledge is before you. In our modern complex society it is increasingly difficult to select wisely and well those elements which

are necessary for the kind of an education which looks first of all to a student's future life as a responsible human being and citizen and secondly to his competence in some occupation.

General education at the University of Minnesota is designed to provide the broad base of knowledge and understanding which makes life meaningful and makes the individual effective as a member of his own society.

AIMS OF GENERAL EDUCATION—What are the elements of a general education? What are its aims? In brief, they are as follows:

First of all, perhaps, a general education will include the study of oral and written language to increase the student's ability *to understand others and to express his own ideas effectively to others*. Communication is so fundamental in any kind of society that it might well be considered the keystone of a general education.

A general education also should enable the student *to attain a balanced social and emotional adjustment* through an under-



Modern Dance

standing of human behavior, the enjoyment of social relationships, and the experience of working cooperatively with others. Closely allied to this adjustment is the development of a set of principles for the direction of personal and group behavior.

Participation as an active, responsible, and informed citizen in the discussion and solution of the social, economic, and political problems of one's country is a desired outcome of general education. Both the disciplines and subject matter of many classes at the University contribute to this aim.

Another aim is student ability *to understand the fundamental discoveries of science in their implications for human welfare* and in their influence on the development of thought and social institutions.

General education should also develop the ability *to understand and appreciate the scientific method and to use it in the solution of concrete problems*. This is frequently spoken of as the ability to think for oneself—sembling and weighing facts to reach sound conclusions. Without this ability, no one can rightfully claim to be educated.

Also an important aim of general education at the University is the development in students of the ability *to understand and enjoy fine arts, to appreciate literature, art, music and other cultural activities* as expressions of personal and social experience. If possible, students should also learn to participate in some form of creative activity. A minimum acquaintance with these artistic forms of human expression is essential for the student who hopes to draw from the best around him in leading his own life.

Other elements of general education at the University enable the student *to improve and maintain his health, to make intelligent decisions about community health problems, and to acquire knowledge and attitudes basic to a satisfying family life*.

Finally—and this is important—the elements of a general education will enable a student *to choose a socially useful and personally satisfying vocation* that will enable him to utilize fully his particular interests and abilities.

Ideally, the above named aims of general education should be achieved in full measure by all University students. Some will be gained through formal instruction in courses of the vari-

ous schools and colleges. Others will be gained through extracurricular activities and out-of-class experience.

Students are encouraged to discuss with advisers and counselors the programs of study and the courses which best contribute to a general education. Each student's needs will be different from the needs of others, and determining a study program to meet those needs is a matter for individual planning.

Professional and Vocational Education

General education as described above should definitely contribute to vocational competence in any field, but the University in its colleges and schools also offers students complete and expert professional training in the many fields which require college education. If a student is to meet the technical demands of his job after graduation, he must do good work in this phase of his education too.

Some students will find all the facilities they need for sound vocational training in one college, school, or department. Nurses,



Using Audio - Visual Equipment

for example, get most of their professional training in the School of Nursing, lawyers in the Law School, and dentists in the School of Dentistry.

Other students, in preparing for a career, will cross college lines and take professional courses in two or more colleges or schools. A student who is preparing to teach high school English or mathematics will take courses in the College of Education and in the College of Science, Literature, and the Arts. A student who plans a career as an agricultural journalist will take courses in the School of Journalism and in the College of Agriculture, Forestry, Home Economics, and Veterinary Medicine. Engineering students may enroll in a program that combines Institute of Technology courses and School of Business Administration courses.

Careful study of college bulletins and consultation with an adviser will help a student in deciding which colleges and schools can contribute to his professional training. The opportunities for career preparation at Minnesota are as great as a well-equipped and well-staffed University can make them.

The various kinds of occupational training do not all take the same amount of time. Some study programs extend beyond the regular four years usually thought of as comprising a college education. And the University also offers students several two-year study programs for training as library technicians, practical nurses, morticians, technical aides, or retail salesmen.

In achieving a balance between general education and vocational preparation, students will be serving their own best interests.

The information which follows on credits, honor points, teachers, tests, and class attendance will help students understand what is expected of them in all of the University's colleges and schools.

Studies at the University

Entering the University from high school, you will find the classes and studies different from what you are used to. Probably the greatest change will be that in college there is much more responsibility for completing assignments with fewer reminders from teachers. At the University, most teachers inform students of the nature of an assignment, set the date it is due, and offer to answer questions about the assignment. From then on, it's up

to you. This method of handling classwork does not indicate a lack of interest on the part of teachers; it is part of a basic educational program in training you to meet mature responsibilities.

LIBRARY WORK FOR CLASS—Another difference is that University students spend fewer hours per week in classroom study than high school students do. At the University, however, you have more assignments and out-of-class work to prepare. Since “homework” is a necessity, you will frequently have to visit the Library for materials needed in completing your work. Seldom, if ever, will all the reading for a course be from one textbook. A Readers’ Adviser in the Library is always at hand to help find the information needed. As an extra aid new students receive a special handbook to guide their use of Library facilities.

Credits for Course Work

A credit refers to a unit of academic work counting toward graduation. Whereas in high school one credit is commonly



Radio Workshop at KUOM

given for an entire year's study of a subject, the University grants credits on a quarterly basis. A University credit usually means the student earning it has attended one lecture period each week throughout a quarter or has attended two hours of a laboratory class each week of a quarter. Thus, members of a class that meets three times a week for a lecture are taking a three-credit course.

A student who, in a given quarter, take courses that will earn him a total of 14 credits is said to be "carrying 14 credits." The number of credits a student registers for in any quarter will depend upon many factors, among them the amount of time he can spend on studies, his facility in a given field and the like. A student who works part time may register for only 10 credits and another more advanced student may, by special exception, register for as many as 19 or 20 credits. The typical student earns 15 or 16 credits each quarter. Before completing his registration, every student should discuss the matter of credits with an adviser or counselor.

Requirements for graduation, which vary from college to college, are listed partly in terms of credits. In any program of study leading to a degree some courses will be required and some will be elective, or selected by the student. Credits for both required and elective course work count toward graduation. Discuss these matters with your adviser. Consult your college bulletin.

Grades and Honor Points

In deciding the worth of an academic performance, the University has a system of evaluating a student's work so that it may be compared with that of other students.

Letter grades assigned at the completion of each course are part of this system. A mark of A indicates superior work. B indicates good classwork, and C average classwork. D is the lowest passing mark, indicating below average performance. Failure in a course is indicated by a grade of F. Other letter grades such as I, S, U, V, W, X, Y and Z are assigned under certain irregular conditions. Their meanings are explained on the grade slips received by students at the close of each quarter.

A second part of the University's system for evaluating a student's classwork is the use of honor points and the honor point ratio (HPR). Both honor points and the HPR are com-

puted on the basis of credits and grades. Students are granted one honor point per credit in a course for which their grade is C, two honor points per credit for a B, and three honor points per credit for an A. A student's honor point ratio is determined by dividing his total honor points by the total number of credits for which he has registered. Thus, a student with all A's has an HPR of 3.0. Marks of D and F earn no honor points, but credits for the courses in which they are received must be included in the HPR computation.

Here is an example of how the honor point ratio is determined. A student received the following grades in the following courses:

<i>Course</i>	<i>Credits</i>	<i>Grade</i>	<i>Honor Points</i>
Math I	4	A	12
English A	5	B	10
Chemistry I	4	C	4
Humanities II	3	D	0
Phy Ed	1	C	1
	<hr/>		<hr/>
Totals	17 credits		27 honor points



U. of M. Flying Club

The total of honor points, 27, is divided by the total of credits, 17. The result is 1.59, the honor point ratio for the quarter's work.

To graduate from the University, a student must have not only the required credits but also an honor point ratio of 1.0 or higher. A student's honor point ratio also is important in determining which campus groups he may join. Fraternities and sororities, for example, require certain honor point ratios for students they accept as members.

Your Teachers

Most teachers at the University have completed years of study and research in their chosen fields. Many have thereby earned advanced degrees or academic titles with which you may not be familiar. Occasionally a new student is not certain of the proper way to address his teachers and advisers.

In addressing a member of the University faculty it is always correct to use the term Mister (or Miss, Mrs.). If a teacher has a doctor of philosophy (Ph.D.) degree, students may address him or her as Doctor. In formal, written address students may wish to use the faculty rank which a teacher holds at the University. These ranks are as follows:

TEACHING ASSISTANT, RESEARCH FELLOW — Persons of this rank are graduate students working for the University part time while preparing themselves for advanced degrees.

INSTRUCTOR — Teachers of this rank usually are younger staff members, just starting the climb up the academic ladder.

ASSISTANT PROFESSOR — This rank, the next step above that of instructor, is bestowed in recognition of research, articles of a scholarly nature, advanced study, or successful teaching.

ASSOCIATE PROFESSOR — This rank is one step above that of assistant professor. It indicates continued achievements by the person holding it.

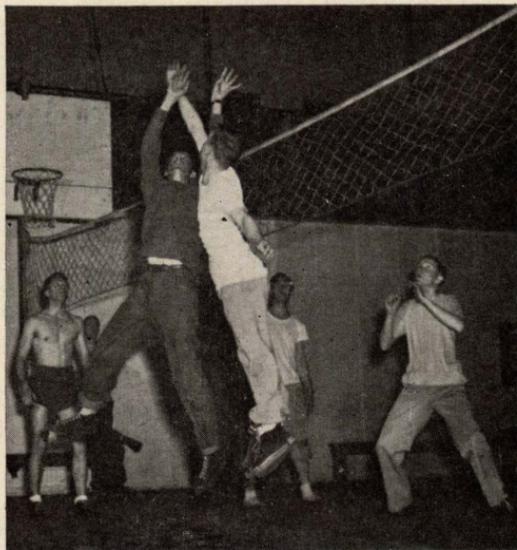
PROFESSOR — The top academic rank is attained only after years of successful teaching, research, and scholarly writing. "Professor" may be used, formally or informally, as a term of address for persons of this rank.

Tests and Examinations

Instructors at the University use different kinds of tests to measure the progress students make in school and to assign grades which describe the quality of work. The frequency of tests varies from course to course and from instructor to instructor. Students in a lecture session, for example, may be tested each week while students taking a seminar course and doing a research project may not take any tests throughout a quarter. New students generally will find tests in college classes to be less frequent than in high school classes. In most courses there is a mid-quarter examination which lasts one hour and a final examination which lasts two hours.

A student's final grade usually depends upon more than test results. Teachers also will take into account written assignments, attendance, class participation, and other factors in assigning grades. Since tests are an important measure of academic achievement, the three kinds of tests most common at the University are described here.

OBJECTIVE TESTS—Objective tests may take the form of true-false statements, items to be matched, multiple choice



Physical Education

questions in which students check the right answer, or a combination of these. Use of this kind of test enables a teacher to learn a great deal about a student's knowledge in the short time allowed for testing.

SUBJECTIVE TESTS—Subjective tests are those in which students write in their own words the answers to questions or discussion topics. They must organize information and relate it to a problem. Questions or topics to be discussed may be distributed in advance or dictated to the class at the start of the examination period. This kind of test, too, may take a variety of forms.

PERFORMANCE TESTS—Performance tests are those in which students carry out applications of the material they have learned. This kind of test is used most frequently in classes with laboratory work. To test his students, a teacher might, for example, have each conduct an experiment.

Classroom Attendance

During the early meetings of a new class students sometimes are concerned about their teacher's attitude toward absence. Sometimes a teacher will announce early in the quarter what his policy is on unexcused absence and expect students to adhere to that policy. Whether or not an instructor mentions it, students are expected to meet the obligation of classroom attendance.

EXCUSES FOR ABSENCE—If a student is unable to attend class because of illness or some other acceptable reason, he should give the reason to his teacher. When a physician at the Health Service advises a student not to attend class he gives the student a statement to present to teachers. Students usually are able to get help in making up classwork that was missed for good reasons.

* * * *

As you adjust to classroom life and course work many things which are at first different from previous school work will become more natural. Each student is encouraged to seek help and assistance from college counselors, from instructors, from the University Personnel Services described in *The Moccasin*. The University has provided these aids for you. Use them.

Student Personnel Services



Eddy Hall, for Student Services

Student Personnel Services

You have come to the University to learn. Perhaps you want to learn how to make a living. Perhaps you want to learn more about the important problems men face and what scholars have thought on these problems. You can also learn many other important things in college, however, and right now you might not be aware of all of these opportunities. For instance, in college you will have a chance to learn how to concentrate on the problems you are attempting to solve, how to take better care of your health, how to obtain more satisfaction from your recreation, how to make money and live on what you make, how better to understand the people you live and work with — your family, your employer, your fellow students.

In other words, college is a place where you can learn many things important to your life. Sometimes we tend to forget particularly those things that aren't taught directly in classrooms. Taking part in extracurricular activities, enjoying social functions, talking with counselors, living with other students—all give you a valuable chance to learn.

The University has many services that can help you take advantage of these opportunities. These personnel services which are described in greater detail under individual headings in this section can give you help in answering many of your questions.

The people in the personnel bureaus can aid you in choosing a vocation, explain your rights as a veteran, and help you make out a personal budget. Also, they can help you find housing, acquaint you with campus student life, and help you correct speech or hearing defects. The kinds of assistance which the personnel services can give are many. Every effort is made to make these services of use to you.

The Office of the Dean of Students coordinates many of these services. The staff members feel a major concern for your welfare, for only as a completely educated student can you profit most from your formal classroom training. These people hope you will let them fulfill their responsibility to you. This you can do by letting them know what they can do for you — and by using the services they provide.

The University is large and well populated, but it is inter-

ested in every person who comes here. It has set up these various services in an attempt to give you expert personal attention. The following section of *The Moccasin* describes in more detail the services available.

OFFICE OF THE DEAN OF STUDENTS

E. G. Williamson, Dean of Students, Room 200, Eddy Hall, Ext. 6878. The Dean of Students administers certain personnel services at the University. Agencies and bureaus of the Office of the Dean of Students are listed here.

BUREAU OF STUDENT LOANS AND SCHOLARSHIPS — George B. Risty, Director, Room 201, Eddy Hall, Ext. 6891. Students with budget problems or trouble financing their education can receive advice and help from this bureau. Through the bureau students may get help in planning their budgets, they may obtain a short or long term loan, or they may learn of available scholarships.

BUREAU OF VETERANS AFFAIRS — Kermit O. Almos, Director, Room 105, Shevlin Hall, Ext. 6148. This bureau assists veterans with all questions related to their registration at the University under provisions of Public Laws 16 and 346. Through this office veterans obtain authorization for books and supplies. A branch office for veterans registered on the St. Paul campus is located at 215 Coffey, St. Paul 307.

COORDINATOR OF STUDENTS' RELIGIOUS ACTIVITIES — Henry E. Allen, Coordinator, 211 Eddy Hall, Ext. 6654. This agency offers students help on campus religious activities. Information on Twin Cities churches and student denominational groups is available for those who wish to contact members of their own faith.

FOREIGN STUDENT SERVICES — Forrest G. Moore, Counselor, 302 Eddy Hall, Ext. 6854. Assistance for University students from sixty different countries is provided through this office. Also planned here are programs and activities which enable students of different cultural backgrounds to share ideas and to better understand international problems. Students interested in these programs should visit the Foreign Student Adviser's Office.

SPEECH AND HEARING CLINIC—Ernest Henrikson, Director, 205 Shevlin Hall, Ext. 6442. Because speaking and listening are important to college success the Speech and Hearing Clinic offers consultation, diagnosis, and remedial help to students with speech or hearing problems.

STUDENT ACTIVITIES BUREAU—J. B. Borreson, Director, 114 Temporary South of Mines (A), Ext. 6568. Almost every student will join one of the over 360 student organizations on campus. This bureau is to aid and advise students in planning their activities, handling group funds and training officers. Individual students can gain information about student groups and assistance in joining an organization.

STUDENT COUNSELING BUREAU—Ralph F. Berdie, Director, 101 Eddy Hall, Ext. 585. This bureau provides help with personal problems, occupational information, study skills assistance, help for disabled students, military information, marriage and pre-marriage counseling and help in improving reading skills. Professionally trained persons are also available for exploring vocational choices.

STUDENT HOUSING BUREAU—Mabelle G. McCullough, Director, 209 Eddy Hall, Ext. 160. This bureau helps students make proper living and dining arrangements. It provides information on the rates and availability of rental units. While attending the University all students must live in housing approved by the Student Housing Bureau.

ADDITIONAL UNIVERSITY SERVICES

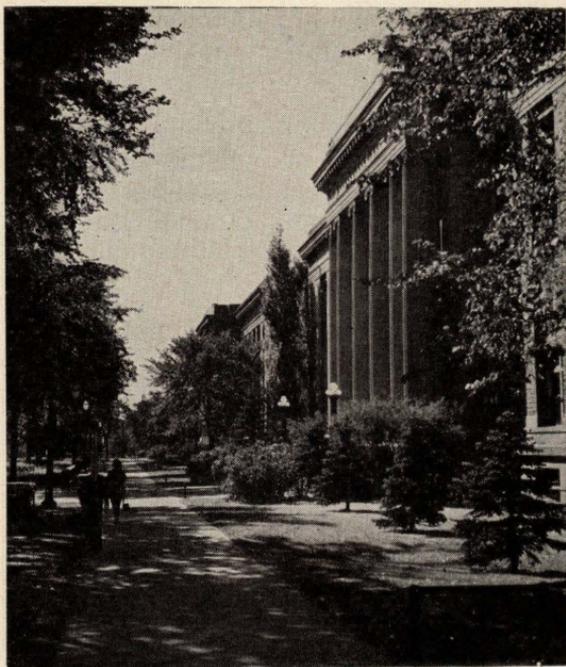
Other services, available to students but not administered by the Office of the Dean of Students, are as follows:

COFFMAN MEMORIAL UNION—Gordon Starr, Director, 106 Coffman Union, Ext. 121. This Union is the student meeting and recreation building of the Minneapolis campus. It houses student offices and activity rooms, cafeterias, bowling alleys, a barber shop and beauty parlor, game rooms, craft shops and many other facilities. Because most of the orientation program originates in this building, new students soon learn of the services offered. Other Union buildings, smaller but with similar

services, are located on the St. Paul campus and at University Village on Como Avenue.

GREATER UNIVERSITY FUND—Robert Provost, Director, 205 Coffman Union, Ext. 6611. This agency encourages alumni and friends of the University to make gifts each year to support those parts of the University's educational program for which no regular funds are available. Most important for new students is this agency's efforts to raise money for undergraduate and graduate fellowships.

HEALTH SERVICE—Dr. Ruth E. Boynton, Director, 305A Health Service, Ext. 516. Students can see physicians, dentists, and nurses about illnesses or for help with health problems. There also are provisions for emergency treatment. A special booklet describing this service is given to each new student during the orientation program.



A Walk by the Library

LIBRARY—Edward B. Stanford, University Librarian, 107 Library, Ext. 400. Students often need to use library materials and have access to more than a million and a half volumes. The reference room in the Main Library on the Minneapolis campus offers aids in finding information about any subject. In addition to the Main Library, special libraries are maintained for a number of departments such as Agriculture, Chemistry, Engineering, Geology, Law, Mines, and Pharmacy. A new Freshman-Sophomore Library, established recently in Johnston Hall, contains books frequently used by students in beginning undergraduate courses. A handbook on use of the Library is given to each student during the orientation program and upon request at any of the Library's service desks.

STUDENT EMPLOYMENT BUREAU—W. L. Pedersen, Director, 153 TSF, Ext. 6203. Since many students must earn money while attending the University, this bureau each year places thousands of students in part-time jobs that fit into class schedules. The office also arranges full-time jobs for students during the summer.

UNIVERSITY GALLERY—Ruth Lawrence, Director, 310 Northrop Auditorium, Ext. 6200. Throughout the year this agency provides art exhibitions of national and international character. During the first week of each quarter it also rents pictures at 25 cents per print to students who wish to display them in their rooms.

COLLEGE COUNSELING OFFICES

Students receive help in the planning of study programs from the college in which they are enrolled or in which they plan to enroll. Some colleges have full time staff to provide this service. In other colleges, students are advised by members of the teaching faculty with the office of the college dean providing special help and information. College counseling services are as follows.

INSTITUTE OF AGRICULTURE—In this college on the St. Paul campus students work with a faculty adviser while planning study programs and registering. Additional help on programs, registration, and orientation are provided by the Office of the Dean, 202 Coffey Hall, St. Paul campus, Ext. St. Paul 221.

COLLEGE OF EDUCATION STUDENT PERSONNEL OFFICE—William H. Edson, Director, 206 Burton Hall, Ext. 6666. This office provides information on opportunities for a teaching career, advice as to the requirements for teacher certification, guidance for future teachers, and similar services.

GENERAL COLLEGE COUNSELING OFFICE—Cornelia Williams, Counselor, 106 Nicholson Hall, Ext. 287. In General College each student has a faculty adviser to help him plan an appropriate program, and to confer with the student during each quarter. There is also a staff of special counselors who help students in such matters as the choice of a vocation, improvement of study habits, development of social skills, and personal adjustments.

INSTITUTE OF TECHNOLOGY STUDENT PERSONNEL SERVICES—Office of the Dean, 107 Engineering, Ext. 587. Each student entering the Institute of Technology works with a faculty adviser in planning his program of studies. Advisers are assigned by the Assistant Dean and each student is notified by mail who his adviser will be. Special problems of an individual student are cared for by a standing committee of faculty and staff members. Additional help is available through the Office of the Dean.

SCHOOL OF NURSING STUDENT PERSONNEL SERVICES—Ruth V. Johnston, Counselor, 116 Millard Hall, Ext. 187. Through this office, the School of Nursing offers information on opportunities for nurses' training at the University and advice in planning a program of studies in this field.

SCIENCE, LITERATURE, AND THE ARTS JUNIOR COLLEGE COUNSELING OFFICE—William Stevens, Counselor, 220 Johnston Hall, Ext. 6893. All freshmen entering the College of Science, Literature, and the Arts (SLA) work with a counselor from this office during registering and planning a program of studies. Assistance is available at all times on any matters which a student may wish to discuss.

SCIENCE, LITERATURE, AND THE ARTS SENIOR COLLEGE COUNSELING OFFICE—Mabel K. Powers, Senior Counselor, 225 Johnston Hall, Ext. 6251. The counselors in this office serve both students planning to enter Senior College

and those already in Senior College. Services of this office complement those of faculty advisers. Most pre-professional students beyond sophomore level are assigned to advisers by this office.

COST OF SERVICES

The services of all these agencies are provided to students at no extra charges. For certain services such as dental work or special medical attention, students are charged on a cost basis. In all cases which involve extra charges, students are informed in advance of the cost and have the privilege of deciding what they wish to do.

WHEN AND HOW TO ASK FOR HELP

Many persons will have occasion to use some of these personnel services before entering the University. They, as well as other students, are urged to phone, write, or visit any of the service agencies at any time for assistance.

It is important to seek the advice and help of trained staff members. The more frequent student uses of the personnel services at the University are described in the remainder of this section.

PLANNING A CAREER

One of the main objectives most students have for attending the University is to prepare for an occupation or profession. Services are available to help you choose an occupation for which you have talent and ability. Not all decide on a career before starting college training. Many wish to learn more about a number of fields during the first year at the University. During this period of exploration, counselors are invaluable.

PRE-ADMISSION INFORMATION — (Student Counseling Bureau) Before entering the University, students may talk with a counselor about their special abilities and interests to find out what kinds of training are best for them. A talk with a counselor before entering the University often can save a student time and money.

OCCUPATIONAL INFORMATION — (Student Counseling Bureau, College Counseling Offices) Many occupations require college training. In choosing a career and preparing for it,

students have to know what abilities are needed, how many years of training are necessary, and what kinds of school work are required. Before making a decision, students are urged to seek additional information on the kinds of training and opportunities in certain professional groups.

MILITARY INFORMATION — (Student Counseling Bureau) Counselors have accurate information on draft regulations and their educational deferment provisions. They also have information on officer training programs open to students.

ORIENTATION

The orientation program to familiarize new students with the University is described in another section of *The Moccasin*. All orientation activities are coordinated by the Office of the Dean of Students. Most of the student personnel agencies listed in this section help plan to present the orientation program.

HOUSING AND DINING FACILITIES

WHERE TO LIVE — (Student Housing Bureau) Students may choose among various types of approved housing such as residence halls, rooming houses, sororities and fraternities, and cooperative houses according to their needs. A fuller description of these types appears on pages 32-34 of the University of Minnesota General Information Bulletin. Because the University wants each student to have living accommodations that are adequate for health, safety, and study conditions, students are required to register their places of residence with the Student Housing Bureau. Regular checks with householders determine whether the housing is satisfactory. Unless a student plans to live at home, he should make an early appointment with the Bureau for help in finding living quarters.

The University has excellent residence halls for students. (See pages 32-33, General Information Bulletin.) For information on residence halls, you may write to the Director of Women's Residences, the Director of Men's Residences, of the Student Housing Bureau, 209 Eddy Hall. For dormitory accommodations on the St. Paul Campus, write to Room 215, Coffey Hall.

MORE THAN MERE SHELTER — Your residence at the University is a part of your educational experience. There you

can learn to live harmoniously with others and develop social confidence. In all residences worth-while experiences in student government, residence activities, and all-campus events, as well as informal meetings with faculty and staff, are limited only by your interest and initiative. Your residence is a transition link between your home and your future home community.

RESIDENCE COUNSELING—In residence halls, sororities and fraternities, cooperative houses, and some rooming houses, residence counselors are available to help you. Under the supervision of the office of the Dean of Students and the residence directors, these trained graduate students offer important services and are skilled in helping you master social situations, develop qualities of leadership, and make the most of your abilities. They form a link between the student and the University, and know the facilities available on campus to best help you achieve intellectual and social growth.

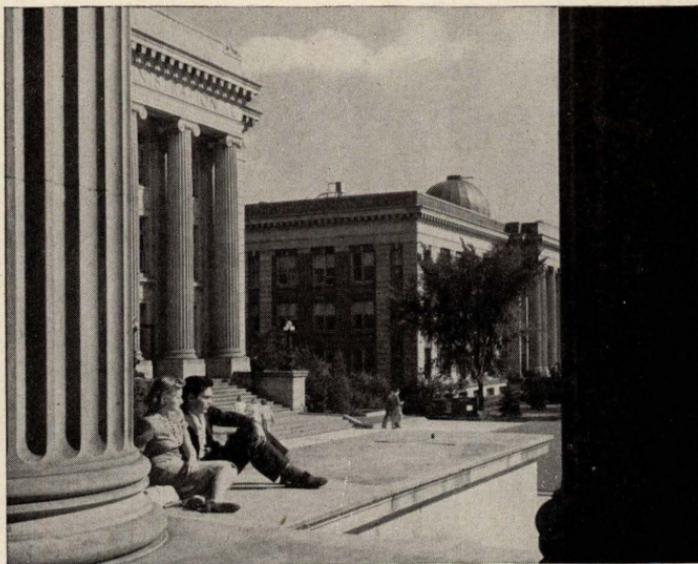
HOUSING PROBLEMS—(Student Housing Bureau) Students may have difficulties arising out of their housing. The Bureau can assist you to work out these problems before they begin to interfere with academic progress. Dissatisfaction with accommodations, notice-for-moving requirements, misunderstandings about contracts, or disputes with householders may require the assistance of experienced housing counselors.

RESIDENCE COUNCILS—Each of the University residence halls has a council to give its residents a voice in legislative and judicial functions, all-campus drives, and activities, as well as to work with organizations and plan social events. Working with the Student Activities Bureau, the Inter-Residence Council functions to strengthen self-government, to encourage student leadership, and to coordinate student activities in various University residences.

LIVING COSTS—(Student Housing Bureau) Food and rent combined will probably be a student's biggest expense while attending the University. Page 34 of the *General Information Bulletin* has information on living costs of University students. The Housing Bureau will help students with questions about rental charges for housing in which they are interested.

CONTRACTS—(Student Housing Bureau) University residence halls and most approved rooming houses make use of contracts with their student tenants. These are written agreements, usually stipulating rates and the period of time a student agrees to live in the residence hall or rooming house. Students should consider carefully the terms of these contracts before signing. This is especially important for new students who plan to join a fraternity or sorority.

FOOD SERVICES AND RESTAURANTS—The *General Information Bulletin*, on page 34, also contains a description of dining facilities on the campus and nearby. Students with a special dietary problem should contact the Student Health Service to discuss possible arrangements.



Viewing the Mall from Northrop

ACADEMIC OR CLASSWORK PROBLEMS

BOOKS OR INFORMATION FOR A REPORT—(University Library) Many of a student's class assignments will require outside reading and individual research. Library workers offer help in finding the material needed. Students who enjoy reading for pleasure will also find books in the University Library to meet the interests of any reader.

READING OR WRITING DIFFICULTIES—(Student Counseling Bureau) Many poor grades in college are the result of a student's not being able to read well enough to keep up with assignments or not being able to express himself properly. Special help is offered to those students who lack sufficient reading skill or have trouble putting their ideas into proper written form.

GETTING BEHIND IN CLASSWORK—(College Counseling Offices or Student Counseling Bureau) During a student's first year at the University, he may find himself unable to keep up with assignments. If he believes he is not doing well with his classwork, an early check with a counselor or faculty adviser will be of help.

STUDENT ACTIVITIES AND RECREATION

RELIGIOUS ACTIVITIES—(Office of the Religious Coordinator) Students are encouraged to worship in a church of their own faith while attending the University. In addition, there are student organizations and activities for members of most denominations.

JOINING A CLUB—(Student Activities Bureau) Educational opportunities at the University extend beyond the classroom. Students have a chance to "learn by doing" through participation in student activities and programs. Help is available for students seeking activities of interest and value. Similar help is given students who plan programs or new campus organizations.

MEETING STUDENTS FROM OTHER COUNTRIES—(Foreign Student Adviser's Office and Student Activities Bureau) With students from more than 60 countries attending the

University, there is a wealth of opportunity for American students to learn about the problems of foreign students and the culture of other lands. Many student groups have special programs to facilitate this exchange of information and to develop mutual understanding. American students may enter into activities with foreign students.

REGULATIONS AND POLICIES

GRADUATION REQUIREMENTS—(College Counseling Offices) To earn a college degree in the usual number of years students must take certain courses, and some of them in a specified order. During their first year at the University, students should discuss these requirements with a counselor or adviser.

POLICIES GOVERNING THE BEHAVIOR OF STUDENTS—(Office of the Dean of Students) As a student in the University you will be pointed out among your friends as an example of how university students think and act. How you think and act reflects upon the University either to its credit or discredit. In this way the reputation of our school depends upon you. If you are loyal to the best interests of the University your conduct will portray this loyalty. There is only one general rule. Whatever you do and say should be in the best interests of other students and of the University as a whole.

Within these general limits you are free to act in your own way. Whether you are alone or in a group, however, your sense of social responsibility should help you know when to use your self-restraint.

As a student in the University you will be living in a new kind of environment—the university community. It represents a transition for you from home community to city environment and from high school to college life. You will need to learn to live with a new group of people, to assume new responsibilities, and to develop loyalties to student groups and to the University. Most students adapt themselves fairly easily and it is unusual when a student brings discredit upon the University.

It is important for you to learn your responsibilities in all the various areas of student life, including housing, social privileges, and curriculum.

FINANCING AN EDUCATION

PLANNING A BUDGET—(Bureau of Student Loans and Scholarships) Attending the University will be more expensive than high school was. Before starting, a student should have some idea of what his costs will be and how he is to meet them. In planning budgets students usually remember the big items like tuition and rent, but may forget to include such things as dry cleaning, laundry, new clothing, books and transportation. How to use your funds to best advantage is an important decision.

EMPLOYMENT—(Student Employment Bureau and Bureau of Student Loans and Scholarships) Many students seek part time employment while attending the University, either because they must help support themselves or because they consider the experience worthwhile. The Student Employment Bureau, while unable to help every student who applies for work, does place a large number of students each year. New students are advised to start their college careers with outside income or savings because they may not be able to find a part-time job right away. It is also wise to get a good start in classwork and adjust to University life before taking on the additional burden of part time work.

SCHOLARSHIPS—(Bureau of Student Loans and Scholarships) If a student needs financial help and believes his record qualifies him for a scholarship, he should make an appointment with the Bureau of Student Loans and Scholarships. Freshmen scholarships usually are awarded in the spring before the freshmen begin college. If unable to get a scholarship immediately, the qualified student may learn of future opportunities.

LOANS—(Bureau of Student Loans and Scholarships) Students who find themselves in financial difficulties during a school year may have immediate help in the form of either a short or long term loan. Each application for a loan is considered individually. Students who have successfully completed two quarters at the University are eligible for loan assistance. The Bureau of Student Loans and Scholarships may help a student eliminate financial problems which interfere with concentrating on studies.

HEALTH

ILLNESS OR INJURY—(Student Health Service) Students who become ill or are injured should immediately contact the Health Service. An early visit to the Health Service may save a student time in the long run by preventing more serious illness. Details of this service are discussed in a booklet which new students receive during the orientation program.

SPECIAL HEALTH PROBLEMS—(Student Health Service) Students who have a permanent disability which requires regular treatment are able to arrange for special care. New students, during their first physical examination at the University, should feel free to discuss their problems with the physician. Special diets may be arranged through an appointment at the Health Service.

SPEECH AND HEARING DIFFICULTIES—(Speech and Hearing Clinic) Speech examinations and hearing tests are required of each new student during the orientation program. Special help is offered to students with need for special attention. Students may come to the clinic at any time for consultation about speech or hearing problems.

FOREIGN STUDENTS

TO ALL FOREIGN STUDENTS—(Foreign Student Adviser's Office) Foreign students should make the office of the Foreign Student Adviser one of their first stops on the campus. Registration procedure for foreign students often is more complex than for other students. Legal aspects of a foreign student's status can be interpreted by the Foreign Student Adviser. Extension of passports and visas, work permission, and travel permits also are arranged through the Foreign Student Adviser.

MEETING STUDENTS FROM OTHER LANDS—(Foreign Student Adviser's Office and Student Activities Bureau) The University provides opportunities for the exchange of ideas among students from different countries. Through the Foreign Student Adviser's Office, student organizations may receive help in arranging to have a foreign student visit their groups.

PERSONAL AND INDIVIDUAL PROBLEMS

PERSONAL PROBLEMS—(Student Counseling Bureau) Some students have personal problems that interfere with their progress in college. Sometimes they keep these problems to themselves because it is hard to talk to another person about them. This usually creates more trouble. It is better to pick a convenient time to talk over the problems with a counselor. A student and counselor together may be able to reach the solution which is best for the individual.

COURTSHIP AND MARRIAGE—(Student Counseling Bureau) Help is offered to students who have questions about dates, boy friends, girl friends, or family difficulties. Students who plan to marry or are already married may have problems that could be solved by conferring with an experienced counselor.

INTERESTS AND ABILITIES—(Student Counseling Bureau) Sometimes a student has difficulty deciding what his interests are, or how he can fulfill those interests with a lifetime career. Others may wonder if they have enough ability to compete successfully in courses they wish to take. To help these students the University offers interest tests, aptitude tests, and intelligence tests, with interpretation by staff psychologists.

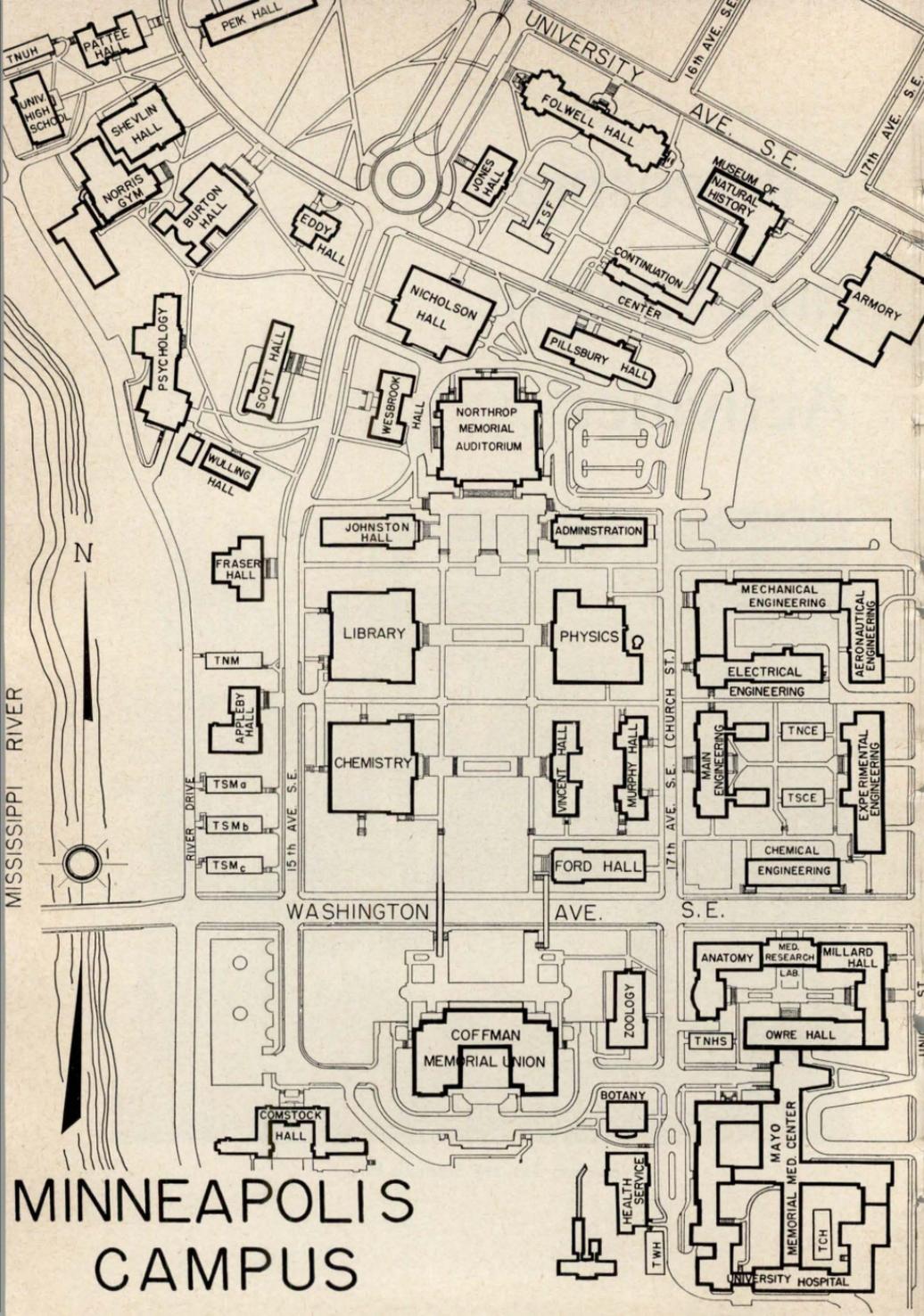
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These services, described in some detail, are yours to use. The University is interested in your educational and personal development and has made possible this wide range of professional help. Call on any counselor, or faculty member, at any office. The University staff wishes to be of the greatest possible assistance in your personal development.

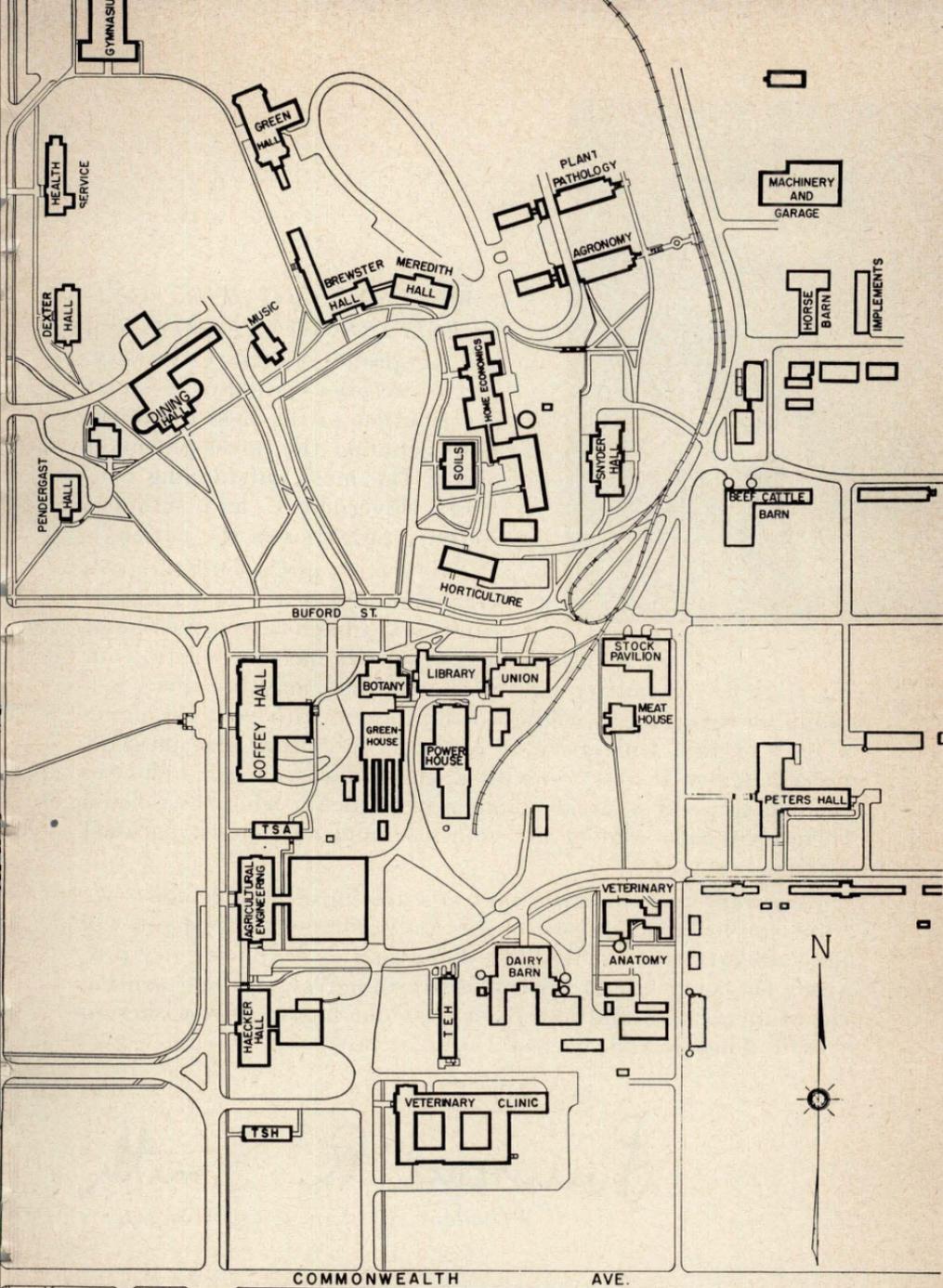
Citizenship and Student Activities



Election Day, the Students Vote



MINNEAPOLIS CAMPUS

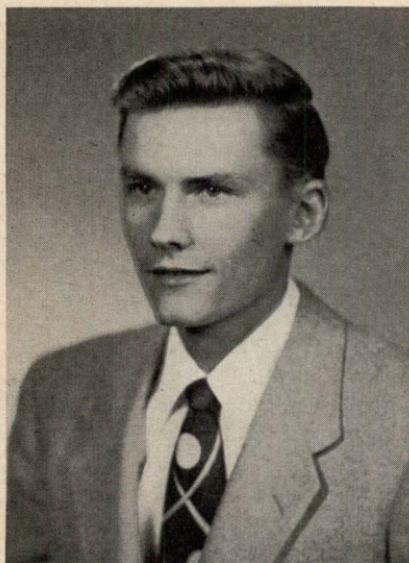


COMMONWEALTH AVE.

HOME MANAGEMENT HOUSES

THATCHER HALL

ST. PAUL CAMPUS



WELCOME TO THE UNIVERSITY OF MINNESOTA! You can be proud of this University, just as we are — proud of its great contribution to the field of education including the development of one of the most outstanding Student Government and Student Activity programs in the nation.

This section of the bulletin gives you some idea of the many opportunities available to you in student activities. No matter where your interests lie, no matter how divergent they may be, there is a group on this campus willing to share them with you. Becoming a part of this University is really a very easy and pleasant process — give it a try! — with a little effort you can follow in the footsteps of a great number of students who have fitted themselves into student life with ease and with much personal success.

We want you to realize that you are sincerely welcome — we want you to become a part of this University — we hope you will take advantage of the limitless opportunities in the activity program. On behalf of the All-University Congress, and representing the students, I would like to express our hearty best wishes to you for a happy and successful student career.

Sincerely,

Lawrence R. Smith

President, All-University Congress

Citizenship—On and Off the Campus

The amazing write-in vote in the Minnesota primary election of March, 1952, made news that was flashed around the country and the world. A group of University students in Minneapolis, by supporting actively the candidates of their choice, helped make the news. That was responsible citizenship.

Pictured in a local paper some months earlier was a group of fraternity pledges painting the house of a widow. They were giving voluntarily of their time to help someone less fortunate than themselves. In doing that job they were being good neighbors—and that is part of the business of being good citizens.

Another day last year a Minnesota student found himself in a coffee table discussion with three fellow students—one from India, one from Japan, and one from Canada. He was interested in learning about their countries, and they in learning about his. All four left the discussion with an improved understanding of the interrelated world in which they live. That scene, too, fits into the picture of citizenship. A minor scene, yes, but it reminds one of a truth spoken by the first President of the United States. "In proportion as the structure of government gives force to public opinion," he said in his Farewell Address, "it is essential that public opinion should be enlightened."

Good citizenship, like charity, begins at home. For our students, the University is temporarily a second home, and these examples suggest some of the opportunities for practicing good citizenship on and off the campus. There could be other examples, drawn from the smallest of political discussion groups or the large, campus-wide governing organizations.

Most students entering the University have come into their citizenship by birth and residence. But throughout our history men have worked and died to make this citizenship a precious heritage for us. There is a long tradition behind the fact that we are citizens of the United States by reason of being born in this country, and behind the fact that we are citizens of Minnesota (or whatever state we live in) because of residence there.

Citizenship is real. It means rights, duties, and opportunities.

Have you studied these rights? The University library is crowded with books about them, some written by our own fac-

ulty. We must understand our rights if we are to use them properly. They include personal rights of life and a whole range of significant liberties such as freedom of speech, and of the press. They include economic rights of property and contract, and political rights. Each person, moreover, is assured that there will be no interference with his freedom to worship according to his conscience. In addition, there are the right of counsel, jury trial, and other safeguards to protect individuals with "due process of law."

Alongside these rights are duties and responsibilities which every student-citizen should study, understand, and fulfill. One is to obey the laws and help in law enforcement. These responsibilities are basic to our principle of living together in a democratic society. Another duty is that of performing military service and other lawfully ordered work in defense of the country and our liberties. A third is the duty of meeting squarely one's share in the costs of government. A fourth is that of taking a responsible and active part in community affairs, including of course the activities of our own state University. As part of the privilege attendant upon academic freedom, students are expected to act with a high mindedness which subordinates self to the well-being of the total community.



"Checkmate?"

There is a fitting relationship between these rights and duties. The duty of obedience to law, for example, does not imply that one has to accept every law as being desirable. There is a right of dissent that may rise to the level of a duty when the citizen is convinced that the prevailing law or policy is not in the public interest. To obey the law while proposing that it be repealed or changed is one of the marks of the truly public-spirited citizen. Your citizenship is lacking if you do not speak out when silence might be easier, if you do not set forth your position when the majority holds another view, if you do not use your rights by thinking out loud and discussing community problems.

This is by no means a complete list of the citizen's rights and duties. But those listed above are important. Once a person understands their meaning for himself, he is on the way to a mature grasp of citizenship.

In the University as well as at home you are a citizen, and the University is concerned about providing both learning experiences and a rich community life that will forward your training in good citizenship. But the academic community is special for one reason: it is a community of scholars—students and teachers. This does not mean you abandon the rights and responsibilities of state and United States citizenship. Rather, you retain these and add to them new and special responsibilities and privileges.

What are some of your privileges at the University?

- One is instruction from teachers trained for their work, leaders in their fields—many of them known throughout the country and world for their knowledge and achievements.
- A second is that of using extensive physical facilities—a plant built up through a century by the people of Minnesota for the college training of youth.
- A third is the opportunity to develop his faith and philosophy of life through the voluntary religious groups which help relate one's technical skills to a scale of spiritual and moral values.
- And a fourth privilege is that of taking important responsibilities in governing this academic community—an opportunity open to each and every student.

All these things are part of the idea of a liberal education and the idea of training for good citizenship when you leave the campus. But membership in the University community, like membership in any community, means more than privileges. It means responsibilities, too, all along the line, responsibilities for putting earnest effort into your work as a student.

- One responsibility is that of preparing yourself well for your career and future life, of using these growing years at the University with all the integrity of mind and commitment of faith you can muster.
- It is also your duty to practice unswerving honesty in and outside the classroom in all of your conduct.
- Another duty is that of helping to maintain this University in its advancement of learning and search for truth.

The thinking and behavior that mark good citizenship do not come to you like a free gift, neatly wrapped and delivered. Rather you must work toward good citizenship by what you do, think, and are. You learn from parents, teachers and pastors. You learn through study and through what you yourself do in any social group to which you belong. Through your church or synagogue you fortify your faith and commitment to values of supreme worth. Good citizenship is something you achieve through serious and continuous effort.

Here are some of the opportunities for citizenship on the campus:

THE CLASSROOM. Bulwarked by the library, reading rooms, and laboratories, the classroom is a central, strategic spot for building into your mind knowledge and understanding of past and present, of the problems of man in his own local community and across the world of time and space. The good citizen is an informed citizen. All of us live in a complex society that calls urgently and critically for breadth and depth of knowledge and understanding, for clear and straight thinking, for solidly based opinions on the problems of our civilization.

OUT-OF-CLASS ACTIVITIES. Participating in social, cultural, and professional groups on the campus will aid in development as a citizen. There are almost 400 organized student groups

to help students make worth-while use of their time outside of classrooms. These include twenty-nine religious organizations on the two campuses where opportunities are provided for worship, study and understanding of the student's own faith. In addition, the University's convocation program brings prominent leaders of the arts, sciences, and government to present their talents and ideas for consideration by students. Forums and discussion programs provide opportunity to learn and practice the ways and rights of citizenship.

ASSOCIATION WITH OTHERS. That is what community means — experience in common. On the University campus students associate with persons of different races, beliefs, and attitudes. Thus all of us are given rich opportunities for training in community living, with difference and debate, yes, but also with a decent and civilized tolerance for people who may differ with us just as sincerely as we differ with them.

THE FACULTY AND STAFF. You can learn something from their ideas of citizenship outside the classroom and off the campus as well as in their day-by-day efforts to meet the responsibilities they bear as your teachers. Faculty members spend many hours beyond their regular duties in working with students on projects of value to the community. Through their research and other activities they have helped to build Minnesota into the outstanding state it is today. Look at their range of work and interest in local, state, national, and international affairs. Many of them are active as leaders, advisers, and working members of the society that supports and sustains the University.

COMMUNITY GOVERNMENT. At the University there are well-established student government councils in the schools and colleges, in the residence units, and at the University-wide level. In many instances those elected to represent their fellow students have equal rights with faculty members in discussing, and sometimes in voting on issues that have to do with the development and welfare of the University. Those rights include the rights of dissent and protest, of expressing their own considered views. Some colleges and schools within the University also have the honor system in examinations, established and maintained by students. Many leaders in student government move on to positions of leadership in the state and nation.



Coffman Union, Student Center

So, the doors to good citizenship are open to you at the University. We suggest that you use them.

In using them, remember this: just as citizenship in state and nation means more than paying taxes and voting, so citizenship in this community of scholars means much more than payment of fees and observing the formality of class attendance.

The University is not an island of isolation set apart from Minnesota and the United States. It is a vital part of the mainland. Both on and off the campus good citizenship means freedom, individual responsibility, and intelligent participation in community affairs.

CONDUCT

To help you understand your responsibilities in these areas some things are expected of you in your behavior and conduct. The University expects that each student will obey the laws that the state and local authorities have made. Besides these there

are certain rules and regulations the University wishes to emphasize and, of course, there are certain types of behavior which are unacceptable.

Conduct on campus, in the classrooms and at all times, should reveal your maturity, sense of responsibility and moral standards. Courtesy to the instructors, to other students and to the public is expected of each one of us, and a failure to show this type of responsibility is the type of conduct which is unfavorable. Each student is expected to be honest in his work and dishonesty in assignments, examinations or other academic work is considered a very serious offense by the faculty and other students.

The University feels that the property of the University and of other students should be respected. Theft of any kind, whether of money or other property, is unacceptable within University rules. The destruction or mutilation of books, magazines or other library material in the University libraries is another type of conduct which is not acceptable. Equally so is damage to or destruction of the buildings or equipment of the University.

Drinking on campus or in the residences is another type of behavior not approved by the University. Drunkenness or any other type of behavior which is disturbing or disorderly reflects on the University and therefore is contrary to the best interests of the University and other students.

In a general way, these are some of the things to which each student should be alert. Besides these there are rules in the various residences for students. Most of these rules are there simply to provide for better living for every one, such as concerns noise, use of the facilities, and the way bills are handled. The University has certain standards established concerning entertainment, hours, and so forth. You should acquaint yourself with these rules when you first arrive.

The All-University Disciplinary Committee and the Disciplinary Office are given the power to take the necessary action in any case where the behavior of the student reflects unfavorably on the University or is unacceptable behavior in the terms described above.

Student Activities

What do University students do when they are not attending classes or studying? If a student devotes eight hours a day, six days a week to his studies, there will be time left for other things. This section of *The Moccasin* may help new students decide how to use that time.

A Definition

A broad definition of activities will be used in this booklet. Student activities are the things students do outside of class. The range of activities is from hiking along the Mississippi with a camera or coed to joining 50,000 others in Memorial Stadium for a football game. These activities are sometimes described as extracurricular or co-curricular.

There are over 360 formally recognized student organizations at the University. In addition, there are opportunities for individual out-of-class activity such as concerts by the Minneapolis Symphony Orchestra, cultural programs of the University Artists Course, and intermural athletic events.

What's in It for You?

Meeting with committees, helping finance a group, or serving as a leader will help you learn to work better with other people. There is no guarantee that it will pay off in dollars and cents; but this ability to get along with others is important in life.

Employers often seek college graduates with experience in student organizations. The employers know that human relations and personal adjustment must be considered in work as well as an employee's technical skill and professional knowledge.

Some student activities also provide training for future jobs. The 1950-51 editor of the *Minnesota Daily*, for instance, went directly from school to a job as telegraph editor and front page make-up man on a daily newspaper with 15,000 circulation.

There are student groups which have as their main aim improvement of the University community. Members assume the responsibilities of good community citizens. Their activities result in such things as new classes, better entertainment, or a more friendly spirit among students. Participation in these serv-

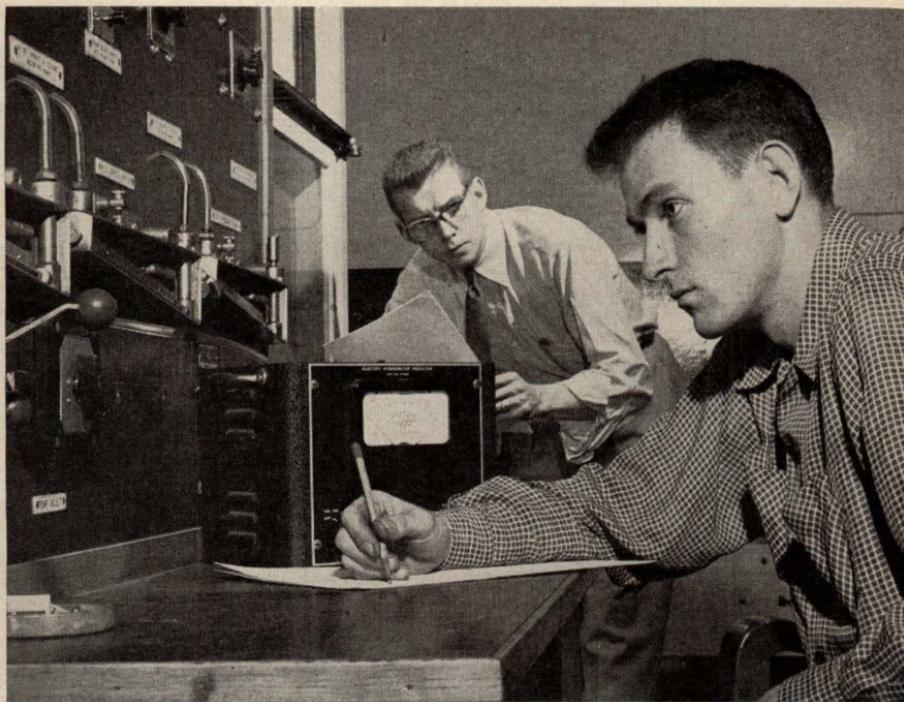
ice activities makes the University a better place to live—for oneself and for others.

Out-of-class activities also furnish the fun and relaxation students need after hours of class, books, and study.

Balancing Act

All of the activities, clubs, and services at the University are meant to help students learn their classwork. But the students themselves are responsible for keeping a proper balance between studies and other activities.

If a student doesn't trust his own judgment or needs help in striking the proper balance, he should consult with his faculty adviser or a college counselor.



Student Workers

There need never be any conflict between studies and activities. Many student activities, in fact, are direct supplements to classroom experiences. Special lectures, student-faculty coffee hours, and groups like the Geography Club are examples of activities that tie in closely with studies.

Where They Stand

Rather than being merely tolerated by the University administration, student activities are supported by official policies and treated as an important part of education. For evidence of the importance attached to student activities one need only observe the impressive Union buildings for student use and the time spent by faculty and staff members in out-of-class work with student groups.

Several times *The Moccasin* has referred to the University as a community. Parallel aspects of home town life and University life show the part played by student activities in making the University a complete community.

	<i>Home Town</i>	<i>University</i>
Responsibilities to:	Your family Yourself Neighbors, Friends Business, Job	Your family Yourself Fellow Students Classes, Part Time Work
Social Groups:	Clubs, Fraternal Groups Dances, Parties	Campus Dances, Parties Student Organizations
Community:	Community Chest Charitable Drives Community Projects (parks, youth work) Local Church	Campus Chest Charitable Drives Campus Projects (homecoming, Welcome Week) Religious Foundation
Government:	Electing Officials Keeping Informed School Boards	Electing Student Representatives Keeping Informed College Councils
Entertainment:	Movies, Theater, Concerts, Athletics	Movies, Theater, Concerts, Athletics (on campus)

A short description of the University administration and a look at the text of official policies will show where student activities fit in the total structure.

AN AGENCY OF THE STATE

The University of Minnesota is a public corporation chartered under the laws of Minnesota. The state legislature appropriates

funds for the operation of the University, but policies governing operation of the University are established under authority of the Board of Regents.

BOARD OF REGENTS

Responsibility and authority for operation of the University are granted to a Board of Regents elected by the legislature of Minnesota. The Regents control allocation and expenditure of the funds appropriated by the Legislature. This ruling body officially recognized the importance of student participation in campus affairs at a meeting held May 11, 1951.

"It is therefore desirable," minutes of the meeting read, "that all members of the University endeavor to maintain cordial, friendly, and cooperative relationships between members of the staff on one hand and responsible student leaders on the other."

The Regents delegate many of their powers and responsibilities to the University president, the chief executive who handles day to day administration.

DEANS

Some of the University president's powers and responsibilities are further delegated to deans. Each college is headed by a dean to whom students of the college are responsible in academic matters. There is also a Dean of Students with authority over student activities throughout the campus.

The Dean of Students and the Student Activities Bureau help student organizations operate within guides set forth by the University charter, laws, and policies. The dean and his staff members interpret regulations and apply them to new situations.

UNIVERSITY SENATE

The University Senate is a governing body including all faculty members above the rank of assistant professor. It is responsible, among other things, for "all matters of detail, including those incident to the management of the student body. . . ." Committees of the University Senate coordinate the relationships of non-classroom activities with the total University program of education.

This Senate has 16 standing committees, with student members appointed by the President to help the faculty make policies and review decisions. One of the standing groups is the Senate Committee on Student Affairs which decides policies governing

student organizations. A majority of this committee's members are students. Policies of the Senate Committee on Student Affairs are carried out by the Dean of Students and the Student Activities Bureau.

The University Senate also has enacted a "Basic University Policy Concerning Student Organizations and Their Activities." Approved by the group October 31, 1946, this policy defines the status of student groups at the University of Minnesota. Since most decisions concerning the conduct of student organizations are made within the framework of this policy, it is reproduced in the information section, p. 82.

The extent to which this basic policy is used and how it is interpreted lie largely in the hands of the university constituents — the student body. Students with a keen awareness of their rights and duties in the University community will look upon the basic policy as a helpful guide to worth-while out-of-class activities. The remainder of this section describes some student groups which operate under this broad policy of the Senate.

Kinds of Activities

Community service, student government, entertainment, and vocational training are some of the purposes for which student organizations exist. No matter what a student's out-of-class interests may be, he probably will be able to find a campus group with similar interests. A brief listing of some campus activities will give an idea of the variety there is.

CAMPUS-WIDE COUNCILS

Campus-wide councils include the All-University Congress, the Ag Student Council on the St. Paul campus, and the Freshman class cabinet. They are central policy-making bodies, made up of representative students and concerned with student interests.

COLLEGE COUNCILS

Twelve colleges of the University have student councils or intermediary boards elected to represent the students in college affairs such as grading systems, new courses, and examination methods. A college council is a good starting place for students

who wish to participate later in student government at the University-wide level.

RESIDENCE COUNCILS

Each of the University residence halls has a council to give residents a voice in planning social events and declaring policies governing the units.

ORGANIZATIONAL BOARDS AND COUNCILS

Formed by representatives of student organizations with similar interests, these intergroup boards and councils work to avoid duplication or conflict. Some have faculty members who serve with the students.



Homecoming Bonfire

Examples of this kind of coordinating activity are the Interfraternity Council representing 35 academic fraternities, the Panhellenic Council for the 22 academic sororities, and similar councils for the professional fraternities and sororities. Other coordinating groups are the Board of Publications, the Union Board of Governors, and the Women's Athletic Association.

DEPARTMENTAL AND PROFESSIONAL CLUBS

Groups are organized in almost every department of the University to encourage scholarship, ideals, achievement, and friendship in professional fields. Examples are the Future Teachers of America, the American Society for Mechanical Engineers, the



Homecoming Float

Poultry Science Club. If 41 professional fraternities and sororities are included among these, they total almost a hundred.

RECOGNITION AND HONORARY GROUPS

There are 52 campus organizations that give recognition to students who have distinguished themselves in leadership, scholastic achievement, or some other area of particular talent or ability. Few of these groups are open to freshmen, but new students may want to learn about requirements for membership.

RELIGIOUS ACTIVITIES

More than two dozen religious groups on the St. Paul and Minneapolis campuses offer students opportunity to worship and associate with others of their faith. A Student Council of Religion on each campus works to promote understanding and coordination among the various groups.

The University YMCA and YWCA have groups on each campus. They sponsor a number of programs—social, cultural, and religious—for men and women students.

ACADEMIC FRATERNITIES, SORORITIES

The academic fraternities for men and sororities for women promote student activity in social life, student government, cultural and service programs, and scholastic fields. Most of the 57 such groups at the University maintain residences for their members. Each is affiliated with a national organization.

These fraternal groups hold regular membership drives, called "rushing." During the rushing periods, students who wish to join a fraternity or sorority should indicate their interest to the Interfraternity Council or the Panhellenic Council.

STUDENT PUBLICATIONS

Students with interest and ability in journalism will find a chance for out-of-class activity on the staffs of student publications. The *Minnesota Daily*, campus newspaper, is published five days a week. Throughout the year students work on the University of Minnesota yearbook, the *Gopher*. The Forestry Club on the St. Paul campus has its own yearbook, *Gopher Peavey*. *Minnesota Technolog* is a magazine published monthly by and

for engineering students at the University. Law students do research and writing for the *Minnesota Law Review*, published seven times a year.

CULTURAL ACTIVITIES

In addition to the departmental groups mentioned earlier, there are campus groups which draw members from the entire student body to study a foreign culture or language. Other groups promote interest in the fine arts of our own culture. Examples are *Le Cercle Francais*, the Cosmopolitan Club, and the Bach Society.

SOCIAL, RECREATIONAL, OTHERS

Student cooperatives, such as the Independent Men's Club, the 600 Club, and the Student Co-op, Inc., political groups, social action and social service clubs, and recreational groups provide additional opportunities for out-of-class activity with others.

Some political groups on the campus are concerned with student government at the University and others are interested mainly in national and international politics.

Examples of recreational groups are the Gopher Rooter Club, the U of M Ski Club, and the Minne-Waters Canoe Club.

Any Questions?

Is the "M" Club coed? Can you join the Flying Club without a pilot's license? Do the Grey Friars wear uniforms? . . . *The Moccasin* isn't going to answer all the questions you may have about student activities at the University. But it will tell you where to find the answers.

Some of a new student's questions are sure to be answered during the *Orientation Program*. Besides offering worth-while experience and friendships, certain parts of the program also will inform new students about student activities. The information may help students decide how much time to allow for out-of-class activities.

The *Student Activities Bureau*, in Temporary South of Mines A (TSMa), has information on every campus organization. It

maintains a complete roster of student organizations, also listing the officers and aims of the groups.

Program Consultants help students find out-of-class activities of interest and value. Located in Room 229 of Coffman Memorial Union, these consultants are in contact with the students who plan Union activities. They always know of committee positions that are open to students.

The *Minnesota Daily* carries stories on the meeting times for student groups and on programs of interest to students. Other printed notices may be placed in your Union post office box by organizations seeking students' participation.

Information on student activities is available through all of these sources.



Foresters' Paul Bunyan and Queen

Breaking the Ice

The manner of enrolling in a student activity is not identical for each organization. Some activities require only that you buy a ticket for an event. Participation in others demands special talent, election to membership, or outstanding classwork. In some cases you need only attend a club's meeting and make your interest known.

Some club programs cost money. But most campus activities cost the student nothing but time and energy. Students may even find that campus activities fill their free time so well that they save money usually spent for other kinds of entertainment.

In almost all cases, getting started will mean starting at the bottom. The New Student Clubs, described in the Orientation section of *The Moccasin*, will be your first step toward fuller participation in organized student activities at the University.

Information Section



Information Desk, Coffman Union

DIRECTORY OF COLLEGES AND DEANS

- Business Administration—Dean Richard L. Kozelka, 127 Vincent Hall, Ext. 161
- Dentistry—Dean W. H. Crawford, 149 Owre Hall, Ext. 6261
- Dental Hygiene—Dean W. H. Crawford, 149 Owre Hall, Ext. 6261
- Education—Dean Walter W. Cook, 204 Burton Hall, Ext. 6858
- General College—Dean H. T. Morse, 106 Nicholson Hall, Ext 107
- Graduate School—Dean Theodore C. Blegen, 319 Johnston Hall, Ext. 7075
- Institute of Agriculture—Dean Harold Macy, 201 Coffey Hall, Ext. (StP) 221
- Institute of Technology—Dean Athelstan F. Spilhaus, 107 Main Engineering, Ext. 587
- Law—Dean Maynard E. Pirsig, 204 Fraser Hall, Ext. 6123
- Medical Sciences—Dean Harold S. Diehl, 127 Owre Hall, Ext. 6109
- Medical Technology—Dr. Gerald T. Evans, Director, M410 University Hospitals, Ext. 80
- Military, Science and Tactics (ROTC)—Col. Robert T. Connor, 110 Armory, Ext. 6827
- Naval Science (NROTC)—Capt. Doyle M. Coffee, 203 Armory, Ext. 6843
- Nursing—Katherine J. Densford, Director, 125 Owre Hall, Ext. 6273
- Pharmacy—Dean Charles H. Rogers, 101 Wulling Hall, Ext. 326
- Physical Education for Men—Ike J. Armstrong, Director, 110 Cooke Hall, Ext. 71
- Physical Education for Women—Gertrude M. Baker, Director, 101 Norris Gymnasium for Women, Ext. 6174
- Science, Literature, and the Arts—Dean Errett W. McDiarmid, 215 Johnston Hall, Ext. 6221
- X-Ray Technology—Dr. Leo G. Rigler, Director, M534 University Hospitals, Ext. 80

the instructors, and give the times and places of meeting for each class. Also included are registration instructions, a calendar of holidays and important University activities, and a final examination schedule for the quarter. The class schedule bulletins usually are obtained at college offices.

ROTC BULLETIN

The ROTC Bulletin, obtained at the Armory, gives information on army, navy, air force courses taught at the University and on procedures for registering in the ROTC program.

STUDENT ADDRESS BOOK

The Student Address Book gives the school address, telephone number, Coffman Union post office box number, and home town of each student enrolled at the University of Minnesota. It also includes a calendar of the year's events and other miscellaneous information. The book is published each year about the middle of the Fall Quarter. Each student receives a copy at his post office box.

STAFF ADDRESS BOOK

The Staff Address Book gives the working address and telephone number, home address and telephone number, and title of each person employed by the University. Students do not receive copies of this book, but they may consult a copy at any college or staff office.

BUILDINGS

Names of buildings at the University frequently are abbreviated in notices and bulletins. To help new students, a list of the more common abbreviations is printed here.

A, Armory	Lib, Library Bldg.
Adm, Administration	ME, Mechanical Engineering (new bldg.)
Bu, Burton Hall	MH, Millard Hall
C, Chemistry Bldg.	NH, Nicholson Hall
CenH, Centennial Hall	NMA, Northrop Memorial Auditorium
CH, Cooke Hall	PiH, Pioneer Hall
CMU, Coffman Memorial Union	SaH, Sanford Hall
CofH (St.P), Coffey Hall (Administration Bldg.)	TSH, (St.P.), Temporary— South of Haecker
ComH, Ada Comstock Hall	TSMa, Temporary— 1st South of Mines
E, Main Engineering	VH, Vincent Hall
EdH, Eddy Hall	WuH, Wulling Hall
F, Folwell Hall	
ForH, Ford Hall	
HS, Health Service	
JohH, Johnston Hall	

UNIVERSITY PERSONNEL SERVICES

SERVICES	DIRECTOR	ROOM	PHONE
Admissions and Records	R. Edward Summers	232 Administration	295
Admissions	E. M. Gerritz	105 Administration	6405
Assistants to Dean of Admissions and Records:			
Minneapolis Campus	C. H. Koenig	105 Administration	6159
St. Paul Campus	Luella Reitan	203d Coffey Hall	Ne. 4616 Ext. 203
Information	Betty Williamson	Main Floor Administration	6284
Recorder	True E. Pettengill	120 Administration	337
Alumni Relations	Edwin L. Haislet	205 Union	6135
Coffman Memorial Union	Gordon Starr	106 Union	121
Coordinator of Religions	Henry E. Allen	211 Eddy Hall	6654
Dean of Students	E. G. Williamson	200 Eddy Hall	6878
Employment Bureau	W. L. Pedersen	153 TSF	6203
Foreign Students	Forrest G. Moore	302 Eddy Hall	6854
Health Service	Ruth E. Boynton	305A Health Service	516
Library	E. B. Stanford	107 Library	400
Loans and Scholarships	George B. Risty	201 Eddy Hall	6891
Speech and Hearing Clinic	E. H. Henrikson	205 Shevlin Hall	6442
Student Activities Bureau	B. J. Borreson	114 Temporary South of Mines, A	6945
Student Counseling Bureau	Ralph F. Berdie	101 Eddy Hall	568
Student Housing Bureau	Mabelle G. McCullough	209 Eddy Hall	160
St. Paul Campus Union	Paul Larson	9A Old Dairy	Ne. 4616
Veterans' Affairs	Kermit Almos	105 Shevlin Hall	6148
University Village Union		University Village	Gl. 5717

STUDENT ORGANIZATIONS AT UNIVERSITY OF MINNESOTA

An up-to-date list of all student organizations is available at the Student Activities Bureau, 114 Temporary South of Mines, A. This Roster of Student Organizations not only names the groups but gives the names and addresses of the contact persons for the organizations. Lists are free to all students upon request.

RELIGIOUS ORGANIZATIONS MINNEAPOLIS CAMPUS

NATIONAL BODY	ORGANIZATION AT UNIVER- SITY AND DIRECTOR	LOCAL CHURCH AND PASTOR
Baptist	Roger Williams Fellowship 1219 University Ave. S.E. Rev. John Saunders Bone Miss Esther Kennedy	University Baptist Church 1219 University Ave. S.E. Rev. John Saunders Bone
Catholic	The Newman Foundation 1701 University Ave. S.E. Rev. Leonard P. Cowley Rev. George G. Garrelts Rev. Michael McDonough Rev. Alfred Wagner	Catholic Student Chapel (Chapel of St. Robert Bellarmine) 13th Ave. and 4th St. S.E. Rev. Leonard P. Cowley Rev. George G. Garrelts Rev. Michael McDonough Rev. Alfred Wagner
Christian Science. . .	Christian Science Student Organization Mrs. Edna Marra 5042 Lyndale Ave. S.	Fifth Church of Christ, Scientist 12th and University Ave. S.E. Second Church of Christ, Scientist 12th and 3rd Ave. S.
Congregational	Pilgrim Foundation 1709 4th St. S.E. Rev. Owen Dukelow (Acting Director)	First Congregational Church 5th Street and 8th Ave. S.E. Rev. George Siudy
Disciples of Christ. .	Disciple Student Fellowship Rev. Gordon Hagberg 3400 49th St. S.	Portland Avenue Christian Church Portland Avenue and Grant Rev. Forrest L. Richeson
Eastern Orthodox . . .	Eastern Orthodox Fellowship Rev. Joseph G. Vasiliou Deacon Anthony Coniaris	St. Mary's Greek Orthodox Church 10th Avenue S. & E. Lake Rev. Gregory Karfopoulos Deacon Anthony Coniaris St. Mary's Russian Orthodox Church 1625 N.E. Fifth Rev. Leonard Soroka St. George's Greek Orthodox Church 1111 Summit Ave., St. Paul Rev. Joseph G. Vasiliou

Episcopal Canterbury Club
St. Timothy's House
317 17th Ave. S.E.
Rev. John W. Knoble

Holy Trinity Church
317 17th Ave. S.E.
Rev. John W. Knoble

Evangelical Covenant Club
Mission Covenant Rev. Robert O. Ferm
2114 Blaisdell Avenue

First Covenant Church
810 S. 7th Street
Dr. Paul Rees

Friends University Friends
Mr. Gerald C. Preston
3615 10th Ave. S.

(Preparative Meeting under the
direction of Mpls. Monthly
Meeting)
Mr. Gerald Preston

Inter-Varsity Minnesota Christian Fellowship
Dr. Elizabeth Carlson
121 Folwell Hall, University
Mr. Robert Baylis

NATIONAL BODY	ORGANIZATION AT UNIVER- SITY AND DIRECTOR	LOCAL CHURCH AND PASTOR
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Jewish Hillel Foundation
1521 University Ave. S.E.
Rabbi Louis Milgrom
Mrs. Theresa Friedland

Latter Day Saints.. Mormon Fellowship
Professor Wayne J. Anderson
116 Nicholson Hall, University

Church of Jesus Christ of
Latter Day Saints
First Minneapolis Branch
56th and Bryant Avenue So.
Mr. Wayne J. Anderson

Lutheran (National Lutheran Student Association
Council) 1813 University Ave. S.E.
Rev. William Larsen
Miss Evelyn Schaefer

Grace University Lutheran
Church
Harvard and Delaware S.E.
Rev. James Claypool
University Lutheran Church
of Hope
13th Ave. and 6th St.
Rev. Arndt Halvorson

Lutheran (Synodi- Gamma Delta
cal Conference) 1101 University Ave. S.E.
Rev. Lambert Mehl
Miss Thelma Kunde

University Lutheran Chapel
1101 University Avenue S.E.
Rev. Lambert Mehl

Mennonite Mennonite Student Fellowship
Miss Aganetha Loewen
Brester Hall, St. Paul Campus

Methodist	Wesley Foundation 1209 4th St. S.E. Rev. Wilbur Korfhage Mr. George Paris	First Methodist Church 1209 4th St. S.E. Rev. Wilbur Korfhage
Presbyterian	Westminster Foundation 1628 4th St. S.E. Rev. James Boren Miss Elizabeth Downing	Andrew Presbyterian Church 8th Avenue and 4th St. S.E. Rev. Arthur G. Emerson Bethany Presbyterian Church Oak St. at Essex
Unitarian- Universalist	Tri-U Student Association 202 Y.M.C.A. 1425 University Ave. S.E. Mr. Howard Huelster 170 B. Macalester St., St. Paul	First Unitarian Society 5000 Girard Avenue South First Unitarian Society 1526 Harmon Place Unity Church (Unitarian)
Y.M.C.A.	University Y.M.C.A. 1425 University Avenue S.E. Mr. Clarence Elliott Mr. Richard Stirling	Portland at Grotto (St. Paul)
Y.W.C.A.	University Y.W.C.A. 215 Coffman Memorial Union Miss Mary Ann Mattoon Miss Eileen Lindblad	

ST. PAUL CAMPUS

NATIONAL BODY	ORGANIZATION AT UNIVER- SITY AND DIRECTOR	LOCAL CHURCH AND PASTOR
Catholic	The Newman Foundation Rev. Paul Colbert	Corpus Christi Church 1449 Cleveland Ave. North, St. Paul
Congregational	Congregational-Presbyterian Miss Frances Cooper 130 TSA, St. Paul Campus 208 St. Paul Campus Union Miss Frances Cooper	St. Anthony Park Congregational Church 2129 Commonwealth, St. Paul Rev. Edwin Johnson

- Evangelical United Student Fellowship of the EUB Grace Church Evangelical
BrethrenRev. G. V. Walder
United Brethren
Cleveland Ave. & Lowry Ave. N.
Rev. O. E. Brunelle
Olivet Evangelical United
Brethren Church
43rd N. and Chowen Ave.
Robbinsdale, Minnesota
Rev. G. V. Walder
- Inter-VarsityMinnesota Christian Fellowship
Professor Elmer M. Johnson
109 Administration Bldg., Mpls.
Campus
- Lutheran (National Lutheran Student Association Council)Rev. Alvin G. Lewis
Miss Mary Jean Nelson
134 TSA, St. Paul Campus
St. Anthony Park Lutheran
Church
2246 Luther Place, St. Paul
Rev. Alvin G. Lewis
- MethodistWesley Foundation
1387 N. Cleveland, St. Paul 8
Rev. Wilbur Grose
Miss Margaret Barnhart
St. Anthony Park Methodist
Church
2200 Hillside Ave., St. Paul
Rev. Wilbur D. Grose
- PresbyterianCPF
130 TSA
Miss Frances Cooper
Central Presbyterian Church
Cedar and Exchange, St. Paul
Rev. Louis J. Covar
- Y.M.C.A.University Y.M.C.A.
210 St. Paul Campus Union
Mr. Harley Holliday
- Y.W.C.A.University Y.W.C.A.
210 St. Paul Campus Union
Miss Marjorie Thurston
Advisory Board Representative

ACADEMIC FRATERNITIES AND SORORITIES

ACADEMIC FRATERNITIES

Acacia	1206 S.E. 5th Street, Gl. 5941
Alpha Delta Phi	1725 University Ave. S.E., Gl. 1417, 5230
Alpha Epsilon Pi	Lonnie Lasman, Pres., De. 6201
Alpha Phi Alpha	Harold Howland, Pres., El. 8304
Alpha Tau Omega	1821 University Ave. S.E., Gl. 5887, 5060
Beta Theta Pi	1625 University Ave. S.E., Gl. 2313, 2755
Chi Phi	315 19th Ave. S.E., Gl. 2145
Chi Psi	1515 University Ave. S.E., Gl. 1455, 7607
Delta Chi	1601 University Ave. S.E., Gl. 2427
Delta Kappa Epsilon	1711 University Ave. S.E., Li. 4757, 4758
Delta Tau Delta	1717 University Ave. S.E., Gl. 5997, 5998
Delta Upsilon	921 University Ave. S.E., At. 2257, 2258
Kappa Alpha Psi	Edgar Pillow, Pres., El. 4885
Kappa Sigma	1125 S.E. 5th Street, Gl. 2792, 5816
Lambda Chi Alpha	1009 University Ave. S.E.
Phi Delta Theta	1011 S.E. 4th Street, Ge. 9359, 9350
Phi Epsilon Pi	1901 University Ave. S.E., Gl. 2388, 2140
Phi Gamma Delta	1129 University Ave. S.E., Gl. 7534
Phi Kappa	525 10th Ave. S.E.
Phi Kappa Psi	1609 University Ave. S.E., Gl. 1336, 1335
Phi Sigma Kappa	317 18th Ave. S.E., Gl. 1108, 2291
Psi Upsilon	1617 University Ave. S.E., Gl. 1114, 2997
Sigma Alpha Epsilon	1815 University Ave. S.E., Gl. 5986
Sigma Alpha Mu	915 University Ave. S.E., At. 6527
Sigma Chi	1623 University Ave. S.E., Gl. 9949, 2454, 2883
Sigma Nu	307 16th Ave. S.E., Gl. 1732
Sigma Phi Epsilon	Roger Lee, Pres., Mi. 2141
Tau Delta Phi	
Tau Kappa Epsilon	314 10th Ave. S.E., Fi. 3730
Theta Chi	315 16th Ave. S.E., Gl. 7929, 7920, 9926
Theta Delta Chi	400 10th Ave. S.E., Fi. 2081
Theta Xi	1033 E. River Road, Gl. 2044
Triangle	1227 4th Street S.E., Gl. 2196
Zeta Beta Tau	628 14th Ave. S.E., Gl. 9174
Zeta Psi	1829 University Ave. S.E., Gl. 7455, 7644

ACADEMIC SORORITIES

Alpha Chi Omega	514 11th Ave. S.E., Gl. 1361
Alpha Delta Pi	1000 5th St. S.E.
Alpha Epsilon Phi	928 S.E. 5th Street, Ma. 7469

Alpha Gamma Delta	311 11th Ave. S.E., At. 0207
Alpha Kappa Alpha	Lucy Morris, Pres.
Alpha Omicron Pi	1121 S.E. 5th Street, Gl. 1381
Alpha Phi	323 10th Ave. S.E., Ma. 8516
Alpha Xi Delta	1115 S.E. 5th Street, Gl. 1372, 1373
Chi Omega	315 10th Ave. S.E., Ge. 3495, At. 6529
Delta Delta Delta	316 10th Ave. S.E., At. 8107
Delta Gamma	1026 S.E. 5th Street, Br. 4197
Delta Zeta	519 10th Ave. S.E., Gl. 1869
Gamma Omicron Beta	1511 Raymond Ave., St. Paul, Ne. 3970
Gamma Phi Beta	311 10th Ave. S.E., At. 7285
Kappa Alpha Theta	1012 5th Street S.E., At. 5509
Kappa Delta	1025 S.E. 6th Street, Gl. 1863, 1864
Kappa Kappa Gamma	329 10th Ave. S.E., At. 0389
Phi Mu	1112 S.E. 6th Street, Gl. 2618
Pi Beta Phi	1109 S.E. 5th Street, Gl. 1339
Sigma Delta Tau	1121 University Ave. S.E., Gl. 7935
Sigma Kappa	521 12th Ave. S.E., Gl. 2772, 2671
Zeta Tau Alpha	1027 University Ave. S.E., Ma. 7569

PROFESSIONAL FRATERNITIES AND SORORITIES

PROFESSIONAL FRATERNITIES

Alpha Chi Sigma (Chemical)	613 S.E. Oak Street, Gl. 5951
Alpha Gamma Rho (Agriculture)	2060 Carter, St. Paul, Ne. 4790
Alpha Kappa Kappa (Medical)	1021 E. River Road, Gl. 1744
Alpha Kappa Psi (Business)	1116 S.E. 5th Street, Gl. 1385
Alpha Omega (Dentistry)	James Dobrin, Pres., Ke. 0186
Alpha Rho Chi (Architecture)	609 Ontario Street S.E., Gl. 5329
Anchor and Chain (NROTC)	Richard J. Williams, Pres., Em. 3254
Delta Sigma Delta (Dentistry)	814 Essex S.E., Gl. 1324
Delta Sigma Pi (Business)	1029 S.E. 4th Street, Li. 3857
Delta Theta Phi (Law)	1011 S.E. 6th Street, Gl. 2245
Farm House (Agriculture)	1485 N. Cleveland Ave., St. Paul, Ne. 3196
Gamma Eta Gamma (Law)	Richard Magnuson, Pres., Li. 2849
Kappa Eta Kappa (Engineering)	531 S.E. Walnut Street, Gl. 2133
Kappa Psi (Pharmacy)	Arnold Vasseden, Pres.
Mu Beta Chi (Business)	Harold Bix, Pres., Lo. 1495
Nu Sigma Nu (Medical)	706 Delaware, Gl. 7925
Phi Beta Pi (Medical)	329 Union Street S.E., Gl. 1369

Phi Chi (Medical)	325 Harvard Street S.E., Gl. 7979
Phi Delta Chi (Pharmacy)	323 11th Ave. S.E., Ge. 6888
Phi Delta Epsilon (Medical)	Evertt Karon, Pres., Em. 1031
Phi Delta Phi (Law)	John Gould, Pres., Gl. 9988
Phi Mu Alpha (Music)	James Flom, Pres., Or. 0539
Phi Rho Sigma (Medical)	317 Union Street S.E., Gl. 1839
Psi Omega (Dentistry)	901 E. River Road, Gl. 1489
Sigma Alpha Sigma (Engineering)	Harlan Stein, Pres., El. 8401
Sigma Delta Chi (Journalism)	Fred Olsen, Pres., Pl. 2940
Theta Tau (Engineering)	324 S.E. Walnut Street, Gl. 2972
Xi Psi Phi (Dentistry)	505 S.E. Walnut Street, Gl. 2464

PROFESSIONAL SORORITIES

Alpha Delta Theta (Medical) . . .	Kathryn Hammer, Comstock, Pres., Ma. 8158
Alpha Epsilon Iota (Medical)	623 Washington Ave. S.E., Gl. 7153
Alpha Kappa Gamma (Dental Hygiene)	Lois Cook, Pres., Hy. 0092
Alpha Tau Delta (Nursing)	Carol Davis, Pres., Pr. 6548
Kappa Beta Pi (Law)	Bonnie Perfetto, Pres., Em. 2677
Kappa Epsilon (Pharmacy)	Barbara Carpenter, Comstock, Pres., Ma. 8158
Phi Delta (Business)	Louella Lund, Pres., Gl. 1265
Phi Upsilon Omicron (Home Economics)	Phyllis Bowe, Pres., Mi. 4222
Sigma Alpha Iota (Music)	Mary Peel, Pres.
Tau Beta Sigma (Music)	Mary Farrier, Comstock Hall, 177-J, Anoka
Theta Sigma Phi (Journalism)	Helen Bagby, Gl. 1339
Zeta Phi Eta (Speech)	Marjorie Sampson, Pres., Ge. 1590



BASIC POLICY FOR STUDENT ORGANIZATIONS

PURPOSES—The University Senate, responsible for formulating educational policies, considers organized student activities and programs an integral part of the University's total educational program. In order to contribute significantly to students' educational progress, to their recreational needs and to their personal development, student activities should give to participants experiences which yield: stimulation of interest in current social, political, economic, cultural or religious issues and problems; experience in living and working in group projects with individuals of different races, creeds and cultural backgrounds; intellectual development in fields related to classroom experiences; development of professional ideals and standards through activities of a professional type; practice in recognizing and exercising the responsibilities of citizenship; development of personal and professional friendships and associations; development of capacities for leadership in group enterprises; and recreational experiences within the cultural environment of the University.

PRIVILEGES AND RESPONSIBILITIES — In the management and conduct of activities designed to attain these objectives, students enjoy certain privileges and bear certain responsibilities as members of the University community. Among these privileges are the following:

Rights and privileges similar to those enjoyed by responsible citizens in every community, including those of discussion, debate, assembly, communication and dissemination of personal and group points of view through University-recognized and/or established media of expression and distribution; the right to initiate or join in the initiation and conduct of organizations, associations and enterprises consistent with the ideals and objectives of a program of higher education; the assistance and advice of members of the University staff in planning and conducting programs; the formal and official University recognition of activities and organizations; the right to establish and maintain suitable media for the publicizing and furtherance of student activities and the expression of students' points of view and the use of University facilities, services, buildings and property in conformity with general University regulations designed to make for orderliness and to serve the best interests of the University community.

These privileges granted to students by the University imply attendant responsibilities which are assumed with the acceptance of privileges. Among these responsibilities are the following:

The responsibility to plan and conduct activities furthering educational purposes; the responsibility of student groups and organizations to recognize at all times that their actions and words may be considered by the public as representative of the University and that such actions and words should be such as to serve the best interests of all students and the highest purposes of higher education as a whole; the responsibility to direct student activities so as to avoid narrowness and selfishness of purpose, and to achieve the furtherance of purposes consistent with educational objectives; and the responsibility to recognize that affiliation of a student group with external organizations in no way abrogates the group's relationship to the University.

TYPES OF ACTIVITIES — In the exercise of the above privileges and subject to the foregoing responsibilities, officially recognized organizations and groups may initiate and conduct activities and affairs whether through discussion, meetings, publications or otherwise; programs emphasizing and stimulating interest in and giving recognition to intellectual achievement; programs concerning matters such as political, social, economic, educational, cultural, aesthetic, vocational, scientific or other interest; fund-raising programs, through dues, assessments or solicitation among students, to support the organization or to support welfare and charitable projects appropriate to the University community; religious programs; recreational programs for students; participation in government of student affairs through councils, boards, and other governing bodies; and planning and practicing group living through fraternal or cooperative associations.

The foregoing activities, affairs and programs shall be directed primarily to the University community and to its members, and may not be extended by student organizations, using any means including any medium of communica-

tion, beyond that community without the guidance and approval of the Student Activities Bureau. Any such extension of activities, affairs and programs beyond the University community shall be an incidental part of the organization's total program and shall be consistent with the furtherance of students' educational objectives as defined in this policy.

RELATIONSHIPS — The University is concerned not only with objectives but also with worth-while results accomplished through student activities. For this reason the University has established advisory and supervisory relationships with student groups with regard to the nature of activities, problems of financial management and effective utilization of opportunities to achieve educational, recreational and self-development purposes. Close cooperative working relationships should be maintained by student organizations and their members with faculty advisers and with the staff of the Student Activities Bureau which serves as the normal channel for relationships between student organizations and the University administration.

The Senate Committee on Student Affairs has general jurisdiction over all matters of policy, regulations, rules and programs relating to student activities. The students at all times have free access to this committee for review and discussion of such matters. The responsibility for administering such policies, rules and regulations and for general supervision over student activities has been assigned by the administration of the University to the Student Activities Bureau in the Office of the Dean of Students.

Appeals from decisions of the staff of the Activities Bureau affecting student organizations and activities may be made to the Dean of Students, the Senate Committee on Student Affairs, the Senate, the President, and finally the Board of Regents.

The Senate Committee on Student Affairs is empowered and directed to establish necessary rules and regulations consistent with the above general policies and with general University regulations. All previously established rules and regulations having to do with student organizations and their activities as defined in this document shall be reviewed and, if necessary, revised or rescinded by the appropriate body to conform to these policies. Before rules and regulations are adopted by the Senate Committee on Student Affairs, all interested student organizations shall have the opportunity for study and recommendation concerning the proposed rules and regulations.

INTERCOLLEGIATE ATHLETIC SCHEDULES

Student season athletic tickets, which cost \$10, entitle the purchaser to attend more than 50 regularly scheduled athletic events during the school year. Married students may purchase an additional \$14 ticket for a non-student wife or husband. Season ticket holders also are allowed reduced rates for such special events as national tournaments held at the University.

The season ticket sale for students opens each year during Welcome Week. Purchase must be made in person and purchasers must present a properly receipted fall quarter fee statement. The tickets are non-transferable.

Football seating for student ticket holders is on a reserved seat basis after the first home game. The seats are assigned within class sections by a lottery conducted jointly by the All-University Congress and the Athletic Ticket Office.

1953 FOOTBALL SCHEDULE

Saturday, September 26.....	U. So. California—Los Angeles
Saturday, October 3.....	Michigan State—Here
Saturday, October 10.....	Northwestern—Evanston
Saturday, October 17.....	Illinois—Champaign
Saturday, October 24.....	Michigan—Here
	(50th Anniversary Little Brown Jug)
Saturday, October 31.....	Pittsburgh (Dads' Day)
Saturday, November 7.....	Indiana (Homecoming)
Saturday, November 14.....	Iowa—Iowa City
Saturday, November 21.....	Wisconsin—Here

1953-54 BASKETBALL SCHEDULE

Saturday, January 2.....	Illinois—Urbana
Saturday, January 9.....	Indiana—Here
Saturday, January 16.....	Iowa—Iowa City
Saturday, January 23.....	Northwestern—Evanston
Monday, January 25.....	Purdue—Here
Saturday, January 30.....	Michigan State—Here
Saturday, February 6.....	Purdue—Lafayette
Monday, February 8.....	Indiana—Bloomington
Saturday, February 13.....	Iowa—Here
Monday, February 15.....	Wisconsin—Madison
Saturday, February 20.....	Ohio State—Columbus
Monday, February 22.....	Michigan—Here
Saturday, February 27.....	Northwestern—Here
Saturday, March 6.....	Wisconsin—Here

1953-54 HOCKEY SCHEDULE

Friday, December 4	
Saturday, December 5.....	Colorado College—Colorado Springs
Tuesday, December 29	
Wednesday, December 30.....	Dartmouth College—Here
Friday, January 1	
Saturday, January 2.....	Colorado College—Here
Friday, January 8	

Saturday, January 9.....North Dakota—Grand Forks
 Friday, January 15
 Saturday, January 16.....Michigan—Here
 Friday, January 22
 Saturday, January 23.....Michigan State—Here
 Friday, January 29
 Saturday, January 30.....Michigan State—Lansing
 Friday, February 5
 Saturday, February 6.....North Dakota—Here
 Friday, February 12
 Saturday, February 13.....Michigan Tech—Houghton
 Friday, February 19
 Saturday, February 20.....Michigan Tech—Here
 Monday, February 22
 Tuesday, February 23.....Denver University—Denver
 Friday, February 26
 Saturday, February 27.....Michigan—Ann Arbor

MINNESOTA YELLS

1. Y-E-A, Team

Y-E-A, Team . . .
Y-E-A, Team . . .
Fight—Fight—Fight

2. The Skyrocket

Siss (whistle) . . . *Boom . . .*
Ahhhh Minnesota!

3. The Ski-U-Mah

Ski i . . . uuu . . . Mah
Ski i . . . uuu . . . Mah (sing
 slowly) (break fast into
 the next)
Ski-U-Mah Rah
Ski-U-Mah Rah
Ski-U-Mah Rah
Y-E-A Minnesota!

4. Short Locomotive

M-I-N-N-E-S-O-T-A
 (spelled out)
Minnesota—Minnesota
Y-E-A, Gophers!

5. Big Locomotive

Rah . . Rah . . Rah . . Rah
Minn . . E . . So . . Ta
Rah . . Rah . . Rah . . Rah
Minn . . E . . So . . Ta
Rah . . Rah . . Rah . . Rah
Minn . . E . . So . . Ta
Rah!

MINNEAPOLIS SYMPHONY ORCHESTRA

ANTAL DORATI, *Conductor*

The Fifty-first Season of the Minneapolis Symphony Orchestra will be presented in Northrop Memorial Auditorium during the winter of 1953-1954. There will be the usual series of eighteen subscription concerts, mostly on Friday nights with the following distinguished guest artists: Guest Conductors—Leopold Stokowski, Pierre Monteux. Pianists—Robert Casadesus, Rudolf Serkin, William Kapell, Dame Myra Hess, and Vladimir Horowitz. Violinists—Yehudi Menuhin, Isaac Stern, Joseph Szigeti, and Rafael Druian. There will also be a choral concert enlisting the services of the University Chorus of 300 voices and other features to be announced later. Season tickets are available to students, faculty and staff at a reduced price. Further information may be obtained at the Symphony Ticket Office, 106 Northrop Auditorium.

UNIVERSITY ARTISTS COURSE

Each year the University Artists Course brings to the campus seven of the world's outstanding musicians. Students are able to save 40 per cent of the cost of individual tickets by buying season tickets which range in price from \$6.00 to \$14.00 according to the seating. Season tickets are sold at 105 Northrop Auditorium. The complete program for the 1953-54 series is as follows:

1953 Season 1954

October 15	Blanche Thebom, Mezzo Soprano
November 24	George London, Baritone
January 18	Leon Fleisher, Pianist
February 10	DeMille Dance Theatre
February 18	Vienna Philharmonic Orchestra
February 24	Jascha Heifetz, Violinist
March 9	Artur Rubinstein, Pianist

Optional Eighth

November 11	Sadler's Wells Ballet
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Special prices to season patrons.

UNIVERSITY THEATRE

1953-54 Season

BILLY THE KID (melodrama).....	October 5-11
PORGY AND BESS (Gershwin).....	November 16-22
HEARTBREAK HOUSE (Shaw).....	November 30-December 6
DANCE OF DEATH (Strindberg).....	January 18-24
LE BOURGEOIS GENTILHOMME (Moliere).....	February 1-7
OTHELLO (Shakespeare).....	February 22-28
ALICE IN WONDERLAND.....	April 5-15
(To be announced).....	April 27-May 3

STUDENTS' HEALTH SERVICE

Location: Church Street south of Delaware—Ext. 168 or 6942

Hours: Daily except Saturdays, Sundays and holidays:
8:00 a.m. to 7:00, fall; 6:00, winter and spring
7:00 (or 6:00) p.m. to 8:00 a.m. W212 Main Hospital, emergency only

Saturdays:

8:00 a.m. to 5:00 p.m.

5:00 p.m. to 9:00 a.m. W212 Main Hospital, emergency only

Sundays and Holidays:

9:00 a.m. to 11:00 a.m.

11:00 a.m. to 8:00 a.m. W212 Main Hospital, emergency only

RADIO STATIONS

KUOM	Eddy Hall	770 Kilocycles
Hours—Monday through Saturday (except 12:30-2:00 Saturday)		
August	10:30 a.m.-7:15 p.m.	February 10:30 a.m.-5:45 p.m.
September	10:30 a.m.-6:30 p.m.	March 10:30 a.m.-6:15 p.m.
October	10:30 a.m.-5:30 p.m.	April 10:30 a.m.-7:00 p.m.
November	10:30 a.m.-4:45 p.m.	May 10:30 a.m.-7:30 p.m.
December	10:30 a.m.-4:30 p.m.	June and July 10:30 a.m.-8:00 p.m.
January	10:30 a.m.-5:00 p.m.	

WMMR

Coffman Memorial Union

Broadcast to Pioneer, Sanford, Comstock, Centennial, and Powell Halls and Winchell Cottages.

Hours—Monday through Friday, 5:00 p.m.-11:00 p.m.
Saturday, 7:30 a.m.-12 Midnight.

UNIVERSITY LIBRARIES

Ext. 400

Hours of Main Library

Regular Schedule: 8:00 a.m. to 10:00 p.m. Monday through Friday

8:00 a.m. to 5:00 p.m. Saturdays

(Whenever school is in session)

Holidays when library is open (Columbus Day, Armistice Day, Lincoln's Birthday, and Washington's Birthday) the hours will be 8:00 a.m. to 5:00 p.m.

Days preceding holidays on which the library is closed (New Year's Day, Good Friday, Easter, Memorial Day, Independence Day, Labor Day, Thanksgiving, and Christmas) the hours will be 8:00 a.m. to 6:00 p.m. Variations from schedule will be announced in the Daily Bulletin.

Between quarters the library will be open 8:00 a.m. to 5:00 p.m. Monday through Friday, and 8:00 a.m. to 12:00 noon, Saturday.

Regular schedule will be resumed following all holidays.

Departmental Libraries and Seminars

There are departmental libraries for Agriculture, Architecture, Chemistry, Engineering, Geology, Physics, Law, Mines, Pharmacy, as well as seminars for Education, History, Language, and Political Science.

A Freshman and Sophomore library is located in Johnston Hall.

Departmental libraries are located in the buildings in which the department is housed. Seminars are on the third floor of the Main Library Building.

COFFMAN UNION FOOD SERVICE

Hours of Service

CAFETERIA (Ground floor, Union), Ext. 6236

Breakfast: Monday through Saturday, 7:00 to 10:30 a.m.

(A complete choice of breakfast and brunch items available)

Lunch: Monday through Saturday, 11:10 a.m. to 1:30 p.m.

(Daily at special counter only; a complete well-balanced plate lunch and a hot meat sandwich with potatoes and gravy)

(Daily a la carte counter: a good selection of foods at reasonable prices)

P. M. Snacks: Monday through Friday, 2:00 to 4:45 p.m.

(Offering a nice choice of sandwiches and other snack items)

Dinner: Monday through Friday, 5:15 to 7:00 p.m.

(A correctly balanced plate dinner is offered at the special counter)

FOUNTAIN GRILLE (First floor, Union)

Monday through Friday—Continuous Service, 9:00 a.m. to 4:30 p.m.
(Featuring a nice choice of sandwiches and complete fountain service)

GOPHERETTE (Ground floor, Union)

Monday through Friday—Continuous Service 10:30 a.m. to 2:00 p.m.
(A quick lunch counter offering speedy service and a popular selection of sandwiches and fountain items)

COMMUTERS' LUNCH ROOM (Basement, Union—near Bowling Alleys)

Monday through Friday—Continuous Service 10:30 a.m. to 2:30 p.m.
(Supplement your home packed lunch with reasonably priced hot dishes, desserts, sandwiches, and beverages)

PARTY FLOOR (Third floor, Union)

Party and Banquet Service is available to all campus organizations and groups for lunches, dinners and teas Monday through Friday and for lunch on Saturday. Reservations should be made at least two days in advance with the Food Service Office, Room 61B, or call Ext. 6236, 6237, or 6693.

SHEVLIN HALL LUNCH ROOM (N.W. corner of campus), Ext. 524

Monday through Friday—Continuous Service 9:30 a.m. to 4:30 p.m.
(Combines adequate Cafeteria and Commuters' Lunch Service for the convenience of students and staff on the northwest section of the campus.)

UNION FOOD SERVICE

St. Paul Campus

Hours of Service

GAME ROOM GRILL (Ground floor)

Monday through Friday—9:00 a.m.—9:30 p.m.
Saturdays—11:00 a.m.—9:30 p.m.
Sundays—2:00 p.m.—9:30 p.m.

SODA FOUNTAIN (Main floor)

Monday through Friday—7:45 a.m.—4:30 p.m.
Saturday—7:45 a.m.—12:00 noon

A HELPFUL SUGGESTION:

You will save time and receive faster service if you can arrange to eat lunch on the half-hour (11:30, 12:30, 1:30) rather than on the hour (11, 12, or 1 o'clock.)

INTER-CAMPUS CAR SCHEDULE

For the school year 1953-54, September 28 to June 12 inclusive, except during the Christmas and spring vacation periods.

Cars leave both the Minneapolis and St. Paul campuses on the following hours:

7:00*	9:00	11:00	1:00	3:00	5:10
7:20	9:20	11:20	1:20	3:20	5:30
7:40	9:40	11:40	1:40	3:40	5:50
8:00	10:00	12:00	2:00	4:00	6:10
8:20	10:20	12:20	2:20	4:20	6:30
8:40	10:40	12:40	2:40	4:40	6:50
					7:10**

Half hour schedules Saturday afternoons beginning Minneapolis campus at 1:20, beginning St. Paul campus at 1:40. No cars on Sundays. The schedule for holidays will be announced.

Passes for those having classes on both campuses are issued at the University Post Office, Minneapolis campus, and the Admissions and Records Office, St. Paul campus.

Minneapolis Street Railway Company

Students traveling by street car or bus have the choice of four routes to either St. Paul or Minneapolis.

Fourth Street: Oak-Harriet—12-15 minute schedule; Como-Harriet—12-15 minute schedule.

Washington Avenue: To Minneapolis—To St. Paul—6-10 minute schedule.

* From Minneapolis campus only.

** From St. Paul campus only

UNIVERSITY POST OFFICE

Location: Ground Floor, Coffman Memorial Union—Ext. 368
U. S. Post Office 8:15 a.m.-5:00 p.m. weekdays

Hours: 8:15 a.m.-12:00 m. Saturdays (regular school year)
University Post Office Boxes 7:30 a.m.-6:00 p.m.

TELEPHONES

Public pay telephones are located in the Administration building, Coffman Memorial Union, Northrop Auditorium, the Library, the University residence halls, and in most of the college and classroom buildings on the campus.

Numbers listed in **THE MOCCASIN** are extensions of **MAin 8158** for the Minneapolis campus, **NEstor 4616** for the St. Paul campus, **MAin 8101** for the Athletic Department, and **MAin 8551** for University Hospitals. The "Nestor" exchange of the St. Paul number is toll-free for calls from either St. Paul or Minneapolis. "Main" is a Minneapolis exchange.

Extension numbers within a campus may be reached by dialing them exactly as listed. To call the St. Paul campus from a Main Campus phone, dial **60** and then the extension number. To call the Minneapolis campus from a St. Paul campus phone, dial **8** and then the extension number. To call off-campus from one of the University extension phones, the caller must first dial **9**, wait for the second dial tone, and then dial the regular number.

LOST AND FOUND

Location: Ground Floor, Coffman Memorial Union—Ext. 6457

Hours: 8:00 a.m.-12:00 m. and 1:00 p.m.-5:00 p.m. Monday through Friday

UNIVERSITY STUDENT EMPLOYMENT BUREAU

Location: 153 TSF—Ext. 6203

Hours: 8:00 a.m.-12:00 m. and 1:00 p.m.-4:00 p.m., Monday through Friday

UNIVERSITY BOOKSTORES

Coffman Memorial Union Bookstore.....Ext. 135

Location: Ground floor, Coffman Memorial Union

Hours: 8:00 a.m.-5:00 p.m. weekdays

8:00 a.m.-12:00 m. Saturdays (regular school year)

Nicholson Hall Bookstore.....Ext. 6874, 6875, 6876

Location: Ground floor, Nicholson Hall

Hours: 8:00 a.m.-5:00 p.m. weekdays

8:00 a.m.-12:00 m. Saturdays (regular school year)

Professional Colleges Bookstore.....Ext. 6867, 6868, 6869

Location: 17 Main Engineering

Hours: 8:00 a.m.-5:00 p.m. weekdays

8:00 a.m.-12:00 m. Saturdays (regular school year)

UNIVERSITY CALENDAR - 1953-54

Fall Quarter

SCHEDULED EVENTS

1953

August 3-September 25—Fall registration. Orientation program for new students. Dates for the various colleges will be announced in mailed instructions. Students are urged to register early. It is expected that all students who can do so will register in August.

September

7 Labor Day; holiday

17 Fall quarter fees due for students registered through September 11

18-26 New Students' Camps, September 18-20; New Students' Parents' Day, September 20; New Students' Week, September 20-26. Details announced in instructions issued at orientation

25 Last day for registration and payment of fees for the undergraduate colleges

28 Fall quarter classes begin 8:30 a.m.

October

1 Opening convocation, 11:30 a.m.; IV hour classes excused

2 Last day for registration and payment of fees for the Graduate School, and for teachers in service

12 Columbus Day; holiday

23 SLA Day

31 Dads Football Game

November

7 Homecoming Day

11 Armistice Day; holiday

15 Religion in Life Week begins

19 Senate meeting 3:30 p.m.

26 Thanksgiving Day; holiday

27, 28 Classes excused (except Medical School)

December

11, 12 and

14-17 Final examination period

17 Commencement 8:00 p.m.

19 Fall quarter closes

TRADITIONAL EVENTS

Dates Available at 114 TSMa

Ag Student Camps

Big Sister Tea

Campus Chest Campaign

Christmas Parties and
Caroling

Christmas Seal Drive

Dad's Day

Dean of Students Retreat

Farm Union Open House

Football Season

Fraternity-Sorority Rushing

Freshman Dance

Homecoming

Leadership Camps

New Student Camps

Panhellenic Ball

Parents' Day

Religion in Life Week

SLA Day

Union Christmas Dance

Union Open House

Welcome Week

Winter Quarter

SCHEDULED EVENTS

- 25 Christmas Day; holiday
- 28 Winter quarter fees due for students in residence fall quarter in undergraduate colleges
- 29, 30 Orientation and registration for new students in undergraduate colleges

January—1954

- 1 New Year's Day; holiday
- 4 Registration resumes; winter quarter classes begin 8:30 a.m.
- 5 Last day for registration and payment of fees for new students in undergraduate colleges
- 8 Last day for registration and payment of fees for the Graduate School, and for teachers in service

February

- 12 Lincoln's Birthday; holiday
- 18 Senate meeting, 3:30 p.m.
- 21-27 University of Minnesota Week
- 22 Washington's Birthday; holiday
- 25 Charter Day convocation, 11:30 a.m.; IV hour classes excused

March

12, 13 and

- 15-18 Final examination period
- 18 Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Commencement 8:00 p.m.
- 20 Winter quarter closes

TRADITIONAL EVENTS

Dates Available at 114 TSMa

- Basketball Season
- Boxing, Wrestling, Swimming Season
- Business Day
- Brotherhood Week
- Farm Union Open House
- Foresters' Day
- Founders' Day
(U of M Week)
- Greek Week
- Hockey Season
- Heart Fund Variety Show
- March of Dimes Drive
- Mardi Gras Dance
- Red Cross Drive
- Snow Week
- Union Open House

Spring Quarter

SCHEDULED EVENTS

TRADITIONAL EVENTS

March—1954

- 25, 26 Orientation program; registration and payment of fees for new students in all undergraduate colleges
- 29 Spring quarter classes begin at 8:30 a.m.

April

- 2 Last day for registration and payment of fees for the Graduate School, and for teachers in service
- 16 Good Friday; holiday
Parents Day

May

- 13 Cap and Gown Day Convocation, 11:30 a.m.; IV hour classes excused
- 20 Senate meeting, 3:30 p.m.
- 31 (Sunday, May 30, Memorial Day); holiday

June

- 5 and 7-11 Final examination period
- 6 Baccalaureate service, 3:00 p.m.
- 12 Spring quarter closes. Commencement, 8:00 p.m.

First Term Summer Session

June

- 14 Orientation and registration
- 15 First term classes begin 8:00 a.m., fees due for students in all colleges

July

- 5 (Sunday, July 4, Independence Day); holiday
- 15 Commencement, 8:00 p.m.
- 17 First term closes

Second Term Summer Session

July

- 19 Registration and payment of fees
- 20 Second term classes begin 8:00 a.m.

August

- 19 Commencement, 8:00 p.m.
- 21 Second term closes

Dates Available at 114 TSMa

Baseball Season

Campus Carnival

Cap and Gown Day

Education Day

Engineers' Day

Foresters' Day

Fraternity-Sorority Spring Formals

General College Day

High School Conference and Open House

High School Basketball Tournament

Leadership Camps

Parents' Day

Recognition Day

Residence Formals

St. Paul Campus All-College Weekend

Spring Elections

Stardust Dance

GLOSSARY — INDEX

- Adviser — A faculty member with whom students plan their class schedules and programs. Initial assignments to advisers usually are made at college offices during the Two-Day Orientation-Registration Program.
- Academic fraternity — A social organization of male students whose program stresses scholarship, social skills, adjustment to University life, and service projects. These usually have Greek letters for a name.
- Ad Building — Administration Building. See Main Campus map. The Admission and Records office is in this building. Fees are paid there.
- Advanced standing — Recognition on the part of college officials that a student has already learned subject matter equal to that covered in a certain college course. The phrase also refers to credit given for courses at other universities and colleges, or credit for extra high school courses.
- Ag campus — That section of the University located in St. Paul. The College of Agriculture, Forestry, Home Economics and Veterinary Medicine is located on the Ag campus. Also called St. Paul campus. (See Inter-campus car)
- All-U Congress — All University Congress, the top student governing body composed of student representatives from each college. The Congress sponsors campus-wide programs and represents students in policy decisions.
- Artists Course — See page 87.
- Arts Board — Science, Literature and the Arts College Board. Elected student representatives plan programs for SLA students and represent students in forming of policies by the SLA college faculty and staff.
- Assistant Professor — See Page 30.
- A. W. S. — Associated Women Students. Every woman student is automatically a member. The group sponsors service programs, primarily for women.
- Associate Professor — See page 30.
- Athletic Schedules — See pages 84-86.
- Athletic ticket — See page 84.
- Auditing (a course) — Taking a course for no credit.
- Average (scholastic) — Also Honor Point Ratio (HPR). See pages 28-30.
- B-Day — School of Business students, through the Business Board, plan an annual one-day program called B-Day. Dances, a queen, a dinner, and outstanding speakers are among the day's events.
- Blueprint — A cumulative record of a student's grades, sent to him at the completion of the school year by the Registrar's Office. Additional copies are furnished upon request of a student.
- Bookstores — See page 92.
- Bulletin (Daily) — Official University announcements regarding class changes, schedules, and programs. This bulletin appears in the student newspaper, *The Minnesota Daily*.

- Bulletin (College) — Class schedules, graduation requirements, and course descriptions are published in each College Bulletin. These are available at college offices. See page 73.
- Bursar — The University employee who receives fees from students. The bursar's office is on the main floor of the Administration Building.
- B. V. A. — Bureau of Veterans Affairs in Shevlin Hall. See page 35.
- Calendar, 1953-54 — See pages 93-95.
- Campus Club — For faculty and staff members, dining and lounging facilities on the fourth floor of Coffman Memorial Union.
- Cancel-Add — Procedure for officially dropping a course or adding a course to a class schedule after a student's registration is completed. Blank slips for this procedure are available at college offices.
- Citizenship — See page 53.
- College — See pages 22, 72.
- College Bulletin — See bulletin above and page 73.
- College Councils — See page 64.
- College window — On the main floor of the Administration Building each college has a window at which students complete their registration.
- Congress — See All University Congress.
- Convocation, Convo — Held every Thursday at 11:30 a.m. in either Northrop Auditorium or the main ballroom of Coffman Memorial Union. The President's Convocation is the first one held in the fall which new students especially are urged to attend. Other convocations present speakers, artists, or student programs.
- Counselor — A University staff member trained and employed to help students. Counselors provide help on questions of an educational, personal, or social nature. See pages 35, 36, 38.
- Course number — Each course taught at the University is identified by a course number. College bulletins list courses with their numbers. Courses numbered 100 or above may be taken only by seniors and graduate students.
- Credits — See page 28.
- Dean — See page 63, 72.
- Deficiencies — Usually refers to a course or series of courses needed to complete requirements for a degree.
- Department — Subdivisions by area of study within a college. There are English and Mathematics Departments, for instance, in the College of Science, Literature, and the Arts. Each department is in charge of all courses, instructors, and requirements in its area of study.
- Dinky-town — The small business district located at 14th avenue and 4th street S. E., at the north end of the Minneapolis campus.
- Draft deferments — See page 41.

- Duluth Branch — Duluth Branch of the University of Minnesota.
- E-Day — Similar to B-Day (see above), but for Engineering students.
- Ed-Day — Similar to B-Day (see above), but for Education students.
- English placement card — A card which classifies students on the basis of tests, high school rank, and a written theme. The card designates the English course to which SLA, IT, and Education students are assigned.
- Faculty adviser — See adviser.
- Fee statement — A slip received after completion of registration and payment of tuition and fees, — used frequently as a means of identifying a student. If the original is lost, a duplicate can be obtained at the Administration Building.
- Food service, campus — See page 90.
- Foresters' Day — Similar to B-Day (see above), for Forestry students.
- G. C. — An abbreviation for The General College of the University.
- Gallery, University — See page 38.
- General College Day — Similar to B-Day (see above), for General College students.
- General Education — See page 22.
- Graduation plan I and II — Two plans for SLA students to fulfill graduation requirements. See SLA college bulletin.
- Greek — An informal reference to a fraternity or sorority member. The term is used because fraternities and sororities usually have Greek letters as their names.
- Group requirements — A set of courses arranged to give some broad general education to suit a student's particular background and need.
- Health Service — See pages 37, 47, 88.
- H. S. R. — High school rank. A figure calculated from high school grades, ranking each student in his high school graduating class.
- Honor point — See page 29.
- H. P. R. — Honor Point Ratio. See page 29.
- Hour — The time of day that a class is taught. For example, first hour is 8:30 to 9:30 a.m. on the main campus or 8 to 9 a.m. on the St. Paul campus.
- Housing — See pages 36, 41.
- IBM card — A card measuring approximately 2 by 7 inches and used for mechanical tabulation of information. Part of registration material.
- Incidental fee — That part of a student's registration fee which helps support various student services and programs such as the Health Service, student newspaper, or the Union building.
- I. T. — Abbreviation for Institute of Technology, the school of the University in which engineers and scientists are trained.
- Instructor — See page 30.

- Inter-campus car — The special streetcar that operates between St. Paul and Minneapolis campuses, usually at twenty-minute intervals. Passes for students with classes on both campuses and special rate tickets for all students are available at the Bursar's window, Administration Building.
- Interdepartmental major — A special program of study that includes courses in three or more departments. See college bulletin.
- I. F., I. F. C. — Abbreviations for Interfraternity and Interfraternity Council. See page 67.
- Junior College — In SLA this refers to the freshman and sophomore years in which students take basic, general, and pre-professional courses.
- Knoll — The park area in front of Burton Hall at the north entrance to the campus.
- Lab — Abbreviation for laboratory, where experiments for science classes are conducted.
- Lab section — That portion of class time devoted to laboratory work.
- Lost and found — See page 92.
- Lunch rooms — For students who carry their lunches: in YMCA, Union, and Shevlin Hall. Beverage and snack counter facilities available at each.
- Main campus — Minneapolis campus.
- Major — A student usually specializes in one branch of learning. This is referred to as his major. College bulletins list the specific requirements for majors.
- The Mall — The grassy area with trees, extending from Northrop Auditorium to Washington Avenue, bounded by classroom buildings, the library, and the Administration Building.
- Maps, Minneapolis and St. Paul campuses — See pages 50, 51.
- M. A. R. S. — Abbreviation for Minnesota Association of Rooming House Students. See page 68.
- Matriculation — See General Information Bulletin.
- Minor — In addition to majoring or specializing in one field of learning, students usually pursue a second special area of study. This is their minor field. College bulletins outline specifically the requirements for a minor. Fewer credits are required than for a major.
- Natural Science — Courses in biological and physical sciences, mathematics, and psychology.
- O. D. S. — Office of the Dean of Students. See pages 35, 63.
- Orientation — See pages 17-20.
- Panhellenic — See page 66.
- Petition — A formal request for exception to usual procedure, such as a request to carry more than the usual credit load. College offices furnish the forms.
- Pink Evaluation Sheet — Evaluation of transfer of credits, used by students who are transferring credits from another college or University.

- Pledge**—An agreement between a student and a student organization indicating that he plans to become a member of that organization; used mostly by fraternities and sororities. The term also refers to new members of fraternal organizations.
- Poly. Sci.**—An abbreviation for political science.
- P. O.**—Abbreviation for post office, located in basement of Coffman Union. Each student is assigned a P.O. number when he registers. See page 91.
- Pre-**As in pre-business, pre-law, pre-med. Requirements for admission to a professional school usually are taken during a student's first two years of college. This preparatory period is referred to by pre-, followed by the appropriate professional field.
- Prerequisite**—A course that must be taken before a student may enroll in an advanced course.
- Probation**—A student is placed on probation when he does not achieve the minimum level of class achievement set by his college.
- Professor**—See page 30.
- Professional and vocational education**—See page 25.
- Quality credits**—Awarded for high scholarship. They may enable a student to petition for reduced graduation requirements. See SLA College Bulletin.
- Quarter**—The school year is divided into three quarters and two summer sessions. A quarter is approximately three months.
- Quarter credit**—See page 27.
- Recorder**—The person responsible for keeping students scholastic records, located in the Administration Building.
- Registrar**—The University staff member responsible for registration and a record of grades and credits. Office on the main floor of the Administration Building.
- Registration blank**—One of the forms completed by the student while registering.
- Religious activities**—See pages 67, 76.
- Residence counselor**—Graduate student living in a residence unit to help students with educational and social problems.
- River flats**—Riverside parking lots behind Comstock and the Union; the cheapest all-day parking lots for students. (Ten cents a day)
- R. O. T. C.**—Reserve Officer Training Corps.
- Rushee**—Any student interested in fraternity or sorority membership.
- Rushing**—The process of encouraging fraternity or sorority membership. Interested students visit with members and learn about the groups.
- Open house**—Invitation by fraternity, sorority, dorm or other living units for students to visit their houses and meet the residents.
- St. Paul campus**—See Ag campus.
- S. A. B.**—Student Activities Bureau. See pages 44, 68.

S. C. S. A. — Senate Committee on Student Affairs. See page 63.

S. C. B. — Student Counseling Bureau. See page 36.

Scholarships — See page 46.

Soc. — Abbreviation for sociology.

Section — Courses with large enrollment are divided into parts which meet at different places and times. Each part is called a section.

S. L. A. — College of Science, Literature, and the Arts.

S. L. A. Day — Similar to B-Day (see above), for SLA students.

Semester credit — Credit from other schools which divide the school year into two parts known as semesters. Two semester credits equal three University of Minnesota quarter credits.

Sophomore culture test — A series of tests in history, literature, science, and the arts given to each student in SLA for guidance purposes. (Also called sophomore comprehensives.)

Speech exam. — A speech and hearing test given to all new students at their first registration to check speaking and hearing ability.

Streetcars — See page 91.

Student Work Committee — A faculty committee responsible for interpreting and enforcing college regulations. In some colleges, students serve on these committees.

Tally — The number of students who can enroll in some classes is limited. Tallying is a method of keeping the size of a class within these limits. The first students to register for a class get cards which reserve them a place in the class. College bulletins indicate the classes for which students must tally and tell students where to tally.

T. A. — Teaching assistant. See page 30.

Telephones — See page 92.

Union — Abbreviation for Coffman Memorial Union, Ag Student Union, or Vet Village Union. See page 36.

Veterans affairs — See page 35.

Window 14 (or 9, 18, etc.) — Each college has a designated window in the Records and Admissions Office on the main floor of the Administration Building where students of the college complete their registration.

