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Minn. Hist. Soc.

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On the Cover: Pantomining is more than fun for the girls on the cover. They're taking part in an unique short course which is showing teachers how to use creative drama in schools and clubs. More pictures on pages 12 and 13. Cover by Al Ominsky.

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A Queen's Crown for a Career

Pretty Zenith Svalgaard had a hard decision to make --- enter the Miss Minnesota contest or continue her teaching job

by RON JOHNSON

COMPLETELY entranced by what was taking place on the stage, the little girl with a white ribbon knotted to her auburn-colored pig-tails sat motionless, not hearing her mother say, "Dolly, it's getting late. I think we'll have to go home now."

The event which captured Dolly's attention was a summer concert at Lake Harriet in Minneapolis, over 20 years ago. Dolly, whose given name is Zenith Svalgaard, had seen many summer concerts as a young girl. And as she watched the singers, musicians and dancers perform she vowed that some day she would sing—and dance—on that same Lake Harriet pavilion stage.

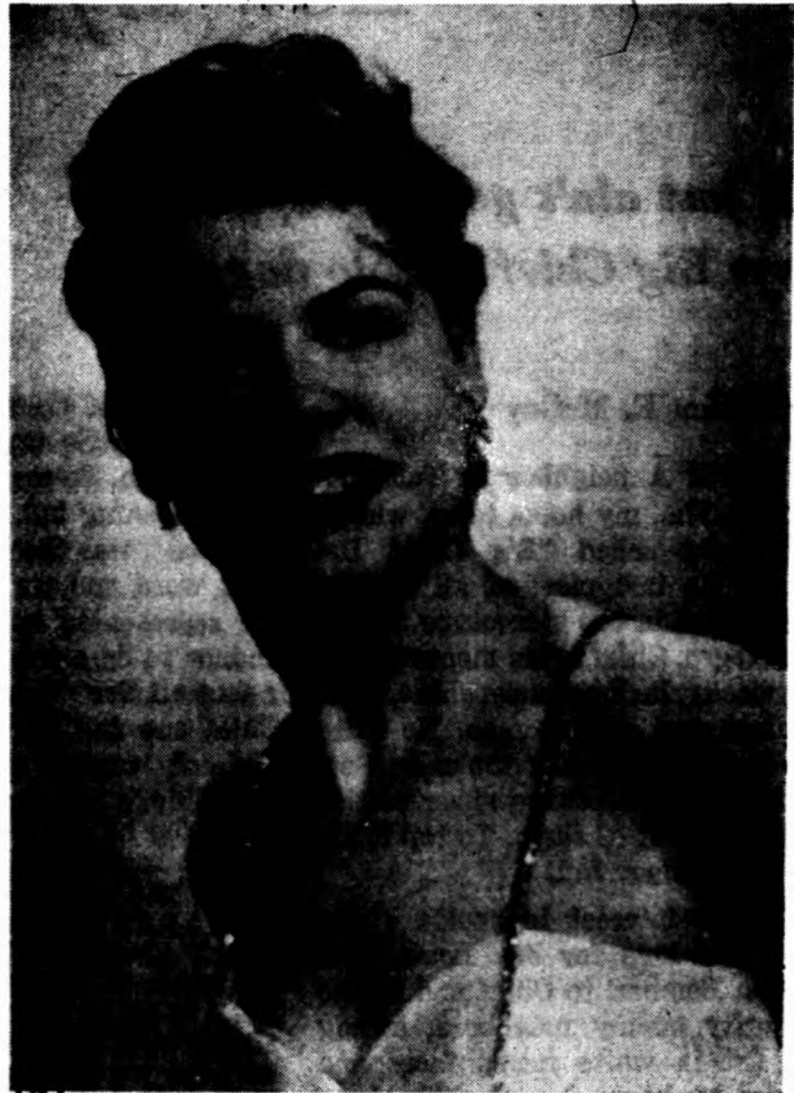
Thursday Miss Svalgaard's dream was realized. In a gold Spanish costume she danced and sang "Carmena" in a clear, musical coloratura soprano. And then encored with "L'Amour, Toujour, L'Amour."

Before she went on the stage she was trembling. "What if they don't like me," she said to no one in particular, mostly herself. She envisioned years of dancing and singing lessons—gone up in the cigaret smoke of the crowd. She feared failure, and a puncturing of her youthful dream.

But, as it turned out, she had had no reason for worrying. The crowd was appreciative of her singing and graceful dancing. After her performance her dream of many years turned into tears of joy and happiness.

She'll repeat the act she did at Lake Harriet on August 3 and 5 when she will perform at a St. Paul Pops concert. When she auditioned for the Pops recently she won out over more than 150 contestants.

HER PARENTS, Mr. and Mrs. John Svalgaard, named their only daughter Zenith because it had been tradition in the Norwegian family to give Biblical names to their children. Finding the name Ezenith in the Bible, they dropped the "E" and christened her, 26 years ago, Zenith.



Zenith Svalgaard: "Actually, I don't like queen contests."

A dictionary definition of Zenith is "summit or peak." Miss Svalgaard feels she reached the peak of her childhood ambitions by performing last week at Lake Harriet.

Although she is now working for her M.A. in education at the University, she still finds time to practice voice under Berthold Busch at the Minneapolis College of Music, keep up the dancing which she started 16 years ago, and do oil painting at her home on Medicine Lake where she lives with her parents.

YOUNG WOMEN with both talent and beauty invariably find themselves entered in queen contests. Miss Svalgaard is no exception and a recent contest forced her to decide which was more important—a chance at being named Miss Minnesota or continuing to teach.

It was last April when she won the Miss Minneapolis contest and a chance to go on to the Miss Minnesota contest. "There were lots of prettier girls entered," she

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How My Neighbors Look at

**"It just ain't gonna' happen,"
says Big Chief DeSoto doggedly**

by Cullen E. McCoy

I HAVE A neighbor in Tallahassee, Fla., my home town, who is reverently called "Big Chief DeSoto." He is typical of all that is personified in the stereotype Southern Negro. Chief is lax mentally and physically, he loves moonshine, chitterlings and wild women. He rides herd over the honky tonks on Saturday night and throws beer bottles with the best of them. To top it all, he is a Dodger fan.

Chief's interest in sports stems from his love for Joe Louis. The Brown Bomber, to Chief and to the majority of my neighbors, swung his fist in white men's faces and landed his blows for equality of opportunity. Equality was the word just before and during World war II. Then Joe was defeated. On that night Chief wept in bitterness, and it seemed to many of my neighbors that Joe's defeat symbolized the defeat of a people.

Then Jackie Robinson came along and my neighbors had a new hero. Down the line to professional Negro leaders, from the Negro press and the National Association for the Ad-

Editor's note: The author, a history major, will graduate at the end of this summer session and begin graduate work this fall. He is a transfer student from Florida A & M university, Tallahassee, and has done editing and publishing work on two Florida newspapers.

Page 6

vancement of Colored People, came the new battle cry, a new word—Integration. To many the word held little meaning but Jackie Robinson, they said, was the personification of that word and we all loved Jackie. He represented an equal chance, a chance to do a job on merit and we rooted for "dem bums." But to Chief the full impact of the word had only vaguely come home. What was Chief's reaction to integration? What did he say when told that one day white and black children would go to the same schools and be given a chance as free Americans? He merely shook his head and said in the words of the Talmadges and Bilbos, "It ain't gonna' happen, it just ain't gonna' happen." In my neighborhood we have dozens of Chiefs.

I HAVE ANOTHER neighbor named Henry Butler. Until whiskey almost killed him, he too could have been named Chief. The formal education of the two men as well as their backgrounds are similar, the exception being that Butler reads and, too, he is a Yankee fan. Butler reads the newspaper with great understanding and knows the world situation as far as the Negro is concerned from Bandung to the Gold Coast. Integration, he says, must come now.

Between these two extremes of opinion is how my neighbors and I look at integration. But I have white neighbors, too. Business acquaintances, and yes, white men whom I am proud to call friends. I number in this group a member of the governor's cabinet, editors, and the local KKK leader, policemen and personalities down to the local garbage truck driver in my neighborhood. As integration forces itself



CULLEN E. McCOY

"a chance to measure up or . . . to fall"

upon these men some seem frightened. The politician fears the solidarity of the black vote. Businessmen fear that the new education will open the eyes of a sleeping people to their own economic potential in better jobs and salaries. Still others, good Christians all, feel deep down in their hearts that God did not intend for black and white men to mix. They fear that if integration comes there will be mixing, and to my white neighbors mixing is a nasty word. Yet they know that mixing started when the first black female slaves arrived from the shores of Africa. But many tell you, pri-

Ivory Tower

Integration

'Integration must come NOW,' Butler says

vately, that the tide is too great and can't be held back. These men are not fearful of the days ahead.

THE COLLEGE trained? The teacher, minister, the upper 10 percent, the black intelligentsia? In my neighborhood the college student gets little official urging to fight for integration, especially in the state supported Negro university (Florida A & M university). The strategy is to invite as speakers and campus guests national Negro figures and they are the ones who pour verbal oil on smouldering racial fires, and give push and drive to the fight. At homes in the college community, in smoke shops, soda fountains, and at times in heated class room discussions, militant instructors put the whip to the herd. But since white state officials control the budget, the official voice of the school is dead.

Many of the ministers who lead my neighbors are apt to be very much like Chief in their outlook on the question of integration. They are poorly prepared educationally, for they are often men of little or no formal education. They are usually "called to preach" by God and often it's hard to tell which God called them—a God of white supremacy and bigotry or a God of love and justice. There are educated, well-trained men in the church and from this segment we get remarkable leadership. They are instrumental in leading voting rallies, sponsoring civic and political enlightenment programs, they needle local civic officials for the needed improvements in the community, and find money and liberal white friends to help fight for a better understanding racially and for community improvement generally.

My neighbors who are teachers want integration. They desire it with the hope that a chance for expression and professional growth can be obtained and recognized. The state department of education records show that Negro teachers in my neighborhood hold more advanced degrees than their white co-workers.

AS FOR CHIEF, he is frankly bewildered by it all, but only because he needs guidance and honest leadership. In my neighborhood leadership that is intelligent, dynamic, honest and forceful is hard to find. We must seek our leadership by following our own strong beliefs and our faith in the American Creed. Chief knows not the American Creed, for like thousands he has spent his life in the South and has never known the meaning of full citizenship and freedom. He has lacked the proper mental tools to find and the manly ambition to fight for what is rightly his. He cheered childishly and proudly for Brooklyn when they alone had a Jackie Robinson, for Jackie represented to him his own desire to fight for a chance to be a man, a whole man. But now with black faces even in a Yankee uniform Chief is confused. He is heartbroken and bewildered. There are so many Negroes in the majors now that racial pride is confused — Chief doesn't know who to cheer for! But to Butler it's no problem. In sports he has no racial prejudices, may the better team win.

Those who stand with Chief stand in confusion. They are discouraged by odds that seem insurmountable, lost souls who need faith in themselves and their country. These men half heartedly hope for war with Russia. They point to the gains made as a result of the white man "needing us" in the past wars, and hope vainly that this evil panacea will place them in a position of first class citizenship.

Those who stand with Butler stand with the famous saying of Joe Louis on their lips, "we will win 'cause we are on God's side," the side of right and the side of justice. If we fail, then let our failures come only because we were given the chance and did not measure up, not because we were denied the chance. My neighbors and I, Negroes of a changing South, know that this will be our chance before the Muse of history, a chance to measure up or a chance to fall because we lacked the finer stuff. We will not fail!

Two Poems by Rhys Evans

Mood

THE night-wind bays the moon with
a silver trumpet
And blazing stars spark restless in the
sky,
The naked trees fast-metronome my
heart beat
For youth is bold, and here, alone, am I.

The Storm

WRITHING and twisting in
angry confusion
Across the horizon the black cloud
approaches
With a sinister silence.
Out of the blackness a tongue of
flame licks greedily
And the clash of a cymbal opens
The first movement.

But no other sound is heard.
Save the hissing of a far away harp,
While the booming of a distant
drum fades
Into nothing.

And in this time he has dragged
Half again his length
Across the horizon
Until he has blotted out the sky
To the zenith.

And now the tongue darts full upon
the ground
The silence can be heard
For forty miles.
The harp, with twenty thousand
violins,
Begins to moan a chorus
From a pagan dirge.
Ten cymbals crash
And the earth shivers in
anticipation
Of sinuous music.





THE WIRE FENCE

by James E. Klett

SUDDENLY the voice had come across the field and it had been just like the others. We had been marching for an hour with the cadet officers barking at us in clipped, loud voices until the "Column left!" and "Column right!" movements were no longer conscious. The bases of our rifles were slippery with our sweat, and the light cool breeze that swept sometimes across the field was no relief. We had turned to that command, together and neatly, and it was only after the whole unit had completed the movement that we all realized at once that our cadet lieutenant hadn't given the command. The cadet lieutenant ordered "Halt!" and the company stopped.

Everyone in the platoon followed the cadet lieutenant's gaze. On the other side of the drill field fence, about 30 yards away, stood a tall fellow. He had a briefcase in one hand, and the other hand was pressed against the wire fence. He was staring back at the cadet lieutenant.

"Rest!" the cadet officer shouted. There was the usual low upsurge of voices and everybody turned, ignoring the figure behind the fence.

Five minutes later, when the ca-

det lieutenant called us back to attention, he was still there. A senior cadet officer, one of the men that was going professional after graduation, stood by the company.

Coming to attention, one of the cadets dropped his rifle.

"You!" the senior cadet officer shouted. "Get out of those ranks!"

A small, shy student moved out to the senior officer. There was a flow of curt, angry words from the cadet officer. Behind him, we all knew that the fellow was still there.

"DON'T TAKE any of that crap, kid." The words came high and clear over the field. "He'll still be cleaning rifles and shouting at young kids in twenty years."

The words of the cadet officer stopped for just a second, then began again.

And again the voice from behind the fence came over us. "Don't drop any rifles, though. After all, that's what those guys devote their life to."

A light breeze ruffled the corner of the cadet officer's coat as he stared up at the fellow behind the fence.

"You shut up!" he said.

(Continued on Page 16)

Study Skills Clinic is helping students learn how to finish that never-ending pile of textbook reading faster - - and with more comprehension.

Speeding Through Your Reading

by Bev Kroona

"FAST READING" is a wicked phrase to the counselors in the study skills clinic in 102 Eddy hall. Many students are under the impression the clinic's main purpose is only to help them read more words a minute. Not so, say counselors Mrs. Barbara Aalto and Ruth Roberts.

"We do not teach students to read faster—not for pure speed, but for increased speed of comprehension, and so that they can read and think more efficiently," says Miss Roberts. Mrs. Aalto prefers such terms as "rate of comprehension" and "more efficient reading" to "fast reading."

"If a student reads fast and doesn't comprehend, he might as well not read at all," they believe.

The study skills clinic is a part of the student counseling bureau. The counselors are not teachers, but are there to help students improve skills. They are deficient in. While a student's reading skill may have been adequate for high school, it often is not sufficient for college work, the counselors point out.

Many students who come in are intelligent persons, but their reading has bogged them down, Miss Roberts said recently. "We give them a chance to get back on their feet."

The most common problem the clinic has to solve is a student's inability to concentrate while reading. One student who came to the clinic could read (or, rather, look at) words at the rate of 400 words a minute, but couldn't remember what he had read. When one of the counselors asked him if he was thinking while he read, he was amazed at the idea. Later, after clinic help, he was elected to Phi Beta Kappa.

Average reading speed of an undergraduate student is 250 to 300 words per minute on easily understood material, such as whodunnits or Saturday Evening Post fiction.

ACCORDING to the counselors, a student who wants to increase his reading skill should practice on

light material first and work up to heavier textbook reading where he has to remember a good portion of what he reads. One of the secrets of "fast reading" is to take in whole lines instead of single words. Some people, they point out, can digest whole paragraphs at just one glance.

The counselors give students advice on the organization of material and the planned use of his textbooks, operating on the theory that every textbook writer makes a main statement and then elaborates on it. The reader's object, they say, is to find the main sentence, and "the rest of it is all gravy."

For learning new material, such as economics and science, the coun-

selors suggest short reading periods of 10 or 15 minutes, followed by a period of thinking the material over. It's easier, they say, to do it in installments than in one long session.

Although they like to minimize the speed factor, the counselors admit there are people in their classes who read between 1,000 and 1,500 words a minute comfortably, but that again is on easy material. The fastest record they have is 1,875 words per minute, meaning that an average-length magazine short story could be read in two minutes.

THE CLINIC has six timing machines which the students may practice on for two 30 minute peri-

(Continued on Page 19)

Showing Joan Kiekenapp how to set a reading accelerator, which can force the reader as high as 1875 words per minute, is councilor Ruth Roberts.



She was a social wallflower,
but the things she thought!

The Wallflower

by Carol Goral

WELL, HERE I am. Only the fifth freshman dance and already I can't even count how many times I've been asked to dance. Who has to be a genius to add up nothing? With both hands gone I could still count them on my fingers.

It's not that I'm so bad looking. It's just that where most girls finally curve in, I curve out and keep going until the next shift. Just the type for the man who likes his girl two sizes after the large economy.

I wonder how I'd look in one of those Dior gowns. Probably like Boulder Dam in a gunny sack. Everyone says it's so nice that I'm able to laugh at myself this way. I've been laughing so long I'm getting sick.

Oh, they're playing "Tenderly" on the sousaphone. Just for me. Doesn't that beat it? All these boys standing around and leaving me, a beautiful, gorgeous, purely loveable girl, sitting in the corner. That one's staring at me. Maybe if I wink—oops. Darn that eyelash. Where'd it go now. Hey get your foot off that, big boy. That is not a spider. Besides, I look lopsided without it.

I WONDER IF it's just a coincidence that I'm in the middle of all these chairs. I wouldn't say if all fifty of them were on the floor; but when they start piling them three deep, you can't help but get mildly suspicious. Another layer and I'll be in the enchanted forest.

I'll bet my seams are crooked. I'll bet that's it. Someone crawled behind my chair and saw my seams were crooked and spread the word. I'll just reach down and straighten them. Hmmmm, now where did they go. Oops, sorry kid. Heh heh. Yours, huh? Well, you don't have to get huffy about it. Here, you

can have your old leg back. No sense of humor.

These freshman boys aren't so bad when you get used to them. Now take that one in the red sweater and the orange corduroys. I'd even take the one in the scotch plaid bermudas. You could always cover up his knees with football pads. Too bad they don't make them for faces. I'll bet his mother even had trouble loving that one.

'Course my mother always claimed she had it none too easy either, but now is no time to think of that. I've got to build up confidence in myself. I am beautiful tonight. I am beautiful tonight. I am bountiful tonight—no. Let's see. I look heavenly tonight. I look heavenly tonight. I look like—all right. Don't say it. I'd like to get a hold of my

(Continued on Page 16)



"Aw — button your lip!"

Books

Of Conflict and Humor

THE CLASH between the spirit and state in communist-ruled Hungary is the basis of **The Ninety and Nine** by Imre Kovacs (Funk & Wagnalls, \$3.75), a moving and powerful novel.

It is the story of two people—Father Janos, a Jesuit priest, and the Number Two Hungarian Communist. When the Communists take over the rule of the country, the order of which Father Janos is the superior is dissolved and he sees the peasants of his parish leaving the church for the “paradise” on earth the Communists promise. Eventually, the priest is jailed on trumped up charges and he finds himself a cellmate of Comrade Leslie, who, although the Number Two man, has come into disfavor with

the power-mad rulers. The novel moves swiftly to its obvious conclusion—the execution of the two men.

Author Kovacs gives the reader more than this plot. There are brilliant sections that reveal the workings of the communist mind and describe how the leaders get “confessions” of guilt from those they wish to get rid of. The book is filled with simple, country people and the author shows, convincingly, how they are led into believing communism can bring them a better life.

The simplicity of **The Ninety and Nine** adds to its power. The first few chapters are slow-paced but after a bit the book becomes one of

those few you can't put down until you finish.

Kovacs has written 10 other books and is considered by many critics as one of the few major contemporary Hungarian writers. His first book, an analysis of Hungary's feudal structure and a demand for democratic reforms, was published in 1937 and was so widely read the Horthy regime banned it and sentenced Kovacs to prison. During World War II he was a leader in the Hungarian underground. He left Hungary in 1947 and now lives in New York.

The Ninety and Nine will probably, rightfully, be regarded as one of the major novels of the year.

—Harlan Fruetel

MIDDLE-AGE college alumni with animal faces cavort through **College Reunion** (Coward-McCann Inc., \$1.50), a cartoon book. “Humor” ranges from Daddy

(Continued on Page 18)



“It must be wonderful to be a guide and do nothing but loaf around in the woods all year.”



A conversation occupies Dr. Kenneth L. Graham before he begins his creative dramatics class.



Learning to Teach Make-believe



"Who would like to pantomime something you saw this week-end?" asks Dr. Kenneth L. Graham, professor of speech and theater arts. Among the group of 20 youngsters sitting around the room volunteers raise their hands and pantomime an office boy at work, a woman sitting down on a bus, a sewer hemming a skirt. Behind the volunteers sit a group of teachers who watch the children and later listen to a lecture by Dr. Graham. They are on campus for a series of class sessions to learn how to work in creative dramatics with children.

After the pantomimes come more complex acting involving stories and several young "actors."

The course is a non-credit course open to elementary and junior high school teachers, directors and leaders of educational and recreational programs.

In a lounge at the Continuation Center Dr. Graham talks to the twenty children attending the workshop while students observe from the rear.



With grunts and groans this fellow moves an imaginary rock as children watch carefully as they will offer criticism during discussion.

Pictures and Story
by Al Ominsky

Craning their necks to see over those in front of them, creative dramatics workshop students watch child act out pantomime.



'The Family of Man'

THREE YEARS of work by Edward Steichen and his staff went into the making of the photographic exhibit, "The Family of Man". This is a most unusual exhibit for it was conceived as a total expression rather than a show of pictures on a single subject.

Another unusual aspect of the exhibit, at the Minneapolis Institute of Arts until July 31, is the size of the pictures which range up to nine by fifteen feet. This exhibit was designed for display in its originating

A Critique

by AL OMINSKY

museum, the Museum of Modern Art of New York. Consequently there is something lost when the same pictures are displayed in different surroundings. Because of the space problem you are often thrown



face to face with a photograph that should be viewed from a distance for its best effect.

Not only are some of the pictures very large, there are many of them, 503 to be exact. To spend some time with each picture in the show will take about two hours. This proves to be too much for the end result is lost in the maze. However a quick, twenty minute tour of the show has an entirely different effect. By compacting all the 503 impressions into that short a time, the total effect is much more readily apparent.

In scope and direction this show



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University Theatre

MY THREE ANGELS

July 20 - 23
8:30 P.M.

HEDDA GABLER

August 10 - 13
8:30 P.M.

Individual Tickets \$1.20
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(2 plays) \$1.50

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Scott Hall

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"He don't weave like Giel!"

Catalyst

THE HEART in forced hiding stirred
 not at the sight of whirling silence
 nor heard the crackle of hell's violence
 Borne on the crimson-beaked brush of
 the bird
 That from out of the bowels of ambiv-
 lence
 swirled,—ejected, rejected, striving
 to breathe blue pregnant sunlight driv-
 ing
 Deep to cringing man God's dominance.
 But after the rush came the echoed hush
 of the wings finished slice through the
 blue
 though nothing did mark it, no odor
 or hue,
 Yet it scooped up the hidden heart: O!
 encompass, crush
 The juice of iniquity within it furled:
 So bloom the resurrection of a deflowered
 world.

—M. Porter

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has few equals. It unites man on this earth in his love, marriage, birth, work, play and sorrow. This is accomplished convincingly even though some of the individual pictures are not strong enough to stand alone.

Many countries are represented in this show, further increasing the scope of this project. Some degree of question arises when the amount of work going into this exhibit is measured against the final result. The show does not quite measure up against the resources and time involved in its production.

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Wire Fence . . .

(Continued from Page 8)

"Sorry, Joe, I'm not in the army," the figure said.

"I'm coming out to get you, buddy," the senior officer said.

"Just be sure and ask papa if you can come."

The major stood on a little hill about 100 yards in the other direction. The cadet officer marched over to him with quick steps, steps as quick as the words he had spoken. Perhaps it was the heat of the day, or perhaps the major never knew just what he was granting, but the major gave his permission with a wave of the small braided whip he carried. The major had been in the cavalry.

We all watched the cadet officer walk across the field, through the gate, and around the fence.

IT WAS probably in the way the fellow put up his arms to protect himself from the blows of the offi-

cer that we knew who was going to win. The senior cadet officer's same rhythm came into play with his fist, and again and again he hit the figure behind the fence. There was no cheering, no comment; one would have thought we were watching an interesting operation.

Suddenly the major crossed our vision, walking quickly toward the two. It was the figure's only chance to remain standing; he was up against the fence and the cadet officer was hitting him steadily. The major was walking quickly, but he didn't make it in time.

"Cadet!" he yelled, and the cadet snapped to attention. The major said something, the cadet saluted, about faced, and walked back toward the gate. The major looked down at the figure. He touched the end of his whip against the wire fence, said something to the figure on the ground, then turned to our cadet lieutenant.

"All right," he shouted. "Call your men to attention."

Wall Flower . . .

(Continued on Page 16)

subconscious and put it right out of it's misery. Traitor.

ONLY A half hour to go and the dance will be over. Thirty long minutes. 180 seconds—no, that's no way to pass time. Concentrate on something else. Oh woe is me. Look at those two dancing so close out there. You couldn't get a piece of paper between them without making it look like it spent the day in a waffle iron. Disgusting isn't it? No. Shut up, Subconscious. You know that's no way to dance. Mother says keep a distance of at least three feet between you and your partner. That way you can watch your feet and play London Bridge at the same time. Goes over big in first grade.

Oh, no. Can it be true? Can fate really have turned her shifty eyes so favorably on me? Can this be, can this be the captain of the football team, sitting next to me. Oh, ecstasy is mine. I wonder if he'd give me his autograph? I'll try the subtle approach. Ask him to light my cigarette. I'll just slide one out here and tap him on the shoulder and—darn the luck, dropped it. My last one, too. Nothing to do but go after it. Now where did it go. So dark under these chairs. Here it is right under his foot. Now to get back up—blub. All right, big boy, I don't care if you are the captain of the team, get your foot out of my mouth.

OH, HERE come the girls already. My! How time flies! Seems like only five years since we came. I suppose they all danced with boys, too. It's a shame dancing with girls isn't the fad out here. Now there I could really get some place.

"Yes, wasn't it just a marvelous dance? I just had to sit down this last five minutes or drop. Every dance taken. And you'll never guess what girls. I got the football captain's autograph. In person yet. Well, I can't show it to you here. I didn't have any paper so he wrote on the side of my leg. Gee, that guy writes big! Well goodnight girls. Don't you just hope we have as good a time tomorrow night?"

What is this girl saying?
Shut up, Subconscious.

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MONDAY	Chapel 12:25 - 12:40
TUESDAY	"Inquiry Hour" — 7:00 to acquaint Lutheran students with History and Beliefs of other Denominations.
WEDNESDAY	Chapel 12:25 - 12:40
THURSDAY	Lemonade Hour 3:00 — Book Reviews
FRIDAY	Weekly Party — meet at house for ride

(check the Daily "What's Doing" Column)



"What in hell ever prompted you to flunk an entire section of 472 students?"

A Queen's Crown . . .

(Continued from Page 5)

says. "I guess my singing helped me more than my looks."

But she didn't make the trip to Austin, Minn. where the Miss Minnesota contest was held.

She was teaching art and history at Robbinsdale high school at the time. Because of winning the Miss Minneapolis contest she was called on to appear on local TV shows and make numerous public appearances, and it was necessary to have a teacher available to replace her at these times.

A few of her 90 pupils began cutting classes to watch their teacher at these events until, one day, a Twin City newspaper reporter asked them why they weren't in school. Their answer: "We were excused from school." The next day, parents began calling the school superintendent, determined to find out why these pupils had been excused and their children had not. The result was that Zenith was told she had to decide between teaching at Rob-

binsdale or the Miss Minnesota contest.

She decided she wanted to teach and Maureen Beck, also a University co-ed, represented Minneapolis at Austin.

"ACTUALLY," Miss Svalgaard said the other day. "I don't like queen contests." She was sitting on the front porch of her home. She looked down at the robe she was wearing and picked at a spot. "Varnish," she explained. "I've been varnishing all day." She paused and then went on, carefully phrasing her opinions of queen contests. "It's

wonderful for the winner, but only sorrow and bitterness for the losers. I know because I've lost in three of the four contests I entered."

Her decision on the Miss Minnesota contest shows, clearly, how devoted Zenith is to teaching. And there is evidence the seventh and eighth graders she teaches from 1 to 6 p.m. at the two-shift Robbinsdale school are devoted to Zenith. When she entered the "Jupiter's

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"Darling" contest at a Minneapolis theatre not too long ago, her students showed up en masse to applaud for her. The winner was picked by applause and a trip to New York was first prize. Zenith admits she was disappointed when she finished second, but now thinks it just as well she lost.

"Too much emphasis is placed on winning these contests," she explains. "I wish they could give each girl a prize for her particular talent or beauty. My mother won a queen contest in Detroit many years ago. She won \$25 and was probably the happiest girl in the world. Now the

contests are getting to be big business, which is too bad."

Zenith's figure is kept trim by teaching, dancing and sports. "I'm an outdoor girl," she explains. "If I was a man, I'd probably be a forest ranger." Zenith knows what hard work is, too. She received her B.S. degree in education last year and graduated with high honors. Her last two years in school were sporadic, as she had to stop and work for tuition money selling dresses and teaching.

Native Norwegians will soon see fair-complexioned 5' 6" Zenith as "a typical Minnesota teacher." Alf

Aiskaas, a Norwegian student at the University, took films of her at work as part of his Ph.D. thesis which describes life in Minnesota. But to her students she is far from typical. To them she is one in a million. Partly, they say, because of her big heart. After she lost the "Jupiter's Darling" contest she gathered her pupils together and they all celebrated the contest's end with a Cheerio—on Miss Svalgaard.

Books . . .

(Continued from Page 11)

sleeping off a hangover while the children say, "Mummy, don't you think Daddy's a great man?" to the senior's comment as he looks at the old grads, "Do you think we'll look that silly twenty-five years from now?"

So alumni may drink too much at a reunion, so some have potbellies—so what? The humor is too obvious to be clever, too blunt to be satirical. Neither can the book be construed as a plea for prohibition and dieting.

The plump, dog-like faces of the characters, with their pointed ears and long noses, represent a crude attempt to create a prototype.

Author Maurice F. Hanson attended Yale, and artist Donald T. Carlisle, a graduate of the University of California, is vice-president of the New York Zoological society.

—Jeanne Fortier

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Fast Reading . . .

(Continued from Page 9)

ods a week. "Time limits are necessary, because reading under pressure isn't good for the students, and the emphasis really is on comprehension," Miss Roberts said.

The machines may be set from a spelling speed to over 1,800 words a minute. There is a miniature library for use on these machines which includes Mickey Spillane and "how-to-do-it" books as well as classics.

Some students come to the clinic because they want to learn how to read for less comprehension. These are usually upperclassmen in medicine, dentistry and pharmacy who have developed the habit of reading everything like a chemistry text, and find themselves reading general literature just as scrupulously:

Students go to the clinic on a voluntary basis usually but some go in at the suggestion of their own counselor or adviser. Freshmen make up the largest group who head for the clinic. Sophomores and seniors comprise the next largest group, graduate students the third, and juniors the last. The clinic helps more than 100 students a quarter.



niors the last. The clinic helps more than 100 students a quarter.

MISS ROBERTS believes that almost all students gain in comprehension and that if a student will apply himself to his work, he can make substantial gains in both speed and comprehension. Most of the students double or even triple their original rates in one quarter of study, according to Miss Roberts.

"However, we don't guarantee anything," she says. "Everything depends on the student and the

amount of time he puts in on the work." Small groups of from 12 to 14 students meet twice a week during regularly scheduled class hours, and they put in from one to one and a half hours of practice work weekly. "Some individual work is done, but it is largely limited," Miss Roberts said.

Two classes cover more fully the material offered by the study skills clinic. One is a two credit personal orientation course for students who are doing "moderately well" academically, and in their reading, but whose reading could be improved. The other course, a one credit rhetoric course in efficient reading, places the emphasis on fast reading and also good comprehension. The study skills clinic overlaps the "How to Study" courses, but it is a more practical application, Miss Roberts said.

During the quarter, councilors note two rush periods. One is the week after midquarters. The other is the week before finals when worried students rush in and demand to "learn how to study—FAST."

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Monday, July 18, 1955

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Official Daily Bulletin

Vol. 57 Monday, July 18, 1955 No. 11

Students and staff are urged to read The Official Daily Bulletin as they are answerable for notices that affect them. Please note that notices must be received by noon two days prior to publication. All notices should be sent to the Department of University Relations, 218 Administration. Except for certain notices of campus-wide importance, notices will be printed only once.

ALL STAFF

● Subminimum Class Enrolment

Staff members are requested to report to the Dean of the Summer Session all classes in the junior college in which the enrolment is less than 20 students and all classes in the senior college and graduate school in which the enrolment is less than 12 students immediately after the first meeting of the class.

● Absence of Staff Members

Staff members are expected to be on duty from July 18 through August 20. Absence from teaching or other duties must be authorized by the department head or the dean of the college with

the approval of the Dean of the Summer Session.

● Official Daily Bulletin Notices for the Summer Session

All notices pertinent to Summer Session must be approved by the Dean of the Summer Session. These notices must be in the Summer Session office by 9:00 a.m. two days previous to publication. Notices not pertinent to the Summer Session should be submitted in the usual way. The Minnesota Daily will be published on the following days for the Summer Session: July 18, 22, 26, 29, August 2, 5, 9, 12, 16 and 18.

ALL STUDENTS

● The Minnesota Daily and the Official Daily Bulletin

An Official Daily Bulletin is published in the Minnesota Daily. In addition to the announcements to students and faculty it contains other information, programs of the various recreational activities, and matters of general interest. The Minnesota Daily may be picked up from the maroon and gray distribution boxes which are located in classroom buildings throughout the Minneapolis and St. Paul Campuses each morning on which it is published. Each student is held responsible for knowledge of such information appearing in the official notices as affects him.

ALL STAFF AND STUDENTS

● Special Seminar

Department of Agricultural Biochemistry
4:00 p.m. Tuesday, July 19
Room 113 Snyder Hall

Dr. Samuel Kirkwood, Professor of Biochemistry, McMaster University, Hamilton, Canada, will discuss "Enzymes concerned with the metabolism of organically-bound iodine in the animal body." Anyone interested is invited to attend.

● Summer Session Class Hour Schedule

	Minneapolis Campus	St. Paul Campus
I Hour	8:00- 8:50	7:30- 8:20
II Hour	9:00- 9:50	8:30- 9:20
III Hour	10:00-10:50	9:30-10:20
IV Hour	11:00-11:50	10:30-11:20
V Hour	12:00-12:50	11:30-12:20
VI Hour	1:00- 1:50	12:30- 1:20
VII Hour	2:00- 2:50	1:30- 2:20
VIII Hour	3:00- 3:50	2:30- 3:20
IX Hour	4:00- 4:50	3:30- 4:20
X Hour	5:00- 5:50	4:30- 5:20

● Summer Session Recreation Program

A program of recreation has been planned for Summer Session students. A printed schedule entitled **Socially Speaking** is available at the Information Desk at Coffman Memorial Union, the Information Window at Admissions and Records, or the Summer Session office, 135 Johnston Hall. Students should follow this schedule and watch the Official Daily Bulletin for changes and further announcements.

Sports and Tours

Tournaments are planned in several sports for both men and women. Registration slips for men who wish to participate in golf, tennis,

softball, and horseshoe tournaments will be posted on bulletin boards on the ground floor of Coffman Union, at the golf course, and at the tennis courts, Monday, July 18, through Friday, July 22. Women will register at the main office in Norris Gymnasium for tournament play in golf, tennis, badminton, and table tennis, Monday, July 18, through Friday, July 22.

Informal Recreation facilities and equipment for various sports are available for men in Cooke Hall on the Minneapolis Campus and for women in Norris Gymnasium.

Golf may be played by Summer Session students and faculty on the 18-hole University golf course near the St. Paul Campus. If you do not drive, take the intercampus bus. Rate for students and faculty is 75 cents for 18 holes. All persons holding cards may play for 60 cents a round after 5:00 p.m. except Saturdays, Sundays, and holidays. Season memberships for an unlimited number of rounds are available to students and faculty for \$25. Season memberships are available also for weekday play, Monday through Friday, at \$15 for faculty and \$10 for students.

Tennis courts are on Fourth Street on the Minneapolis Campus. The cost of student and faculty tickets is \$1.50 for 10 one-hour sessions of play or 25 cents per individual on an hourly basis. The hours for playing are posted at the courts.

Swimming pools in Cooke Hall on the Minneapolis Campus may be used by men at 4:00 to 5:30 p.m., Mondays through Fridays. The pool in Norris Gymnasium for women will be open for recreational swimming from 1:00 to 2:30 p.m., Monday through Friday. A health check, for which there will be no charge, should be made at the University Health Service to obtain an activity permit. (There is a nominal charge for suit and towel.) There will be open swimming for both men and women in the Cooke Hall pools on Tuesdays and Thursdays from 7:00 to 9:00 p.m. Bring your own suits and towels.

Tours to various places of educational and cultural interest in the vicinity of the Twin Cities have been arranged.

Coffman Union Activities

Billiard Room with facilities for table tennis and shuffleboard as well as billiards is open Monday through Friday, 9:00 a.m. to 4:00 p.m.

Terrace Reading Room has the latest newspapers, magazines, and books, and letter-writing facilities for your leisure time Monday through Friday, 8:00 a.m. to 7:30 p.m.

Art Craft Shop with equipment for craft and hobby work and with a skilled supervisor to help you will be open from Monday through Friday, 1:00 to 8:00 p.m. The shop is located in the basement.

Record Lending Library has classical, semi-classical, and popular records and albums from top Broadway musicals for rent at a nominal fee. The library in the Terrace Reading Room will be open on Tuesdays from 1:00 to 3:00 p.m.

Private Ballroom Dancing Instruction will be given by Al Wiklund. Beginner's classes Tuesdays from 6:30 to 8:00 p.m.; intermediate and advanced classes Wednesdays from 6:30 to 8:00 p.m. Registration and payment of fee may be made in advance in Room 230 or at the first class.

Bicycles may be rented by students. Reservations must be made early in Room 230.

Folk and Square Dance sessions on the Mall in front of the Union every Monday evening from 7:30 to 9:30 p.m. In case of rain, they will be moved to the Main Ballroom.

Instruction by Dr. Ralph Piper will be available to students from 3:00 to 5:00 p.m. every Thursday in the Game Room.

Let's Dance with Al Wiklund instructing in the Main Ballroom every Tuesday from 3:00 to 5:00 p.m.

Friday Nite Dances are held in the Main Ballroom from 9:00 to 12:00 p.m. Your fee statement admits you and one guest to these weekly dances.

St. Paul Campus Union invites you to be at home. The **Snack Bar** is open Monday through Friday from 7:45 a.m. to 4:00 p.m.

Everyone is invited to attend a **Corn Feed and Watermelon Fest** with folk and square dancing July 21.

Your choice of free outdoor evening movies on the Terrace, outings, such as canoe trips, overnight camping expeditions, spelunking, excursions, coffee hours, etc., according to your interests, will be planned. Let us know what you want. Come to Room 230 and talk with the program staff.

Concerts, Theatre, and the Arts

University Theatre will present **My Three Angels** July 20 through July 23 and **Hedda Gabler** August 10 through August 13 in the second term. Season tickets for two plays are \$1.50 and will be available at the box office in the lobby of Scott Hall. Single tickets are \$1.20. University Gallery, on the third floor of North-

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"Spanish Town" - "Buck Dance"

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July 26, 31, Aug. 2, 6, 7

Coffman Union welcomes you!

you are invited to
join in the many Union
activities offered for
your leisure time en-
joyment this summer

Check Your "Socially Speaking"
Brochure for Events and Times

Friday, 8:00 a.m. to 4:30 p.m., to see the following exhibits:

July 18 through August 20: Giovanni Battista Piranesi. Prints from the series Views of Rome

August 5 through August 20: A selection of paintings and sculpture from the University Gallery's permanent collection

Additional smaller exhibitions will be announced from time to time.

Picture Lending Service is available to students, who may borrow framed reproductions of paintings from the Gallery at the following rates: 15 cents per painting for one term. These may be selected on the third floor of Northrop Auditorium from 10:00 a.m. until 1:00 p.m. during the first three days of the term.

Feature Films will be shown on Wednesday evenings in Northrop Auditorium.

Educational Film showings are to permit teachers and community workers to preview films for use in their classrooms or their communities. These Tuesday afternoon showings will be composed mostly of newly released films of educational value. Information concerning these films is available from the Audio-Visual Education Service of the University of Minnesota, Basement, Westbrook hall. Telephone: MAin 8158, extension 7045.

Newsreel Theater will be at noon on Wednesdays, presenting a composite of three commercial newsreel releases edited so as to include only a single release on each topic. An entertaining film and a cartoon are also included in the showing, making a 50-minute program.

• **Daily Recreational Activities**

Coffman Union Activities

Monday, July 18

7:30-10:30 p.m.—Union Folk and Square Dance. Mall, Coffman Union

Tuesday, July 19

1:00-3:00 p.m.—Union Record Lending Library, Terrace Reading Room, Coffman Union

3:00-5:00 p.m.—Let's Dance at the Union. (Al Wiklund) Main Ballroom, Coffman Union

Thursday, July 21

3:00-5:00 p.m.—Union Folk and Square Dance. Instruction by Dr. Ralph Piper. Game Room, Coffman Union

Concerts and Lectures

Tuesday, July 19

8:00 p.m.—Summer Session Symphony Orchestra. Conductor, James Aliferis. Soloist, Rafael Druian. Violinist, Northrop Auditorium

Thursday, July 21

8:00 p.m.—Lecture: *India Revisited, 1955*, by George Perry Conger. Museum of Natural History Auditorium

Excursion

Friday, July 22

2:15 p.m.—Excursion to Betty Crocker's Kitchen. Limited to 20 people. Tickets available free at the Information Desk, Coffman Union. Leave from the 17th Avenue entrance of the Administration Building. Trip by public transportation

Evening Swimming

Tuesday and Thursday, July 19 and 21

7:00-9:00 p.m.—Co-educational swimming. Children must be accompanied by an adult who will be responsible for them. Bring your own suits and towels. Cooke Hall

Films

Tuesday, July 19

3:00 p.m.—Educational Film. Area: American Studies (Yosemite; Congress; and American Cop) Nicholson Hall Auditorium

Wednesday, July 20

12:00 m.—Newsreel Theater, Northrop Auditorium.

8:00 p.m.—Feature Film: *Diary of a Country Priest*. A French film ranked as one of the best foreign films of the year. Summer Session students admitted upon presentation of fee statement. University staff member admission 50 cents (tax included). Northrop Auditorium.

Friday Nite Dance

Friday, July 22

9:00-12:00 p.m.—Friday Nite Dance. Summer Session student and partner admitted upon presentation of fee statement. Main Ballroom, Coffman Union.

University Theatre

Wednesday, Thursday and Friday, July 20, 21 and 22

8:30 p.m.—*My Three Angels* by Sam and Bella Spewack. Summer Session students and staff may purchase season tickets for \$1.50 for the next two performances. Single tickets are \$1.20. Scott Hall.

• **Tally Changes—Second Term**

COLLEGE OF EDUCATION

Industrial Education

Tally Addition

136, tallied at Bu 206.

• **Bulletin Changes—Second Term**

COLLEGE AGRICULTURE

Forestry and Home Economics

Rhetoric

47: Efficient Reading Sec. 3, V MTWThF; ForH 85.

SCHOOL OF BUSINESS ADMINISTRATION

Additional Sections—

Econ. 5. Elements of Statistics, Section 2.

MTWThF; VH 113.

Econ. 7. Principles of Economics, Section 3.

III MTWThF; VH.

Econ. 75. Corporation Finance, Section 2. II

MTWThF; VH 207.

Econ. 81. Intermediate Economic Analysis: Firms and Households, Section 2. I MTWThF; VH 2.

Econ. 144. Economic Analysis: Firms and Households, Section 2. I MTWThF; VH 2.

Room Changes—

Econ. 5. Elements of Statistics, Section 1. I MTWThF; VH 1.

Econ. 7. Principles of Economics, Section 1. III MTWThF; VH 4.

Econ. 81. Intermediate Economic Analysis: Firms and Households, Section 1. I MTWThF; VH 207. (except August 18 and 19).

Econ. 144. Economic Analysis: Firms and Households, Section 1. I MTWThF; VH 07. (except August 18 and 19).

B.A. 167. Introduction to Industrial Relations. I MTWThF; VH 6.

COLLEGE OF EDUCATION

Educational Administration

General Courses

Room Change—

225. Special Problems in Educational Admin-

Instruction, VI-III; BU 105.

Curriculum and Instruction

General Courses

Additional Course—

174-175-176. Clinical Methods and Practice in Speech Pathology. (3 cred. each; prereq. Speech 61, 67, 119, 162, and 163 or c; Ar.) Bryngelson.

Secondary Education

Additional Course—

199E. Internship. (Cred. ar.: available for M. Ed. students in recreation; Ar. Fitzgerald.

Room Change—

170B. Curriculum and Course of Study Construction. I MTWThF; JohH 306. (beginning August 1)

Methods and Student Teaching

Secondary Education

Additional Courses—

84A-B-C. Practice and Field Work in Recreation Leadership. (2 cred.; prereq. recreation major; Ar.; Ar.) Fitzgerald.

85A-B-C. Practice and Field Work in Recreation. (2 cred. for majors, 1 cred. for minors; prereq. recreation majors or minors; ar.; ar.) Fitzgerald.

Industrial Education

Hour Change—

136. Instruction Materials Laboratory, Section 2 (Crafts), VI-VII MTWThF; TNCW. Section 3 (Graphic Arts), III-IV MTWThF; TNCW.

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Local Government Law. III W, IV TTh; AH 109.

Room Changes—

Conflicts. I MWF; AH 109.
Estate and Gift Tax. II TThF; AH 109.
Wills. III MTTh; AH 109.
Modern Social Legislation. IV MWF; AH 109.

COLLEGE OF MEDICAL SCIENCES
Physiological Chemistry

Hour and Room Change—

101. Physiological Chemistry. Lecture. IV, VI MTWTh; MH 214. Lab. I-III MTWTh; MH 310.

School of Public Health

Room Change—

120. Biostatistics II. I, IV MWF; C 315.

COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS

English
Composition

Additional Section—

6. Freshman Composition, Section 2. II MTWThF; FolH 207. Ar.

General Studies
Humanities

Additional Course—

63. Civilization of the Renaissance in Florence. (3 cred.; no prereq.; §13; III MTWThF; 113 JohH) Ames.

Room Changes—

4. Humanities in the Modern World IV. II MTWThF; JohH 310 (beginning August 1).
131. Humanities Proseminar. IV MTWThF; JohH 115.

Personal Orientation

Additional Section—

1. How to Study. IV MTWThF; FolH 103.

Journalism

Additional Course—

18. Principles of Advertising. Theory, principles, and functions of advertising; its role in the economic, social and marketing structure. Newspapers, magazines, and radio and television as advertising media. (3 cred.; soph., jr., sr.; prereq. 13, C average, and Comp. 27-28; III MTWThF; MurH 302) Perry.

Music

Additional Course—

97-98-99. Counterpoint. Strict, sixteenth-century and Bach-style counterpoint in two and three parts; writing of canons, motets, inventions,

III MTWThF; Sch 103) Petic.

INSTITUTE OF TECHNOLOGY
Mathematics

Additional Course—

24. Calculus I: Differential. Limit, derivative, slope, maxima and minima, differentials, rates, radius of curvature, indeterminate forms, partial differentiation. (5 cred.; prereq. 13; I-II MTWThF; E 104) Braden.

Mechanical Engineering

Additional Section—

24. Elements of Machine Design Laboratory. Section 2. VII-IX MW; ME 325.

Room Change—

14. Metal Cutting. Lec. I-II MW, ME 106. Lab. 1. VI-VIII MW, ME 171. Lab. 2. VI-VIII TTh; ME 171.

Mechanics and Materials

Additional Section—

127. Engineering Dynamics. Section 2. III-IV MTWThF; E 227.

Bulletin Changes—Third Term

INSTITUTE OF CHILD WELFARE

Additional Course—

144. Problems of the Mentally Retarded Child. I-VIII; August 22 to 26; CW 218, 222.

COLLEGE OF EDUCATION
GRADUATE STUDENTS

• All Graduate Students in the College of Education Regarding College of Education Tests
If you are a new graduate student in the College of Education or if you have not previously taken the College of Education tests for graduate students, you should report to 101 Westbrook Hall on Wednesday, July 27, at 1:30 P.M. The testing period will run from 1:30 until 4:30 on July 27 and from 1:30 until 4:30 on July 28. The full six hour period is required of all new graduate students in Education, and the tests must be taken this term so that candidacy for degrees may be considered. Master of Education students must also take this test battery, although they are not held for the candidacy procedure. Students from foreign countries, except England, Canada, and Australia, are not required to take the battery. These tests take precedence over all other meetings including classes. Because we have had considerable difficulty in estimating the number of students taking this test, we are asking graduate students to sign up on the bulletin board outside of 206 Burton Hall by Monday, July 25. Then be sure to report to 101 Westbrook

again on July 26.

• Graduate Students in Secondary School Administration or Secondary Education, Including Curriculum.

The comprehensive examinations for graduate students majoring in secondary school administration or secondary education, including curriculum, will be given on Wednesday, July 27, and Friday, July 29, from 1:30 to 4:30 in 113 Johnston Hall. All graduate students planning to receive the Master's degree in secondary school administration or secondary education in August or December should sign up for these examinations on the bulletin board outside of 206 Burton Hall by Monday, July 25.

• Graduate Students in Education and Psychology with a Major or Minor in Educational Psychology

Graduate students who are completing a major or minor in Educational Psychology and are now ready for the comprehensive examinations in this field should report at the following times: Thursday, July 28, 1:30-4:30, 111 Burton Hall; Friday, July 29, 1:30-4:30, 111 Burton Hall. These examinations are required of all students who are completing an Educational Psychology major for the M.A. degree and for all Ph.D. candidates majoring or minoring in Educational Psychology.

All those who expect to take these comprehensive examinations on July 28 and 29 should sign up on the bulletin board outside of 206 Burton Hall by Tuesday, July 26. The examinations on July 28 will cover Measurement and Statistics and the Psychology of Learning; the examinations on July 29 will cover Personnel Work and Individual Differences.

• Graduate Students in Education with A Major in Curriculum and Instruction (Elementary Education Emphasis)

Graduate students who are completing a major in Curriculum and Instruction with emphasis in Elementary Education and are now ready for the comprehensive examinations in this field, should report at the following times:

Monday, August 1, 1:30-4:30, 113 Johnston Hall
Tuesday, August 2, 1:30-4:30, 113 Johnston Hall
All those who expect to take these comprehensive examinations on August 1 and 2 should sign up on the bulletin board outside of 206 Burton Hall by Thursday, July 28. The examinations on August 1 will cover Supervision, Curriculum and Reading; the examinations on August 2 will cover Arithmetic, Social Studies and English.

• Civil Service Vacancies
(Departments please post)

The following full time openings exist in the University Civil Service as of July 14, 1955. Interested applicants may obtain additional information at Room 17, Administration Building. Employees are invited to inquire about promotional opportunities. Any full time Civil Service positions open to Students are listed with the Students Employment Bureau, TSF, 153.

MALE

Accountant	\$300-\$340
Asst. to the Dean of Admissions & Records	\$290-\$330
General Mechanic	\$275-\$315
Hospital Orderly	\$211-\$241
Securities Analyst	\$350-\$400
Sr. Engineer (Arch)	\$475-\$535
Student Pharmacist Supervisor	\$360-\$410
Storehouse Stock Clerk	\$281-\$261

FEMALE

Clerk	\$175-\$200
Clerk-Steno	\$175-\$200
Clerk Typist	\$175-\$200
Custodial Worker	\$175-\$200
Dental Clinic Attendant	\$196-\$226
Food Service Worker	\$175-\$200
Hospital Aide	\$175-\$200
Key Punch Operator	\$196-\$226
Laboratory Attendant	\$175-\$200
Night Telephone Operator	\$201-\$231
Office Supervisor	\$290-\$330
Principal Dietician	\$360-\$410
Principal Secretary	\$270-\$310
Printing Assistant	\$221-\$251
Proofreader	\$206-\$236
Psychometric Assistant	\$226-\$256
Secretary	\$211-\$241
Sr. Dietician	\$310-\$350
Sr. Account Clerk (temp.)	\$260-\$300
Senior Secretary	\$231-\$261

EITHER

Assistant Scientist (Hormel Inst.)	\$370-\$420
Hospital Housekeeper	\$260-\$300
Jr. Librarian	\$290-\$330
Jr. Scientist (Bact.)	\$310-\$350
Laboratory Technician	\$206-\$236
Laboratory Technologist	\$290-\$330
Librarian	\$310-\$350
Personnel Assistant	\$310-\$350
Principal Librarian	\$380-\$430
Principal Student Personnel Worker	\$460-\$520
Sr. Librarian	\$350-\$400
Sr. Student Personnel Worker	\$430-\$490
Student Personnel Worker	\$310-\$350

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