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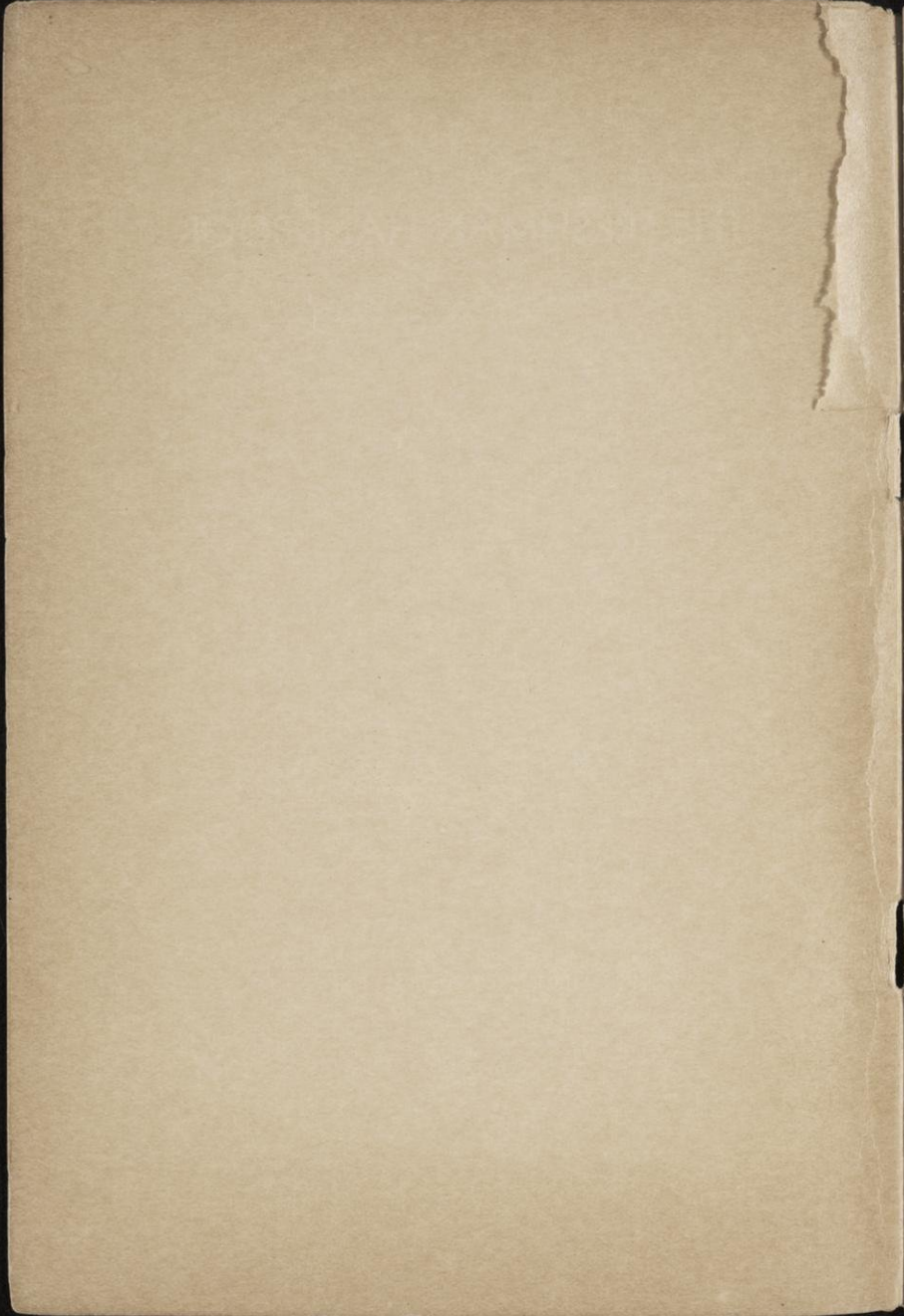
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Freshman Handbook



1932-33



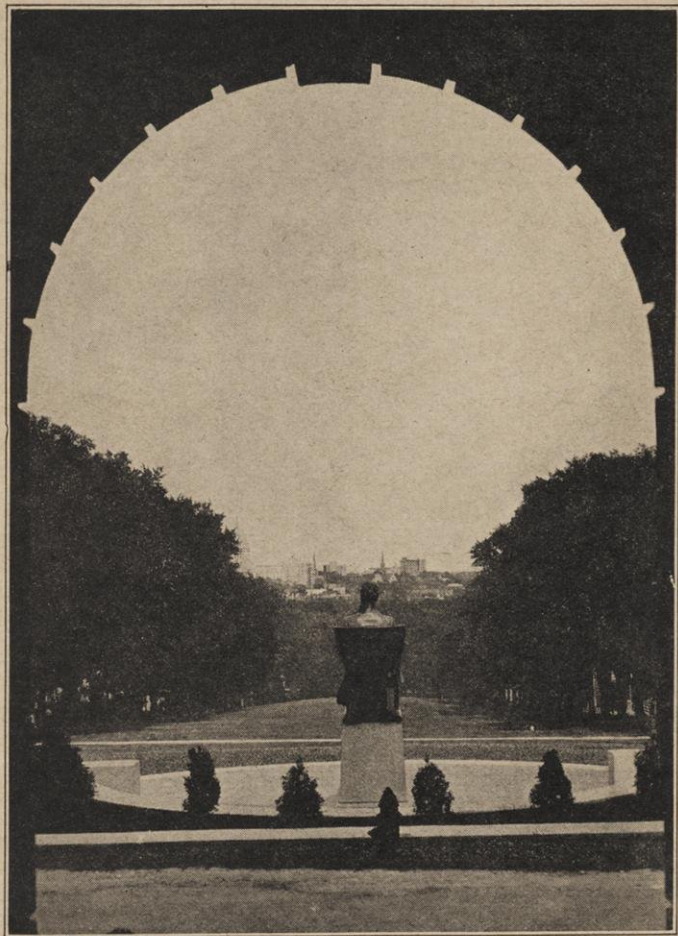
THE FRESHMAN HANDBOOK

For Use by Freshmen Throughout the Year

THE UNIVERSITY OF WISCONSIN

Madison, Wisconsin

1932-1933



THE OPEN DOOR

FOREWORD

This handbook is intended for freshmen who enter the University of Wisconsin in the academic year of 1932-33. We urge that you read it with care. Many of the difficulties which freshmen encounter result from failure to read official information and notices. When you arrive in Madison establish the practice of immediately reading all notices on bulletin boards or which are indicated to you to be official notices of the University.

FRESHMAN PERIOD COMMITTEE

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PRESIDENT GLENN FRANK

THE PRESIDENT WELCOMES YOU

I want here to repeat the words I wrote for this page as a welcome to those who entered the University as freshmen last year, as you are entering now.

The coming of throngs of students into the University of Wisconsin in this particular autumn of 1932 has a meaning, alike to the students and the state, quite beyond the meaning that ordinarily attaches to the opening of the university year.

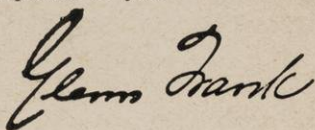
I hope the peculiar significance of the period through which state and nation are passing will filter into the minds of all Wisconsin students and inspire in them a new devotion to those rigorous disciplines of mind and character which alone can produce the kind of men and women who can rescue our generation from the political, social, and economic confusion into which it has fallen in these days of worldwide depression.

You will have to live your lives and practice your professions in a world disturbed by something deeper than the after-effects of a market crash, in a world that has become so complex that it is baffling the managerial skill of its leadership. We must look for the leadership of the future to you who are now undergoing university training. And you will fail your generation unless from your university training you bring to the affairs of your time two things: (1) sanely disciplined minds, and (2) soundly developed characters.

I hope that, in the selection of your courses and in the persistent questions you put to your professors, you will demand that the University give you a genuine insight into the problems that now haunt the social order.

I hope that, in your social life outside the class room, you will consciously practice that self-control and subject yourselves to that self-discipline which alone can produce the strength that the strains of the future will demand. We shall do everything within our power to help you in this enterprise of self-development. We have sought to perfect the program and the personnel of the University's system of guidance, supervision, and counsel. For the normal and healthy-minded majority, this service of guidance,

supervision, and counsel is conducted without annoying paternalism. You become, upon entering the University, a member of a social group whose interests demand that you be loyal to certain fundamental standards and regulations. The University cannot permit you to betray the group by disloyalty to these standards and regulations. For those who cannot or will not measure up to the social and moral challenge of life in a university community, the University must maintain a system of social and moral control that works with promptness and precision. The weak and the worthless must always feel the heavy hand of discipline from the outside. But, for the rank and file of you, you are faced with the opportunity of living *up* to our expectations of you, not the necessity of living *down* to our suspicions of you.

A handwritten signature in cursive script that reads "Glenn Frank". The signature is written in dark ink and is positioned above the printed name.

President.

FRESHMAN PERIOD

All freshmen beginning their course at the University of Wisconsin during the first semester of 1932-33 are required to be in attendance during FRESHMAN PERIOD. The Period begins on Wednesday morning, September 14, on which day every new freshman will be required to present himself at the University, and lasts through Tuesday, September 20.

It is the purpose of the University to attempt to make the adjustment of freshmen to the environment of college life more natural and easy. A large number of the very busy members of the faculty of the University have volunteered their services to help make the venture a success by contributing of their time and effort during the Period. A similar number of leading members of the student body offer their services.

The problem of successfully meeting the requirements of college is very different from the problem of successfully meeting the requirements of the high school. There is a certain confusion that results from the difference in size, there is an uncertainty which comes from the contrast of the close supervision of high-school days to the very different freedom of college life, there is misunderstanding as to the requirements of university courses, as to the necessity of university regulations. Too frequently the facilities of the University are not realized until late in the college career of a student; often the place and purpose of extra-curricular activities, of the fraternity and sorority are inadequately understood. The very size of a great institution conveys an impression of coldness, of lack of sympathy for the individual. Many are the perplexing situations with which freshmen are troubled upon matriculation.

Recognizing the many problems thrust upon freshmen, the University hopes, through the medium of FRESHMAN PERIOD, to assist students in more properly meeting such problems. The most significant feature of the Period will be the arrangement made for individual conferences with members of the faculty. A counselor will have no more than twenty freshmen as counselees. The admission blank, which the University of Wisconsin is using, will

be placed in the hands of counselors before FRESHMAN PERIOD opens. With the advantage of such very valuable information at his command, each counselor will be in a position to render worthwhile suggestions to freshmen.

The individual conference will make it possible for the freshman to secure advice from men and women who are in a position to speak with authority. It will be possible to secure proper first interpretations and impressions of college; it will give opportunity to discuss choice of subjects, to appreciate the relative values of various university offerings and to realize how very interested the University is in every individual who becomes a member of its student body.

The problem of study in the University is very different from the problem of study in the high school. During the Period it is intended to present to freshmen an interpretation of this problem as it confronts them under college conditions. An attempt will be made to give as definite an understanding as possible of how to study successfully, pointing out new and perplexing situations, indicating proper procedures. The men who are to present this phase of the program started early several years ago to work out a program which would be effective in bringing a real appreciation of this most significant feature of college work to freshmen. The problem of how to study will not be considered complete with FRESHMAN PERIOD. Plans are under consideration for carrying on this project throughout the year.

During the Period such matters as the process of registration, payment of fees, and the actual arrangement of a program of studies will be completed. Certain psychological, educational, and other tests will be given and while none of the tests will in any way affect the fact of admission to the University they will affect the placement of students in classes. There will be some opportunities for entertainment, for convocations and such exercises as are helpful in presenting the numerous phases of campus life.

A complete schedule of the activities to be attended by every freshman will be arranged. This schedule will be printed in individual coupon books, such books to be presented to freshmen upon their arrival at the University on Wednesday. Special notice of the place and hour when coupon books will be delivered will be sent to each Freshman.

When the applications for admission to the University were found to meet university requirements, notices were sent to applicants indicating that the record as submitted was satisfactory; such a notice was in the form of a card known as a "permit to register." Attached to that card was another card which requested that the student indicate thereon if he definitely intended to come to Wisconsin in September, 1932, and to check the course of study which he expected to pursue. *The return of that card, properly filled out, is very important.* Each new freshman is to be assigned a faculty counselor before he comes to Madison. The assignment is made upon the basis of the information which this card contains and unless the card is returned serious embarrassment will result when the student arrives at the University, for upon arrival on Wednesday, September 14, each freshman will be informed of the counselor who has been assigned to him and will be notified of the place and time when the counselor is to be met.

It is advisable to secure a place to live and to become sufficiently familiar with the buildings on the campus by Wednesday morning, September 14, so that there may be no difficulty in finding the buildings and rooms in which you are to keep appointments on Wednesday.

Every activity of FRESHMAN PERIOD will be important; it is necessary for every freshman to attend such activities as the coupons (referred to at bottom of preceding page) will indicate as required. At the meetings on Wednesday, instructions will be given which will make it possible for all freshmen to understand the requirements and procedures of the Period.

Every freshman will be required to present himself at Bascom Hall on the morning of Wednesday, Sept. 14. The hour at which you will be asked to appear is indicated upon the card which has been sent to you and which is entitled "Important Information for Freshmen."

Most of the freshmen will have an appointment at eight o'clock each weekday morning from Thursday, September 15 to Tuesday, September 20 inclusive. Each of the five engagements is compulsory. During each day so much of a student's time will be required by the activities of the Period that no one should plan to leave the city. Wednesday evening an "assembly" of all fresh-

men will be arranged, Friday evening the various religious groups will entertain, Thursday the Memorial Union will keep "open house" and provide various kinds of entertainment.

Special attention is called to the *Medical Examination* which is required of each new student. Each freshman will be assigned an hour at which he is to appear at the University Infirmary for the examination. This assignment takes precedence over all others and must be kept.

It is not possible, through the medium of announcements, to make every detail with reference to FRESHMAN PERIOD so clear that all students will be entirely certain of all the requirements and arrangements of the Period. In recognition of such a situation an office will be established in Room 172, Bascom Hall, for the purpose of making available information concerning any matter with which freshmen may be concerned. Students should not hesitate to call at this office for information when any uncertainty arises.

A PERSONAL MESSAGE FROM THE DEAN OF WOMEN

In this year of more than the usual number of attacks on our University, I want to start my page in the freshman handbook with a few remarks to parents.

No doubt the publicity the University has received recently has caused many of you great concern for your children. We have been accused of fostering atheism, immorality, and radicalism; of permitting immature students to direct their own lives without regard to the consequences. My duties are purely advisory, discipline being administered by the Women's Self-Government Association and by a faculty committee, but in spite of this, I know quite well, as do most of the faculty people, the situation here. I believe the tone of our campus would be considerably raised if some students now here would decide to go elsewhere next year. But I am also convinced that you will not find in any community of 9000 young people higher standards or a more earnest searching for the good life than we have here. I am heartened every day by my contacts with the students, and I do not see among any group of the older people I know more courage, more integrity, or a more wholesome desire to get the best out of life than these young people show.

However, I must say to you as parents that it is only on the foundations you send us in your children that we can build. If you have put into your children no ability to make decisions or to face the discipline that life hands out to every living person, then you cannot expect us to take them and make of them the superior citizens you want them to be. But if your training has been sound, you need not fear to send your children to us.

Speaking now to the students, may I say that there is no group on the campus in which the dean of women and her staff are more interested than in freshmen. You have potentialities for leadership which, even in your first semester here, you may well begin to develop. The campus needs you and we are here to help you. Whether you come from a large city or a country town, the press of life in a great university is confusing. The opening of

the school year is well organized and remarkable assistance is given each year by older students who volunteer to help in getting the freshmen started. Always, however, there are some who for one reason or another do not immediately get into the university stride. It is to these students first of all that the dean of women and her staff hope to be useful.

The trouble is sometimes financial, and while we do not expect students to register who have not the means to see them through a year, we realize that there are unforeseen difficulties which may often be adjusted by a person who has been longer on the campus.

Social adjustments, too, are often hard to make. Should a girl live in a dormitory or a rooming house? How important is sorority life? Can a girl get the most out of college if she also earns part of her expenses? Many of these things clarify themselves just in the process of talking them over with an older person.

The office of the dean of women has been referred to as a clearing house for the interests of the women on the campus. The term is good. We assist in the adjustment of transfer students, maintain lists of approved rooming houses, assist chairmen of sorority rushing committees, advise as to sorority expense, requirements, and standards, honor societies and women's organizations in general, eligibility for campus activities, means of support, loans and scholarships and general financial budgeting, and choice of courses.

Since this is a year of unusual money shortage, I should like to tell you that we have in our office a small library of texts which we lend to students unable to buy their own. This is available for both men and women.

Except for one hour at noon, our office in Lathorp Hall is open all day, and even though you have no direct errand there, we are always glad to have you use it as a reading or waiting room.

LOUISE TROXELL

A PERSONAL MESSAGE FROM THE DEAN OF MEN

It is gracious of the Committee which edits the Handbook to give me space for a bit of greeting and counsel. If these observations shall be of service in helping even a few newcomers to make a good beginning, the writer will feel richly repaid for his effort.

Elsewhere in this booklet, you will find timely advice with regard to FRESHMAN PERIOD and what you may expect of it, lodgings, boarding places, your finances, student activities, organizations and the like. These are important details, and you should read these sections diligently. Should you, nevertheless, meet with perplexities after arriving here, the office of the Dean of Men, 201 South Hall, is open all day and the chief function of this office is to assist students in adjusting themselves in college life. You are welcome to come in at any time and we will gladly be at your service in any way we can. Come in during FRESHMAN PERIOD, if you have time. Probably, however, it will be after the opening of the semester that you begin to feel the need of seeking information or advice.

Some one may say to you: "Oh, the deans of men and of women are disciplinary officers; better keep clear of them." When you go into a strange city, you are perfectly aware that the blue-coated, brass-buttoned officers at the street corners are policemen, invested with authority and armed with clubs and revolvers. But you know, also, that they are well informed regarding their city and its transportation facilities, and their authority doesn't deter you in the least from asking them to direct you or to advise you as to the best restaurants and hotels or to suggest the quickest and cheapest way of getting there. Of course, if you were a burglar, a counterfeiter or a bootlegger, you would feel much less free to seek his advice!

The deans of men and women at Wisconsin are not policemen, and their connection with disciplinary matters is slight. It is wholly unnecessary to fear their disciplinary functions and quite silly to forego for any such reasons the assistance they might render you. And the person who suggests that you avoid

them is thereby making an implication as to your character that could hardly be called flattering!

And while I am on this topic, may I make a bit of a confession? The student who gets into trouble and who comes to me voluntarily to tell me all about it and to ask my help wins me to his cause right away. If he shuns me and the matter comes to me in the form of a complaint, and if I have to send for him to come and answer charges against him, the psychology of the situation is naturally quite different. Wouldn't it be so with you? In other words, the deans of men and women are quite human beings, who desire your friendship and want to be helpful to you. They dislike to be distrusted and suspected of unworthy motives, just as you do. One of the best principles for maintaining pleasant and friendly relations with other people is, as you have probably discovered before now, to be friendly and agreeable yourself, at least until you have good evidence of ill will on the part of another. The dean of men or the dean of women will appreciate your friendship and respect your confidence, and either will be glad to be of assistance to you whenever possible. If they themselves can't help you, they will be glad to use their knowledge of the university, the city, or the capitol to get you in touch with someone who can. But they are not mind readers; they can't know your difficulty unless you come in and make it known to them.

IS THE UNIVERSITY A SAFE PLACE FOR YOU?

This is a question that is often asked by parents, and it would seem quite in order to discuss the matter briefly here.

In a very strict sense of the word, no place is safe for young people. If we mean by safe, a place in which no young person ever encounters temptation or danger; in which no one ever makes a mess of life and has to start all over again to build "with worn out tools"; in which there are no vices, no failures and no automobile wrecks,—then no city, no village, no farm home is 'safe', to say nothing of schools, colleges and universities.

If, on the other hand, we use the term relatively, and understand by it a place in which a big majority of the young men and women are attending to the business of getting an educational

training which will fit them for useful living; in which the failures and wrecks are relatively few in number; in which smoking, drinking and "petting" are indulged in in probably smaller proportion, considering the numbers involved, than they are among the young people of your home community; in which there is much freedom of discussion of government, politics, militarism, social justice, religion, morals, prohibition, love, marriage, and divorce, as well as of science, art, and cultural movements, in which there are foreigners, aristocrats and plebeians, children of wealthy parents and of poor immigrants, intellectually gifted and plodders, with an admixture of "play boys" and of "play girls", but in which the great majority are leading normal, wholesome lives of work and play,—then the University may be considered to be a 'safe' place for a young man or a young woman to seek development. It is probably quite as safe as your home town, and probably a much larger percentage of the students here are improving themselves and consciously preparing for useful lives than in your home community.

To be sure, there are bootleggers who ply their trade among students, there are speakeasies and road houses in and near Madison, you may encounter students of any political faith from extreme radicalism to extreme conservatism, you may find your religious faith and your moral standards challenged, you may fall in with students who are not students, but time-wasters and loafers, you may be asked to gamble, to drink, to patronize vice—and any of these things may happen to you in any large community. They will as surely happen to you in any college or university you may attend. You can't remain protected from all these things anywhere. But if you are sufficiently mature to have graduated from high school, if you have had a good home and good training there, and if you are coming to college with any sort of ambition to make something of yourself, there is no need whatever for letting these things disturb you. You don't have to buy and drink filthy stuff because a bootlegger wants to sell it to you. You don't have to accept and subscribe to any political, moral, immoral or religious doctrine the fellow across the hall may chance to be advocating, you needn't loaf, gamble or debauch yourself because some one else is doing so. There is no better character training than the cultivation of the ability to say "no."

But when all is said and done, the big question is: What are your interests? If your interests are centered in base and degrading things, you are likely to go wrong anywhere. If you are interested in your own self development and if you are willing to work for your physical, intellectual and spiritual betterment, you couldn't have a finer environment than the University. It is, then, one of the 'safest' places in the world for you.

THE OPENING OF THE SEMESTER

It is very essential that you get the right sort of a start. When FRESHMAN PERIOD is over, the other students arrive, and the campus swarms with people. There are 9,000 students, 1,000 faculty people and 2,000 other employes of the University. It is a little city in itself, teeming with life and activity. Now is the time to keep a cool head, and to dispose wisely of your time.

The Varsity Welcome is an all-university affair given by the University on the Upper Campus on the first Friday of the semester, and here the freshmen will hear brief addresses by the President, a Dean or two, and at least two prominent Seniors. This event is planned, not as a jollification or a rah-rah affair, but as a fitting induction of new students into academic life, and in that hour, if you have your eyes and ears open, you may gain an insight into the size and dignity and tradition of service of the institution of which you have become a part. Cherish this vision. You may have unhappy experiences later which will tend to blur it, but you will never be a true Wisconsin man if you haven't idealism enough to catch and hold some conception of the glory and the altruistic spirit of a great university.

KEEP COOL

But this first week is the ruin of many a freshman. Everyone vies in doing honor to the first-year man. He is "welcomed" and "received" and "rushed" by fraternities, and taken out to see the football team practice, until (unless he keeps his head) he becomes obsessed with the apparently well-founded idea that college life is just one grand good time. The streets seem full of students going down town; he is asked to go joy-riding, or to the movies

or to the vaudeville in the evening. It is extremely easy to put in every minute of the afternoon and evening until bedtime at something pleasant. And he is away from home, nobody is keeping watch of his going and coming, the other fellows all seem to be enjoying themselves, so why shouldn't he?

In the meantime, classes begin, but his thoughts are so taken up with other things that he doesn't settle down to real work—perhaps he hasn't learned in high school to do real, independent work—and he dawdles along for a time, until he presently finds himself badly behind with his studies. Then to be sure, he becomes alarmed and begins to try to catch up, but he finds to his dismay that the class doesn't slow up and wait for him and that, having missed the fundamentals of the first few weeks, he is hopelessly floundering and unable to make any headway. At mid-semester he is put on probation and is lucky, indeed, if by dint of severe "grinding" or of "coaching" by some older student or paid tutor, he escapes being sent home at the end of the semester. And many don't escape it. Why? Are they too dull? No, they have plenty of ability. Is the work too heavy? No, the majority of their fellows carry it successfully. The whole trouble lies in the fact that a lad may be so completely swept off his feet during the first two or three weeks that he doesn't realize the importance of *steady, consistent work from the beginning*.

Keep cool during that first week. Get your program of recitation and laboratory periods made out during FRESHMAN PERIOD, and then sit down alone and make up your schedule for each week; allow two hours study for each recitation, i. e., an average of about eight hours per day for study and recreation. On Monday do the studying for your Tuesday classes and hold yourself to an ironclad rule never to "cut" a class and never go to a class without proper preparation. If you want to go out in the evening, plan ahead for it and get up the next day's work in advance. If you will faithfully stick to your program, *learn to concentrate your whole mind on what you are doing* (this is the great secret of having plenty of leisure time!), and above all *get a good start* in all your classes, you will soon find that the work will grow easier, instead of more difficult and that you will have at least eight hours a day on an average for meals, exercise and recreation,

and eight hours for sleep. Such a program will carry any student of average ability and adequate preparation through successfully, and will furthermore develop him into a master of himself and a well-rounded man. It is the fellow who hasn't the self control and the will power to "stick to his knitting" who fails in his university course.

DOES IT PAY TO DO GOOD WORK?

Good work, in this life of ours, has a way of rewarding itself. There is a mental satisfaction in a job well done that is more pleasurable than that afforded by any of the popular amusements of the day. Get the habit of experiencing this pleasure. There is no other quite like it, for it not only brings a momentary sense of triumph because of achievement, which is very gratifying in itself, but it is also accomplished by a consciousness of increased power and a renewed confidence in yourself which puts inferiority complexes to flight and becomes a big factor in the all-important process of your growth and self-development.

Don't let anybody tell you that it doesn't pay to put great effort into one's college work, that college work is "impractical," and that to "get by" is all that is necessary. Precisely the contrary is true. It pays very handsomely to do high grade work in college, both in satisfactions and recognitions obtained during the course, and in good positions in the business and professional world that are always waiting for men who have excelled in their college work. In this office we write many recommendations for such positions each month and we know the value to an applicant of a good college record. And, conversely, we know the deadly effect of having to write to a big firm a confession that the man concerning whom they are inquiring had a weak record here. That isn't the sort of chap business wants.

SOCIAL LIFE

In your home town you doubtless know some "all-work-and-no-play" people, and others again who seem somehow to get along

doing almost no work at all and devoting the major portion of their time and energies to amusing themselves. You will also find in a university students of both types. To be sure, those who seem to be of the latter class are either actually doing more work than they appear to be, or they come to grief ere long. It is, however, entirely possible for a young person of fair mental endowment to do his college work well enough to escape the attention of the executive committee and, by devoting all of his leisure time to social diversions, to create upon the minds of his fellows the impression that he does little else.

It is unfortunate that many people seek to adopt this course and become the "social butterflies" of the campus life, about whom so many uncomplimentary things have been said and written in recent years. The facilities, to be sure, are here. If a young man has the money to spend, if he is an agreeable sort and if his tastes run in that direction, he can always find charming young women who are glad to be taken to dances on Friday and Saturday nights, to theatres and movies on other nights, to dinners as often as he wishes, who are glad to have him call on them or take them walking or canoeing or to athletic contests, concerts, and so on. It isn't even necessary to be a fraternity man to follow out a program of this sort. There are commercial dances exclusively for students every Friday and every Saturday night.

No one of these things is evil in itself, and all of them are necessary to a well developed and sane social life in a large student community. It is in participation to excess that the harm lies. As soon as a student begins to devote himself exclusively to a program of self-amusement, he is investing a very large amount of time, energy and money in something which will afford him no corresponding return. Outdoor sport would afford him physical development; work on a publication, in a debating society, in a musical or dramatic organization would add to his store of knowledge and experience, and would cost him much less in money. And, since there is an element of *work* in these activities, he is less likely to overdo them. But exclusive indulgence in social pleasures seem to add chiefly to one's store of personal vanity, to develop "a line" of silly, superficial chit-chat, and to deplete the pocketbook with appalling rapidity.

A sane amount of sociability is both proper and beneficial. Acquaintanceships with wholesome young women are of value. An occasional dance, dinner, theatrical performance, movie, as you can afford it and find time for it, is all well and good. But don't permit yourself to drift into the self-indulgent habit of forever seeking amusement that you haven't earned by virtue of work well performed in advance.

And note this: you must be your own judge as to how much indulgence in social affairs you will allow yourself. While eligibility rules exercise a certain restraining influence upon participation in the activities, no workable scheme has thus far been devised to prevent a student from going to extremes in his diversions. No tab can be kept on each one of the nine thousand individuals. Many are limited in this direction by the lack of money—often a great blessing in disguise. There is no surer method of bringing about the average student's downfall than by letting him have too much money to spend while in college. But even with a normal amount of spending money, a student may be very foolish in his expenditures. If you are tempted to prodigality, just reflect that it will not only be a great deal better for you, but also a great deal fairer toward father and mother, who are perhaps denying themselves a good deal to keep you in college, to wait until you are on your own before developing extravagant tastes and habits.

THE GIST OF IT ALL

May I conclude this personal message by reminding you again that in college you will enjoy an amount of independence and of liberty regarding your personal conduct which you have probably not known before. It will be the assumption when you arrive here that you are a gentleman, that you are a real student, eager to excel in your work, and you will find everyone courteous, considerate, kindly. It will be your responsibility to merit a continuation of that treatment. You may profit by advice and helpfulness or you may disregard it; you may make much of your opportunities and develop yourself and your powers superbly or you may miss your chance and make a wretched failure. We are all anxious to help you but no one can do the job for you. What

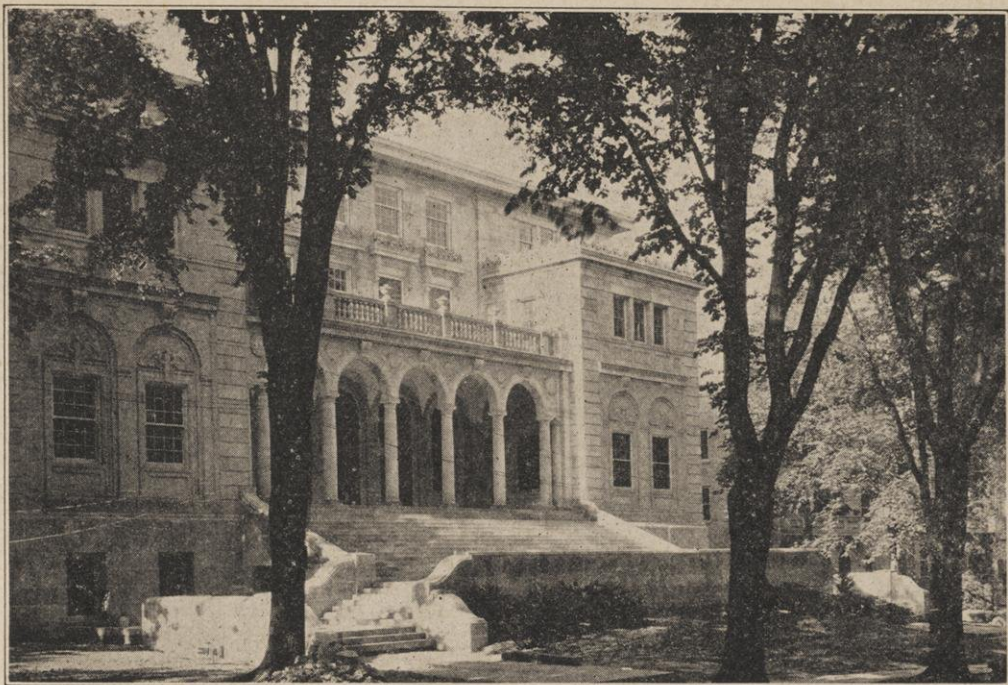
I am trying to say can be condensed into one slang phrase: "It is all up to you." Everyone who knows and loves you is eager to know what you are going to do about it.

With best wishes for your success, I am

Very cordially yours,

S. H. GOODNIGHT.

I. Student Life



MEMORIAL UNION BUILDING

HOUSING OF FRESHMEN

Students coming to Wisconsin for the first time should not put off the selection of a lodging place until the first day of FRESHMAN PERIOD. They should choose early, and with care, during the summer months if possible. A room should be well located, well heated, and well cared for. All matters should be carefully considered before a room is contracted for. The prices of a single room outside the university buildings range from \$3 to \$6 per week. A few double rooms can be secured for \$2.50 per student, but the more desirable ones rent at \$3 to \$5 per student.

The Dean of Men prepares lists of approved lodging houses for men, a copy of which will be sent upon application; prices will be listed and a higher price should not be paid. The Dean of Women prepares a list of approved dormitories and lodging houses for women students, and while this list is supplied on application, students are urged not to take rooms which they have not seen.

DORMITORIES—There are two university-owned dormitories for women, Barnard Hall and Chadbourne Hall, accommodating 275 women; in these dormitories preference is given to residents of Wisconsin. The dormitories maintain dining rooms for all residents.

There are two dormitories for men, Tripp Hall and Adams Hall, on the shores of Lake Mendota, accommodating 500 men.

The rent for the school year of a room in either Chadbourne or Barnard Hall is from \$90 to \$150 per year per person. Residents of Barnard and Chadbourne Halls are required to take their meals in the halls in which they reside. The price of board has been fixed at \$220 for the academic year.

The rental of a room in Adams or Tripp Hall is from \$90 to \$150 per year. Residents automatically become members of the Men's Dormitory Association, paying dues of \$5 per semester as members. Board has been fixed at \$220 for the academic year.

University regulations require that board and room in dormitories be paid in advance, board by the quarter and room by the semester.

Written acceptance of assigned rooms for the year must be received by the Department of Dormitories and Commons not

later than September 1 or, for the second semester, January 8, or the deposit will be forfeited and the room reassigned.

Rooms will be ready for occupancy on Tuesday, September 13 at noon. Baggage marked with hall and room number will be received beginning the same day.

Rooms in the dormitories are so desirable that they are applied for early, and long waiting lists always exist. It is altogether improbable that it will be possible to secure a dormitory room for the first semester after this handbook is available to freshmen.

Complete information with reference to the dormitories may be secured by writing to Mr. Don Halverson, Director, Dormitories and Commons, University of Wisconsin.

UNIVERSITY HOUSES. In addition to the dormitories the university also sponsors four University Houses, three of which it owns. They are Andersen House, Charterhouse, Fallows House, and Tabard Inn. Girls live in these houses as they do in their own homes and have many privileges which cannot be available in the average rooming house. They are chaperoned by young women graduate students and under their supervision the houses are run cooperatively; that is, each girl does some work and so is able to reduce her expenses considerably.

Teas, dances, faculty parties, and many other social activities are carried on. Standards of scholarship are kept high. Membership is open to all university women though each house reserves the right to make its own selections. Application may be made direct with the houses or through the office of the Dean of Women. Information concerning any house will be gladly furnished.

DEPARTMENT HOUSES—There are four departmental houses, Arden House, English; Casa Cervantes, Spanish; French House, French; German House, German; these are for women. Only in a few instances has a freshman woman shown such exceptional interest and ability as to warrant a place in one of these four houses sponsored by University Departments. Further information concerning these houses can be secured by writing the office of the Dean of Women.

THE CONTRACT—When you make a contract for a room, be sure you have a specified written contract. In this way there are no

misunderstandings as to the agreement under which the room was rented and if any dispute should arise, the agreement furnishes a definite basis for settlement.

THE LANDLADY—The freshman's conduct in his room very largely determines the landlady's frame of mind. It is perfectly fair to require that you pay your room rent on time. It is reasonable to request that you be economical with gas, electricity, and hot water, as these are heavy items in your landlady's expense. It is almost invariably the case that the student who shows courtesy and thoughtfulness finds his landlady to be agreeable.

STUDENT HEALTH

The Department of Student Health was initiated by the University in 1910 for the protection and adequate care of the health of students. Upon admission to the University, a medical examination is required of each student in order to determine his mental and physical status. Based on the findings of these examinations, special recommendations are made to the dean of the student's college and to the Departments of Physical Education and Military Science to safeguard the interest and health of the individual. *At the time of registration, students are notified when and where to report for such examination, and they are expected to be punctual in keeping such appointments, which take precedence over all class work.* Excuses will be granted for any class or laboratory work missed on account of the medical examination.

THE UNIVERSITY CLINIC, located on the first floor in the east wing of the Wisconsin General Hospital, 1300 University Avenue, maintains an adequate staff of physicians and nurses for the needs of all students able to report in person. Hours for consultation are 8 A. M. to 12 noon and 2 P. M. to 4 P. M., Monday to Friday; 8 A. M. to 12 noon on Saturday; and 9:30 to 10:30 on Sunday. Students are requested to observe these hours except in cases of an emergency nature. A telephone message to University 5 or Fairchild 3600 will secure a physician at any hour of the day or night. The clinic is maintained by the University as a

part of the administration of general student welfare without expense to the student.

THE STUDENT INFIRMARY, a modern hospital building adjacent to the Wisconsin General Hospital, provides facilities for the care of students who are confined to bed or who need nursing attention. It is desirable that all such students avail themselves of these privileges, rather than to remain in their rooms, in order that they may receive adequate medical and nursing attention and thus the spread of communicable diseases be checked. The infirmary is supported by \$4.50 of the student's semester fee and all necessary laboratory and nursing service is rendered without charge to the student. Care by specialists and special nursing in individual cases are matters of extra expense and arrangements for them may be made through the infirmary staff.

Statements of absences from classes because of illness should be obtained promptly through the clinic or infirmary as the case may require. Application for excuses must be made within a week after return to classes.

FINANCES

Each student should make a tentative budget for the freshman year. The following is an estimate of the expense of a year at the University. This estimate does not include clothing, railroad fare, non-resident tuition fee, cost of books, incidental fees, laboratory fees, etc.

SUMMARY OF EXPENSES

| | Lowest | Average | Highest |
|---------------------------------|--------|---------|---------|
| Board | \$180 | \$235 | \$300 |
| Laundry (*if mailed home) | 10* | 50 | 75 |
| Sundry personal expenses | 50 | 150 | 300 |
| Room rent— | | | |
| Men's dormitories | 130 | 160 | 180 |
| Women's dormitories | 130 | 160 | 160 |
| Double room, per person | 90 | 125 | 200 |
| Single room | 150 | 175 | 250 |
| | \$320 | \$595 | \$925 |

FEES AND REFUNDS—A fee of \$100.00 per semester is charged to students who are non-residents of Wisconsin. No tuition fee is charged to students who are residents of Wisconsin, except in the Library School and the Wisconsin High School. Each student is required to pay a general fee of \$21.50 per semester, covering incidentals, infirmary service, and Memorial Union membership. Students who are paid-up life members of the Memorial Union are entitled to a deduction of five dollars from the general fee. A library fee of \$2.00 is required upon the matriculation of each student. All fees must be paid at the beginning of each semester. Beginning with the first day of instruction, students whose fees are not paid will be barred from classes. *Students should, therefore, be prepared to pay all fees for the semester at the time of registration.* Refunds of fees may be authorized by the Registrar to students withdrawing from the University on the following basis: withdrawal within two weeks from the first day of instruction, 80% refund; within four weeks, 60%; within six weeks, 40%; within eight weeks, 20%; after eight weeks, no refund.

ABOUT YOUR MONEY—Many of you who are coming to the University this fall, will want either to open an account with one of the Madison banks, or to establish your identity so that you can cash your checks on your own bank. Remember that you probably will be a total stranger to the banker, and that unless you come properly prepared, you will find it difficult to get your checks cashed.

There are several ways to introduce yourself to the bank you may wish to do business with. The best way is to go to your local banker and have him write a letter of introduction bearing a sample of your signature. Either have him send this on in advance, or bring it with you to the bank here.

Bring your money either in the form of a bank draft, or in a travelers check. Never bring a personal check.

EARNING ONE'S WAY—It is unwise for any student to begin the year unless he has at least \$250.00 available, and it is much wiser to have sufficient funds to pay an entire year's expense.

The work of a college course is supposed to take most of one's time. No student should attempt to earn his way unless it is absolutely necessary. If one finds it necessary to work to pay part

of the year's expense it is generally wise for such a student to ask for a reduced schedule of university work.

A student who intends to earn his living while in college should realize that his scholarship is not apt to be satisfactory. He should have good health and a strong physique, for often he will find it necessary to keep irregular hours to either bring up his college work or do outside work. Neither can be slighted with safety.

The student who must earn part of his support should register at the University Student Employment office in the Memorial Union Annex. The Y. M. C. A. also conducts an employment bureau. Secure a regular job. Then plan your work for each day, budget your time, set aside hours for recreation, make a definite schedule which will arrange specific hours for study of each subject you take and adhere to it.

As several hundred students apply for work at the opening of the school year, competition is keen. It is impossible to place all of the applicants at once and often many must wait several weeks or more before finding suitable employment. Only those who are willing to do whatever is available can expect to earn their expenses.

LOAN FUNDS AND SCHOLARSHIPS—There are funds which have been contributed to the University which are available as loans to students who are deserving and of good character. Such loans are generally made for periods of less than a year, are limited in amount and do not bear interest.

The income from certain funds is available in the form of scholarships which are awarded annually to a limited number of selected individuals on the basis of scholastic attainment and financial need. There are approximately 140 Legislative Scholarships involving remission of the non-resident fee of \$200 for the succeeding year which are awarded near the close of the academic year to non-residents of Wisconsin whose scholastic attainments in the University have been superior.

Applications may be made for the Legislative Scholarships during the month of February, on blanks furnished by the Committee on Loans and Scholarships. At the proper time notices are posted on the bulletin boards in the various buildings on the campus

announcing the necessary facts concerning the method of making application for Loans and Scholarships. It is desirable that such notices be looked for and that the directions which they contain be followed.

STUDENT ORGANIZATIONS AND ACTIVITIES

Student organizations and activities are so numerous, and they serve so many purposes, that it is difficult to give a complete list, impossible to give a description of each. Freshmen should decide cautiously before affiliating with any club or society. During the first year it should be the aim to secure a good idea of what one can afford to join and of what is worth while.

INTERCOLLEGIATE AND INTRAMURAL ATHLETICS—Interclass and intercollege tournaments and contests for men are conducted in all games and sports. Their conduct and management are in the hands of the Athletic Board composed of twelve students elected by the entire body of students. Similar tournaments and contests in games and sports suitable to women and confined to women students of the University are conducted and managed by the Women's Athletic Association.

A director of intramural athletics is responsible for carrying out the aim of "sports-for-all" which is now being largely realized through an extensive intramural program involving social and religious organizations, dormitory units, and other groups of men students participating in a wide range of games and other athletic activities.

For the women of the University there is the W. A. A. cottage on Lake Mendota, for the use of all active members. Many week-end parties are held there. Outing Club promotes interest in out-door activities such as ice-skating, tobogganing, horseback riding, rifle shooting, and canoeing. Dolphin Club stimulates interest in swimming and gives a fall and spring demonstration each year. Orchesis is an organization which provides an opportunity in dancing for those students who have that special interest. Physical Education Club is a professional organization including in its membership the majors and minors in the department. It provides a medium of discussion for its members along lines which touch upon their work.

FORENSICS AND DRAMATICS—The women's literary societies are: Castalia, organized in the early years of the University, and Pythia, organized in 1902. The men's literary societies are: Athenae, organized in 1850, and Hesperia, organized in 1854. The University is a member of the Midwest Debating League, composed of Michigan, Illinois, and Wisconsin. Each University meets the others in debate annually. From time to time additional intercollegiate debates are arranged. Wisconsin regularly competes in the annual contest of the Northern Oratorical League, composed of the Universities of Illinois, Iowa, Michigan, Minnesota, Northwestern, and Wisconsin.

Wisconsin University Players is a dramatic club composed of both men and women and is open to all students who evidence sufficient dramatic talent or some special ability in the fields of production or management. The club gives several formal productions of legitimate drama during the year under the auspices of the University Theatre. These performances have been conspicuously successful. Haresfoot Club is a men's dramatic organization devoted to the annual production of an original musical comedy in which all the roles are taken by men.

MUSICAL ORGANIZATIONS—The University Orchestra, composed of about 75 players, is organized for the purpose of studying the larger classical forms and presenting them in public. Membership is open to qualified students of all classes.

The University Band, consisting of about 200 men, is divided into a concert band and a second band, the latter serving as a training school for the less experienced players. Underclassmen playing in the band may receive credit in satisfaction of the optional requirement in military science. Upperclassmen who are members of the concert band and who remain for Commencement, have their general fees for two semesters refunded.

The Men's Glee Club is composed of a concert club and a second club, membership in each of which is determined by competitive tryouts. The concert club makes an extensive annual tour throughout the Middle West and has gained everywhere a most enviable reputation by the high standards it maintains.

The Girl's Glee Club is a sister organization to the Men's Glee Club. The concerts given each year by the club are real musical

achievements, indicative of the aim which the organization has to raise the standard of musical taste in the University and on the campus.

The Clef Club is an organization of about forty girls chosen from non-professional members of the student body for special musical ability, either instrumental or vocal. Membership is determined upon a basis of competitive tryouts. An annual concert is given in the spring.

STUDENT PUBLICATIONS—Positions on the editorial and business staffs of student publications are not ordinarily open to freshmen. Positions are secured on the basis of experience and ability. Student publications include the Daily Cardinal, issued six times a week; the Badger, the yearbook of the University issued under the auspices of the junior class; the Octopus, an illustrated humorous monthly; the Wisconsin Engineer, the Wisconsin Country Magazine, and monthlies edited and managed by students of these colleges and containing material of professional interest.

RELIGIOUS ORGANIZATIONS—The importance of the social part that religious organizations may take in the life of the college cannot be denied. A safe and sure way for the incoming freshman to make worthy friends and to get beneficial counsel is through the Y. M. C. A., the Y. W. C. A. and the student religious organizations. The freshman who starts a college career by affiliation with a religious organization is making a good start.

The Y. M. C. A. and the Y. W. C. A. maintain secretaries who devote their entire time to religious, social, and philanthropic work among the students. Nine student pastors supported by eight denominations, each with its own student organization, cooperate with the secretaries and promote religious work in the student body in a very systematic way. The student religious organizations listed below welcome you to their headquarters whether you are a member of these religious bodies or not:

Y. M. C. A., 740 Langdon St.

Y. W. C. A., Lathrop Hall.

Baptist Student Headquarters, 429 N. Park St.

Calvary Lutheran University Church, 713 State St.

Christian Science Organization of U. of W., 315 Wisconsin Ave.

Congregational Student Ass'n, 422 N. Murray St.

Hillel Foundation, Jewish Student Headquarters, 512 State St.
Luther Memorial Church, 1021 University Ave.

Presbyterian Student Headquarters, 731 State St.

St. Francis House, Episcopal Student Headquarters, 1001 University Ave.

St. Paul's University Chapel, Roman Catholic Student Headquarters, 723 State St.

Wesley Foundation, Methodist Student Headquarters, 1127 University Ave.

Memorial Reformed Church, 14 W. Johnson St.

The Campus Religious Council conducts joint religious activities on the campus and serves as a means by which the member organizations may be brought into closer contact.

SOCIAL ORGANIZATIONS—THE FRATERNITY—As much misunderstanding occurs from an exaggerated notion of fraternities as from no knowledge of them at all. Membership in a college fraternity is prized by college students in general and is usually a source of pleasure and help, but it is by no means essential to one's happiness, prominence, or achievement of worthy college honors. Every chapter expects a great deal of attention and energy from its members, and a freshman should not agree to become a member of such an organization unless he is sure that he will not be handicapped by such a sacrifice, but that also he will receive positive good from it. One usually gains from joining a good fraternity, but the mistakes made by those who have pledged themselves hurriedly are far more frequent than those made after deliberation. No one will lose a chance to join a fraternity by taking sufficient time to consider his invitation.

RUSHING—The Interfraternity Board adopted the following regulations to control rushing of freshmen for the first semester of 1932:

1. No man may be pledged until he has matriculated in the University of Wisconsin.
2. The term, freshman, as used in these by-laws shall include
 - a. Any man who does, or intends to, matriculate for the current semester in the University of Wisconsin without 20 university credit hours.

- b. Any man who has previously matriculated in the University of Wisconsin, but has not obtained 10 hours of credit work.
3. Summer rushing, but not pledging, of freshmen is permissible.
 4. All rushing of non-fraternity students whether freshmen or otherwise, and all social intercourse with such men is strictly forbidden from the time of their arrival in Madison in September through the period known as Orientation Week.
 5. Rushing shall begin on Wednesday, September 21, 1932 at 11:00 A.M.
 6. Pledging shall not start until 12:00, noon, of Friday, September 23, 1932.
 7. No fraternity, or fraternity man, shall rush any man before 11:00 A.M. or after 11:00 P.M., except that on Friday and Saturday nights rushing may continue one hour after midnight.
 8. Each fraternity shall keep on file at the office of the Dean of Men a list of all men pledged.
 9. When a man depledges or is depledged, if the fraternity involved shall, within three days from the time of such depledging, report such action to the office of the Dean of Men, the ex-pledge shall not be rushed or pledged by any fraternity for ninety (90) days. If no report is made to the office of the Dean of Men, the ex-pledge is a free agent and may be rushed and pledged.
 10. Any fraternity violating the word or spirit of these regulations shall be subject to a penalty, such as the removal of rushing and pledging privileges, or the removal of initiation privileges, or the removal of social privileges, the penalty to be levied at the discretion of the Committee on Student Life and Interests, and enforced by it.

FRESHMEN FRATERNITY MEETING

On Saturday, September 17, 1932, at 1:30 P.M. in Music Hall there will be held a meeting which is open to all freshmen men

who are interested in affiliating with a fraternity or who are interested in learning about fraternities in general.

It is the purpose of this meeting to acquaint the freshmen with the fraternities generally, to explain briefly the ideals, purpose, activities, and accomplishments of the organizations, as well as the cost of membership, scholarship standing, etc. of the various houses.

A very important part of the meeting will be concerned with the interpretation and explanation of the rushing rules which are to be in effect during the rushing season. It is highly desirable that all freshmen, whether they are contemplating membership in a fraternity or not, should be familiar with these rules.

The meeting is being sponsored by the Interfraternity Executive Board. The main speaker will be the Dean of Men, Scott H. Goodnight.

The women's fraternities, through the Pan Hellenic Council, have an agreement under which they begin rushing at two o'clock, Saturday, September 17.

PLEDGING—In considering an invitation to pledge with a fraternity, the following matters should be kept carefully in mind:

1. It costs more as a rule to be a member of a fraternity. The chapter dues, the expenses of social life, the things one must do "because the other fellows do," make the year's expenses greater by one-quarter or one-third.

2. Realize that the members of the fraternity which you join will be close companions throughout your college course. Are the members congenial, will they be helpful, are they the kind that you desire close association with?

3. Investigate the financial conditions of the fraternity. Secure information as to the initiation fee, the chapter dues. Ask about the indebtedness of the organization.

4. A fraternity should be judged upon its scholastic record. The comparative scholastic standings of all the chapters are published each semester. These records are significant. They are available in the office of the Dean of Women and the Dean of Men. Investigate before you make your choice.

5. To some students the opportunities presented by fraternity membership mean much, to others such membership should prove

a disadvantage because with many there is a greater sense of development which results from foregoing such affiliation.

The so-called social fraternities may choose their members from any class, college or department of the University. Students who are "rushed" must remember that an invitation to join a fraternity is frequently made on a basis of unanimous vote of the active chapter.

Freshmen may be "pledged" to join a sorority or fraternity during the first semester, women after September 25, men after 11 A. M. September 23, but they may not be initiated until the second semester. Initiation is possible only if a full program of academic work has been carried successfully and the student is not under any sort of probation. Fraternities are required to maintain chapter scholastic averages at least equal to the general requirement for graduation, namely one grade-point per credit.

INITIATION REGULATIONS. 1. Only members of the University may be pledged or initiated.

2. No freshman shall lodge in a fraternity house during his first semester in this University.

3. No student shall be initiated by a fraternity while he is on probation.

4. No freshman shall be initiated by a fraternity until he shall have completed one full semester of work in this University, at least 14 hours.

5. A student entering with advanced standing from another institution is eligible for initiation if he is allowed at least 30 hours of credit and is not admitted on probation.

6. No fraternity or sorority may initiate a student without first obtaining a certificate of approval. Certificates are issued by the Dean of Women for women and the Dean of Men for men.

7. Each social fraternity shall be required to maintain a scholarship average of grade-points equal to credits (1.00). A fraternity failing to reach this minimum goes on probation for a semester without penalty. A fraternity which remains on probation two semesters in succession forfeits social privileges and the privilege of initiation until it attains the prescribed average. A fraternity may appeal to the Committee on Student Life and Interests for relief from any apparent injustice caused by this regulation.

Below is the list of men's and women's fraternities at Wisconsin. They are listed according to the time of the founding of the chapter at the University of Wisconsin.

MEN'S FRATERNITIES

| | |
|------------------------------|---------------------------|
| Phi Delta Theta | Alpha Tau Omega |
| Beta Theta Pi | Sigma Phi |
| Phi Kappa Psi | Alpha Sigma Phi |
| Chi Psi | Phi Kappa Sigma |
| Sigma Chi | Alpha Delta Phi |
| Sigma Nu | Tau Kappa Epsilon |
| Sigma Alpha Epsilon | Theta Chi |
| Delta Kappa Epsilon | Delta Sigma Phi |
| Acacia (Masonic) | Pi Kappa Alpha |
| Lambda Chi Alpha | Sigma Phi Epsilon |
| Delta Upsilon | Delta Chi |
| Delta Tau Delta | Phi Sigma Delta (Jewish) |
| Phi Gamma Delta | Triangle |
| Theta Delta Chi | Alpha Gamma Rho |
| Psi Upsilon | (Agricultural) |
| Kappa Sigma | Chi Phi |
| Alpha Chi Rho | Theta Xi |
| Phi Kappa (Catholic) | Phi Pi Phi |
| Zeta Beta Tau (Jewish) | Sigma Phi Sigma |
| Sigma Pi | Pi Lambda Phi (Jewish) |
| Delta Pi Epsilon | Phi Epsilon Pi (Jewish) |
| Theta Kappa Nu | Beta Kappa |
| Square and Compass (Masonic) | Alpha Pi Epsilon (Jewish) |
| Alpha Kappa Lambda | Delta Sigma Tau |
| Phi Kappa Tau | |

WOMEN'S FRATERNITIES

| | |
|-------------------|------------------|
| Kappa Kappa Gamma | Alpha Omicron Pi |
| Delta Gamma | Delta Zeta |
| Gamma Phi Beta | Sigma Kappa |
| Kappa Alpha Theta | Phi Mu |
| Pi Beta Phi | Kappa Delta |

| | |
|-------------------|----------------------------|
| Alpha Phi | Alpha Delta Pi |
| Delta Delta Delta | Alpha Epsilon Phi (Jewish) |
| Chi Omega | Beta Sigma Omicron |
| Alpha Chi Omega | Beta Phi Alpha |
| Alpha Xi Delta | Theta Phi Alpha |
| Alpha Gamma Delta | Sigma (Jewish) |
| Phi Omega Pi | Pi Alpha Tau (Jewish) |

THE WISCONSIN UNION

One of the privileges which enrollment in the University brings is membership in Wisconsin's new \$1,250,000 student club house, the Memorial Union, erected by the gifts of 17,000 students, alumni and faculty and operated by and for them.

Planned both as a center for all organized student activities and as a place where students may spend pleasantly and profitably their hours of recreation, the Union has everything which may be expected in a fine club house: three beautiful dining rooms serving good food at reasonable prices; fourteen nicely appointed guest rooms for the lodging of visiting parents and friends; spacious lounges looking onto the lake, well stocked with the better periodicals of a half-dozen countries; a large billiard room with a card room and bar adjoining; five private dining rooms where groups from 10 to 100 can meet, dine and talk; a music and art exhibition room where the best of amateur and professional work is presented; a barber shop, check rooms, a complete information service;— in short, everything which goes to make student life more zestful and enjoyable.

Important as is the arrival of these new halls for the broadly social and democratic life to students, still more important, perhaps, is the arrival of the opportunity for a genuine student self-control and full participation by students in the direction of their own social and cultural affairs.

The new Memorial Union is governed largely by students. By authority of the Regents, a great federation of men and women students, faculty, and alumni—"The Wisconsin Union"—has been formed to operate, develop, and use the new social machinery provided by the Memorial Union. The purpose stated in the enabling constitution is "To provide a common life and a culti-

vated social program for its members." The Union Council, the general governing board, consists of a majority of students. The operating policy of the many departments of the Union is under the direction of a series of student house committees.

These committees have developed a series of free Sunday afternoon concerts during the winter season; a phonograph symphony record library and small music rooms where students may play for themselves the best of concert music; dancing classes for men and women and weekly matinee dances where students without other social opportunities may make new acquaintances; teas, bridges, informal dances, and other social events for women, and Paul Bunyan sessions, billiard, bridge, and ping pong tournaments, and free moving pictures on every Saturday night for men; victrola dances, discussion dinners, lectures, teas, and bridge for graduate students; fortnightly art exhibitions and a studio work shop where students are given the facilities for following their own artistic inclinations; and a library of 500 books for recreational reading.

Every student has a place in the Wisconsin Union. The house is his to use and enjoy. Upon registration and payment of his or her semester fees, including an amount of five dollars set aside for the maintenance and operation of the house, each student automatically becomes a Union member and is entitled to all the privileges of the house during the semester. Life members of the Union (those who have paid a total of fifty dollars in Memorial Union fees or by subscription) are exempt from further payments and are accorded the privileges of the building for life.

The two main constituent parts of the Wisconsin Union are the student men, organized as the Men's Union, and the student women, organized as the Women's Self-Government Association. These two branches of student government work in their respective spheres of men's and women's social and governmental life, and their officers together make up the student members of the Wisconsin Union Council.

THE MEN'S UNION—All male students are members of the Wisconsin Men's Union. Where Wisconsin men are concerned, the Men's Union is concerned; consequently it tries to set up, in a subtle way, a set of standards by which the quality of a man at

Wisconsin is to be judged, and tries to make it possible for a man to live a full-rounded man's life at the University. Among the more external agencies of which the Men's Union avails itself to accomplish its purposes are: weekly student dances, Venetian Night, a Good Will fund for aiding needy students, and a concert series which brings the leading musical artists of the world to Madison. The two formal units in the executive machinery of the Men's Union are the Union Board and the Subsidiary Union Board. The Union Board is the board of directors of the Men's Union, and it chooses the president and other officers from among its own number; the board is elected by the male members of the student body. The Subsidiary Board supplements the Union Board in carrying out the principal activities of the Men's Union; its members are chosen by the Board on the basis of effort, interest and performance during a period spent in performing tasks as candidates.

WOMEN'S SELF-GOVERNMENT ASSOCIATION—The W. S. G. A. is the league of all women students in sponsoring community undertakings and directing women's affairs in the Memorial Union. It fosters class unity, promotes scholarship, and works toward the maintenance of good standards of student life.

W. S. G. A. is concerned that life for women upon the University campus shall be congenial and orderly. To realize this hope the Association has deemed it wise to establish a number of rules which the reasonable women students will recognize as conducive to proper community morale. To maintain high standards and high morale among Wisconsin women, the W. S. G. A. assumes the responsibility of jurisdiction over all matters pertaining to the conduct of women students, whether it be an infringement of standard or of written rules.

FACTS AND RULES OF INTEREST TO ALL FRESHMEN

ATTENDANCE—All freshmen are expected to be in attendance on Wednesday, September 14, and to remain until the work of the semester is finished. It is expected that every student will be present at all of the classes at which he is due. If at any time a student is absent, he must satisfy his instructors that such absence is for good and sufficient cause.

Students absent, without excuse, from a recitation immediately preceding or following Thanksgiving Day or the Christmas or spring recess will not be permitted to enter the semester examination in that study, but must take an incomplete, which may not be written off, as a rule, until the date set for the regular examination for the removal of conditions. The same rule applies to absences at the opening of the second semester. Excuses for absences from such recitations must be obtained from the dean of the college to which the student belongs. This rule applies to students in all colleges.

ADVISERS—Upon being admitted to the University, each student is assigned to a member of the faculty who acts as his adviser. The duties of the adviser are to assist the student in selecting his subjects so as to secure a well-rounded education, as well as to aid him in interpreting the requirements and to assist him to meet them in their proper sequence. The responsibility for the selection of courses rests, in the final analysis, upon the student and it is not the province of the adviser to refuse approval of a course which the student is entitled to elect. Similarly, it is the primary duty of the student to meet the requirements of his course in their proper order, so that he may not, in his senior year, find himself unable to graduate.

At the opening of each semester the student is required to consult his adviser concerning his choice of studies, and the adviser must sign the student's study list before he is permitted to enter classes. The student should study the time-table of classes for himself, carefully watching the footnotes so that he may avoid electing a course which will not give him any credit.

Freshmen in all colleges are expected to confer with their advisers at some time during the third week of the first semester in order to report upon the condition of their work and to have their plans finally approved for the semester.

In addition to the general plan just described for the advising of freshmen, the service of the office of the Dean of Women is available for every woman who comes to the campus for the first time, either as a freshman or a transfer. These students are met first in groups by members of the Dean of Women's staff. In the group meetings matters of routine are taken care of, and

the students learn that the facilities of the Dean's office are at their service at all times. In these meetings, too, special problems of all entering students are emphasized. The group meetings are followed by individual conferences in which, in addition to the scholastic progress being made, the many other facts of student life and living are frankly discussed to the end that the student may realize the highest success of which she is capable. The individual conferences are always informal and offer each student an opportunity for assistance in adjusting matters of personal need.

LETTERS AND SCIENCE FRESHMEN

In the College of Letters and Science Dean Harry Glicksman, Junior Dean of the College, has general scholastic jurisdiction over freshmen and sophomores. Dean Glicksman is assisted in this work by Mr. John L. Bergstresser, the Assistant to the Junior Dean. Their office is at 103 South Hall, centrally located, where they keep frequent office hours; and students have easy access to them. Either of these men will welcome the visit of any freshman in the College of Letters and Science who may at any time or in any circumstances feel in need of friendly advice. They will, moreover, be glad to talk with students who, not requiring specific advice at the moment, are simply inclined to talk about matters in general with an experienced and informed person. They will cheerfully undertake to discuss any one or more of a number of topics. There is, for example, the possibility that some paragraph in the catalogue or in another official document may need explanation; questions may arise regarding rooming-house or dormitory arrangements and concerning affiliations with social groups; the influence of lucrative outside work and of extra-curricular activity upon success in one's studies presents a problem; plans for the future, both educational and vocational, must be considered; in these interesting and changing times there are a variety of subjects on which older people, sympathetically disposed, can confer to advantage with their younger friends.

In some spheres of interest the jurisdiction of Mr. Glicksman and Mr. Bergstresser touches the boys more particularly than the girls. But in a large group of cases, especially those relating to

the academic program, to scholastic requirements and attainments, and to kindred matters, they normally direct and advise girls no less than boys, collaborating in appropriate instances with the Dean of Women and her assistant.

It is desired that students at Wisconsin regard their Deans not as "trouble men" whose sole business it is to warn deficient students, but as friendly counselors who are willing and prepared to give help and encouragement whenever it may be sought.

FRESHMAN ENGLISH—Every student entering the University is examined as to his ability to express himself in clear, correct, idiomatic English. Those who fail to pass this test will be required to take an elementary course in the subject. If students whose preparation in English composition is found to be deficient do not make up such deficiency in one year, they are under penalty of being dropped from the University. Upon the completion of the required six credits of work in freshman English, a provisional pass mark is given; if at any time later in his course a student is reported deficient or careless in English composition, he may be required to take additional work in that subject. In this connection a Committee on Student English has been appointed with supervisory powers over such students as show weakness in courses outside of the English Department, no matter to what class they belong.

EXAMINATIONS AND GRADES—Two-hour examinations are held at the close of each semester, and one-hour examinations are held in all elementary and most advanced courses one to three times during a semester. No special semester examinations will be given except by authorization of the faculty. All students are held for examinations, there being no exemptions from this requirement because of high class standings. Final grades are made up at the close of each semester, but mid-semester reports are also turned in for all freshmen and for students whose work has been unsatisfactory.

EXTRA-CURRICULAR ACTIVITIES—The extra-curricular activities of students are under the control of a faculty committee, the Committee on Student Life and Interests.

The following rules are in effect from the first day of registration for the regular year until the close of the summer session:

SOCIAL LIFE

Section 1. No person who is not officially connected with the University may be an active member of any student organization bearing the name of the University.

Section 2. Before public announcement thereof shall be made, any organization or publication bearing the name of, or representing the University, must have the approval of the Committee on Student Life and Interests. This approval will be given for women's organizations only upon recommendation of the Women's Self-Government Association.

Section 3. Subject to the control of the Faculty, this Committee may make such rules and regulations for the government of student organizations as it deems advisable.

Section 4. Students occupying dormitories, and members of all fraternities, sororities, house clubs and other student organizations occupying permanent quarters for social or living purposes shall adopt house rules.

Section 5. On or before November 1, a copy of such house rules shall be presented to the Chairman of the Committee on Student Life and Interests for the approval of the committee.

Section 6. The house rules of each group of men must prohibit gambling and drinking in the house or upon the property of the organization.

Section 7. All parties, receptions, mixers, and smokers shall be held either on Friday evening, Saturday evening, or the evening before a legal holiday (not the evening before a half-holiday, nor on the evening of a legal holiday, unless the legal holiday falls on Friday or Saturday), and shall close at or before midnight.

Section 8. All functions at which both men and women are present must be properly chaperoned, and the names of the chaperons must be registered in the office of the Committee on Student Life and Interest FOUR days before the function. The authority of the chaperons must be recognized by all present. In case of large functions it is required that a committee be appointed to assist the chaperons in the performance of their duties. Women students may not attend public dances. Permission to hold subscription or commercial dances open to students must be secured

from the Committee on Student Life and Interests. Managers of such dances must exclude all persons except students, must employ approved paid chaperons, and must conform to university regulations.

Section 9. During periods when lectures and examinations are not being held, the Chairman may give permission for parties on any night except Sunday.

Section 10. All parties held outside the city of Madison shall conform to the following requirements:

a. Special approval must be secured from the Chairman of the Committee before proceeding with arrangements.

b. The participants shall return to the city not later than midnight.

ELIGIBILITY

1. One year of residence in this University and at least 28 credits.

Exceptions:

- (a) Only one semester shall be required of sophomores, juniors, and seniors, for intercollegiate debating and oratory, publications, and musical and dramatic events.
 - (b) There shall be no residence requirements for freshmen class officers, class athletic teams, nor for participants in freshman forensic events.
 - (c) Freshmen who comply with rules 2 and 3 may, in their second semester, try out for positions for which they hope to be eligible in their sophomore year (publication staffs, committees, etc.)
 - (d) Freshmen who comply with rules 2 and 3 may, in their second semester, participate in departmental activities, on the campus, e. g., foreign language plays, etc.
2. Regular enrollment and a present program of at least the minimum required for full work in the course which the student is taking, not less than fourteen credits in any case. The reduction of a student's program below fourteen credits

automatically excludes him. (Adult specials, carrying full work, are not debarred by this rule.)

3. Grade-points at least equal to credits for the preceding semester; no unsatisfied failure, condition, incomplete, probation, or disciplinary penalty incurred either during the academic year or the Summer Session. (Exception: Candidates exempt from residence requirements—see 1b, above.) Investigate also regulations under “failures,” Freshman Time-Table.
4. Certification of eligibility by the Committee on Student Life and Interests. The committee will consider exceptional cases upon their merits.

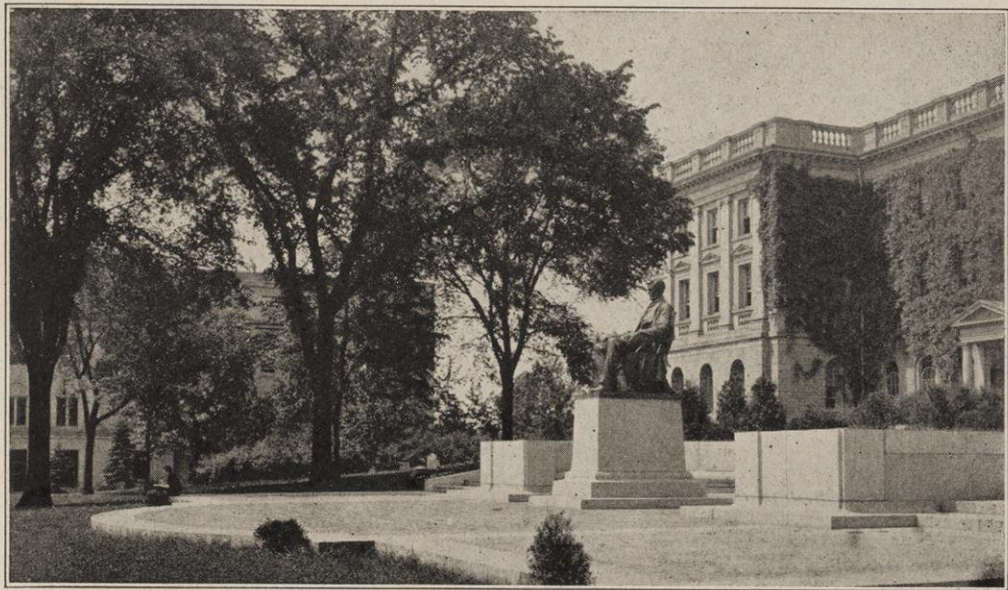
II. No student shall participate in more than one major dramatic or musical activity in one semester.

MILITARY SCIENCE—The University of Wisconsin is a “Land Grant” college, and as such it is required to offer regular instruction in military science. The basic courses in military science are optional for freshmen and sophomores, every male freshman and sophomore being required to take three hours of work a week in band, physical education or military science for a total of four semesters. The student makes his choice between these options when filling out his first semester election card and endorses it thereon. The first election, if in military science, is for the two-year course, after which, if the student be recommended for further training, he may elect the advanced course for two years. Completion of either course shall, when entered upon by a student, be a prerequisite for graduation for such student unless, in an exceptional case, he shall, for sufficient reason, be discharged from the Reserve Officers’ Training Corps by the Professor of Military Science with the approval of the President of the University.

A very attractive blue uniform and such equipment as may be needed are furnished by the Government. A fee of \$2.00 per semester is charged each student who elects military science.

Detailed information is given in an illustrated booklet, copies of which may be obtained from the Commandant or from the Registrar of the University.

II. Scholarship



LINCOLN TERRACE

SCHOLARSHIP

Freshmen who enter the University in 1932 should have in mind the recent legislation of the faculty of the College of Letters and Science which aims to promote and improve scholarship in the University. This legislation provides that students shall be allowed to continue in the third year at the University upon the basis of the scholastic achievement of the first two years. That is to say that students will be given an opportunity, during their freshman and sophomore years to demonstrate by sufficiently successful academic work that they are qualified to attempt the work of the last two years. This means that students who do not reach the standard which will be set as indicating proper qualification will terminate their enrollment in the University after the trial period of two years.

Freshmen who are ambitious to prove themselves qualified to continue in the University should keep strictly in mind that the new legislation looks forward to distinct improvement in freshman and sophomore achievement and that the record of the first year of academic work will be very significant.

It is unfortunate that a very large number of freshmen enter college with an erroneous idea of the primary purpose with which one should attempt a college course. Too many students are entering college merely because it seems to be the thing to do, "everybody is doing it." A very great number have no decided interest in study and have little aptitude for the academic demands of an institution of higher learning. It is correct to say that thousands of very capable young men and women who enter college made a serious mistake when they decided to attempt a college course.

SERIOUS PURPOSE NECESSARY—Failure in college most frequently comes from failure to recognize the aims of the college. The student who does not feel a real desire for study has good evidence that college should not be for him. It is not easy for a high-school graduate to develop sufficient appreciation of the difference between the problem of meeting the requirements of the high school and the requirements of the University. The high-school

student is closely supervised in all of his work, relations between pupil and teacher are close and personal. Difficulties met with do not have to be mastered independently, the high-school student knows that assistance is easily and readily secured. In college, things are different; the student is not closely supervised, he must work independently. The burden of work in college is much more severe than the requirements of the high school. In college the disposal of time is largely in the hands of the student, he may study one thing or another, or he may not study at all. He may read in the library, watch the team practice, go to a show, or loaf in a dozen different ways, there is no one to call him to account. To apply one's self to one's work, to enthusiastically meet the test of strenuous college assignments, to refrain from the multitude of temptations which are in competition with the real work of the University requires moral fibre of an unusual sort. The weakling and the disinterested sooner or later fall by the way. Many times those with the best of intentions, who fail to appreciate the seriousness of it all, accompany the weakling and the disinterested.

If you enter the University resolve to do your best. Decide that long hours of diligent application, tackling with real spirit unpleasant tasks and seeing them through are necessary if a university course is to be successfully pursued.

IT PAYS TO STUDY—Does it pay to study? It pays to study hard. The student who averages with the upper ten per-cent of his high-school class will, in four cases out of five, average with the upper ten per-cent in college. Many investigations of the relation of high-school grades to college grades substantiate the fact that standings in the secondary school predict with decided accuracy what college standings will be. Do high grades in college pay? Numerous are the investigations which so conclusively point out the fact that achievement in academic work in college predicts similar achievement in a professional or technical school. The student in the upper 25 per cent in his college course will, except in rare cases be with the upper 25 per cent in the medical or the law school if he enters there. Is there any significance in college marks as they predict success or failure in life? Every study which has been made strikingly proves that the chances of success

| | 8:00 | 9:00 | 10:00 | 11:00 | 1:30 | 2:30 | 3:30 | 4:30 | 7:30-10:30 |
|-----------|--------------|--|---------------|------------------------|--------------------------|----------------|-----------------------|------|--|
| Monday | French Class | Outside Reading for History in Library | | Study for Botany Lab. | Botany Laboratory | | Study for Botany Quiz | | Study English |
| Tuesday | Botany Quiz | History Lecture | English Class | Review History Lecture | Study for Botany Lecture | Botany Lecture | Physical Education | | Review Botany Lecture; Study French |
| Wednesday | French Class | Outside Reading for English | | Study for Botany Lab. | Botany Laboratory | | Study for Botany Quiz | | Study History and English |
| Thursday | Botany Quiz | History Lecture | English Class | Review History Lecture | Study French | Botany Lecture | Physical Education | | Review Botany Lecture; Study French |
| Friday | French Class | Study for History Quiz | | History Quiz | Botany Laboratory | | Study French | | |
| Saturday | French Class | Study English | English Class | Study French | | | | | |
| Sunday | | | | | | | | | |

in life may be very closely determined upon the evidence of college marks. Of one hundred graduates of the University of Wisconsin, each recognized as unquestionably a success in his chosen field, exactly 85 had averages ranging from 85 to 94 per cent. Only one had an average below 80. So runs the story always. It pays to study hard, the harder you study the more it pays.

A TIME BUDGET—The wise freshman will begin his year by carefully planning a schedule for study every day. Students of very good ability frequently are unsuccessful because they lack the ability or inclination to organize their work. Students of fair ability frequently are very successful because they are systematic in planning their time and conscientious in adhering to the program. Every student finds his university life happier and more satisfactory if he plans his time in order that his hours of recreation are not marred by the consciousness of ever-pending unlearned lessons. Above is printed a schedule as a suggestion to aid systematic study. The program is a tentative one, but it indicates very clearly the advisable procedure for every student.

HONESTY—The University insists upon the strictest standards of honesty. Dishonesty of any sort in the relations of a student to the University is considered as a very serious offense. The work upon which a student is judged by his instructor must be wholly his own, performed in accordance with such rules and instructions as may be laid down for each course. A plea of ignorance of such instructions cannot be accepted.

All cases of apparent dishonesty in relation to university work are tried by the University Committee on Discipline, and conviction carries severe punishment. The names of all students found guilty are read to the University Faculty at its regular meeting and are also reported to the Regents of the University.

GRADE-POINT SYSTEM—In order to receive a degree upon the completion of a course the student must gain not only the number of credits required in the course which he is pursuing, but his studies must reach a certain average of excellence. This standard is fixed by the grade-point system, which requires for graduation from any course as many points as credits. The following table

shows the university scale of grading, together with the number of points per credits for each grade:

| <i>Grade</i> | <i>Points per Credit</i> |
|---------------|--------------------------|
| Excellent (A) | 3 |
| Good (B) | 2 |
| Fair (C) | 1 |
| Poor (D) | 0 |
| Condition (E) | 0 |
| Failure (F) | 0 |

The minimum number of grade-points that can be secured by a student graduating is 120; it is evident, therefore, that an average grade of C is necessary for graduation. In any course requiring 120 academic credits for graduation, a student must secure at least 60 grade-points and 60 credits to absolve the requirements of the first half of his four-year course. In a course requiring more than 120 credits for graduation, a student must secure at least half of his credits and half of his grade-points to absolve requirements of the first half of his four-year course.

For the purpose of classifying a student the rule in the College of Letters and Science and in the Course in Home Economics is that a student must have at least 25 grade-points and 25 credits before he becomes a sophomore, at least 58 grade-points and 58 credits before he can become a junior, and at least 88 grade-points and 88 credits before he may become a senior. In the College of Agriculture, the Long Course, a student must have 26 grade-points and 26 credits before he may become a sophomore, at least 60 grade-points and 60 credits before he may become a junior, at least 95 grade-points and 95 credits before he may become a senior. In the College of Engineering a student must have at least 26 grade-points and 26 credits before he may become a sophomore, at least 60 grade-points and 60 credits before he may become a junior, and at least 100 grade-points and 100 credits before he may become a senior.

SCHOLASTIC DIFFICULTY—Freshmen should realize the advisability of making a satisfactory scholastic record the first semester, for during that semester even the most earnest and capable student

will find it necessary to be on the alert to understand requirements and to successfully meet the conditions of a new school life. During the first semester of 1927-28 there were 2733 freshmen in the University. At the end of the semester 298 of the freshmen were dropped because of low grades.

Also during the first semester of 1928-29 there were 2581 freshmen and at the end of the semester 298 were dropped because of low grades.

Some freshmen enter the University on probation. A freshman is placed on probation because he enters the University with low grades from high school. In the fall of 1927 the number of freshmen who entered the University on probation was 150. Of the 150 probationary students only 32 made sufficiently high grades to be taken off probation, only 23 averaged as high as "C" in all of their work, only 68 registered for the second semester. For 1928 the number of freshmen who entered on probation was 144 and of these only 31 made sufficiently high grades to be taken off probation, only 21 averaged as high as "C" in all of their work and only 66 registered for the second semester. A student who enters on probation in the College of Letters and Science will not be allowed to enter the second semester unless he receives at least 6 net grade-points the first semester.

The freshman who enters the University, having good grades in high school, who is careful to seek suggestions from his instructors and adviser, and who is willing to spend sufficient time and effort on his university work will in all probability be a successful student.

HONORARY SOCIETIES—*Phi Eta Sigma*. The big scholastic honor of the freshman year for men is initiation into the Phi Eta Sigma fraternity. Any freshman, regardless of which college he may be registered in, who carries a normal class schedule and who earns a grade-point average of 2.50 or above is eligible for membership. An average of 2.50 grade-points means a grade of A in at least one-half of the work carried and of B in the remainder. Men are elected to membership on the basis of their first semester records. If the average of the first semester does not warrant election, election may result at the close of the year if the record at the time meets the requirement. For the first semester of

1929-30, forty-seven men were found eligible for election to Phi Eta Sigma.

Sigma Epsilon Sigma. The scholastic honor of the freshman year for women is initiation into the Sigma Epsilon Sigma fraternity. The scholastic requirement for election to Sigma Epsilon Sigma is the same as that for Phi Eta Sigma except that members are chosen only after the completion of a year's work. For the year 1928-29 forty-one women were found eligible for election to Sigma Epsilon Sigma.

The freshman who is elected to either of the freshman honor societies has every reason to hope to win "sophomore honors" and later in his career to win election to Phi Beta Kappa or Phi Kappa Phi.

Sophomore Honors. Such honors are won by students who have obtained 135 grade-points, plus 1.5 grade-points for each credit above 60 required in their courses, during their first two years. For Sophomore High Honors the student must make 165 grade-points plus two grade-points for each required in his course.

Other Honor Societies. There are many honor societies which extend recognition to upper-classmen either on the basis of scholarship alone or of scholastic excellence plus certain qualities of character and leadership. Among these is Phi Beta Kappa, the highest academic honor in liberal arts; Phi Kappa Phi, which elects its membership from the University at large; Tau Beta Pi, open to students in all branches of engineering; Alpha Zeta, open to students of agriculture, and other societies about which the freshman should seek information during his first year on the campus.

THE UNIVERSITY LIBRARY*General Library Rules*

1. *Hours.* 7:45 a. m. to 10:00 p. m. except on Saturdays, Sundays, and legal holidays. Saturdays, 7:45 a. m. to 9:00 p. m.

2. *Use within the building.* The entire resources of the library are available to all for free use within the building itself. Each book drawn from the delivery desk must, however, be ordered and receipted for in proper form, with call number, upon a University Library reading room slip.

3. *Return of Books.* All books and periodicals taken from the shelves in the reading and periodical rooms should be returned to their proper places after use. All books obtained from the University delivery desk must be returned to the desk before the user leaves the room.

4. *Deposit card.* Every matriculated student of the University for the regular year is required to make a library deposit of \$2.00. This deposit, less charges for fines and damages, is returnable to the student, by the Cashier, upon graduation or earlier withdrawal from the University. Deposit will be forfeited unless withdrawn within six years. In the summer session, a deposit card is required from those students only who wish to draw books for home use.

5. *Home use.* No two students will be permitted the use of the same card. The holder of a card is allowed to borrow four books at a time. A book may be kept for two weeks, with the privilege of being renewed for two weeks, unless it is in demand. A fine of two cents a day is charged on each book not returned when due. The borrower of books for home use must make evident his wish to draw them from the library and have the books properly recorded by the person in charge at the desk. Books drawn on reading room slips must not be taken from the building without being properly charged at the loan desk. For each infringement of this rule, a fine of \$1.00 will be imposed. University credit will be withheld until all library accounts are clear.

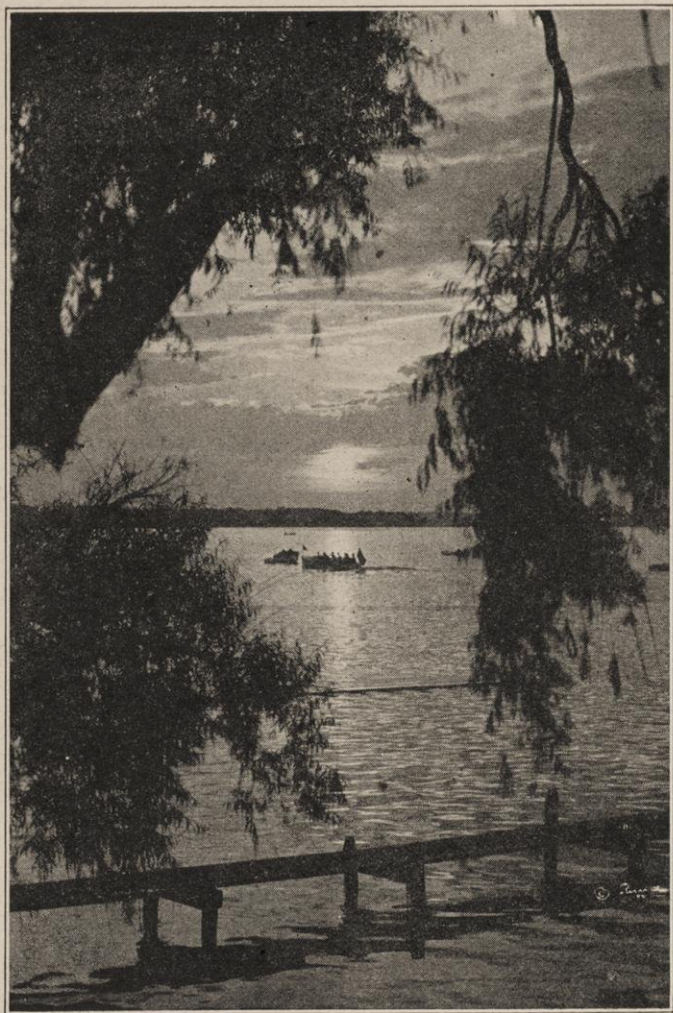
A deposit card entitles the holder to borrow books also from the agricultural, engineering, and medical libraries, which contain much material not available in the general library. Subject to certain restrictions, information regarding which may be obtained

at the Historical Library desk, books may be borrowed by students from the Historical Library.

6. *Reserved books.* Permanent reference works, such as encyclopedias, dictionaries, atlases, etc., may not be taken from the library at any time. Unbound periodicals may not be drawn from the library by students. Any other books are subject to reservation as class reference works; when so reserved, they may be drawn during the last library hour of each day, and must be returned within the first half hour the next day the library is open. Failure to return a class reference book when due will subject the person to a fine of \$1.00 for the first hour or fraction thereof that the book is overdue, and ten cents an hour for each subsequent hour. This rule applies as well to books drawn from the Reserved Book Room at Bascom Hall. Ordinarily not more than two reserved books can be loaned to any one student. During library hours, books on reserve at the Reserved Book Room are issued for two hour periods only with a possible privilege of renewal for another two hours period. For each book kept overtime, there is imposed a fine of twenty-five cents for the first hour and ten cents for each additional hour or fraction that the book is overdue.

7. *Seminary rooms.* The seminary rooms are intended for the use of those doing special work in connection with the books shelved in the rooms. Keys, for which a receipt must be given, may be obtained at the delivery desk. The key must be returned to the desk as soon as the person signing the receipt has finished his work in the room and must not be turned over to another person unless proper report of such transfer is made at the desk. Failure to comply with this rule will subject the person to a fine of twenty-five cents.

*III. University and Life
Careers*



SUNSET ON LAKE MENDOTA

PLAN YOUR UNIVERSITY AND LIFE CAREERS

Will Your University Career Prove a Good Investment?

Are you thinking of this period of attendance at the University as a long chance speculation or as a carefully planned investment on the part of your parents and yourself? Your answer to this question will be judged in part by whether or not you seem to possess a worthy personal motive in coming to the University and some dependable incentive for remaining here. Judging from past observations, the students in your entering class will place themselves in three groups: (1) Those who will succeed in preparing themselves for lives of service and leadership because their abilities and preparation are backed by sincerity in personal attitudes and work habits; (2) Those who will be forced to withdraw because they cannot or will not make good—including a number of students who view a college education as mainly made up of little study, much play, many social activities, delightful associations, and interesting outside experiences; (3) Those who will decide to leave either because of personal choice or economic necessity. In which one of these groups are you planning to place yourself?

In these expensive days it is usually considered an out-and-out gamble in institutions of higher learning as well as in occupational life, to invest time, energy, and money in insincerity, moral flabbiness, and laziness. To the best of our knowledge only students of individual work and high purpose have been admitted to your class.

Your own decision to benefit by liberal education and professional training opportunities of college grade would indicate that you desire to fit into the scheme of things as a "top-notcher" rather than as a "tail-ender." Hard-working tax-payers have provided a large number and variety of educational facilities and possibilities in order that you may prove an asset rather than a liability in developing the many resources of the state. Your attendance here will entitle you to the greatest possible consideration both in purposeful instruction and individual counsel.

The faculty members will gladly consult *with* you—but not *for* you—on all educational selection and vocational preparation problems which require your careful analysis and intelligent decision. However the extent to which the University Faculty can assist you in realizing your maximum potentialities will quite largely depend upon your own efforts to make these educational and vocational decisions count in life.

*How Aid Yourself in Deciding Upon and Preparing
for Life Work?*

“How may one know when he has chosen the particular occupation for which he is best suited?” is often asked by students. This general assumption is false inasmuch as it implies that each person is by nature fitted for one and only one niche in vocational life, which must be discovered if the individual is to be expected to render his largest contribution to society. While psychology has made it clear that individual differences do exist in the various traits and abilities at birth, it has become equally apparent that most individuals are capable of making adjustments in a number of vocations that require similar qualifications as to native ability and acquired learning. In a recent study made of positions open to graduates of the University of Wisconsin, it was discovered that each of two hundred students selected at random might easily succeed in any one of at least twenty-two different occupational pursuits if he so desired and would prepare himself to meet the specified conditions and requirements of the work in question.

VOCATIONAL CHOICES—Only a few persons inherit their vocational choices, as genius in its most pronounced form is limited to one in several thousand. Unfortunately, many persons land in their work by chance and circumstances alone, without chart or compass. It is too often these persons who have become the prey for those who wish to make their living by fortune telling, quackery, guess-work, or uninformed advice. If wisely made, the proper conditions of a successful occupational choice must include health, happiness to others as well as to self, and a chance for growth through a productive period of individual and public service. The most satisfactory method of making an occupational choice is by the mental process which makes it possible to con-

sider your natural aptitudes (relative successes and failures), personal qualifications (physical and mental), prospects for growth (opportunities to learn).

SELF ANALYSIS—Analyze yourself from as many standpoints as possible. It is not enough to be tested as to general intelligence and special aptitude. You should also try yourself out in as many related work experiences as possible before you make a final choice. As you make a many-sided inventory of yourself, try to locate your strong and weak points but be sure to reinforce the weak ones even though you need the assistance of others in doing it. You should supplement your college and outside experiences by studies of these and many other occupations (professional, industrial, commercial, agricultural, or homemaking). This can be done in part by observation and reading, but unbiased advice and counsel should also be sought.

When you have finally secured the facts, only by careful thought can you make a successful vocational choice, based upon some such occupational considerations as the following:

1. Nature and importance of work.
2. Main advantages and disadvantages.
 - a. Factors that cause physical or nervous strain.
 - b. Factors that interest and develop the worker.
 - c. Factors that restrict mental growth.
 - d. Factors that are in other respects important as affecting the welfare of the workers (i.e., liability to accident, occupational diseases).
3. Qualifications and training needed.
 - a. General education.
 - b. Necessary technical education.
 - c. Manipulative skill.
 - d. Other requirements; qualities essential such as accuracy, etc.
4. Possibilities in requirements of occupation.
 - a. Provisions made for systematic instruction of workers.
 - b. Supplementary technical knowledge.
 - c. Supplementary skill.

- d. Extent to which occupation must be learned "on the job."
- e. Line of promotion.
5. Renumeration.
 - a. Salary.
 - b. Other considerations.
6. Hours of Work.
7. Seasonal demands in work.
 - a. Busy season.
 - b. Slack season.
 - c. Fluctuations in employment.
8. Are workers organized?
9. Period of productivity.
10. Time required to learn duties.
11. Is supply of labor adequate to meet demand?
12. Is demand for labor increasing or decreasing?
13. What is the source of supply?
14. Common deficiencies of workers.

OCCUPATIONAL INFORMATION—You should permit no one to force you into making a hasty decision of your life work. The decision can not be wisely made until you know, for example, something of the nature of supply and demand in the occupation you are considering. The importance of this is illustrated by an interesting study of the vocational choices of 15,263 high-school seniors recently completed by Mr. Hans Schmidt, State Superintendent of High Schools, in Wisconsin; it was discovered that the ambi-

| Occupation Group | Choices of Pupils | | | By Census of 1920 |
|-------------------------|-------------------|-------|-------|----------------------|
| | Boys | Girls | Total | |
| Agricultural..... | 15.2 | 0.3 | 6.3 | 26.3 |
| Professional..... | 32.9 | 40.1 | 35.9 | 5.2 |
| Business, clerical..... | 14.1 | 28.4 | 22.4 | 17.7 |
| Mechanical trades..... | 6.4 | ----- | 4.3 | 30.8 |
| Transportation..... | ----- | ----- | ----- | 7.4 |
| Women's work..... | ----- | 9.5 | 5.1 | ----- |
| Fine Arts..... | 1.4 | 4.8 | 3.3 | ----- |
| Undecided..... | 20.4 | 14.1 | 16.8 | ----- |

tions of these boys and girls could not possibly be fulfilled as shown by the following comparisons with the last census figures:

As the choice of an occupation presupposes preparation for it, your greatest promise of success will depend upon your liberal educational and professional training. It is acknowledged today that the rewards of high salaries, good positions, progress, and personal advancement go for the most part to the trained workers. Especially is this true of the professions. It is not enough to have the skill that comes from practice; one must be trained also in the theory and methods of work, and be able to bear on it all the auxiliary education that one can. Industry, business and the professions have learned the advantages brought by the trained worker, and there are fewer good places left for the man who muddles along, doing his work by the "cut and dry" method. If one wants to be a doctor or a dentist, a lawyer, an engineer or a scientist, or to enter business prepared to be an executive position, one must have definite training of a high order.

THE BUREAU OF GUIDANCE—The introductory statement dealing with university and life careers is followed by statements describing some of the special opportunities which exist in the University of Wisconsin in the various colleges which compose the University. The statements are valuable, they should be read thoughtfully and considered with great care. It has always been the purpose of the University of Wisconsin to assist students to make intelligent choices of university courses and to plan upon the basis of proper information, for future careers. A Bureau of Guidance has been established to render additional assistance to students who desire it. The staff of the Bureau aims to bring about contacts between students and officials in the University who are competent to give help in special fields; the staff wants to help such students as may desire to seek conference concerning university elections or information with reference to occupational possibilities.

The Bureau of Guidance is eager to assist students early in their college careers to make intelligent decisions with reference to the occupations for which they may and should prepare in the University. F. O. Holt, Registrar and Executive Director of the Bureau, A. H. Edgerton, Vocational Guidance Di-

rector and V. A. C. Henmon, Education Guidance Director, will be available throughout the year for conference. Students are invited to call on any member of the staff or to apply at the central office of the Bureau, Room 167, Bascom Hall, for information concerning the services which the Bureau is in a position to render.

THE COLLEGE OF LETTERS AND SCIENCE

Every young man and woman who enters the University of Wisconsin should have a purpose that demands the best energy and ambition of which each is capable. All higher education is intended for those who are determined to live more by their minds than by their hands, at all events, who have decided that whatever their hands find to do shall be done under the inspiration and guidance of the mind. Those who enter with any other ideals are untrue not only to their parents and to the state, but most of all to themselves. This is a principle that underlies every kind of university education, not less for the student who goes at once into a professional college than for the student who postpones his professional course until he has secured for himself a foundation of liberal training.

The college to which is entrusted this non-professional training is the College of Letters and Science. Here, as in other colleges, a student may work partly, if not wholly, in the spirit of professional study and elect such courses as will prepare him to enter at once or later a special field.

But in two respects the College of Letters and Science differs from other colleges and schools within the University: in the spirit in which its studies are pursued and in the opportunity it offers to students to take studies that either cannot or will not be taken elsewhere at any other time.

A man is more than his profession. He is sure to have interests, tastes, curiosities, longings, that remain unsatisfied if he cannot pass at will from the narrower boundaries of his own chosen work into wider fields of human thought and endeavor. More and more, as the world advances, are people of different ideals, occupations, and even nationalities, brought together in their work, their recreation and their travel. For these reasons men and women are increasingly unlikely to be in the way of realizing contentment, as well as success in life, if their education does not mean more than the knowledge and skill necessary to get on in the world. And the pursuit of the broader education (which is traditionally called liberal, because it frees the mind from its narrowness, and its prejudices) is a sufficient end in itself.

When large groups of students together seek their education under a competent faculty in a college set apart for the purpose there is created precisely that spirit which is spoken of above. It is not easily described, but every college student who has breathed the atmosphere where it lives knows what it is; and he knows, too that he cannot happily spend his future days exclusively in another atmosphere. It is this spirit which has brought college men and women without number to realize that, if it is true that man must earn his bread in the sweat of his brow, it is no less true that he cannot live by bread alone.

What are these liberal studies which the College of Letters and Science offers that either cannot or will not be taken, if they are not taken before the student is fairly launched upon his professional career? They are too many to be named, but they belong chiefly to one or the other of four great fields: history (with political science and economics), natural science, philosophy, and literature. History may have little bearing upon a business career, but what college man or woman, however successful, wishes to go through life ignorant of the past that has made the present what it is? Science and literature are far away from the practical occupations of most men, yet no genuinely intellectual person can be content to know nothing of the great works of art and nature. Philosophy is still further removed, but he who has never been taught to reflect upon the interpretations of life given to us by the philosophers has missed one of the most illuminating and steady influences in the higher education. In his junior year the student who is pursuing one of the four-year courses in Liberal Arts is able to specialize, that is, to devote special attention to one of the Liberal Arts subjects. This specialty is called his major. The pursuit of such studies is a pleasure in itself, creating a new life and a new vision. It has also an affect beyond itself, increasing many fold the chances of stimulating contact with one's fellows, by arousing the imagination and thus awakening sympathy with the ways in which other people live and think, in other places, and under other conditions. Such studies deal with opinions and ideals quite as much as they deal with facts, and they therefore cultivate the judgment and give to it balance and sobriety. They also help to give to a man the power to see in the world something bigger and finer than merely a place

where selfish people scramble for money; and they enable him to find in his life an outlet for the energies and tastes which his liberal education has awakened and set free.

The ideal education for a young man or woman who intends to follow one of the older or newer professions is conceded to be a four-year course in a College of Liberal Arts (or as we call it at Wisconsin, a college of Letters and Science), followed by a two-, three- or four-year course in a professional school. Some schools of medicine, law, and business refuse to accept students who are not already graduates in Arts. But while the ideal is clear enough, it is not possible for everyone to spend the time and money involved in pursuing it. "Art is long, but time is fleeting." That is one reason why some professional courses are open to students who have not graduated in Arts. Another reason is that some of the newer professions are so closely wrapped up with liberal-arts studies that they have not yet developed—perhaps they do not desire—fully separated professional curricula. The result is that we have at Wisconsin a considerable group of quasi-professional courses, within the College of Letters and Science, which permit and usually require a larger proportion of professional studies than are open to the student in one of the general courses in Letters and Science. These courses are designed to be liberal and professional at the same time. Such are the Courses in Commerce, the Course in Chemistry, the Chemistry-Commerce Course, the Course in Journalism, and the several courses offered in Journalism, and the several courses offered in the School of Education. The courses in Pharmacy and Music and the Course in Hygiene for prospective nurses are similarly compounded of professional and liberal-arts elements. Brief descriptions of these quasi-professional courses will now be given.

THE SCHOOL OF COMMERCE

The Course in Commerce, which is administered by the School of Commerce, is designed for those who wish to make business their life work. It is also frequently selected by those who intend to enter the legal profession or certain branches of the public service. Business is a very broad term and includes many forms of specialized activity, such as manufacturing, transportation,

wholesale and retail trading, jobbing, brokerage, the various forms of banking, the marketing phases of agriculture, and the accounting and statistical phases of other professions and of government.

Highly specialized preparation for these various branches of activity and their numerous subdivisions is not attempted in this school. Their common features, however, are studied, such as accounting, the principles of money and banking, systems of transportation and rates; the geography and history of commerce, statistics, commercial law, advertising, commercial correspondence, salesmanship and marketing, labor problems, taxation and management.

At the same time a degree of specialization is provided for in groups of courses open to election.

Experience has shown that the mastery of such subjects as those enumerated requires a broader and a more thorough previous training than is provided in the ordinary high-school and preparatory course. For this reason two years of work in our College of Letters and Science or an equivalent training in some other institution is required for entrance to this School. The School itself provides training for juniors and seniors and graduate students in their first year, conferring the degree, Bachelor of Arts, on those who successfully complete the prescribed work of the first two years, and the degree, Master of Arts in Commerce, on those who successfully complete the work of the graduate year.

Freshmen who contemplate entering this School may enroll in either the Ph. B. or B. A. General Course of the College of Letters and Science, consulting the bulletin of the School of Commerce regarding the elections recommended during the freshman and sophomore years. They will enroll in the School of Commerce at the beginning of the junior year.

THE COURSE IN CHEMISTRY

The purpose of the Course in Chemistry is to train competent chemists for industrial, governmental, and teaching positions. The United States is one of the leading nations in chemical industries and our continuous industrial success will be largely dependent on the ability of our universities to supply the ever-increasing demand for men with adequate chemical training. Many industries are

essentially chemical in character and have long employed chemists; others, because of the necessity of meeting changing conditions and keener competition, are finding it increasingly necessary to employ chemists to originate, simplify, and control plant processes.

The principal departmental bureaus of the Government employ a considerable number of chemists, both for research and control work. All of the larger cities require skilled chemists, as do many of the various state commissions and the federal and state experiment stations. The development of agriculture is largely dependent on the services of the chemist, and trained workers are in great demand in this field. Many industries are establishing central experimental and research laboratories for the intensive study of the specific problems relating to those industries. Positions in those laboratories are most desirable, as they afford specialized training which leads to the attainment of exceptionally lucrative positions. Research laboratories are being established for a great variety of purposes, and these laboratories look to the universities for trained chemists. For these positions, especially, it is highly desirable that the four-year course in chemistry be followed by from one to three years of graduate work. The demand for the exceptionally well trained man is steadily increasing and, whenever it is possible, the student who shows an aptitude for chemistry should plan for graduate training.

The thoroughly trained teacher of chemistry has an exceptional opportunity to play an important role in the social, economic, and industrial development of the nation. His opportunities to aid in the dissemination of useful knowledge, in the development of a wider appreciation of scientific knowledge, and to contribute to scientific progress both by his teaching and his personal research are such as to make this profession unusually attractive to those who have a sincere desire to serve their fellowmen.

The curriculum of the Course in Chemistry is designed to offer a broad foundation in the chemical and related sciences. It does not profess to train chemists for special industries, for each industry has its special problems and special methods. Interwoven with the courses in chemistry are courses designed to broaden the understanding and to round out educational training. A number of electives are provided, and it is required that a certain number of these be studies other than chemistry. Students are expected

to take a sufficient number of cultural studies to acquire the proper educational balance.

Four courses of study are offered: A general course, a course for industrial chemists, a course for food or sanitary chemists, and a course for agricultural chemists. The first course will naturally be chosen by those who desire a broad general training, while those who intend to go into industrial work will do well to choose the course for industrial chemists. The course for food or sanitary chemists and for agricultural chemists are more specialized and will be elected by those who desire to train themselves for these particular lines of work. Attention is called to the fact that specialized training along the lines of soil chemistry and physiological chemistry may be obtained by election of courses in these subjects along with the required studies of the general course.

THE CHEMISTRY-COMMERCE COURSE

The need for such a course arises from the fact that men of affairs in the industrial world are often handicapped because they do not possess a fundamental knowledge of the technical principles involved in their business. This course is intended particularly for students who desire to fit themselves to hold commercial positions such as business managers, technical secretaries, managerial secretaries, sales managers, purchasing agents, technical salesman, and in fact any commercial position in which a thorough understanding of fundamental chemical principles would be an asset.

THE SCHOOL OF JOURNALISM

Two years of liberal arts college work are required for admission to the School of Journalism. At Wisconsin a special course of study, known as "the pre-journalism curriculum," is offered for freshmen and sophomores who are preparing to enter the School of Journalism in their junior year. Students following this curriculum have a somewhat smoother road when they enter the School of Journalism.

When freshmen arrive those who have indicated the fact that they intend ultimately to enter the School of Journalism, will be assigned to members of the faculty of the School of Journalism as their advisers.

The courses in journalism and advertising have been arranged to give instruction and practice in all of the important branches of newspaper and periodical work, including reporting, copy reading, editing, make-up, editorial writing, critical writing and publishing of country weekly and community newspapers, business administration, writing of special articles for newspapers and magazines, the law of the press, women's departments in newspapers and magazines, illustrating and cartooning, retail advertising campaigns, business letters, and marketing methods.

General recognition by editors, publishers, and advertising managers of the value of college courses in preparation for journalistic work has resulted in a demand for graduates of the School of Journalism that has always been greater than the supply. There is also a good demand for college instructors in Journalism and for high-school teachers of journalistic writing and supervisors of student publications.

Besides the junior and senior years of the School of Journalism curriculum upon the successful completion of which students are granted the degree of Bachelor of Arts (Journalism), a course of study for a graduate year has been arranged leading to the degree of Master of Arts in Journalism. Students who are able to do so should plan to spend five years in preparation for journalism and advertising, just as students who are preparing for the professions of law and medicine spend from five to eight years in securing their preparation.

In addition to the strictly professional studies, the course of study for the entire four years includes required and elective courses in economics, political science, sociology, history, psychology, philosophy, language and literature subjects best adapted to give the broad training and background for the successful pursuit of the profession. No profession requires so wide a knowledge of so many different fields as does journalism.

In order that freshmen who are interested in journalism may understand what preparation is required and what opportunities

are offered the General Survey of Journalism (Journalism 1) a one-hour course, is offered in the first year. Students who desire to change at the end of the freshman year can do so without loss of any of their credits.

Since the ability to express ideas clearly, interestingly, and effectively in writing is essential for success in journalism and advertising, first-year students are urged to make the most of the opportunities for practice in writing offered by the course in Freshman English (English 1).

Freshmen should also keep in mind that their success does not depend only on their ability to write well. The knowledge and skill to be gained by the mastery of other subjects in the course, such as history, science, and foreign language, is of vital importance. The successful journalistic and successful advertising man needs to know something about everything.

The Daily Cardinal, edited and published by the students, and printed in its own plant on the campus, affords freshmen the means of obtaining practical experience in reporting and in soliciting of advertising. If their academic work is satisfactory in the first semester, they may "try out" for positions in the staff during the second semester. If at the end of the first year, their academic standing and their work on the paper are satisfactory, they will be appointed to the staff of the paper for their sophomore year.

Other student publications to which students may contribute are *The Octopus*, humorous monthly; *The Badger*, junior annual; *The Wisconsin Engineer*, a monthly; and *The Wisconsin Country Magazine*, a monthly conducted by students in agriculture and home economics.

Freshmen who intend to earn all or part of their expenses in the University and have had experience as compositors, linotype operators, reporters, or advertising solicitors, can often obtain work in Madison newspaper and printing offices. Stenographers, typists, and experienced clerical help are also in demand for part-time by the University and Madison business firms.

First-year students preparing for journalism and advertising will do well to devote most of their time and the best of their efforts to their studies. They must beware of being lured away

from their work by the attractions of work on *The Daily Cardinal*, or other publications, no less than by those of other extra-curricular activities. Obviously it is the height of folly to neglect academic work which students are attending the University at their parents' or their own expense, in order to get experience that might quite as well be obtained elsewhere or later.

The surest way to success in journalism and in advertising, experience shows, is found to be in intelligent, conscientious, systematic preparation of every day's assignment and regular attendance at lectures and recitations. Carefully compiled statistics extending over many years prove conclusively that the majority of college graduates who achieve distinction in life are those who won recognition for their scholarship as undergraduates.

THE COURSE IN PHARMACY

Most students entering the pharmacy course have a fair idea of what they want before coming to the University. Some have already begun their pharmaceutical training. Few change to other courses. Not all, however, are certain as to the branch of pharmacy in which they wish to specialize. To most, the drug store seems the only opening. After an introduction to the general sciences and their applications to pharmacy, students frequently prefer a scientific career to the more commercialized calling. They then learn that other fields of opportunity are open.

Indeed, for one willing to prepare himself as thoroughly for pharmaceutical activities as others do for other professions, the opportunities are equally rich and varied. For those interested in research, scientific openings may be found in manufacturing establishments, the government service, or elsewhere. The demand for properly qualified teachers for colleges of pharmacy is strong and insistent. Some, who like to write, may join the staffs of pharmaceutical journals. Others may choose the career of manufacturers, salesman, sales manager, or jobber. The duties of association secretary or field manager may appeal to others as they become better acquainted with the breath of pharmaceutical activities.

Pharmacy, undoubtedly, touches mankind at more points than any other calling. A knowledge of drugs carries the student,

mentally, to all corners of the world. Some medicaments are hoary with the lore of antiquity, others are products of the most recent developments of modern science.

SCHOOL OF NURSING

In this school the student takes a five-year course. She pursues regular college studies embracing the work of three academic years either in the College of Letters and Science or in the Department of Home Economics, and of three other school years of specialized training in Nursing, given conjointly in the Medical School and in the Wisconsin General Hospital. The entire range of work both academic and professional, is interwoven to such an extent that, by utilizing part of the ordinary vacation periods, it can be covered completely in five years. On completion of the course the student receives both the degree of Bachelor of Science and the Certificate of Graduate Nurse. The reasons of aptitude and taste which should determine which of the two courses will be chosen will be explained by the Director of the School of Nursing, with whom entering freshman will register.

A third course, requiring one semester of college work, embracing English composition, chemistry, theory of nursing, and a combination course in physiology, pathology and hygiene, and thirty-two months in residence in the School of Nursing, leads to the Certificate of Graduate Nurse.

THE SCHOOL OF MUSIC

This School offers a variety of four-year courses leading to the degree of Bachelor of Music. A major may be selected in Applied Music, Theory and History, or Public School Music.

The entrance requirements for this course are the same as those for the College of Letters and Science. Almost one-half of the course is made up of subjects which are given in the College of Letters and Science. Language and literature are stressed.

Only those with some degree of talent and some proficiency in the major subject should attempt to pursue the four-year course.

The regular incidental fee of the University covers all theory courses offered in the school, but a laboratory fee for special instruction in piano, voice, violin and organ is charged. A small fee

covering practice hours on the various instruments is also made.

The School of Music is not designed solely as a professional training school, for it also offers advantages to students in other schools, colleges and departments of the University who desire a cultural contact with music.

LIBRARY SCHOOL

Librarianship is a growing profession. It is uncrowded and offers opportunities for advancement for men and women who prove their ability. Business sense and social understanding should underlie the equipment of general education and technical training.

The special course in the Library School should be built upon a general foundation in history, economics, sociology, science, and in American and English literature. The major work should be chosen in a field which brings development in methods of research. Wide reading interests should be cultivated during college years.

The Library School offers a one-year course which may be combined with the Liberal Arts course for a degree. The special catalog of the School and detailed information may be obtained upon application to the Library School, in the upper floor of the building of the Madison Free Library at 206 North Carroll Street. The Principal, Miss M. E. Hazeltine, will welcome the opportunity to confer with students who may be contemplating librarianship as "a growing profession and a profession to grow in."

FOREIGN LANGUAGE REQUIREMENTS

PLACEMENT TESTS

In accordance with the new curriculum adopted by the faculty in June 1930 all freshmen offering one or more foreign languages for entrance credits and expecting to continue the same during the first year must present themselves for standardized placement tests. The purpose of these tests is to determine the proper assignment to courses, not on the basis of high-school credits, but on the actual achievement in the foreign language concerned. In 1931 and 1932 for instance 235 students in French, Spanish, and German were advanced one or more semesters, 44 demoted one or more semesters, and 780 classified in agreement with their high-school credits. Freshmen who are required to take the placement tests will do so on Wednesday, September 14, from 3:30 to 5 P. M. Transfer students will write them on September 24.

The advantage of the classification by placement tests lies in the fact that it permits the student to start at the beginning of the term at his proper level of achievement.

PROFICIENCY AND INTERMEDIATE KNOWLEDGE EXAMINATIONS

Furthermore, in pursuance of the new curriculum regulations referred to above, all students who enter the University and expect to graduate with the B.A. in 1934 or subsequently must pass either a proficiency (advanced knowledge) examination in one foreign language, or an intermediate knowledge examination in each of two foreign languages. These examinations are designed to replace the former requirement of 32 credits in foreign language for the B.A. degree and will be given on October 1.

All students who have had four or more years of high school French, Spanish, German, Italian, Latin, or Greek, or who have had an unusually high record or advantages in any of these subjects with less than the above amount of study, should take the intermediate knowledge examination at the beginning of the fall term. It would seem advisable for the student who passes such a test at the beginning of his college course to either continue

this particular subject until he can pass the proficiency examination in the same or pursue some other language already started in school until he is able to pass the intermediate knowledge examination in this second language. In other words, two successful intermediate examinations in two different languages or one successful proficiency examination in one language either at the beginning of or during the university course, will satisfy the language requirement for the B.A. degree. With the exception of the Course in Humanities, in general all courses in the College of Letters and Science such as the Chemistry or the Pre-Medical courses requiring two years or a reading knowledge of a foreign language for graduation will hereafter be met by the students' passing the intermediate knowledge examination.

The advantage of passing the proficiency or intermediate knowledge examination early in one's college course lies in the fact that it allows the successful student to meet one of the important requirements for the B.A. degree and sets him free for electives in other subjects if he so desires.

For the sake of convenience further information concerning the foreign language requirements is reproduced here from the University Bulletin of the College of Letters and Science for 1932-33.

FOREIGN LANGUAGE. As indicated above, the foreign language requirement for the B.A. degree can henceforth be met only by demonstrating either (a) proficiency in a single language, or (b) intermediate knowledge in two languages, ancient or modern.

Normally each freshman will be required to pursue one foreign language during his freshman year in preparation for his attainment examination in that language. An exception will be made, of course, in the case of those students who may have been able to satisfy the foreign-language requirement completely at the outset.

Credits earned in foreign language will count only as electives toward the 120 required for graduation, but no credit will be given for courses which are substantially equivalent to those completed in high school.

MODERN LANGUAGES. Proficiency in a modern language shall be shown by demonstrating (a) adequate comprehension of representative passages from classic and modern authors, which may

include matter taken from the student's major field, (b) the ability to understand and pronounce simple phrases in the spoken language, and (c) some knowledge of the history of the literature and culture of the foreign people.

Intermediate knowledge in a modern language shall be shown by a test involving the ability to pronounce the modern language and to interpret, adequately modern prose of average difficulty.

ANCIENT LANGUAGES. Proficiency in Greek or Latin shall be shown by demonstrating (a) the ability to translate into idiomatic English representative passages of prose and poetry from the fields of the student's previous reading, which shall be substantially equivalent to the satisfactory completion of four years of the language in the high school and four semesters in the University, or a similar amount differently distributed, (b) some knowledge of each author's work as a whole and of its historical and cultural background, (c) the ability to translate English sentences involving the common grammatical construction into Greek or Latin prose.

Intermediate knowledge in Greek or Latin shall be shown by demonstrating the ability to translate adequately and explain the grammatical constructions in passages of average difficulty chosen from such portions of at least three Greek or Latin authors as are usually read in high school or college.

Freshmen on arriving in Madison will have the opportunity of conferring with a responsible person in charge of the administration of these tests. Information about such conferences may be had through the Registrar's office.

ATTAINMENT EXAMINATIONS

Any student who so desires will have the opportunity, near the opening of the first semester, of taking an attainment examination (see schedule below) in one or more of the subjects listed, the object being either to absolve the requirement for graduation or to satisfy the prerequisites for more advanced courses in the department. Success in passing attainment examinations entitles the student to substitute subjects of his own choice, although it does not reduce the total number of credits required for graduation.

Special attention is called to the fact that all students who would normally be candidates for the B.A. degree in June 1934 are required to prove their ability in foreign language by passing attainment examinations, one proficiency or two intermediate, rather than by the accumulation of high-school units of college credits. In view of this new regulation any student who is sufficiently prepared should take the first opportunity to appear for the appropriate language attainment examination. (For detailed information see pages 64-65 in the 1932-33 Letters and Science bulletin.)

STUDENTS TAKING ATTAINMENT EXAMINATIONS MUST REGISTER AT WINDOW 5, ROOM 170 BASCOM HALL AT LEAST 48 HOURS BEFORE THE DATE OF THE EXAMINATION. Before registering for the examination, students should consult the professor in charge in order to determine whether, in view of their previous training, they might logically attempt the examination.

| <i>Subject</i> | <i>Professor in charge</i> | <i>Time and place of examination</i> |
|-----------------------|----------------------------|--------------------------------------|
| Botany | E. L. Fisk | |
| Chemistry | J. H. Walton | |
| English | Warner Taylor | |
| French and Italian | F. D. Cheydleur | 1:30 Sat.-Oct. 1-165 Bascom |
| Geography | Loyal Durand | |
| German | E. W. Appelt | 1:30 Sat.-Oct. 1-165 Bascom |
| History | C. V. Easum | |

| | | |
|--------------|-----------------|-----------------------------|
| Latin and | | |
| Greek | J. J. Schlicher | 1:30 Sat.-Oct. 1-165 Bascom |
| Mathematics | H. P. Evans | |
| Physics | W. F. Steve | |
| Scandinavian | | |
| Languages | E. Haugen | 1:30 Sat.-Oct. 1-165 Bascom |
| Spanish | H. C. Berkowitz | 1:30 Sat.-Oct. 1-165 Bascom |
| Zoology | L. E. Noland | |

NEW ELEMENTARY SCIENCE COURSES

The new *semester* science courses, numbered 2H, are offered for students who do not expect to continue science work beyond the freshman year, and who desire somewhat less specialized or professional surveys than are given in the regular freshman courses. They are not open to candidates for the Ph.B. degree, and may not be combined with the regular beginning science courses in whole or in part. Candidates for the B.A. degree may meet the science requirement by securing ten or more credits in these courses, all of which are numbered 2H.

THE COLLEGE OF ENGINEERING

Engineering may be defined, in general, as the application of the principles of science to the development of natural resources, the design and erection of structures, the construction and operation of machines and ways of transportation and communication, and the devising and controlling of physical and chemical processes of manufacture, especially those involving the use of machinery.

The work of the civil engineer includes chiefly the following: land, city, geodetic and topographic surveying; construction of pipe lines, canals, highways and railways; construction of river and harbor improvements and floor protection works, irrigation and drainage of lands; design and construction of bridges, buildings, aqueducts, tunnels, dams, and power plants; municipal engineering, including water supply, sewage, paving, refuse disposal, and city planning; and the testing of materials of construction.

The mechanical engineer finds his opportunity largely in the manufacturing industries in the design of machines and power plants, heating and ventilating systems, and in public utility work and industrial research.

The work of the electrical engineer is of a very similar nature to that of the mechanical engineer, but is concerned especially with those activities which have come about through the utilization of electricity, particularly electric power transmission and electric transportation, electric illumination, and many other fields of application of electricity to industry.

The chemical engineer is concerned in general with the operation and control of those industrial processes where chemical changes are involved. He is employed in such industries as paper and pulp mills, gas and coke works, oil refineries, soap, paint, and varnish factories, electro-plating works, and in the research departments of many industries where studies are made of the various materials used.

The mining and metallurgical engineer is concerned with the search for and the mining of the ores of the various metals needed in our modern life and their reduction and preparation for use in industry.

A large proportion of the graduates of the engineering courses enter the employment of manufacturing establishments and public utilities and have the opportunity through apprentice courses for developing themselves in those particular kinds of work best suited to their talents, whether design, operation, research, production, or sales engineering.

The courses of instruction for the several divisions of engineering are built upon a common foundation of mathematics, physics, chemistry, English, and drawing, and are substantially alike during the first two years. In the last two years, the branches of science relating to the particular field in question are further developed, and their application to practical problems illustrated by work in the drafting room and laboratory.

Inasmuch as the engineering courses are founded largely upon mathematics and science, the best tests for the prospective engineering student is probably his ability to learn these subjects with reasonable facility. It is safe to say that the student who cannot rate above 80 per cent in his high-school mathematics, should not undertake an engineering course. Great skill and rapidity are not necessary, but rather the ability to reason and to understand the logic of the processes involved. Interest and skill in the construction of amateur machines and devices is of some significance, but not much. The love of tinkering and of the manual arts activities in preference to the intellectual activities required in the learning of mathematics and scientific principles may be a positive detriment. Engineering is brain work applied to practical things, but it is not manual work.

After canvassing the field of employment mentioned herein, and considering the actual duties of engineers, the question to be answered by the individual is whether or not this is the kind of work which appeals to him. If this is the case, and the young man possesses those essentials of good character, industry, common sense, and the ability to cooperate with others, he may expect a reasonably successful college and professional career.

THE COLLEGE OF AGRICULTURE

The College of Agriculture presents training for both men and women; agriculture, primarily of interest to young men and home economics for women students. Both fields have developed extensively and our graduates are filling over a hundred types of positions in each. Although the training secured in the College functions in the home and on farms, the students trained in the College of Agriculture are in demand in the business world, in hospitals, extension, research, teaching, the press, foreign fields, etc.

AGRICULTURE

In agriculture the young men of the farm have the opportunity to capitalize on their experience and prepare for one of the many positions open in this field. The curriculum aims to give the student a broad collegiate education with an emphasis on technical preparation for a vocation related to or in production work. For many years the emphasis in agriculture was on the physical and material side, but today the economic aspects are receiving a larger amount of attention. The keenest of intellect is needed to overcome the difficulties which confront the modern farmer in his social, as well as his economic relationships.

Although we hope more of our graduates will operate farms, it is true that most of them today enter related fields in agriculture. Commercial and industrial organizations using agricultural raw materials or producing products for sale to farmers are giving graduates in scientific agriculture preference and this leads often to service in foreign countries. The field of journalism and advertising in agriculture is one demanding men. Research for commercial concerns and in agricultural experiment stations offer opportunities while extension specialists for agricultural colleges, breed associations, banks and U. S. Department of Agriculture and the county agricultural agent are suggestions in other fields. The high-school teacher of agriculture and science takes another group of our graduates. Opportunities are large for the student with a fair background and a good scholastic record. The Assist-

ant Dean will be glad to discuss the opportunities in agriculture with interested students.

HOME ECONOMICS COURSE

Home Economics curricula are arranged for different objectives. The General Course in Home Economics gives a minimum of home economics for general use and allows a wider election of academic subjects, assuring a broad collegiate training with an appreciation of the home problem. The professional majors require greater scientific background with specialized curricula for hospitals, dietitians, institutional management, textiles, related art, general education for teaching, bacteriological, or nursing trends.

Graduates of the courses in Home Economics are filling many positions such as teachers in vocational high schools and colleges as well as high-school positions in charge of nutrition and health problems; bacteriological positions with hospitals and boards of health; dietitians in hospitals and Red Cross work. Journalistic work on newspapers and magazines and as extension, research or social welfare workers, are typical of the various positions for which our girls are prepared. Others enter the practical fields as owners or managers of cafeterias and restaurants or in commercial positions as buyers for department stores, demonstrators, etc. The demand for well trained women for the broad field of home economics is greater than the supply. The Director of Home Economics will be glad to discuss the opportunities with prospective students.

THE LAW SCHOOL

The Law School offers a professional training for students seeking to prepare themselves for admission to the bar. It also gives to nonprofessional students the opportunity to study in particular fields of law in which they may have a special interest.

Students who wish to enter the Law School as candidates for the degree of Bachelor of Laws must present credits equivalent to the work of the first three years of the College of Letters and Science. If these credits are earned in this University, they must satisfy the requirements of three years of one of the B.A. courses or the Ph.B. General Course of the College of Letters and Science.

Three years are required for the completion of the academic work of the Law School. A total of one year's work in the Law School may be applied as an elective toward a degree in the College of Letters and Science. The same work may be counted toward the degree of Bachelor of Laws. It is thus possible to secure a degree from the College of Letters and Science and a degree from the Law School in six years.

No requirements for admission to the Law School other than those mentioned are imposed. No list of best courses for preparation for the study of law has been agreed upon. It is recognized that habits and qualities of mind and person are more important than mastery of specific subject-matter as a basis for preparation in such a broad field as the law. Still a student who is attracted to the law as a career is apt to find his special interests in the group of courses known as the social science group. Accordingly it is believed that, as a rule, a student intending to study law should select his major in this group (economics, history, philosophy, political science, or sociology) and that, in any event, when he begins the study of law, he should have acquired some understanding of the economic and political life of the United States, and of Anglo-American Constitutional History.

Without, therefore, requiring them, the faculty of the Law School recommend especially the following courses in the College of Letters and Science:

Economics 1; History 4, 5, 117, 141; Philosophy 11; Political Science 1 or 101; Sociology 46 or 139.

They recommend also, for their bearing on certain phases of the law; Economics 5, 9, 123, 124, 133, 137, 142; Philosophy 21, 41, 43, 136, 146; Political Science 13, 123, 125, 139, 165, 245; Sociology 161.

THE MEDICAL SCHOOL

To a high-school graduate of strong character, good mental ability, and warm human sympathies, medicine offers an attractive career. Without these natural endowments one should not attempt a medical course. Preparation for medicine costs more in time and money than preparation for any other profession and the rewards come much more from joy of service than from large financial returns. For those who like to throw themselves completely into their work, who aim ever to acquire greater skill in performing difficult tasks, and who find satisfaction rather in the feeling of being of service to others than in that of being served by others, no career offers more than that of medicine.

Training for medicine now requires at least seven years after graduation from high school. Of these years, two are devoted to premedical college work, four to class work in the medical school and one to practical hospital work. The premedical college work must comprise courses in physics, chemistry, biology and modern language, which takes up the greater part of two college years. If one expects to study medicine he should elect the medical science course on entering college and put himself under the supervision of a member of the medical faculty, unless he is prepared to spend more than two years in premedical work. The premedical work in physics, chemistry, biology and language offers an excellent general education to one who may subsequently decide not to complete the whole medical course.

The four-year medical course is divisible into two parts. During the first two years the basal sciences of physics, chemistry and biology are studied with special reference to the human body, the specialized sciences being known as human anatomy, gross and microscopic, physiology, physiological chemistry, bacteriology, pathology, hygiene, pharmacology, and physical and clinical diagnosis. During the second two years the application of these studies to the diagnosis, treatment, and prevention of disease is studied in hospitals and dispensaries.

After the four-year medical course a student usually spends one or more years as an interne in a hospital or as laboratory

assistant, getting further experience in the application of science to the study of disease and its cure, alleviation and prevention.

Unless a student or his family has abundant means the financial expenses of the premedical and medical course will require sacrifices. The student will have to work during vacations and during the few spare hours that the heavy requirements of the course leave free. He may find it advisable to borrow money to cover part of the expense. While large financial rewards are rare in the practice of medicine a capable, well-trained man is fairly certain of a comfortable living, so that a healthy young man of ability is justified in borrowing money for a medical education.

The field of medicine offers to the graduate divers possibilities. In addition to general family practice there are the various specialties such as surgery, obstetrics, eye, ear, nose and throat work, for which one may prepare by further study; there are open careers in public health work in which emphasis is placed rather on prevention than on cure, although the two cannot be really divorced, and in which great public good may be accomplished; and for those so gifted there is open a career in science on which the progress of medicine depends.

THE SCHOOL OF EDUCATION

Teaching is so important a form of social service and so fundamental in any successful plan of democratic government that it always has made, and always will make, a strong appeal to college students. Temporarily, as during the war period, there was a drift away from teaching as a vocation but increased salaries for teachers and decreasing opportunities in industrial and commercial fields have been noticeably effective in bringing about a restoration of normal conditions. Many who left teaching have found, as one of them put it, that there is more satisfaction in working with human beings than with things.

Teaching as a profession offers two main inducements; the opportunity for social service of the highest type and compensation sufficient to give a reasonable amount of leisure and economic independence. Increasing recognition of the fundamental importance of education is gradually bringing about higher salaries, longer tenure, better working conditions, pensions, a keener professional consciousness, and improved social status. With these go the right on the part of school authorities to demand better academic and professional preparation. The principle of building salary schedules on a basis of preparation and training rather than on the type of school in which the service is rendered is growing the country over.

In earlier times the bachelor's degree signified, in fact, that the possessor of it was qualified to teach, the degree being essentially a teacher's certificate. Today school authorities insist that the candidate shall not only be well grounded in the subject that he is to teach, but also that he shall have made special preparation for the work of teaching. The time has gone by when knowledge of his subject is a sufficient warrant of the ability of the college graduate to teach. Students should keep in mind that this doctrine is still preached in some quarters, even in the University; but boards of education and superintendents who employ teachers refuse emphatically to accept it.

The Board of Regents of the University has established a School of Education, of coordinate college rank, and has given it juris-

diction over the undergraduate preparation of teachers. Its faculty is made up of the faculties of the Department of Education, the Department of Educational Methods, the Department of Art Education, the Courses in Physical Education for Men and Women, and those members of the faculties of the Colleges of Letters and Science and of Agriculture who offer courses of junior and senior grade in the following teaching majors: Agriculture, Botany, Chemistry, Commerce, Economics, English, French, Geography, German, History, Home Economics, Italian, Journalism, Latin, Library Science, Mathematics, Music, Physics, Physiology, Spanish, Speech, and Zoology.

The student body of the School of Education is made up of students in the four-year courses in Art Education and Physical Education and juniors and seniors who are preparing to become teachers of academic subjects all of whom are candidates for the degree of Bachelor of Science (Education) and the University Teachers' Certificate. Majors in art education and in physical education register in the School of Education at the beginning of the freshman year; majors in the academic subjects register in the School of Education at the beginning of the junior year. Students in special courses having a complete two-year or four-year curriculum, such as the Course in Chemistry, the Course in the Humanities, and the Schools of Commerce, Journalism, and Music, retain their classification in the College of Letters and Science, but they must also register in the School of Education and meet such requirements as may be mutually agreed upon, in order to receive the University Teachers' Certificate. Only students qualifying for degrees in the School of Education may receive the University Teachers' Certificate and the recommendation of the School of Education, with the exception of those in the special courses noted above.

At the beginning of the junior year students enrolling in the Schools of Education will elect teaching majors in academic subjects, as they have done in the past. As heretofore, these academic majors will be offered by the various departments in the College of Letters and Science. In addition to this teaching-major, there will be offered a well-integrated teacher-training program, including courses dealing with the principles, the psychology, and the practice of teaching, closely correlated with actual participa-

tion in the Wisconsin High School. The superintendents of the public schools of the state, who employ teachers, believe that the new organization, which has been approved by the University Faculty and instituted by the Board of Regents, will provide better facilities than we have had in the past for a thorough preparation of those who wish to become teachers.

Opportunities to teach in the elementary schools are open to graduates of the University who are adequately prepared. Some students are better fitted to teach younger children of the elementary school age than high-school groups. A sequence of professional courses preparing for elementary teaching is offered. Students who are interested in this field of service should consult the Dean of the School of Education.

Attention is also called to the special field of art education and physical education which are departments of the School of Education.

ART EDUCATION

A four-year curriculum for those who wish to become teachers of art is provided in the Department of Art Education. This curriculum is rich in opportunities for those who wish to specialize in the fields of drawing, painting, design, and art crafts. Students in the general courses in the College of Letters and Science who desire some training along these lines, in the interests of general culture, may elect mechanical and freehand drawing and certain other elementary courses. Courses in the Department of Art Education are intended to familiarize the prospective teacher or supervisor of art with basic and advanced art practice, art appreciation, the technique of art instruction, and practice in teaching. Ample opportunity for studio participation is provided. For those who have some natural talent in this field the opportunities are inviting.

THE FOUR-YEAR COURSE IN PHYSICAL EDUCATION FOR MEN

Recent broadening tendencies on the part of the country's leaders in Physical Education have already served to elevate this phase of education to higher planes.

Granting that education has been justly defined as the healthy growth and harmonious development of all the powers of the individual, we are interested in developing leaders in one particular phase of this process: namely Physical Education. Physical Education is fundamental to the efficient development of the other two powers—the mental and moral.

Physical Education, then, is recognized as part of the process of education in the elementary and secondary schools, as well as the colleges and universities. The field is inviting for leaders in this work, and we at Wisconsin are continually called upon to contribute our share of men. Superintendents, principals, and department heads are insisting that their teachers of athletics and physical education be well prepared.

Graduates from the course in Physical Education may be called upon to direct a program in elementary and secondary schools, or to supervise play and recreation in communities or industrial centers. They may be obliged to teach mass gymnastics and corrective gymnastics, or to serve as scout leaders.

The men in our work must also be prepared to lead and coach all forms of athletics, both intramural and team. In many cases they also serve as instructors in health and hygiene. These varied activities illustrate convincingly that Physical Education is a broad field.

While preparing a boy for his duties after graduation we do not consider in any way his individual athletic ability nor his size, weight or physical power. He should, however, have a fairly good degree of bodily co-ordination and a symmetrical, developed physique, showing an average ability to take part in the various forms of game activities, which are part of the program of physical education.

Our charges should possess an obviously clean and good physical makeup, reflecting the best physical habits of posture and clean living. The boys we train must be professionally minded, that is, have a clear understanding of and be sympathetic with the motives and fundamental principles of physical education.

They must have initiative, integrity and industry in their make-up, possess a love for play and the activities of youth, and acquire the qualities to lead them both physically and morally.

Briefly, the objects of the course in Physical Education are to prepare the young man:

1st—With a general education and cultural background so that he may be able to take his place on a professional plane with any other teacher in his line or any other line.

2nd—To become well grounded in the physiological sciences.

3rd—To become well prepared in the theory and practice of teaching his subject.

COURSES IN PHYSICAL EDUCATION FOR WOMEN

There are two broad courses open to women. One is the so-called general course; the other is the major in Dancing. Each course has a large liberal-arts element, with stress on the physiological in the former and on the literary-artistic in the latter. The curricula are heavy in the sense that only young women with the necessary physique and with qualities for natural social leadership as well as genuine mental capacities are able to assimilate the varied elements which enter into each of the courses.

A student is on probation with the department for her first year. At the end of that time, if she has not met the departmental standard of scholarship, general aptitude, health, and ability, she will be asked to transfer to a less exacting course. The success of the graduates in each of the two courses has been so marked that high schools, normal schools, colleges, and universities are more and more looking to Wisconsin for teachers and directors.

UNIVERSITY CALENDAR, 1932-33

REGULAR EVENTS

(These events take place each week)

- Sunday Music Hour—4:15 every Sunday Nov. 6 to March 18.
Great Hall, Union Program Committee.
- Saturday Night Club (dance)—9 to 12 every Sat. Sept. 24 to
March 25, Great Hall, Union Board.
- Matinee dance (free)—4:30 each Saturday Oct. 1 to April 1,
Great Hall, Union House Committee.
- Reading Hour—4:30 each Tuesday Nov. 1 to March 28, Great
Hall, Speech Dept. and Women's Affairs Committee.
- Phonograph Symphony concert—8:00 p.m. each Sat. Oct. 28 to
April 2, Union, Union Program Committee.
- Moving Pictures—7:15 every Saturday Oct. 28 to April 2, Rath-
skeller, Rathskeller Committee.
- Sigma Delta Chi—(The first meeting will be on the second
Thursday after school opens. Subsequent meetings will be
on Wednesday of each week. They will have speakers almost
every week).

SEPTEMBER

- 9-10 (Fri.-Sat.)—Examinations for admission.
- 13 (Tues.)—Y. W. C. A. Finance membership drive begins.
- 14-20 (Wed.-Tues.)—Freshman Period.
- 14 (Wed.)—Freshman supper. Union.
- 15 (Thurs.)—Freshman Open House. Union.
- 16-20 (Fri.-Tues. noon)—Registration days for other new stu-
dents.
- 17-20 (Sat.-Tues. noon)—Registration days for old students.
- 17 (Sat.)—Freshman Men's Smoker. Union.
- 17 W. A. A. Meeting.
- 17 (Sat.)—Dateless Dance. Union.
- 17 Freshman Play Day.
- 18 (Sun.)—Freshman Women's Tea. Union.
- 20 (Tues.)—Reception for Women Transfers. Union.

- 21 (Wed.)—Instruction begins.
- 23 (Fri.)—Dateless Dance. Union.
- 24 (Sat.)—Special condition examinations; foreign language attainment examinations.
- 28 (Wed.)—Y. W. C. A. Tea for Transfer Women.
- 29 (Thurs.)—Y. W. C. A. Mass Meeting for Freshman Women.
- 29 Law School Smoker. Union, Tripp Commons.
- 30 (Fri.)—Dateless Dance. Union.
- 27 (Tues.)—5:30 Outing Club party for Freshmen and Transfer Women. W. A. A. Cottage.

OCTOBER

- 1 (Sat.)—Football: Marquette at Madison.
- 6 (Thurs.)—Y. W. C. A. Welcome Banquet.
- 7 (Fri.)—Graduate Dateless Dance. Union.
- 8 (Sat.)—Football: Iowa at Madison. Father's Day.
- 8 (Sat.)—Father's Day Banquet.
- 9 (Sun.)—Phys. Educ. Barbeque.
- 12 University Women's League Luncheon.
- 15 (Sat.)—Football: Purdue at Lafayette.
- 18 (Tues.)—Graduate Club Dinner. Union.
- 21 (Fri.) Pan Hellenic Ball. Union.
- 22 (Sat.)—Graduate Club Bridge and Dance. Union.
- 22 (Sat.)—Football: Coe College at Madison.
- 25 (Tues.-Sat.) University Theater Play. Bascom Theater.
- 26 (Wed.)—4:30 P.M. Lecture under auspices of the Lecture Committee. Dr. Julius Curtius, Minister of German Republic, on "European Economic Cooperation (The Customs Union)".
- 28 (Fri.)—Agriculture School Harvest Ball.
- 29 (Sat.)—Football: Ohio at Columbus.

NOVEMBER

- 1 Union Band Concert. Rachmaninoff.
- 4 (Fri.)—Homecoming Dateless Dance.
- 5 (Sat.)—Football: Illinois at Madison. Homecoming.
- 5 (Sat.)—Homecoming Dance.
- 5 (Sat.)—Graduate Club Bridge and Dance. Union.

- 6 (Sun.)—Religious Convocation. Music Hall Auditorium.
 7 (Mon.)—Union Board Concert—Paul Kochanski.
 11 (Fri.)—Gridiron Ball.
 11 (Fri.)—Armistice Day; legal holiday.
 12 (Sat.)—Football: Minnesota at Madison.
 13 (Sun.)—Religious Convocation. Music Hall Auditorium.
 15 (Tues.)—German Club Play—Bascom Theater.
 17 (Thur.)—Spanish Play.
 17 (Thurs.)—Panhellenic Scholarship Banquet.
 19 (Sat.)—Football: Chicago at Chicago.
 19 (Sat.)—Graduate Club Bridge and Dance. Union.
 20 (Sun.)—Religious Convocation. Music Hall Auditorium.
 22 (Tues.)—Faculty recital. Music Hall.
 23 (Wed.)—Haresfoot Follies. Union.
 24 (Thurs.)—Thanksgiving Day; legal holiday (one day only).
 24 (Thurs.)—Holiday Matinee Dance. Union.
 27 (Sun.)—Religious Convocation. Music Hall Auditorium.
 29 (Tues.)—French Play. Bascom Theater.

DECEMBER

- 1 (Thurs.)—W. A. A. Banquet. Tripp Commons.
 1 (Thurs.)—Combined Glee Clubs in Light Opera.
 2 (Fri.)—Combined Glee Clubs in Light Opera.
 2 (Fri.)—Graduate Club Dance. Union.
 3 (Sat.)—Combined Glee Clubs in Light Opera.
 3 (Sat.)—Y. W. C. A. Christmas Party.
 4 (Sun.)—Religious Conference. Music Hall Auditorium.
 6 (Tues.)—thru. 10 (Sat.)—University Theater Play. Bascom Theater.
 6 Union Board Concert—Sophie Breslau.
 7 (Wed.)—Men's Intercollegiate Debate.
 10 (Sat.)—Basketball Game: Carlton here.
 13 (Tues.)—Phys. Education Club Christmas Party.
 16 (Fri.)—Loan Fund Ball. Union.
 17 (Sat.)—Graduate Club Bridge and Dance. Memorial Union.
 17 (Sat.)—Basketball: Marquette here.
 18 (Sun.)—Christmas Festival.
 19 (Mon.)—German Play.

- 19 (Mon.)—Basketball Game.
- 20 (Tues.)—Phys. Educ. Club Carol Night.
- 21 (Wed.-noon)—Christmas recess commences.
- 22 (Thurs.)—Basketball Game: Maryland at Maryland.
- 30 (Fri.)—Basketball Game: Michigan State Teachers College here.
- 31 (Sat.)—Graduate New Years Dance.

JANUARY

- 5 (Thurs.)—8 A.M.—Classes resumed.
- 6-7—(Fri.-Sat.)—Last week-end for social functions.
- 7 (Sat.)—Pre Prom Dance. Union.
- 7 Basketball: Chicago here
- 9 Basketball: Iowa here.
- 14 (Sat.)—Foreign language attainment examinations. Examinations for removal of conditions.
- 14 (Sat.)—Foreign language attainment examinations. Examinations for removal of conditions.
- 14 Basketball: Indiana there.
- 16 Basketball: Northwestern there.
- 18 Univ. Women's League dinner musical.
- 23 (Mon.)—Feb. 1 (Wed.)—Final Examinations.
- 28 (Sat.)—Graduate Club Bridge and Dance. Union.
- 30, 31 (Mon.-Tues.)—Examinations for admission.

FEBRUARY

- 2 (Thurs.)—Registration days for new and re-entered students.
- 3 (Fri.)—Junior Prom. Union.
- 3 Basketball: Loyola here.
- 4 (Sat.)—Party for new women students. Union.
- 4 Basketball: Ohio State here.
- 6 (Mon.)—Instruction begins.
- 7 (Tues.)—Basketball game.
- 9 (Thurs.)—Faculty recital. Music Hall.
- 10 (Fri.)—Dateless dance. Union.
- 11 Basketball: Illinois there.
- 11 (Sat.)—Graduate Reception and Dance. Union.
- 13 Basketball: Iowa there.

- 14 Union Board Concert—Paul Robeson.
- 18 Basketball: Indiana here.
- 20 (Sat.)—Y. W. C. A. Benefit Bridge.
- 20 Basketball: Illinois here.
- 21 (Tues.)thru 25 (Sat.)—University Theater Play. Bascom Theater.
- 22 (Wed.)—Washington's birthday; legal holiday.
- 23 (Thurs.)—Women's Intercollegiate Debate.
- 24 (Fri.)—Sophomore Shuffle. Memorial Union.
- 25 (Sat.)—Graduate Club Bridge and Dance.
- 25 Basketball: Northwestern here.

MARCH

- 2 (Thurs.)—Open W. A. A. Meeting Nomination of officers.
- 2 (Thurs.)—Combined Glee Clubs.
- 3 (Fri.)—Combined Glee Clubs.
- 4 Basketball: Ohio State there.
- 10 Basketball: Chicago there.
- 10 (Fri.)—Freshman Frolic. Union.
- 11 (Sat.)—Graduate Club Bridge and Dance. Memorial Union.
- 13 Union Board Concert. Gregor Pitagorsky.
- 16 (Thurs.)—Sigma Alpha Iota Concert. Music Hall.
- 16 (Thurs.)—Men's Intercollegiate Debate. Bascom Theater.
- 17 (Fri.)—Graduate Club Banquet. Union.
- 18 (Sat.)—Gridiron Banquet. Union.
- 21 Union Board Concert—Kreisler.
- 22 University Women's League Tea.
- 23 (Thurs.)—Graduate Club Banquet. Union.
- 26 (Sun.)—U. W. Orchestra Concert. Music Hall.
- 28 (Thurs.)—thru Sat. (Apr. 1)—University Theater Play. Bascom Theater.
- 27 (Thurs.)—University Singer—Music Hall.
- 30 (Thurs.)—Y. W. C. A. Annual Banquet.
- 31 (Fri.)—Dolphin Club Exhibit.

APRIL

- 1 (Sat.)—Dolphin Club.
- 2 (Sun.)—U. W. Concert Band.
- 4 (Tues.)—After last class. Spring recess commences.
- 12 (Wed. 8 A. M.) Instruction resumed.
- 14 Good Friday.
- 15 (Sat.)—Examinations for removal of conditions.
- 15 (Sat.)—Graduate Club Bridge and Dance.
- 16 (Sun.)—Easter Sunday.
- 18 (Tues.)—Senior or student public recital. Music Hall.
- 20 (Thurs.)—Spanish Play.
- 20 Open Meeting of W. A. A. Installation of officers.
- 21 (Fri.)—Military Ball.
- 20-21-22 (Fri., Sat.)—Haresfoot Home dates.
- 27-28-29 (Fri., Sat.)—Haresfoot Home dates.
- 29 (Sat.)—Graduate Club Spring Dance.

MAY

- 2 (Tues.)—French Play—Bascom Theater.
- 3 (Wed.)—Phi Beta Kappa initiation, banquet and address.
- 7 (Sat.)—Spring Carnival. Union.
- 9 (Tues.)—Senior Recital.
- 9 (Tues.)—thru (Sat.) 13—University Theater Play. Bascom Theater.
- 11 (Thurs.)—Mortar Board May Day Supper.
- 13 (Sat.)—Graduate Club Bridge and Dance. Union.
- 13 (Sat.)—Foreign language attainment examinations.
- 13 (Sat.)—U. W. Festival. Music School.
- 16 (Tues.)—Phys. Educ. Club, Spring Banquet.
- 18 (Thurs.)—Mortar Board May Day Supper.
- 19-20 (Fri.-Sat.)—Mother's Week-end. Last week-end for social functions.
- 19 (Fri.)—Dance Drama.
- 20 (Sat.)—Dance Drama.
- 23 (Tues.)—Senior recital.
- 24 (Thurs.)—Phys. Educ. Senior Picnic.
- 25 (Thurs.)—W. A. A. Banquet.
- 30 (Tues.)—Memorial Day; legal holiday.

JUNE

- 5-13 (Mon., Tues.)—Final examinations.
12-13 (Mon.-Tues.)—Examinations for admission.
17 (Sat.)—Alumni Day.
17 (Sat.)—Phys. Educ. Alumni Luncheon.
18 (Sun.)—Baccalaureate Day.
19 (Mon.)—Commencement Day.
19 (Mon.)—Commencement recital. Music Hall.
26 (Mon.)—Summer Session Open House.



University of Wisconsin - Campus

DRAWN BY
GIL KRUEGER & K. SCHLICHER

NUMERICAL INDEX

- | | |
|---|--|
| 1. Langdon Hall | 31. Luther Memorial Church |
| 2. Gymnasium Annex | 32. Wesley Foundation |
| 3. Boathouse | 33. Service Building |
| 4. Athletic Ticket Office | 34. Heating Station |
| 5. Gymnasium and Armory | 35. Wisconsin General Hosp. |
| 6. Y. M. C. A. Building | 36. Memorial Institutes Bldg. |
| 7. Applied Arts Laboratory | 37. Bradley Memorial Hosp. |
| 8. Calvary Lutheran Church | 38. Home Economics and Extension Bldg. |
| 9. St. Paul's Catholic Chapel | 39. Washburn Observatory |
| 10. Memorial Union | 40. Tripp Hall |
| 11. Historical Library | 41. Adams Hall |
| 12. University Club | 42. Refectory |
| 13. Music Annex | 43. Soils Building |
| 14. Administration Building | 44. Agricultural Hall |
| 15. Science Hall | 45. Nurses' Dormitory |
| 16. Chem. Engineering Bldg. | 46. Hiram Smith Hall (Dairy Building) |
| 17. Hydraulics Laboratory | 47. Agr. Engineering Bldg. |
| 18. Machine Shop, Electrical Lab., Industrial Arts Lab. | 48. Agronomy Building |
| 19. Engineering Building | 49. Wisconsin High School |
| 20. North Hall | 50. Agr. Chemistry Bldg. |
| 21. Law Building | 51. Horticulture Building |
| 22. Music Hall | 52. Forest Products Lab. |
| 23. Chadbourne Hall | 53. Stock Pavilion |
| 24. Barnard Hall | 54. Randall Shops |
| 25. Lathrop Hall | 55. Stadium |
| 26. Biology Building | 56. Field House |
| 27. South Hall | 57. Infirmary |
| 28. Bascom Hall | 58. Entomology Building |
| 29. Sterling Hall | 59. Poultry Building |
| 30. Chemistry Building | |

AGRICULTURE

- 50. Agr. Chemistry Bldg.
- 47. Agr. Engineering Bldg.
- 44. Agricultural Hall
- 48. Agronomy Building
- 46. Hiram Smith Hall (Dairy Building)
- 38. Home Economics Bldg.
- 51. Horticulture Building
- 43. Soils Building
- 53. Stock Pavilion
- 58. Entomology Building
- 59. Poultry Building

DORMITORIES

- 41. Adams Hall—men
- 24. Barnard Hall—women
- 23. Chadbourne Hall—women
- 1. Langdon Hall—women (private)
- 45. Nurses' Dormitory
- 40. Tripp Hall—men
- 42. Refectory (Tripp-Adams)

CHURCHES

- 8. Calvary Lutheran
- 31. Luther Memorial
- 9. St. Paul's Catholic
- 32. Wesley Foundation (Methodist)

ENGINEERING

- 16. Chem. Engineering Bldg.
- 18. Electrical Laboratory
- 19. Engineering Building
- 17. Hydraulics Laboratory
- 18. Machine Shops
- 54. Randall Shops
- 60. Mining Laboratory

MEDICAL GROUP

- 37. Bradley Memorial Hosp.
- 37. Infirmary
- 36. Memorial Institutes Bldg.
- 45. Nurses' Dormitory
- 35. Wisconsin General Hosp.

LETTERS AND SCIENCE

- 7. Applied Arts Laboratory
- 28. Bascom Hall
- 26. Biology Building
- 30. Chemistry Building
- 18. Industrial Arts Lab.
- 22. Music Hall
- 13. Music Annex
- 20. North Hall
- 15. Science Hall
- 27. South Hall
- 29. Sterling Hall

GENERAL

- 14. Administration Bldg.
- 5. Armory
- 4. Athletic Ticket Office
- 3. Boathouse
- 38. Extension Building
- 56. Field House
- 52. Forest Products Lab.
- 5. Gymnasium
- 2. Gymnasium Annex
- 34. Heating Station
- 25. Lathrop Hall
- 21. Law Building
- 11. Library
- 10. Memorial Union
- 39. Observatory
- 33. Service Building
- 55. Stadium
- 49. Wisconsin High School

- 12. University Club (faculty)
- 6. Y. M. C. A. Building

