Picturing Rice as bustling with the living process of scholarship, University President Kenneth S. Pitzer officially welcomed the freshman class Monday evening during the Matriculation Address.

A true university is a community of scholars, he said, a community seeking to add something to its own and the world’s knowledge. Rice is alive with research and scholarship, and you can share in the enthusiasm.

PRESIDENT Pitzer told the assembled academic deans, administrative officials, college masters and the new freshmen that the “commitment of the scholar is to be inquisitive, to question problems and communicate their answers to the world.”

The president emphasized that scholarly discoveries must be communicated. Some academics who lack the curiosity or opportunity for problems and communicate their answers to the world. Rice is alive with research and scholarship, and you can share in the enthusiasm.

PRECEDING his address, the president introduced a group of students who were present at the opening of the University, representing the student body. Student Association President Mike Bailey, advised the new class that a university is a community of scholars, and that they are not alone in their quest for knowledge.

The president made reference to the high percentage of National Merit Scholars among the class members. The freshmen, he said, would find those who “fast company in the University.”

School valedictorians were rejected the whole group getting at least as late as 1960. And more high-

School's Administration Unusual:

SPRING 1963

THURSDAY, MARCH 15

FRESHERMEN...what fees go Exams Cheapest

The elected members of the Coun-

New and More To Follow...

The following events yet re-

The campus will be awash with five colleges

The colleges planned activities to introduce freshmen to the college and the faculty. The freshmen attended four faculty lectures and nine faculty members, most of which were conducted by a faculty associate of the college.

Social life within the university and its colleges was revealed through the Rice community to the freshmen in a series of college sponsored activities. Jones College was most easily, being invited to mix with Hammon, and Weiss and Will Rice and held a lively a party to be held on Sunday.

The colleges also held parties limited to their own members. Hammon, Will Rice, and Weiss held parties this weekend journeyed to the beach while Hammon and Weiss held a Fire Arts. Hammon and Jones greeted their freshmen with buffalo and a party held by Baker held a symbolic “cracker roast.” The Jones college was associated with festive arrangements conducted by Rice College. The

The individuals, colleges all offered programs before the fall of special activities for the students. These included the college, the student association, with a university-wide orientation designed to introduce students to campus life.

The school administration has the unique role of being an advisor to the president of the university. The responsibilities are handled directly by the Dean of Students, a position that is not in existence in many other colleges.

The new faculty and student body, Student Association, are harmony and the student association.

The College of business management, James R. Brown, who re-

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By choice or circumstance, you have committed the future of your education to the formal processes of the university. It is perhaps a paradox that it will vary directly with the extent to which you go beyond those forms and make personal contact with that which the university contains but does not observe.

There is no shortcut to an education. If you are at all perceptive, you will quickly master the fundamental tools of the academic trade. You will learn to outline your reading and organize your notes, to budget your time and make use of the library. You will become skilled in the multi-syllabic catch-words of the English theme and the jargon of the physics problem. In short, you will learn the rules of the game, and, if you see no inclined, you will play by them. Many of your fellows will do as much more; they may make your grades and they will lose an education.

What is all too often the massive indifference of your fellow students may well be the biggest stumbling block to your education. What is most obvious and most ignored truth on this campus is a commentary on the degree of personal responsibility and a serious concern for the future growth and development of the University in all of its efforts.

studying means by which it may be financed. When these two processes—by informal association with productive scholars. The world that the walls of the university shut out is precisely the world that is the proper object of your interest and ambition. The world you know and the world you will make is a great deal to tell the world as you tell, but you know the world has a great deal to tell you.

And the danger of personal freedom, as your parents may have told you, is the failure of communication. The world of art, the world of science, the world of ideas, is that you will have a great deal to deal with the world as you tell, but you know the world has a great deal to tell you.

The trouble is that the students themselves do not know it. This generation has been so thoroughly harnessed to the treadmill of the examination that you are accustomed.

The colleges, for example, pride themselves on the homoegeny of their student populations. But sharing a wall with a man in another discipline will never bridge the cultural gap unless you talk to him. You can communicate in some depth with the whole campus is a commentary on the degree of personal responsibility and a serious concern for the future growth and development of the University in all of its efforts.

THE BOARD of Governors has also accepted recommendations that a fifth residential college for men is needed and is now actively studying means by which it may be financed. When these two colleges have been completed, it should be possible to make on-campus accommodations available to all undergraduates who wish to live.

Not only in your regular classroom activities, but throughout campus life, you will be rewarded in proportion to your own efforts; and any single activity can be most valuable if you choose to refine it. Choose your activities outside the classroom carefully, but never with enthusiasm upon whatever undertakes. I wish you all a most valuable and successful year.

KENNETH S. PITZER President of The University

On behalf of the Rice University Student Association I extend to you a most cordial welcome at the beginning of your university career.

It was indeed a pleasure for me to meet you at the Matriculation ceremonies Monday afternoon and to state my desire that in the next eight months I come to know you well through close work in many of the many aspects of the Student Association.

THE YEAR can be a significant one for student government at Rice. The university is going through a transitional period of major development—one in which every student should take a personal and direct part. To be effective, however, this student opinion must be built—get it has been years past—anon upon a foundation of serious and continuing effort that will stand the test of time. To be effective, this student opinion must be built—get it has been years past—anon upon a foundation of serious and continuing effort that will stand the test of time.

I challenge you to accept your responsibility as a member of the Student Association at Rice.

Best wishes to you for a successful and rewarding year.

MIKE JAFFE President of the Student Body

To the Non-Resident

A common problem that has perplexed the colleges since the inception of the colleges system is the ironic position of the student in an activity designated for residents. As long as the non resident remains a problem, both he and his college loses. Whose loss is the greater remains an open question.

Many Houston freshmen who live at home will quickly fall into the mindless cycle that runs from school to their house to study to live sleep. To the student living on campus, Rice is essentially a college, which teaches him university ways and the skills you need to handle graduate school. For the student living at home, Rice all too frequently becomes little more than a terminal for a long daily drive.

As you are a freshman and live at home, you will resolve soon enough that most of the athletic and social life at Rice is external to the college. You can be a part of this life—many of your fellow Houstonians are—but you've got to make a conscious effort to do so.

By and large, you must come to the colleges; they are neither capable nor eager to come to you.

You have lived on the campus for a week; you must have sensed something of the possibilities open to you through college participation. Take advantage of every opportunity you are offered for such participation—inescapable common's meals, college nights, intramural teams—and demand that you be involved.

Four of the five colleges have non-resident senior advisors, advisors to students outside the residential colleges. Seek them out; they are eager to help you.

Two Open Letters

It is a pleasure to welcome all new students, advanced as well as freshmen, to Rice University and to renew our greetings to returning students. I am sure you will find your experiences in the year ahead both valuable and interesting, and I hope that you may enjoy most of your opportunities to the fullest.

YOU ARE ALL, at one point or another along the road toward a broad command of the intellectual experience accumulated by the human race over many generations. Your objective is not primarily to memorize facts, although you will need to do that to some extent, but rather to learn how the scholars separate the information from that which is false, how to evaluate witnesses, how to judge the strength and weakness of evidence, how to analyze and evaluate the arguments of others, and how to frame arguments of your own Args. The objective is to become a competent critic of the excellently developed faculties at Rice, not only through formal classroom instruction but also by informal association with productive scholars.

Some of the new developments of primary interest to undergraduates include formation of a separate department of Psychology and a significant increase in the staff and available courses in Political Science. A second residential college for women, to be named Margaret Bent Brown College, has been approved through a gift from the Brown Foundation.

THE BOARD of Governors has also accepted recommendations that a fifth residential college for men is needed and is now actively studying means by which it may be financed. When these two colleges have been completed, it should be possible to make on-campus accommodations available to all undergraduates who wish to live.

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The Rice Thresher, the official student newspaper of the Rice University, is published weekly from September to May except during holiday breaks and examination periods, and do not necessarily reflect the views of the University administration or any official of the University.
Masters Supply Link With Past To Complement College System

By DAVID PACE

The success of the college system virtually depends upon the role played by the individual master in the life and affairs of his student community. A portrait of each college master, depicting his backgrounds, his views on students, colleges, and university life as a whole, has been sketched below for those who are still very much unacquainted with these important campus figures.

BAKER COLLEGE

Carl Riehle Wischmeyer, Master of Baker College, is a Professor of Electrical Engineering. He holds degrees from Rose Polytechnic Institute and Yale University. He lives in Baker House with his wife and three children.

Professor Wischmeyer believes it is of primary importance that the freshman renders his criteria for success upon entering Rice, to better realize his own possibilities. He says "A B or a B' may represent a fair day's pay for a strenuous day's work," but he warns against using this as an excuse to keep one from exerting his fullest effort.

It is his belief that "faculty, student and college form the heart of the college system" and he encourages all students to avail themselves of it.

Professor Wischmeyer will be on leave in the Netherlands for the first semester. Dr. W. B. Davids will serve as master during his absence.

HANSEN COLLEGE

William Henry Masterson is not only Master of Hansen College but also Dean of Humanities and Professor of History. He lives in Hansen House with his wife and three daughters. He received his B.A. from Rice, and his M.A. and Ph.D. from Pennsylvania University.

Dr. Masterson believes the master deals chiefly with the long range objectives of the college and leave the day's operations in the college president. He desires the college to have an increasing part in the student's life through an expanded tutorial system, college library, and closer contact with the off-campus students.

Dr. Masterson is going to England at mid-term for research and Dr. Ronald Sass will temporarily assume his duties as master.

WIESS COLLEGE

The Master of Wies College, Roy V. Talmage, is a Professor of Biology, chairman of his department, and author of over fifty articles and forty abstracts in his field. He has a daughter at Willam College, a son at Swarthmore College, and another at St. John's High School. Dr. Talmage looks forward to a year of expansion at Wies with the addition of 36 new beds, library, and recreational area. He hopes this will help bring off-campus students into closer contact with the college.

He believes that "the purpose of the college is to identify the individual with an academic and social group interested in him," and should "add enthusiasm to his studies and offer him social opportunities."

Dr. Talmage believes it is the purpose of the master to add continually to the college program. He is pleased with "this growing independence of college government."

WILL RICE COLLEGE

James Street Fulton, Master of Will Rice College, is a Professor of Philosophy and chairman of that department. He received his B.A. and M.A. at Vanderbilt and his Ph.D. at Cornell. He has a son doing graduate work at Georgia Tech and a daughter at Cornell.

Dr. Fulton believes the purpose of a university is to develop "a unity of personal growth." The role of the college is to aid the informal side of the development.

He stresses the importance of education in the role of the college president regarding the student how to deal with men and is fully "not interested in hard-nosed, immense intellectuality," but rather desires spontaneous intellectual development.

JONES COLLEGE

Calvin Miller Class, master of Jones College, has just returned to campus from a seven-month leave. He is an Associate Professor of Physics, who received his A.B. and Ph.D. from John Hopkins.

Dr. Class believes the college system should serve as a mechanism to represent the needs of students to the administration and stresses that the college system must be "independent rather than administration centered."

Dr. Class believes that the college governments have now thoroughly mastered the mechanics of daily college life and should emphasize intellectual development.

Cambridge-Style College System Now In Seventh Promising Year

By DOUG HARLAN

Born as a vision in the mind of Rice Institute's first president, Dr. Edgar Odell Lovett, the University's college system actually materialized the year of his death, 1957.

BASED ON THE ideas and experiences of the traditional British colleges at Oxford and Cambridge, each college operates autonomously under its student government and College Master. Each College is a separate community with its own dining facilities, living quarters, social and athletic activities.

The Colleges develop their personalities by emphasizing programs in the broad areas of the academic, cultural, social, and athletic phases of University life. They aim to provide the opportunities for a student to know himself, find his way in the vast body of knowledge, seek and develop wisdom, and learn to live as a contributing member of an intellectual community.

PROGRAMS PRESENTING speakers currently prominent in politics, scholarship and other public fields are features of most College; social activities are broad and include outings to the beach, formal dances, picnics, and general "get-togethers."

The Colleges also participate in a vigorous intramural athletic program in touch-football, softball, basketball, tennis, track, boxing and wrestling.

Savings

ABSTRACT: Brief or summary of the public records. It does not actually materialize the year of his death, 1957.

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Boys Ponder ROTC

A student orientation program was conducted by the combined army and navy ROTC in the men's colleges during freshman week.

The program was designed to inform the students of their military obligations as citizens and to acquaint them with the means by which the Reserve Officers Training program can help them meet these obligations.

Freshmen who enlist and complete the four-year program qualify for commission in the Army and the Navy. ROTC in the regular program which furnishes a sizeable scholarship for students who are commissioned into the regular army. The army actually selects distinguished military students who are offered commissions in the regular army. Both of these plans are primarily for potential career officers.

In addition to classes and an afternoon drill (Army—one hour) or laboratory (Navy—three hours) the two groups sponsor various other activities. The Navy sponsors the Sextant Social Club, rifle and pistol teams, a drill team and other activities.

The ARMY sponsors a rifle team and a drill team and is conducting a pilot team. The cheer is the army school es其他的

Approximately one hundred students are annually enrolled in each program. The Rice New ROTC has been functioning since 1953 when it was established on campus in 1953.

The classes, held in the two ROTC buildings, are taught by officers with a wide variety of experience. Captains Parsons, in command of the navy unit, and his fellow officers are available in the navy building to talk with interested students.

Both of the two ROTC buildings are open to students who wish to take ROTC courses. Each student of the army and his staff are available to answer questions in room 202 of Loretta Hall.

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Future of Freshman's Math Class

Old Freshman Week's Math Class Once Shocked and Terrified

A member of the Class of 1967 will perhaps find it difficult to imagine a freshman week climaxcd by examinations, not parties; with nightly programs of homework, not mixers; and for four hour mathematics lectures open to planting local and campus tours.

But forays years freshmen could anticipate only a rigorous math refresher course in the algebra or trigonometry during their first week of college.

Very few of the freshmen of those days would have described Rice as the "most pleasant place in the world," as did a James freshman from Tulsa this past year. Countless freshmen were embittered toward the University, but before they ever attended an actual class.

Although some claim that the only improvement in the system is that it takes the freshmen three weeks to get used to college. The Rice New ROTC has been functioning since 1953 when it was established on campus in 1953.

The classes, held in the two ROTC buildings, are taught by officers with a wide variety of experience. Captains Parsons, in command of the navy unit, and his fellow officers are available in the navy building to talk with interested students.

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No Charge Made For New Course; Five Announced

Two new courses in fine arts and one each in political science, history and mechanical engineering were open to qualified students.

Approved too late for announcement last spring, the courses may be entered after the current registration fee. As usual, the courses may not be entered later than two weeks after the start of school.

In the fine-arts classes, will be offered for credit in painting and sculpture. A class in painting will be offered by Cooper Rice, painter and historian from England's Cambridge University.

A former Professor of fine Arts David G. Parsons will teach the class in sculpture.

Both the new arts courses will hold six hours of lab and one hour of lecture each week for three hours of credit each semester.

Political Science 370, titled "International Relations," will be offered by Dr. Dick E. Fedynsky, recently appointed lecturer in Political Science. The hours for the course will be arranged after consultation with the students.

History 315, "America Since the Civil War," will be taught by Mr. Allen Malmon, new Assistant Professor of History, who joined the Faculty in 1960.

The Merchandising Department will offer a course in Systems Engineering offering the design and operation of manned space craft. The course for the course will be arranged after consultation with the students as well as other qualified students who secure permission.

Students interested in these courses should watch the bulletin boards for further information or consult Mrs. Kathryne Doty, Director of Business. Dr. Alan Chapman in Mechanical Engineering.

ARThematics—often saddled students with homework burdens of 100 problems each night. To supplement their mathematical preparation, freshmen were offered an art course—and a novel, which one 1959 freshman said was chosen more for its length than its literary quality.

No PARTIES or mixers of any type were scheduled until Saturday afternoon when the freshmen picnic annually followed the morning's entertainment: a math-themed basketball game.

It was the Class of 1964, with the lacking of the Student Senate, which initiated the proposal for reorienting freshman week. The Senate established a committee in 1960-61 to analyze the old freshman week system and to recommend changes in the current system in order to make freshmen feel at home in the University before the semester starts, the report concluded.

This freshman week should offer the Students the opportunities that will make the freshman feel at home in the University before the semester starts, the report concluded.

"We would attempt to convince the freshmen that work will be difficult but never impossible and that the rigorous college education more than justify four years of dedication," it continued.

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FRIDAY, SEPTEMBER 13, 1963

THE THRESHER

OFFICIALS—
(Continued from Page 1)

in each of the three divis-
ions of the faculty—the Hu-
manities, Engineering, and Sci-
ence.

The Council is responsible for
the agenda of faculty meetings,
advising the President, recom-
mending policies to rank in
the faculty, and nominating mem-
bers of the Board of Trustees
for appointment to the vari-
ous faculty committees.

The full faculty, the Faculty
and the Faculty Council is in
turn handled by the Committee
on University Welfare, composed
of three professors (from the Fac-
ulty Council), three associate pro-
fessors, and three assistant pro-
fessors, elected from the faculty.
This committee meets once each
quarter, and the Faculty Council
is in session at the beginning and
at the end of each semester.

The Dean of Humanities, Will-
iam H. Masterson, is responsible
for all administrative matters
which have his division. Masterson's
counterpart in the engineering
college is Franz R. Brotzen.

SINCE THERE is no Dean of
Student Affairs, the correspon-
ding duties are assumed by the
President and the Chancellor.
Graduate studies are administered
by the Graduate Council and the
Dean of Graduate Studies, George
Holmes Richter.

Student affairs are adminis-
tered by the Dean of Students,
Sanford W. Higginbotham, whose
responsibility it is to advise the
President in matters related to
student life and conduct, and to
see that University policies in this
area are carried out. The Dean of
Student Affairs, Alma Lowe, is respon-
sible for carrying out University
policy concerning the life and
conduct of women students.

THE MASTERS OF THE
Colleges, while not primarily adminis-
trative officers of the Univer-
sity, do perform various adminis-
trative functions, and cooperate
with the Dean of Students on dis-
cussions of matters not their own.

The masters are directly
responsible to the President, and
have full administrative authority
over the observance of effective student
government, the school's college
program, and proper social amen-
ities within their Colleges. They
are primarily advisory and coun-
celors.

The various positions listed
above are largely filled with pro-
fessors who have teaching duties
along with their administrative
responsibilities. It has been a pol-
icy of the University to fill admin-
istrative positions as far as possible
with academic personnel, following
to some degree the English
pattern of faculty control of admin-
istration.

VARIOUS SPECIAL study
committees are established within
the faculty to make recom-
mendations to the President and
the Board of Trustees.

Currently, the Academic Plan-
ing Committee and numerous
sub-committees are making a
study of the University's goals
and present functions, and are
set to present next year a compre-
hsive recommendation for the
University's operating policies
for next two years. Student coopera-
tion is welcomed on these com-
mittes.

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FIRST-YEAR TRADITIONS
Frosh Now Fall Heir To Much Safer Legacy

By LYN MARTIN

Froshman kidnappings and slimy parades, greased pole climbs, and shaving cream attacks have traditionally been a part of freshmen life at Rice.

As the fall of 1963 begins a new chapter in Rice History, one notices that many traditions are becoming little more than memories. Happily, however, one tradition—Froshman hazing is one such tradi-
tion.

OCCASIONS OF Froshman hazing are somewhat vague, although the practice seems to have been well established by the mid-70's. Also established were administra-
tive rules against hazing; but rules were not sufficient to dampen
the enthusiasm of Rice sophomore.

In 1928 the Thresher reports 90,000 lavanis instigated by a former student who was per-
manently disabled after being "unusually assaulted on October 1, 1926." The Trustees announced that they were not likely to pass rules against such practices.

LATER IN the year the school began a campaign to stamp out all forms of hazing and violence, though there was no attempt to prevent milder disciplinary measures. Three students were placed on disciplinary probation.

In spite of the 1928 incident, un-
official battles and official oppos-
tion continued. In 1934 a sopho-
more was dismissed because of his treatment of freshmen. A Thresher editorial states approv-
ally: "There is much to be com-
al: "There is much to be com-

FALL OF 1949 saw renewed determination on the part of Rice effective student govern-
ment to put an end to hazing.

The suppression of freshmen beatings and other forms of cruelty began as the Dorm of Students announced that the usual procedure of greasing freshmen as they completed their shaving would not be toler-
ated. He further warned that "this procedure would be in hand
for those attempting to override the present regulations."

Bloodthirsty sophomores were not to want in easy, how-

Unsuspecting freshmen were kidnapped, driven out West-

houston, and allowed to find their own way home. Again in 1941, University officials made their position clear; the ban on hazing was

The LATEST crackdown came in 1956, as a result of the death of two students in the old Cam-
pus tower. Since that time, the college has taken over fresh-
man guidance, and upperclassmen have assumed the responsibility of orienting the new student in the academic and social aspects of Rice life.

The traditional slimy parade, greased pole climb, and homage to the school mascot at football games remain for the enjoyment of this year's freshmen.

In THE FIRST slimy parades freshmen roamed through downtown Houston blue in their ja-
panese, staging impromptu par-
rallies on the stages of movie theaters. Freshmen now march in a more orderly fashion from the campus to the Shamrock Hilton for a rally.

The traditional attire has not changed, although the slimy rains are now treated to a shift put on by Junior freshmen before they begin their march. They may also ex-
pect a treat from sophomores in their own colleges in the form of shaving cream, oranges, eggs, and gallons of water dropped from the Main and Holcombe un-
derpasses.

OWL-BOWING began as a somewhat forced expression of loyalty on the part of freshmen to their school and football team.

It was one freshman activity which campus cannot preach no non-participation. In 1937 the college could not force freshmen to bow, but freshmen continued the tradition voluntarily. An attempt at a more so-

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The trend to Deci-Lon is easy to see...easy to understand. This newest concept in slide rule design and operation has won enthusiastic approval among slide rule users. Good reasons why: greater computing capacity, greater logic, greater consistency, greater everything important to efficient slide rule operation.

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Free Parking — Front & Rear
This preview of first-year courses is much like showing someone how to lay brick or make window frames—showing him how to build the house. A course, you see, is made up of these bricks and oracles commonly referred to as assignments, lectures, and exams.

But to lay hold of the substance... to grasp the meaning of the work, you must "learn the trade"—the shorthand, see the main methods and all the rest. In short, you must get a hold of all those things behind you and make them work for you. Otherwise, the habits are wasted, and the homework done, you may find yourself exhausted before the true goal is reached.

This preview pretends to neither completeness nor much idealism. It was written and sent out as an elementary guide to those taking the major courses in the freshman year.

HISTORY 100

Europe and America Since 1500

Drs. Masterson and Detweiler

The emphasis in 100 is on analysis and independent thought, and not on dates, etc. The course begins with a study of the events which gave rise to the American and French Revolutions, and the revolution in thought and institutions of the modern world. It is a very fast-moving course, with the aim of presenting to students a plan of differentiated study which will enable them to complete the course in a single semester. Each student is encouraged to make windows without telling the correct manner, it can prove harmful, but even more than these, if the student can develop an appreciation of literature and the written word, his life will be permanently enriched. It is the aim of English 100 to provide these.

ENGLISH 100

Drs. Sass, Margrave and Curl

English 100 is probably the "easiest" course in the freshman year. If you read the selections, think about them and pay attention to the discussions which follow, you are safe. But if you really don't spend any time and thought to the work, your work will not appear in the exams. Given the aim of English 100 to provide these,

FOREIGN LANGUAGES

Stevens and German 100

French and German 100 are the usual courses of the freshmen who wish to take foreign languages. Both aim at giving the student some reading proficiency in the freshman year, in addition to the elementary course of previous years in order to gain a better feel for applying theory and method.

PHYSICS 100

Drs. Barr and Skerbeke

Mechanics, Heat and Sound

Physics 100 deals primarily with classical physics. In addition, there is an introduction to the "hierarchy of nature" and function of the vertebrates. The course centers around the Theory of Darwin and the scientific method.

MATHEMATICS 100

Drs. Bryan and Rorschach

The course will be much the same as the previous tests in order to gain enough edge of trigonometry is essential for the first semester is traditionally devoted to the study of the history of the course. To do well it is necessary to have the major courses in English 100 and the homework done, you may find yourself exhausted before the true goal is reached.

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In the Village

ENTERTAINMENT NIGHTLY

KILLER SATURDAY NIGHT

$1 ALL YOU CAN DRINK

15c GLASS BEER MONDAY 5-6

"The Spot to Stop After the Game"
Discipline—
(Continued from Page 1)
lems and students responsible to
university discipline is vague. To
determine this line, each case
must be judged on its own merits.
In the past, college courts have
not hesitated to recommend sus-
ception or expulsion in the few
cases they felt warranted such
action. An immunity of possible
action will not necessarily mili-
gate guilt in judicial cases, each
student must judge for him-
self the possible consequences of
potentially questionable acts.

Tangible Symbols Still Portray
Traditional School Sentiments

By LYN MARTIN

An official shield, colors, mas-
cot and alma mater are tradi-
tional symbols used by univer-
sities. Rice is no exception. The
new shield, the colors blue and
gray, and the old alma mater,
"Rice's Hymn," were all adopt-
ed at the time the school began in 1912. THE SHIELD was designed by M. Franklin de Chaisson in Rome, Italy, the year before a concrete move was
made to remedy the situation. Then in 1960 the "Rice Hymn" was suggested as an alma mater, but not accepted. In 1960 esti-
mation and criticism of the occasion and the football game were increased by the
song apparently.

To FIND A new alma mater then became the task of the Sen-
ate. Student Association President Mike Jaffe announced that the song would be played "at all curri-
culums, academic proceedings, and next year's football games.

The shield was designed by the architecture department, first
appeared at a basketball game in '58. At the same time, a new
Arctic, given by the Architectural Society. Each year the architects pick
a theme for their ball. This theme, allowing fullest scope for all
imaginings, is the basis for the costumes worn.

The colleges, also responsible for a variation of more informal
gatherings, are also responsible for a variation of more informal
gatherings, annual events, notable events are spon-
sored by different groups on campus for members and their
departments. The Junior Formal, the Will Rice Playday Formal,
Rice Club Spring Formal, the lit societies' dances, and the
Army and Navy Balls.

The colleges, societies, and other organizations are responsible for a variation of more informal gatherings running from Friday night mixers to songfests.

During football season there are pre-game suppers and after-
meat suppers. With spring come beach parties and picnics.

Though the year Rice students manage to keep their sanity,
and even seem to enjoy it, the many extracurricular opportunities for amusement and relaxation.

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