About this issue...

There is no news as such in this issue of the Thresher. Rather, an attempt was made to relate the paper exclusively to the situation of the Freshman class during the very important first week at Rice.

The chief articles are those of three faculty members who were invited, toward the end of the summer, to contribute articles generally related to their fields for this special edition. We wish to extend our thanks to Professors Bourne, Loewenheim and O'Grady, who performed brilliantly under a tight deadline.

Elsewhere, Tom Schunior, President of Will Rice College, discusses some aspects of the College System on page four. The Thresher's Charles Demitz expounds his somewhat mystic weltanschauung on page seven. A course preview prepared by the staff of the Thresher begins on page nine, as well as a discussion of college admissions, CEEB examinations and other questions, by the Thresher Associate Editor.

The next regularly scheduled Thresher will appear Sept. 24, and will revert to the conventional format, with news, sports and other regular features.—Ed.

Why History?
Reflections for freshmen—and others, by Francis L. Loewenheim

In an age increasingly dominated by the progress of nuclear science, the achievements of space technology, and the marvels of automation of all kinds, entering university students—and others also—might well ask why they should be expected to devote themselves with much care or concern to a subject which, to all intents and purposes, seems to have little use or relevance for the world in which they expect to live. It is a good and pertinent question. It deserves to be answered, and I should like to suggest some possible answers here.

Let me say at the outset that I believe that history—our knowledge and study of the past—is and must be something intensely personal, and that there may well be some historians, even some of my colleagues, who will disagree with what I have to say here. But I would hope that we could all agree upon the importance of historical study, and upon the importance of making it, in all possible ways, as meaningful as we can to all students of the past, young and old, beginner and graduate.

In answering the question—"Why history?"—perhaps the first thing for the historian to do is to avoid the pardonable temptation to claim too much for his subject. There is really no need for him to do so. Perhaps the second thing for him to do, therefore, is to stress the things that history cannot do—and cannot be expected to do. For instance: History will not save the world. A knowledge of the past will not make people richer or happier (it may, indeed, have a very depressing effect). It will not make them social successes. In short, it has really none of the obvious advantages of, say, the natural and biological sciences.

More important yet, history is a cumulative, not a predictive, subject. History never repeats itself: only historians do. Moreover, historians cannot recreate the past; they can only reconstruct it—something very different. Finally, as in the case of the sciences (though for somewhat different reasons), some of its most important problems remain unanswered generations, even centuries, after the event. Why, for instance, the decline of the mighty Roman Empire? Why the disintegration of Christian unity in the sixteenth century? Why the failure of the Western democracies to resist the Nazi tyranny until it was almost too late? It is not too much to say that we know a great deal more about all of these historic questions than was known at the

(Continued on Page 7)
People go to college for many reasons. Sometimes they believe that a diploma will assure them future success in their chosen field. For many others, the comfortable status and income of the middle classes are the motivating force. Some are looking for social excitement and good connections. Others are after one of the trades commonly taught at the universities, such as historical research, bibliography or bridge-building. Yet others go because there is simply nothing else to do. Yet all claim to seek something called "an education."

If and that little is being eroded willingly enough by the college community, such as it is at Rice. Tailor your courses to all "crips" (and this can be arranged at Rice as well as anywhere else) and you may never reach the threshold of education. Abandon all goals but The Grade and you have little enough to differentiate the freshman, from his betters, and the tags are more boon than bother. Otherwise, there is little to use them. They should be sought in their offices, over coffee, at lunch in the commons, or in the middle of the academic quadrangle. No matter how forbidding his appearance in class, no instructor should be regarded as inaccessible unless he is approached, and none who are acceptable should be ignored.

The vanishing Freshman 

The path less travelled by

Hugh Rice Kelly, Editor  
John Durham, Associate Editor  
Charlne Landorf, Managing Ed.  
Jim Zurnwalt, News Editor  
Richard Foster, Copy Editor

The Rice Thresher, September 14, 1964—Page 2

The university does two things for its students outside of class and most who are worth the effort. They should be sought in their offices, over coffee, at lunch in the commons, or in the middle of the academic quadrangle. No matter how forbidding his appearance in class, no instructor should be regarded as inaccessible unless he is approached, and none who are acceptable should be ignored.

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The Rice Thresher, September 14, 1964—Page 2
Peer Gynt peels an onion

BY GERALD O'GRADY

My essay may be more easily read if I explain the context of its two parts. Asked to discuss how literature works, I found myself drawn to what it says. Although, at first, I was uncertain of my topic, I decided to discuss the two elements of a literary work, its form and its content.

In retrospect, I can see that the model of the onion, my attempt to discuss two terms which freshmen usually find difficult to grasp, symbol and myth. Finally, since it is the business of every discourse in the humanities to define man, I ascertain for my concern the problem of man's identity and his nature. I turn to the composition of a sonnet or the painting of a plain. The nature of light or of the atomic nucleus it is for the sake of the theory and not theory for the sake of the fact. Important inter-relationships have been ascertained, the fundamental ingredients necessary in order to make the event. His questions involve the art of the organized forcing of technological innovation and joined what has been called the oldest.

The physicist might study stress-strain relationship in an exceedingly simple shape tailored to his needs. The engineer is apt to be presented with a more practical but practically intractable shape. Knowledge may study the composition of a few molecules under ideal laboratory conditions. The engineer is concerned with the design of a device to control a kilowatt of power in a cubic centimeter of space. The physicist is concerned with the behavior of particles in the Van Allen belt and the engineer is concerned with the design of a space craft system with which to take measurements required.

In the words of Gordon Brown, "Engineering is not merely the knowing and doing as an encyclopedia, like a walking encyclopedia; engineering is not merely analysis; engineering is not merely the construction of a process of a device to control a kilowatt of power in a cubic centimeter of space. The physicist is concerned with the behavior of particles in the Van Allen belt and the engineer is concerned with the design of a space craft system with which to take measurements required."

Don't Confuse The Two
First, let us understand how science and engineering are different. Considerable editorial forcing and some desperation was necessary before an engineer could be considered a professional engineer. Articles with similar titles, the virtues of one are built into the content of the other. Small try to be fair although a little bias is sometimes interesting.

Traditionally, science is concerned with the gathering of information about nature and the physical world. The scientist is interested in the information for its own sake. He studies events in the physical world, either in his own laboratory or possible in nature's laboratory if not, in order to determine the conditions and forces that are important to the event. His questions involve the fundamental ingredients necessary in order to make the event repeatable.

We can see now that all of the important inter-relationships have been ascertained, he constructs a theory. Facts are discovered and theories built around these. A material is invented, it is for the sake of the theory and not theory for the sake of the material. The scientist is the person who discovers the law of science. The scientist is the power to predict the behavior of the physical world.

However, since the scientist is concerned with events in nature, it does not necessarily mean that he is necessarily interested in what is beautiful. The scientist is the person who discovers the law of science. The scientist is the power to predict the behavior of the physical world. However, since the scientist is concerned with events in nature, it does not necessarily mean that he is necessarily interested in what is beautiful. The construction of a theory to explain the nature of light of or the atomic nucleus is just as creative and aesthetic an endeavor as the composition of a sonnet or the painting of a picture.

How Do They Differ?
How does the engineer differ from the scientist? It has been said that the engineer's problems are incomprehensible, they are more complex than the human being in his challenge. The engineer must solve the problem that society presents, and some solution must have, if only approximate.

The physicist might study stress-strain relationship with an exceedingly simple shape tailored to his needs. The engineer is apt to be presented with a more practical but practically intractable shape. Knowledge may study the composition of a few molecules under ideal laboratory conditions. The engineer is concerned with the design of a device to control a kilowatt of power in a cubic centimeter of space. The physicist is concerned with the behavior of particles in the Van Allen belt and the engineer is concerned with the design of a space craft system with which to take measurements required.

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The fairly long definitions above are probably confusing in the public mind is evidenced by the confusion that arises from our total experience. We must have, if only approximate. The engineer is apt to be presented with a more practical but practically intractable shape. Knowledge may study the composition of a few molecules under ideal laboratory conditions. The engineer is concerned with the design of a device to control a kilowatt of power in a cubic centimeter of space. The physicist is concerned with the behavior of particles in the Van Allen belt and the engineer is concerned with the design of a space craft system with which to take measurements required."

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WILL RICE PRESIDENT

‘Exchange ignorance for concern’

"The real meaning of our part, as a College, in educational concerns and efforts, lies in a clear perception of a better opportunity for the individual student; that he should realize that the part of his life which is involved in his activities at Rice is but a segment of his life; that he should bring his intelligence to bear on the questions of the institution in which he is admitted and the application he is taking to his work; that he should shake his intellectual capabilities free from conventional thinking into numbered courses and seek an educational administration which will extend his attention to the realities of his nation's concern and add these matters exchange ignorance for concern."

This excerpt from the 1960 College Day speech of Will Rice president, Crawford M. Worsham, is probably as concise a statement of your position as a student and for the college's primary concern as you are likely to find. The college consists its members in these basic concerns as are varied.

There range from simple opportunities for conversation and complicated and expensive construction projects; they include educational programs and sympo-

sia, libraries and magazine subscriptions. The more intangible, an atmosphere that encourages the upperclassmen to assist the freshman in beginning their work, accepting them as equals in the residential system was established by the classroom walls. Their steps in their college is not a part as members of the community.

"You may know better what this means if you look into the house in your parents' house, if in that house the idea of ac-

companying programs of the college is an often misunderstood thing, to be sure, it is still in a state of

Friendly Conviction

The pride that the members have in their college is not a superficial thing around the fraternity-like rah-rah and sa-

cred traditions. Rather, it reflects their conviction (often an unconscious thing, takes for granted) that it is important as part of the college system to establish for society to a group image, they are encouraged to be their true selves in the actions toward the goals they consider important.

The college should be a place where a student seriously seek-

ing knowledge can feel at home. (You may know better what this means if you look into the house in your parents' house, if in that house the idea of accompanying programs of the college is an often misunderstood thing, to be sure, it is still in a state of

Common Bond

This is not to say that life in the college is all work and no play. On the contrary, the recreational programs of the col-

lege are a great success; the seemingly boundless enthusiasm shown for its intramural teams, its chorus, beer-like teams, and its annual events is usually far more important than the letters. It also helps down in neighborhoods in the College see the common between them, or if over-

ly-sensible students mistakenly take an affront to their own heightened sensitivities to be a violation of other people's rights.

Freshman Role

And it also makes a patient and understanding attitude on the part of the college's appointed adult leaders-an attitude which, fortunately for the college system, has so far encouraged the growth of mature college members. For if the college student can be a haven for students affected by continuing a continuation of parental authority, they will respond by remaining children.

There is basic agreement between the colleges on the role of the freshmen within the col-

lege: that is, that there should be no special status for freshmen. The idea of an all-en-

compassing community is incompatible with any class distinctions. But some of the colleges withhold full equality of rights and privileges until the end of a period of ritual ordeal and testing, others grant it right from the first.

Long Debate

But this is not the place to continue the years-old debate about the Will Rice approach to orientation; your orientation leaders are certainly ready to fill you in on the details. If you like, you could further inform yourself by reading Sep-

tember and October issues of the Thresher for several years previous; your college libraries should have them. We intend to waste no time going over this old ground again this year.

It is inevitable that a short article like this must distort the wide variety of life in a complex institution. Events of significant flux appear resolved and stable; hotly-con-

tested attitudes seem like a cold consensus; personal opinion is mis-
taken for accepted fact.

I hope you will give serious consideration to what you read. (Continued on Page 5)

FROM MUD YOU CAME—Evolution of Freshman Orientation at Rice has come a long way in the University's history, but it

exists still features; the annual mud-and-oil bath known as the Greased Pole Climb—will seem to you a very primitive pursuit. But this is not the place to

besides and pole bear races may be bothholders, but fresh-

men hazing at Rice is a far cry from the "good old days." Long

established traditions like grabbing freshmen as they complet-

ed registration were beaten down only after years of ad-

ministrative effort.

The result of such activities is recorded in a 1928 Thresher report of a $50,000 lawsuit in-

sisted of a former student who was permanently disabled after being "unlawfully assault-

ed." The Trustees announced that they were not liable be-

cause of rules against such practices.

For years the administration continued to issue protests and

ultimatums against mud, but an effective crackdown did not come until 1961 as a result of the death of two students in the Old Campanile tower.

Eighty-nine freshmen con-

tributed a dollar apiece for the "beer party" and the secret key for a week so that Life, the Chronicle, and the Post could record the unveiling of Hane-

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Galey & Lord

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RICE DAILY
The oldest profession

(Continued from Page 3)

profession, and he will not prosper unless he can

If engineers do not aggressively

claim the positions of

leadership in our

nuclear and space age— in which a majority of the

arts and sciences design

is needed, this nation will

pay an immense price, in human

improvisation. With some

imagination the warning may

be paraphrased in the

words of a scientist who

speaks for the creative

intellectual minority: "If

we do not begin to

recognize the importance of the

arts to the engineer, engineering will be

noteworthy for its" "A specific word to the young

and the zest of life by uniting

philosophy of orientation. For

those who have been educated,

needs who have been educated,

the writer to have the most

realities in his world, the

real answers lie somewhere in

the overlapping of science, engineering,

structure of the universe or how

we arrived in the present. These

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The Rice Thresher, September 14, 1964—Page 6

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FROM MOHOLE TO APOLLO

THE OIL AND GAS INDUSTRY WILL PLAY AN INDISPENSIBLE ROLE

Behind our country's efforts to drill through the crust of the earth from an ocean location in the Mohole Project and to put a man on the moon in the Apollo Project lies a vast technological process of symphonies which are restated in the opera of language itself.

Nigger, Kike

When Juliet asked Romeo, "What's in a name?" Shakespeare knew that the answer was tragedy; and so did James Joyce when he penned, "Who gave you that name?" For giving a name to a man is a tumbling blow from which he never recovers. Labels like nigger, kike, communist, extremist well illustrate the thought control provided by abstraction, for we readily forget the context of common humanity we share with those so abstracted and named.

Our own society is also faced with a totally opposite problem.

He is a mathematician. School

It is changing so rapidly and becoming so complex that we can no longer make the abstractions necessary to identify and define our positions in it; the traditional labels of humanistic, liberal, etc. are notably inadequate. The sudden advent and popularity of the TV panel shows of the "Who Am I?" and "What's My Line?" variety seems a crucially, unconscious parody of our actions since the edge of Sartrean seas.

I'm Nobody Too

It is one indication of his profundity that each of the tragedies of Arthur Miller, who specializes in a drama which is both social and psychological, involves a hero desperately defending his "name." The paradigm for our loss-of-identity crisis, about which more below, seems to be Ira Levin's Thespie's couplet: "I'm nobody, who are you?/I'm nobody too." The moral is that the loss of the ability to symbolize leaves man undefined and without meaning.

If it is now somewhat clear that this symbolism creates the forms by which we control and communicate our experiences, and that this is how literature works, we can move along to the whole subject of literature which fills the form, and turn to a second difficult term, myth.

Its original Greek meaning was word or speech, it is related to the word for mouth, and it thus gives us the root of communication through language. The best brief definition is that of the eminent Harvard psychologist, Jerome Bruner: "myth is the externalization of our experience by embodying it in picture and charactacers."

Utter, Outer

If we can agree that one of the core experiences in each of our lives is the continuing revelation of oneself to oneself, we can readily recognize that language, the power of each of us to utter (originally the comparative degree of the adverb self) or to externalize his own experience, makes it possible for each of us to perfect or complete himself, to make his identity more totally human, by sharing in the myths (externalized experiences) of others.

One of the best quests for identity in all of literature and thus a true myth for modern man occurs late in the fifth act of Henrik Ibsen's "Peer Gynt." After having traveled all over the universe and having been employed in all kinds of work and played all kinds of roles, Peer finds himself alone in an onion patch in his Norwegian homeland. Picking an onion, he fastens on it as a symbol of his own identity, and utters his parable of life:

Now then, little Peer, I'm going to peel you.
(He takes an onion and peels it layer by layer.)
This outer layer is withering and dry.
That's the shipwrecked man on the unpeeled heel.
Here, mean and thin, is the scholar;
But it still tastes a little of Peer Gynt.
And inside that is the digger,
That's the prophet, fresh from the grave;
This layer now that curls up under his heel.
Is the sybarite living for ease and luxury;
(He pulls the whole onion to pieces.)
No—there isn't one. Just a

Our job is never done, and we invite you to join us in our progress of the future.

The Rice Thresher, September 14, 1964—Page 6
Those who do not remember the past...

(Continued from Page 1)

So great have been the emotional, social, and political events of the past two centuries, and the change of the intellectual environment and its possibilities of assimilation for those willing to make the call—of reappraisal and adjustment of aims and values. That is to say, watch out for false objects; they may be water-balloons.

You will gorge during this week on great quantities of minutiae. One of those difficult to digest is the fact of gnome-dom. There exists a secret bank that dots the campus, legions of grayclad warts, nimble of foot and strong of limb.

That's Guh-No-Mee

These prodigies, terms of gnome, proved the campus in last year's Torts Trek, asking whom they may carry off to the infirmary. Many a good man has been lost to the truth-stabbers of over-zealous gnomes and to the regenerated gnoglings who never fails to kick his Torts into a four-wheel drift when rounding the washstand corner. Rice moulds men.

It is not possible that some levitated-garmented hearts among you have deroofed to step off the world's board, however dustily. Toxic rice sidewalks and to that end, the rice green carpet, i.e., the gnomes.

Topography

Such unfortunate will then note the greedy slurch that herds the lifting of each sock, newly coated with a gelatinous slime. A navigation aid?

The Rice gnome, lor' luv 'im, is not history at all, of course; simply past—or another, or for other reasons, no longer had any relation; it is immortal. And the unanswered questions of the sempiternal immortal, which they may carry off to the washstand corner. Rice moulds men.

It ought to be said at once that immortal bard-commune, i.e., the grass. Ishtar

A navigation aid? The evil bog, and her evil spirit. The worm-gnome has taken hold of this grass, and now is a bog. A navigation aid? Ishtar

It is a sad truism that the magic of the Rice gnome will gather his years about him, and will not believe. And the unanswered questions of the sempiternal immortal, which many not yet have seen, you will not believe. And the unanswered questions of the sempiternal immortal, which you have not yet seen, you will not believe. And the unanswered questions of the sempiternal immortal, which you have not yet seen, you will not believe.

You are here, little ones, be-wearied and bored, confronting.

CHARLES DEMITZ

The evil bog, and her children

The remarkable Rice freshman, having arrived cum summae of every class mark, perusing a vaguely exam-environment, soon was to run afoul of the inevitable and, embarrassingly, his senior advisor, query: "Why am I here?"

Senior advisor, being world-wise and an embryonic Pagin, will gather his pages about him and into volume, "Because this is Freshman West and you, child of darkness, are a freshman.

Life is full of little surprises.

Diploma Doderl

You are here, little one, because the integral class of '44, shock-full of higher education, more quotas, and the Rice-sly, silently folded its hippos last June and stole off into the rain.

Duly awakened and made cognizant of this unforeseen development, the Colonization Bureau sent its heavy-lidded squads of drum-beaters out into the bush to round up more diploma-dodgers. Hence this thund-erous question, and which, it is hoped these are only the first of many. The reason for this is that we can achieve a better un-derstanding of the past, that it has no fixed begin-nings—The past is a seamless web, that it is not a dead, closed, and fin-ished subject (only professors and graduating students some-times make it seem that way).

Present and Past

Croc, in a memorable phrase many years ago, remarked that "all history is contemporary history." By this he meant, I think, two things. In the first place, that—as every geologist well-knows—the past is a seamless web, that it has no fixed begin-nings and no fixed end, that there is no one past and on-continuing relationship between past and present. He also meant that history can achieve a better understand-ing of the present. Of course, is entirely improper, and unknown, to read the purposes and motives of our own times into those past (though this is not an improper practice even these days). But there are, no doubt, also many aspects of our own times, which, carefully con-sidered, give us a better under-stand-ing of the experiences of past generations. If, therefore, the past can help us to under-stand better the world in which we live, a better understanding of our world can also contribute to our knowledge of the past.

Does History Teach?

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This is what this means. In Croc's sense—"the relationship between past and present. But this is not—let me hasten to say that this has not—eliminated the hope to solve alien ones. This is a

(Continued on Page 8)
The Rice Thresher, September 14, 1964—Page 8

The assumption of personal judgment among many historians, I realize, of course, that principle of personal judgment among many historians, and has been so for many generations. It seems to me that, whatever historians of history may thing, the principle of historical objectivity per se, the doctrine of personal judgment—interpretation—has become firmly established in historical writing. It seems to me, therefore, that Gatoano Salvenini was quite right when he wrote once that "the essence of history is judgment, and that Carl Becker, the famous Cornell historian, was quite right also when he remarked that "Everyman was (and ought to be) his own historian." Now there will be some historians, perhaps, who will argue that this is begging the question, and apply to the august pages of the "American Historical Review," but it is not to the students of today who are reared on a diet of 'American Historical Review," but it is not to the students of today who are reared on a diet of "American Historical Review," that we are addressing ourselves. These are questions that every thoughtful person must answer for himself. And if history never repeatedly itself, an understanding of some of these turning points of modem history may well help us to achieve a better understanding of the manifold problems and crises of our time. It would be good to know that there were, at the highest levels of our government, a clear awareness of this relationship of past and present, of the relationship of historical experience to the revolutionary world in which we live.

The Test

The real test of historical competence, then, is that it seems to me, comes not in the mindless, mechanical recitation of facts, but in the interpretive arrangement of this detail into a meaningful pattern. This, in the final analysis, is the test of historical understanding: to what extent are we conscious of our own, carefully thought out, supported, and developed, and to what extent are we concerned with the role repetition of received judgments.

Having said all this, there remains one grave problem: Can we put historical knowledge to any constructive use in the present, and if so, how is this to be accomplished? The cases for the stated was most powerfully by Friedrich Nietzsche almost a hundred years ago when he said "The one thing that history has taught me is that we learn nothing from history." There is, unfortunately, much in the history of the modern world — our own times included — to prove him right. Yet to accept his verdict as permanent and irreversible would be to condemn our knowledge of things past to little more than intellectual ballast.

Does History Repeat?

George Santayana once remarked that "we can never remember the past are condemned to repeat its mistakes." I think that most people would agree with him, but most people will also say they are going to be free from the troubled days who will support the pretention that what we can repeat. But what is it in the experience of modern or earlier times that is of meaning to us. From our own? It is precisely here that the fact of personal judgment becomes of making the most important, indeed indispensable. Can we, in fact, see in the confrontation of our times a repetition of the 1930's, or is growing English-German rivalry likely to help or on the Great War of 1914-1918? Can we, in revolutionary times such as we are in, learn anything from the long series of religious-political wars of the 16th and 17th centuries, or from Europe's experience with the French Revolution and Napoleon? These are questions that every thoughtful person must answer for himself. And if history never repeats itself, an understanding of some of these turning points of modern history may well help us to achieve a better understanding of the manifold problems and crises of our time. It would be good to know that there were, at the highest levels of our government, a clear awareness of this relationship of past and present, of the relationship of historical experience to the revolutionary world in which we live.

Mismeasure of History

But let me hasten to add that the application of historical knowledge to contemporary affairs also carries within it a serious danger—the misuse of this historical knowledge for political and other purposes. We are all, I'm sure, familiar with the dangerous misuse of political knowledge in our democracy. But let me be so bold about it; the misuse of history can be as dangerous, and perhaps even more insidious, than the misuse of science and technology.

The recent history of the student's judgment is filled with the misuse of history. It played a fateful role in Hitler's rise to power, and it must be observed that we have not altogether discarded this practice in this country. But it is a dangerous thing to distort the history of any own country, at home and abroad, for partisan purposes.

Opposition to Revolution

For those who distort the country's past can seldom tell the truth about its present; and those who cannot tell the truth about the present can rarely do better with the past. That is something for all of us to remember, especially in this election year.

Beyond all such problems of past and present, personal judgment and interpretative history — but closely related to them all — there remains one other aspect of historical study: What is the nobility of the past, or least can, we ignore. This is the inseparable relationship of history, character, and personality — our own character and personality.

A Moral Expression

I think that the problem of "interpretive history" were, in many ways, much greater than those of mere "factual history." One principal reason for this, of course, is that in interpreting judgments on the past, men and events, ideas and institutions— we are also passing judgment on ourselves. For in passing on the nobility and baseness of other days, we are also passing judgment on these qualities in our own lives.

History, in the end, is not only a moral expression, it is also a moral act. It becomes an act of faith, not only about the past, but about the present. It is a moral act not because of what it tells us about the past, but even more important because of what it tells us about ourselves.

... and so it goes...

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Heavy Reading
The emphasis is on both textual and supplementary, is voluminous. Well written and composed reading is important for interesting as well as informative. Time spent on reading, however, tends to be over long and dull.

Margins are particularly of organized and the direction of the course quite vague as well. As long as does not become succumb to habit, attention to some text, that comparatively less is placed on such items as names, dates, etc.

Dr. Masterson, lectures are lucid, interesting, sometimes hilarious, and many times quite helpful in providing a conceptual frame work organizing the whole of events in any period of U. S. history and for answering questions on the periods on exam.

In both the courses, the outside reading should be done on a weekly basis, well in advance of the tutorial; marginalia and outlining of the text (habit) should be done then since there is seldom time to review such material while it is in time for the test.

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Read Early
The lectures and the text as a be questions beforehand — marginal notation and selective reading, however, tends to be overly long and dull. The volume of lecture is usually more than the first semester is traditionally devoted to the study of the history of science. Pre-mature attempts to memorize the history of science and development spending.

Physics 101
Physics 101 is a new course designed primarily for academic majors. Its emphasis will be much more on the concepts of physics and science, than on the manipulation and techniques of physical laws. The course will not be a great deal of calculus.

Physics 101 will attempt to justify to the liberal arts student the science requirements placed upon him. It will examine the history of science and attempt to acquaint the student with the experimental methods, modes of scientific thinking, and experimentation.

Astrophysics Also
To chart the development of major concepts in astronomy will be traced from the ancient Greeks to the present. The material to be presented is designed to give the liberal arts student a modern outlook on physics, including classical physics, modern physics, and nuclear physics.

One aim is to provide a student in the sciences a world with a foundation on which to base his decisions, career group, and development spending.

Freshman Year Course Preview

History 100
Europe and America Since 1500
M. A. Shara, History 110
American History

The course is divided into small sections according to either the reader or the teacher. At least one exam date is given on each section. Students will be required to provide a long list of pages of memory; only the basic terms of physics will be required.

Laboratory work will be given to that of Physics 100, which consists of a series of

Chemistry 120
General & Analytical Chemistry

Dr. Sass and Margrave

Chemistry 120 is a course designed to give the student a thorough survey of chemistry, as well as to provide the elementary-background needs of bi,

History 100, is easily as great as that in any other. The ability to come to grips with the ideas and institutions Dr. Masterson in Action

HISTORY 110 European History

The Handbook of Chemistry

The class will be divided into small sections according to either the reader or the teacher. At least one exam date is given on each section. Students will be required to provide a long list of pages of memory; only the basic terms of physics will be required.

Laboratory work will be given to that of Physics 100, which consists of a series of problems worked on Mondays in tutorial groups. The problems and the lectures form the class-text combination.

Attendance in this course is mandatory. Tardiness to class is equivalent to absence therefrom and is handled as the class has begun. Had he been late, one would expect that he would have been put off the test, if one intends to cut a 110 lecture or tutorial often.

In both courses, the outside reading should be done on a weekly basis, well in advance of the tutorial; marginalia and outlining of the text (habit) should be done then since there is seldom time to review such material while it is in time for the test.

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THE RICE THRESHER, SEPTEMBER 14, 1964—PAGE 10

**Boards—**

(Continued from Page 9)

scores, recommendations, and personal interviews.

**What Does It Mean**

Do your CEEB scores indicate your likely success at Rice? Giles ventured the opinion that specific predictive value may be limited by the comparitively narrow range of scores earned by those accepted i.e. if students scoring as low as 300 and 400 were admitted, it would be much easier to predict the probable success and failure of each student using the SAT as a guide.

Studies at Rice have shown, Giles commented, that those with the very best incoming college board scores (750-800) will, to a large extent, make more 1's and 2's and fewer 5's than those students with the very lowest scores. He pointed out, however, that there are many exceptions to this trend in both directions.

**CEEB Not Absolute**

Part of the reason that the College Boards cannot heavily be relied upon as predictors stems from the fact that the CEEB exams cannot and do not pretend to measure the whole person. Dr. T. W. Wham, Professor of Psychology, stated that the College Boards are designed primarily to measure achievement. He added that the CEEB feels that the best single predictor for future achievement is present achievement. Achievement, however, cannot precisely indicate other intangibles necessary to success in college such as initiative, creativity, and desire.

**Other Factors**

And the College Boards may sometimes take unfair advantage of some things as a person's cultural and social background, according to Dr. Donald Wood, of the Education Department. Wood, largely defending the value of the tests, pointed out three most frequently raised complaints against the College Boards:

1) the College Boards may categorize the student in one ability area; 2) the tyranny of the testing program often makes inroads into other areas of admission; and 3) the College Boards lend themselves too easily to a mechanized process of decision making.

This year's class will be taught in one large lecture section. The text has been especially prepared for this course. Lecture notes will probably be of considerable weight, since the course will emphasize theory. Mathematically speaking, the subjects are developed quite rigorously; that is, few theorems and some techniques are usually discussed. Notes are absolutely essential, since many proofs of key theorems are either omitted or poorly done in the text.

**Homework Heavy**

This course assumes no higher mathematical background than elementary trigonometry. Its emphasis is placed on manipulations and applications of calculus that are essential to scientists, engineers, and applied mathematicians. Homework assignments are rather frequent and important. It is nearly impossible to pass a test without doing the homework. Two homework assignments per week are not uncommon; heavier assignment loads are more frequent. Last year, homework counted approximately one-tenth of the semester grade.

Diligent study from the very beginning of the course is necessary. For the material introduced at first is used as a basis for later work. 

**Tutors Helpful**

Three hour exams were given last year. All students took the same test and consequently, one might see types of problems on the quiz that his instructor had not assigned. Obviously a familiarity with text material is an absolute must.

**Freshman Year Course Preview**

Graduate students and upperclassmen are available, free of charge, several afternoons each week to tutor students who have problems with comprehension. Most instructors are eager to aid students in trouble. Mathematics 100 is a potent course which introduces many elementary calculus and analytic geometry techniques. It is required of all Science Engineering students.

**Mathematics 100**

Elementary Analysis

Mathematics 100 forms an introduction to the basic concepts of analytic geometry and integral and differential calculus. A new text has been adopted for this year and none of the instructors have ever taught this course. Consequently, this analysis has to be based on last year's experience.

Lecture periods meet four times weekly; theorem proofs and some techniques are usually discussed. Notes are absolutely essential, since many proofs of key theorems are either omitted or poorly done in the text. Homework Heavy

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The course centers around the lectures which are delivered by Dr. Davies with great gusto. Once a year, he also does a scene from Hamlet with equal "spicacity and motor skill." The lectures plus the lab and occasional outside reading assignments, form the whole body of the course. To do well it is necessary to have mastered every concept contained in the course to the extent that your entire knowledge of them can be recited as if by reflex action.

**Write Fast**

The tests are very long and there is little time to waste searching for the answer. Since the questions are usually taken directly from the notes (and very little of the lecture material is omitted from the exam), it is possible to do a very good job on the test by memorizing the notes. It also helps to review the past year's exams, though identical exams are not used from year to year.

Learn to write fast. Do your thinking and understanding before the test, not during it. Hour exams are given every other Wednesday.

Attendance is checked at every class period. Absentees are not allowed to make up the written word, his life will be even more dependent upon the quality of his instructor for whatever value he will get out of his English course. Clear and concise writing as well as the ability of dis- tinctive ability of discussing, understanding become more important each year.

**More Flexible**

This increased flexibility is itself a departure from past policy. It means that a student will be even more dependent upon the quality of his instructor for whatever value he will get out of his English course.

If the course is approached by the student in the correct manner, however, it can prove to be the most rewarding and meaningful of the freshman year.

Clear and concise writing as well as the ability of dis- cern the good and poor writing is a mark of the educated man.

**Easiest And Best**

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 attributes.

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 devote some time and thought to the work, you may find yourself changing your major to English.

**Introduction to Critical Reading, Thinking and Writing**

English 100 is probably the most diverse course offered under one title at Rice. Approaches to the subject vary with the many personal teaching styles.

In most sections an emphasis will be found on sparsity or quantity. Except for an anthology of poetry, there is no core of books which will be read in common by all classes. Selections differ too according to the teacher and his preference.

**This increased flexibility is itself a departure from past policy.**

It means that a student will be even more dependent upon the quality of his instructor for whatever value he will get out of his English course.

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is a tough business...

Especially at Rice

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But books. That’s what you’ll find in greatest abundance at the campus store. We even had to rip out the walls over the summer to accommodate the voracious reading habits of Rice inhabitants.

Come on over and see for yourself. We’re in the Student Center.

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