



The married housing situation has seen quite a change in the past few years as new brick apartments rise to replace post-war barracks. See story page 2.

Meet Superior Students' Needs

Honors Courses Offer Challenge

By PAT MELOY
State News Night Editor

Universities and colleges throughout the country are beginning to realize the need for better study opportunities for the superior student.

The University of Kansas is conducting an honors program with the support of the Carnegie Foundation, which aims at identifying the able student early in his college career and accelerating his work to offer an extra challenge.

At the University of Michigan a similar program has been developed, which allows students in the science and arts field to take more advanced work.

Other institutions of higher learning all over the country are installing similar plans. Michigan State has responded to the need by forming the Honors

College.

At present State's program is the only one of its type in the country, and employs a full-time administrator, Dr. Stanley J. Elzer, and staff.

Another unique feature is that it covers all areas of study instead of offering recognition to only science and arts enrollees. The Honors College was opened in fall 1957, to sophomores and juniors holding an all-college average of 3.3 or better.

The enthusiastic response by students to the project at its inception is evidenced by the statistics alone. Of the 319 eligible to enter Honors College at that time, all but nine did so.

Once a student enters this program, all requirements for graduation are waived, except the usual 192 credits. The student is assigned to an

advisor in his major field. Together they work out an individual course of study appropriate to his abilities. This study schedule must be approved by the Honors College committee.

The methods by which the student can receive class credit vary. Regular classroom work, special examinations, and independent study under a faculty member offer possible channels for credit.

The student is also allowed to cover material more difficult than the regular undergraduate handles by having prerequisites for advanced work waived or by receiving permission to take graduate courses.

Many points in the program allow the honors student privileges equivalent to those of the graduate student, such as admission to the stacks at the library and invitations to faculty seminars.

It should be emphasized, however, that all these extra advantages are only to facilitate the undergraduate's study. Honors College has no intention of making him into a midget grad student.

Expert Puzzled
Prof. Shortage
Not Greater

CHICAGO (AP) — The United States is short of college teachers — but the wonder is that the shortage is not even greater, a Minnesota educator said recently.

Dr. Ruth Eckert of the University of Minnesota said, "College teachers seem to have entered this field more by accident than by deliberate design."

Few of them, she told the National Conference of Higher Education, looked forward to teaching as a career during their undergraduate days.

Dr. Eckert reported to the convention on a survey made in Minnesota of 713 college teachers. These are some of the points the survey showed:

Most college teachers — about 80 per cent — would choose the same vocation again, if they were given their choice.

College teachers feel there are many rewards in their work — particularly the opportunities to work with college-age youth — to continue their own intellectual development and to be associated with a vitally important task.

But they have their frustrations, too — low salaries, heavy work-loads, and lack of recognition and support for their work.

College teachers, the survey showed, get started on their career comparatively late, often 5 to 10 years after a young scientist, engineer or business executive is on his way.

Not only is the choice often made late, but the teacher frequently has to support himself and his family while taking his graduate work.

College teachers come in about equal proportions from public and private institutions and, for the most part, they're serving in schools similar to those where they did their undergraduate work.

The survey also turned up some sidelights about the background of the average college teacher.

About 75 per cent are men, aged 43. Nearly half have doctor's degrees.

U. S.-Red
Standards
ComparedCountries Stress
Education Aspects
By SUZETTE RAMSEY

Recent scientific discoveries have set the nation to speculation that perhaps the answer to questions of world power might be found through education.

Throughout the world standards of education differ. Certain subjects that are stressed in one country may be almost avoided in another.

The United States, though dealing with a variety of subjects, puts more of a stress upon the humanities than science, exemplified by the requirements for high school graduation.

James B. Conant, U. S. Ambassador to Germany and former Harvard president, said that in one respect, "European education is better, in that those high school graduates who enter European universities have two or three times as much knowledge and acquired skills as the best college entrants in the U. S."

In European countries, however, the number and percentage of students attending schools and universities is less than in the U. S. This is attributed to the fact that, while the U. S. advocates mass education, only those highly capable have the opportunity, as a general rule, in other countries.

All eyes are now on the Soviet Union. It is obvious that the prime subject in this vast country is physical science. A Red student has his education fairly well mapped out for him. The first time he has any choice of subjects, once he has chosen his field, is as a graduate student at a university.

There are now more than 2,000 "technikums," a kind of vocational college in Russia. They give two-and-a-half and four-year courses to two-and-a-half million students. They produce non-professional technicians who move into key supervisory and operating jobs in industry. There are even technikums in such areas as music, art, medicine, and education.

Then there are the 800 institutions of high Soviet education. Thirty-three of these are universities. The rest are the specialized institutes for doctors, engineers, lawyers, dentists, aeronautical experts, electrical specialists, agricultural experts, and the like.

All universities and higher institutes provide five-year programs. The total estimated enrollment in higher education is 1,825,000.

The University of Moscow, dedicated to the sciences, enrolls 23,000 students and contains 1,900 laboratory rooms, costing at least \$150 million.

No criticism of the regime or of official dogma is permitted. Classroom discussion is not encouraged. Heavy emphasis is given to rote memorization of texts. The student can not change his mind about his profession in midstream.

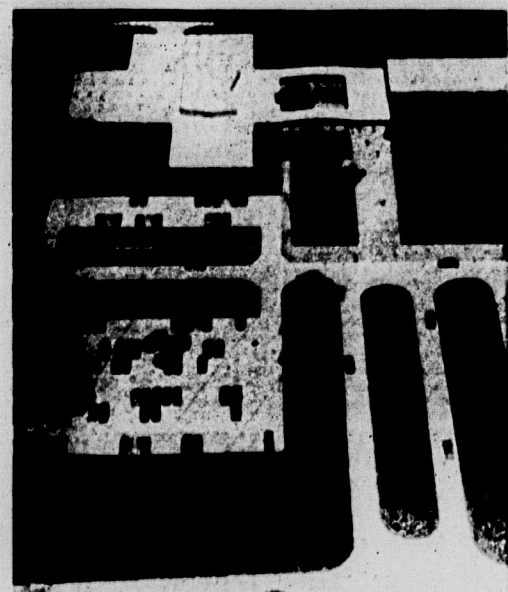
Beginning the fall of 1954 all education in Russia was made free.

The Doctor of Science is awarded only to persons making a significant contribution to knowledge. Persons seeking the doctorate are now expected to write their dissertations while they work in teaching or research posts.

See U.S.-RUSSIA, Page 2

Study Shows Percent
Of Students Dismissed

A new study of higher education problems showed recently that an estimated three percent of students enrolled in state-supported colleges in 1953-54 were dismissed for poor scholarship with one seventh of one percent expelled for misconduct.

MSU Educational Facilities
Expanding Throughout World

The above table model shows the architect's plan of the first new building at the Oakland County Branch, which will open in September, 1959, according to vice president of off-campus education, Dr. D. B. Varner.

Off-Duty Programs Added

Army Offers Continuing
Of Higher Education

At the end of World War II a new responsibility faced American education—to provide continuing educational opportunities to members of the armed services.

Schools Display
Growth During
Education Week

One week of November will be designated as 38th Annual American Education Week. Its purpose is to exhibit educational progress and to direct the way to future advancement.

Just as Americans turn to to view progress in display in automobile showrooms, so they visit the schools during American Education Week to see and measure recent progress in education.

Unlike material progress, however, community's citizens cannot gauge educational achievement by a quick look. They must meet and talk with teachers personally to evaluate the teaching process.

AEW gives the schools an opportunity to report to their owners, the general public, who in turn demonstrate appreciation of our nation's teachers. The final objective of American Education Week may be expressed in its 1957 theme, "An educated people moves freedom forward."

Bothly exercise, when compulsory, does no harm to the body, but knowledge, which is acquired under compulsion, obtains no hold on the mind.

Plan

College Brought to Students

Junior Colleges Offer 'Home Education'

By JUDE DIXON

If the students can't come to college, take the college to them. The well-known slogan of junior colleges exemplifies one answer to over-populated universities.

How did this happen that the American university had its legs cut off and thus substitute replacement came to be? Michigan is a pioneer in the field of junior college education. In 1882 Henry Tappan, president of U of M, suggested the advisability of transferring secondary departments of the university to the high school.

The first junior college law was passed in Michigan in 1917 to improve the board of education in any school district

with a population of 10,000 to offer higher advanced courses of study. This population requirement was later lowered to 10,000 with an appropriation of \$1,350,000 as a state school aid to any district maintaining university, college, or junior college.

An interesting phase in the development of post high school education on the local community level was a group of freshmen colleges which was operated during the depression years as a relief measure.

The basic objective of this program was to provide work for unemployed teachers. It also sought to provide education on the college level for high school graduates who were financially

Pakistan, Okinawa
Receive AssistanceOakland Branch to Enroll
First Students in September

Campus, Webster says, refers approximately to the academic sphere. In this sense, MSU's campus extends much farther than East Lansing.

As far away as Pakistan, Okinawa, Sao Paulo, Mexico, Colombia and Costa Rica, the phrase "Michigan State University" is a familiar one.

Activities
Vs. Studies
DiscussedIntellectual Growth
Purpose of School
By ED SCOTT

"The side shows are so numerous, so diverting — so important, if you will — that they have swallowed up the circus," stated Woodrow Wilson years ago in discussing education.

The complaint is once again becoming a subtext for controversy on the United States university campus.

Also, students spending too much time on extra-curricular activities that they should be using for study?

Students must never lose sight of the primary purpose of the university, and that is to develop the student's intellectual capacities, stated Dean Thomas Hamilton, vice president of academic affairs.

Nevertheless, he added, "It is a mistake to assume that no learning takes place in extra-curricular activities such as department clubs, interest organizations and honoraries which can provide good learning experiences."

According to Dr. Stanley Elzer, Honors College director, a study showed that members of the Honors College participate in more activities per person than other students. Studies revealed that each Honors College member takes part in an average of 16 activities.

Elzer stated that this presents an interesting paradox, because one would imagine that the members of the Honors College would have less time for activities, due to their efforts to maintain the high standards necessary for entrance and residence in the Honors College.

He explained the paradox by the fact that there was, in his opinion, "so much of a correlation between outstanding academic achievement and outstanding social achievement that the individuals with high intellectual capacities would be equally successful in either field of endeavor."

When asked for his opinion on this paradox, Tom King, dean of students, said, "I'm not sure."

See ACTIVITIES, Page 4

Since 1951, staff members have been helping build a land grant type institution for teaching, research and extension work in Nakh, Okinawa, the University of Ryukyu.

Another feather in State's cap involves the million-dollar program sponsored by Ford Foundation. Two college-level institutions designed to train Pakistani civil employees and technical personnel for the country's village agricultural industrial development are being set up by MSU experts.

After six years of training by MSU officials, two entire agricultural college faculties are at work in two Colombian colleges at Pereira and Medellin. Each college has about 250 students enrolled for five-year courses in the Latin America country.

In Brazil, the effort is directed at improving business methods by training the faculty of a school of business at Sao Paulo. The program, in its third year, prepares future Brazilian professors for a master's degree in business administration.

An outstanding feature of the school is a 16-week course for business executives, under which more than 400 Brazilian businessmen have earned American methods.

More technical operations, too academic in character to interest the general public, are in progress in Mexico and Costa Rica.

A model plan for the first additional building at the proposed Oakland branch of MSU has been prepared. According to Dr. D. B. Varner, vice president for off-campus education, the college will enroll its first students in September, 1959.

The State Board of Agriculture last week approved future use of land east of Grand Rapids for another branch college, pending an appropriation from the state treasury.

Even the Africans are interested in MSU. International Cooperation Administration has requested the university to sponsor a land grant type college in East Nigeria, which is currently without any institutions of higher learning.

Group Says Students
Lack Political Interest

American students lack interest in anything not concerned with their own welfare, and do not care about national or international politics, concluded a group of foreign student leaders as they met at the University of Minnesota recently.

A comparative study with the students at Stanford University over a three year period, shows students entering the university after completing a junior college course elsewhere are superior in ability to other groups when measured by standard intelligence tests.

Junior colleges show variation, the largest being in Chicago. There are over 580 junior colleges in the United States. Some of the junior colleges in Michigan are in Bay City, Birmingham, Dearborn, Flint, Goshiga, Grand Rapids, Highland Park, Jackson and Muskegon. There are over 300 faculty members and 5,000 students.

Channel? for History

MSU Developing
Educational TV

By TOM LOFIZ

The colloquial phrase among students, "Who do ya have for history for any other class?" may soon change to "What channel do ya have?" as educational television comes into prominence in higher education.

MSU has been keeping up with the trend, now on an experimental basis. Closed circuit television was introduced on campus earlier this term 1956. Since then, chemistry, comm skills, social science and education as well as some veterinary courses have been taught in the new medium.

A fairly thorough research has been compiled on these closed-circuit television experiments. Conclusions show that there is very little difference between TV and non-TV courses in the learning of factual material.

These comparisons have been made through questionnaires and tests given the students in the receiving, originating and conventional lecture rooms.

Students appear to rate the TV courses about as well as the regular lectures, with slight evidence that they feel they know the instructor better on TV.

The interest in educational TV is the result of the swelling tide of students matched by an acute and a growing shortage of teachers.

Educational television (ETV) can take one of two technological forms. The first is open-circuit broadcasting in which programs are sent out over the air and can be picked up by anyone with a suitable receiver. The second is closed-circuit broadcasting in which programs are "piped" to class rooms by coaxial cables and cannot be received by outsiders.

Some open-circuit ETV originates with regular commercial stations but most come from educational TV stations. NBC has begun a series of educational broadcasts which go out over its networks and

is also known for ETV stations.

In different colleges guest lectures are brought in to speak over the closed circuit sets. Some students claim they prefer face-to-face instruction, many are willing to forfeit the advantage of intimacy to get from television the instruction of professors of "known excellence."

Education by TV ...

This fall at NYU, a literature course was offered to anyone wishing to enroll or just view the subject. An estimated 120,000 people tuned their sets in at 6:30 a.m. five days a week to watch this program. By the second day of the courses, all the available textbooks required were nonexistent in the city of New York.

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'Smythe' Views Change Goals of Education Vary with History

By RON TANGUAY
I happen to be the original professional student. My name is John Q. Smythe, William and Mary, class of 1698. I have spent these past 260 years as a student in various colleges throughout the nation.

The other evening I sat in the library poring over an assigned reading, but as so often happens my mind drifted back to those first years at William and Mary. In short, I recalled how education based on religious principles gave way to the needs of an American society after the industrial revolution and the consequences of this revolution.

I remember that my first alma mater stated its objects as "the church of Virginia may be furnished with a seminary of ministers of the gospel, and that the youth may be piously educated in good letters and manners."

In order to piously educate the youth, the American colleges at this time patterned their curricula after the English college.

The basic assumptions and function behind this type of education were threefold.

First, this was an education for gentlemen, although, a goodly number of lower middle class students were admitted.

Secondly, education was directed towards strengthening the mind and not for vocational advancement.

The primary function was to

get as much as possible of Christian truth into the heads of the undergraduates.

By 1850 science was beginning to shake the foundations of classical education. Railroads, canals, roads and the telegraph developed the need for trained technicians.

The industrial revolution proved to be the force which led to the fall of classical education based on a religious function.

Industry created an almost insatiable demand for technicians which the older educational system was unable to fill.

By 1910 the elective system had reached its zenith. It opened the door to excessive vocationalism, a lowering of standards.

Throughout the depression and the years following I have witnessed a noticeable return of general humanities courses.

During the past 25 years the educational system has been trying to reach the golden means between the extremes of classical and vocational education and to salvage the best features of both.

On one occasion Aristotle was asked how much educated men were superior to those uneducated. "As much," said he, "as the living are to the dead."

—Dionysius Laertius

Education Supplement

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Faculty Views . . .

" . . . each individual who is being educated must play his part. He must accept the responsibility of exerting himself to the utmost in sharpening his own mind, for thereby he makes his maximum contribution to society."

Dean Thomas Osgood
School of Advanced Graduate Studies

"To my way of thinking there seems nothing wrong with good open competition in everything. One of the best examples of competition, of course, is on the athletic field and I see nothing wrong at all with scientific competition with Russia."

Athletic Director
"Biggie" Munn

"It is only when the extra curricular functions take precedent over the curricular values that a student runs off the track. Since the primary purpose is to develop wisdom and understanding and to acquire knowledge, the extra curricular should never dominate or take precedent over the curricular."

Armand Hunter
Acting Head, Speech

" . . . to provide better human resources, it will be necessary to deepen the social and cultural understanding of the state and the nation on the need to provide adequate support for basic research and adequate support for improved education programs."

Dean Milton Weelder
College of Science and Arts

"Russian education can well afford to be oriented toward training people to serve the needs of the State. On the other hand, the fundamental objective, or if not the fundamental, a 'major' objective of education in the United States is, or should be, the training of young citizens in the running of the State . . . Sputniks I and II and the Explorer and whatever else are to follow do not diminish the need for us to produce wise and knowing citizens in other areas than the sciences."

Dr. John Hunter
Acting Head, Economics

"Although one is always inclined to romanticize 'the good old days,' it would be difficult to substantiate the argument that previous generations of students were superior to the present generation. If anything, there is strong likelihood that the current generation of students is more knowledgeable than were its predecessors."

Milosh Muntyan
Assistant Dean, College of Education

Campus Marriages Increasing in Nation

Post-War Weddings Swell
Class Rolls With Mr., Mrs.

By REV STEFFES
The proverbial "I do" has been uttered at an ever increasing rate on campuses across the nation.

Army Education

(Continued from Page 1)

roll for courses taught by the faculty members of Louisiana State University.

The University of Hawaii makes similar courses available in the Central Pacific islands, and such programs are conducted in other areas as well.

The United States Armed Forces Institute (USAFI) offers over 350 correspondence and self-teaching courses to military personnel, ranging in level from elementary through junior college. The courses cover such subjects as social studies, accounting, bookkeeping, languages, psychology, aeronautics, agriculture and biology.

USAFI, a permanent educational institution of the Department of Defense, has civilian educational specialists select its textbooks and construct the tests it uses.

Through USAFI, it is possible for military personnel to apply directly to any of 46 participating colleges and universities for direct credit.

The Marine Corps Institute (MCI) offers correspondence courses in high school, college, and technical and vocational subjects to Marines and attached Navy personnel. The Coast Guard Institute, similar to MCI, offers courses tailored specifically to fit the needs of these servicemen.

Most of these marriages have taken place since the war years. Some 2,200,000 veterans

World War II came home to attend colleges and universities. Many returned to girls whom they had been going with before they entered service. So—this married and came to school to swell the class rolls of universities with Mr. and Mrs.

Now after so many years of just plain Betty Coed and Johnny Collegiate, how do these married men and women fit in to the swing of college life?

One married woman living in a campus apartment at a large university said she felt the "grind" of studying and raising a child made a gap in the personal enjoyment which she and her husband had enjoyed before marriage.

Her husband attends class during the day, works nights at an assembly plant, and studies in between times. Not much fun, or much time to be together.

They enjoy an "occasional" movie or night out when they can budget it in with their other expenses.

Yet college marriages aren't all unpleasant, nor all work. Many couples have found the added drive to buckle down and get their grades.

Most young married students find that the give and take of marriage is easier on campus where most couples are in the same financial position. Perhaps this is one reason why so many veterans and married males go on to earn masters degrees.

There are many factors why our married population does not take part in the social activities on campus. Here at MSU, the married student is an active participant in the social whirl.

Such organizations as Spartan Wives, Vets Wives, Vets Association and a host of other social groups provide a meeting place for both the wives and husbands to enjoy recreation and relaxation with others of their same age and social group.

As far as housing goes, facilities like the Bricks are becoming a permanent fixture on many campuses. Our barracks which housed thousands of young men were being torn down and replaced with furnished, modern, one and two-bedroom apartment buildings.

The lot of the married student has changed a great deal since the days when it caused a married exchequer to walk into a classroom with a wedding band. Today the married student is as much at home in college as the prof who instructs him.

U.S.-Russia


(Continued from Page 1)

A comparison might be made to Maharashtra in western India where a year-long intensive program combining the training of teachers of physical and elementary education has been organized. The students work five days a week and 13 hours a day for a diploma which certifies them to serve the schools as teachers in both capacities.

Many U.S. universities have developed the Junior Year abroad plan where juniors spend a year at a European university in his major field on a regular exchange plan where the credits transferred received.

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FRANCE: July 20-August 31, \$650 (Language, French)
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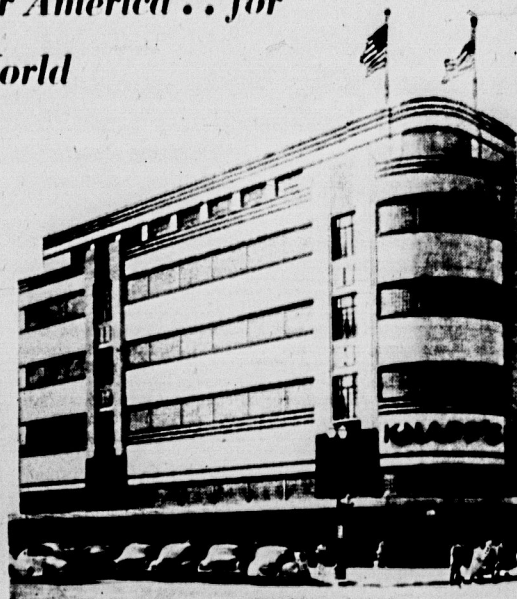
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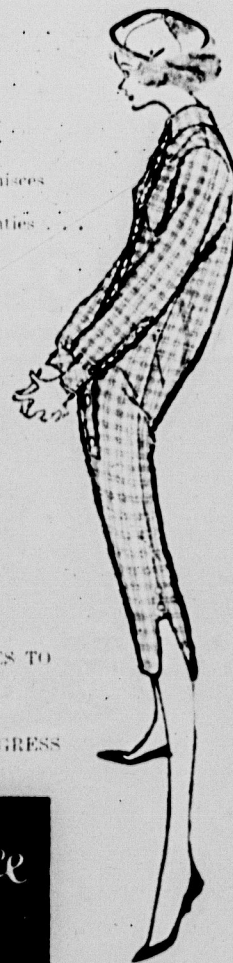
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Activities

(Continued from Page 1)

prised at all, because those people who are in the Honors College know what to do with their time, and consequently have time for more extra-curricular activities."

When asked whether he thought there were too many distracting extra-curricular activities on campus Dr. Paul Deuschmann, director of the Communications Research Center, said, "I think there are more than enough, in fact too many for some people."

The faculty heads questioned all agreed on the following points:

1. Students should keep the primary purpose of the university in mind when considering how much time to spend on activities.
2. Extra-curricular activities have a definite training value, and many students who are not participating in them should make an effort to do so.
3. The problem is not a serious one in American universities at present, but is one which should constantly be kept under constant surveillance.
4. Finally, they all agreed, that we must certainly not allow the "side shows" to swallow the "circus."

Scholarships, Fellowships Offer Study Opportunities

Many national scholarships, fellowships and loans are available to college students having the aptitude, character, and leadership required. Opportunities are especially open to students interested in foreign study.

The Rhodes scholarship, a two-year grant for study at the University of Oxford, England, is an example. To qualify a person must be an unmarried male, a citizen for five years, at least of junior standing, between the ages of 19-25, and have a definite quality of distinction in intellect, character, personality or a combination.

Fulbright grants are given for study, teaching or research in a foreign country of the recipient's choice. Funds are given in foreign currency and vary in amount depending upon personal need. They cover one academic year and can be renewed for another year in special cases.

American citizenship, a college degree or equivalent, and language skill of the particular foreign country are eligibility requirements.

Not so well known as the preceding grants, government fel-

lowships for study and research in other American republics cover a minimum of six months to a maximum of one year. A renewal is possible when necessary to complete work in progress.

Requirements are citizenship, Bachelor's degree or equivalent, graduate study, and a satisfactory knowledge of the country in mind. Funds depend on need and cost of living and are given either in a travel aid providing round trip transportation or in partial maintenance grants consisting of monthly payments from the government.

The Hattie M. Strong Foundation provides student loans without interest charge or collateral. Average loans are around \$400, but the maximum is \$1000. Repayments are based on monthly income after graduation and arranged to pay a minimum of hardship on the borrower. Only students within two years of their final degree from college or graduate school are considered, and they must be exceptional and deserving students.

Approximately 40 students each year receive scholarships from the Shapiro Foundation. Any student working for a degree in a recognized university is eligible. Not more than four annual awards go to the same student.

March 7, 1958

MICHIGAN STATE NEWS

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Despite educational and cultural advantages at their fingertips, students throughout the U.S. choose the preferred "coffee hour." Here three eds respect the "For Men Only" tradition in connection with the round table in the Union Grill.

Prepare for MRS. Degree?

Women Pick Broad Education

The education of women has been a much-discussed topic, particularly throughout the past few decades. The question today is:

How can women obtain a broad educational background

while earning a B.S. or B.A. degree and preparing for a MRS. degree?

The majority of women wish to choose subjects in college which provide a general education that equips them for family and community life as for paid work.

Colleges across the country have recognized the multiple responsibilities of women and have set up programs in general education to aid women in meeting their role in life as wives, citizens and wage earners.

As a result of a study on improving college education for women, Bennett College in North Carolina instituted a program which emphasizes broad, challenging courses in major areas of human knowledge and experience.

Madison College, Va., inaugurated educational offerings emphasizing the social sciences, humanities, natural sciences, communication, health and physical education. Florida State University and a number of other institutions of higher learning have also developed general education programs.

At MSU a social science divisional major is recommended for students seeking a broad, liberal education with emphasis on a

well-distributed election of courses in the social studies. A divisional major in fine arts is also offered with a cultural rather than professional aim.

Under the College of Communication Arts a general communication arts curriculum is offered in which students can gain the broadest possible background while obtaining a thorough grounding in communication theory and application. The student's program is planned to fit his individual interests and needs.

The general home economics major in the College of Home Economics is broad and flexible. This curriculum provides a general training for home and family living and allows a wide choice of electives to meet individual needs and interest.

What job opportunities are available to women graduating in a liberal educational program? Interviews with women majoring in divisional social science show future plans to include work in personnel, advertising, public relations, and retailing. Work on women's publications, home demonstration work, and government work in home economics are planned by women majoring in general home economics.

Big 10 Schools Worth Millions

Form Educational Link Across Midwest States

By SANDRA LEGATZ

The Big 10 schools which form a co-educational link across the midwest represent millions of dollars invested in buildings and property.

MSU itself boasts 3,000 acres on the East Lansing campus with 4,025 acres in experimental stations and grounds in other parts of the state.

Eastern Colleges Push Arts

Tuition Ranks High In Girls Schools

Every coed at MSU at one time has probably wondered what life would be like at an Eastern women's college.

The first qualification which each Eastern college entrant must meet is a passing grade on a series of aptitude and college board tests. The woman must also have a good high school background, usually consisting of four years of English, two years of mathematics, three years of foreign language, two years of science, and one year of history.

After admission, the program is set up with strong emphasis on liberal arts.

However, Smith College is like MSU in that the first two years are spent on general liberal arts, somewhat like the basic college, with the student selecting her major in her third year.

At most of the colleges, all of the girls live in residence houses or halls. For example at Vassar there are nine halls which house 1,950. The women must work two hours a week in the dining room to cut kitchen costs.

At Smith, with an enrollment of 2,295, there are approximately 65 houses, each with a living room, dining room and kitchen, housing 35 women.

Tuition varies with the college with most having a standard rate as Pembroke \$950 tuition and \$820 room and board each year; Vassar \$1,025 tuition and \$1,015 room and board; Smith \$2,200 total; Wellesley \$1,850; Mount Holyoke \$1,850 total.

However, Radcliffe charges individually for room and board depending on the number of roommates.

While all the schools put much emphasis on scholarship with an honors program in the junior and senior years, they still have active student government, publications, and other extra-curricular activities. Most of the colleges are located near a city's campus thus providing for dances and other social life.

All of the colleges have stipulations for graduation, some requiring a high point average while others only require a low average but all other requirements. For example Pembroke, which is on a four point system, only requires a 1.75 to graduate with a 2 point in the major.

Northwestern University, located on the shore of Lake Michigan, 12 miles from the heart of Chicago is a non-state supported school. Centered in Evanston, Ill., a residential suburb of Chicago, the James A. Patten campus covers 90 acres. The Chicago campus is a 14-acre plot.

Spread across the banks of the Iowa River is the State University of Iowa, another state supported school. The Iowa campus consists of 450 acres.

SUI dormitories offer state-of-the-art features including private telephones and room cleaning.

Organized by John Purdue of Lafayette, Ind., philanthropist, is Purdue University, a land grant school.

The University owns 4,000 acres of the 7,000 it controls. According to the university, the Hall of Music which accommodates 6,146 persons is one of the world's largest modern theaters. Purdue, the home of the "Boilermakers" stresses the field of technology.

The University of Illinois is a land grant institution, has its main campus in Urbana-Champaign with 80 major buildings covering 448 acres.

Adjoining it are 1,298 acres of experimental farms. The university boasts its own 771-acre airport. The University-owned plant and equipment is worth approximately \$100,000,000.

Colleges and schools comprising the university graduate many professional persons, especially in the field of medicine.

The University of Wisconsin has about 450 acres of property bordering on the south shore of Lake Mendota. Located at Madison, the land grant school was established for the college of agriculture and forestry.

The University of Minnesota, built on the banks of the Mississippi River, overlooks the heart of the Minneapolis business district.

Minnesota, unlike the other Big 10 members, has a school of mines.

The U. of M. noted for its schools of law and medicine, worth approximately \$86,000,000.

Ohio State University at Columbus is a 400-acre land grant school. A 900-acre farm adjoins the campus. The university owns two golf courses and a 40-acre airport.

Indiana University at Bloomington has 764 acres. Several are 32 miles away in Indianapolis.

The direction in which education starts a man will determine his future life.

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"RELIGIOUS ILLITERATE"?

There is much ado about "religious illiterates" on our college campuses. The term has been taken to indicate a lack of knowledge about the Bible and Christianity. But the test of religious literacy must be broader than that. It is not enough for us to inform our youth only about one book, one sect, one religion.

Liberals believe that everyone should have some knowledge of the great faiths of today and yesterday. To be religiously literate requires an understanding of Buddhism, Hinduism, Islam as well as Christianity. So we teach our children the creation stories of India, China, Africa, Greece. Our youth study the lives of the great teachers, Moses, Jesus, Socrates, Zoroaster, Buddha. The faiths and cultures of the present are studied by book, and where possible by personal visitation.

Liberals reject the rigid concept that teaches only one doctrine, believing that a religion adequate to this historic hour requires a broad universal outlook. If you would like to share in creating a faith to meet the needs of today, we hope that you will visit us when in Lansing or write us for further information.

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Parochials Emphasize Religion

Balance Spiritual, Intellectual Aspects

By MARJI BEARSS

With an enrollment of 20,000 students and only about 1500 of these taking religion courses, MSU students often wonder about the balance of spiritual and intellectual elements in a secular university. This brings up the subject of parochial colleges or universities.

These institutions of higher education try to provide what they believe to be a suitable balance of religious and academic living to give students a better outlook on life.

One of the most noted Catholic universities is the University of Detroit with an enrollment of 5267 students and a faculty of Jesuit Priests.

In South Bend, Ind., is the University of Notre Dame, an all-male institution offering advanced courses in 27 departments. Six percent of the students are non-Catholic and are not required to take religious courses as the Catholic students.

Aquinas College, in Grand Rapids, is also sponsored by the Catholics. This is a liberal arts school, co-educational with an enrollment in 1956 of 1302.

Methodists support two liberal arts colleges in Adrian and Albion. Albion is widely accredited and has a chapter of Phi Beta Kappa. Although not narrowly sectarian and consisting of students from several denominations, regular chapel attendance is required.

Hillsdale, known as the first college in Michigan to grant degrees to women, and Kalamazoo college are affiliated with the Baptist denomination.

Another liberal arts college, Alma, owned and controlled by the Presbyterian churches, attracts students from varied denominations.

One of the largest church-owned universities in the United States is Brigham Young University in Provo, Utah. Affiliated with the Latter-Day Saints, this institution had an enrollment of 9,000 in 1957. Rigid requirements and standards are in effect such as two credit hours of religion each quarter for every student.

Smoking is prohibited as is drinking alcoholic beverages.



Research in colleges and universities throughout the U.S. has shown a marked increase since World War II. Here two MSU students are seen working out a chemistry experiment.

State News Photo by George Hawkins

Intelligence Quotient 130 Plus

Education of Gifted Child Calls for Definite Program

Educators are becoming more aware of the gifted child and realize that a definite program must be planned for him if he is to gain full value from his education.

The term "gifted child," refers to an academically superior student whose ability in obtaining an education is exceptional. He usually possesses an intelligence quotient of 130 or above.

The gifted child has been proven a leader both physically and socially and he is emotionally stable. This is a contrast to the old conception of the gifted child: a weakling who is a social introvert and emotionally unstable.

The gifted child presents a problem to the educator. Opinion is divided between educators as to whether or not to accelerate the academically superior student ahead of his age group. This would place him in college a year or two early.

coffer, tea or cokes. Brigham Young possesses a graduate school in law and dentistry with bachelors degrees in other departments.

Yeshiva University in New York City, established for Jewish students, has an enrollment of 3,000 and a faculty of 600. It recently built the Albert Einstein medical school and also has a teachers' institute aside from other departments.

Curiosity Extends Research In University Laboratories

Since the end of World War II research in American colleges and universities has been visibly extended and includes everything from the cause of automobile accidents to human relationships in industry.

Industry is taking a large part in subsidizing these studies.

Curiosity is the driving force that leads scientists to work long hours with much enthusiasm. Since there is a focus on curiosity in universities, students are led to participate in experiments and aid in research.

Many agricultural and engineering colleges are now doing basic research in fields such as refractories, stream pollution and ceramics.

Colleges which emphasize science are doing valuable research with atoms. Many of these now have nuclear reactors.

These colleges hope to get financial assistance for nuclear

studies. If they do, they run the risk of pressure from outside. The problem of balancing pressures is almost universal among college research departments.

Many research authorities believe that grants from industry and private sources should not be labeled for a specific project. It is this labeling, they say, which stifles the most important work of college research.

A recent issue of "Business Week" censured university researchers for "isolating" their work. The magazine said that the philosophy of college faculties in hiring and promoting professors on the basis of published articles in scientific and scholarly journals was a hindrance to research.

This tendency, reported the article, prompted the researcher to guard his project lines so as to take full credit when he published his findings.

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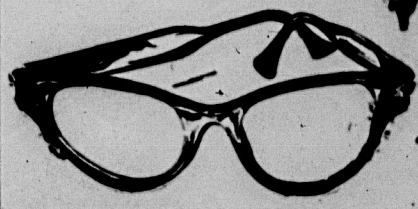
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"Sorta Sensational"

Congratulations, Union Board!

The Style Shop thanks all the guys and gals who helped to put on the Union Board style show, Sorta Stylish. The 33 coeds and 3 housemothers modeling clothes from the Style Shop, the 15 men wearing fashions from Campbell's Suburban, and all the behind-the-scenes people cooperated to put on an excellent show. We want you to know that we enjoyed working with you.

The Style Shop

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- **MISCELLANEOUS**
theater trips, football movies, junior olympics

Union Board

Hi!

The PanHellenic Association at M.S.U. is a part of the National PanHellenic Conference, an advisory governing organization comprised of thirty-one Greek letter social fraternities for women. The word "PanHellenic" is derived from the Greek "Pan" meaning all, and "Hellenic" meaning Greek. Thus, PanHellenic is an organization of all sorority women including actives and pledges of the sororities on this campus. The university council at M.S.U. is composed of two delegates from each of the twenty national sororities organized on this campus.

These forty women meet weekly to work together to foster cooperation among groups, establish the rushing policies and system, work to maintain high scholarship and social standards, increase the bond of friendship among sororities, as well as support such philanthropic projects as serving the university hospital, contributing services in a spring community project, and supporting a foreign student on campus. Working with Inter-Fraternity Council the governing body for fraternities, PanHellenic is able to organize Greek Week activities, sorority and fraternity sings and in all-university Greek Feast.

A university is primarily an educational institution and our 20 national sororities are complements to education. If this complementary role ceases, then the justification for our existence also has ceased.

The ideals and principles upon which our sororities are built can be fulfilled only if our members themselves uphold and daily practice them. There is a saying, "A building without a good foundation cannot stand." Our fraternal system is this building and its members are the foundation. It is with our potential members that PanHellenic places its faith that they will contribute to our well established foundation.

Their contribution may be exemplified through their time, talent, and effort in maintaining high personal standards of conduct, good scholarship and good citizenship. In return the advantages of living and working together among congenial people and the fellowship which will bring them into close relationship with others, will be theirs throughout their life because they are sorority members.

For we, the fraternity women of America, stand for preparation for service through the character building inspired in the close contact and deep friendship of fraternity life. To us, fraternity life is not the enjoyment of special privileges but an opportunity to prepare for wide and wise service.

PanHellenic Council

- A. U. S. G.
- Frosh-Soph Council
- I. F. C.
- PanHel
- Spartan Women's League
- Union Board . . .



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Spartan Women's League

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