A source unit for the orientation of new students to Boston University

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Boston University

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Boston University
A SOURCE UNIT FOR THE ORIENTATION
OF NEW STUDENTS TO BOSTON UNIVERSITY
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

SERVICE PAPER

A SOURCE UNIT FOR THE ORIENTATION
OF NEW STUDENTS TO BOSTON UNIVERSITY

Submitted by
Blanche P. Cline

(B. S. in Physical Education, Boston University, College of Physical Education for Women, Sargent, 1938)

In Partial Fulfillment of the Requirements
for the Degree Master of Education

1948

First Reader: Dr. J. Wendell Yeo, Professor of Education
Second Reader: Dr. Dugall Arbuckle, Assistant Professor of Education
Gift of B.P. O'ne.
School of Education
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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is to analyze the content of the freshman orientation courses in Boston University with a view to the development of a core of information which represents a basic unit in all of the colleges of the University. The selection of this core information will be based upon a unit that the orientation instructors agree is essential to any freshman orientation class in the University.

Need for the Study

The role of the orientation course in guidance. — The importance of guidance in modern education is accepted universally. However the place of the orientation course itself in general orientation, and the place of the latter in the field of guidance, are less obvious and must therefore be considered. Ruth Strang¹ in arguing for the inclusion of orientation in the general college program, states,

Five factors which have stimulated the interest of educators in the problem of orienting the student in college are: (1) the increase in enrollment of higher institutions of learning, (2) the increased heterogeneity of the student body with respect to social and economic status, intelligence, and previous academic preparation, (3) the complexity of educational offerings in college, (4) the many and unsolved problems of college students, and (5) the confusion concerning the aims and objectives of higher education.

Chapter I

Introduction

The purpose of this study is to examine the content of the payment of the tuition fees of the University of Boston. The University has established a policy that all of the tuition fees of the University shall be paid before the start of the academic year. The purpose of this study is to examine the content of the payment of the tuition fees of the University.
Lincoln B. Hale\textsuperscript{1} cites numerous factors that make the transition of students from the secondary school to college difficult. He writes,

Many students find themselves, then, in an almost new world. The physical, social, intellectual, and religious environments are all changed. There are new living arrangements to get accustomed to, new schedules to work out, new surroundings in which to find one's way about, and many features, both large and small, which require the conscious attention of the new student all at once. When all of these are added together they seem appalling and it is this fact which often upsets students and bewilders them to a point of serious maladjustment.

The situation is summarized adequately by Marion Ernest Townsend\textsuperscript{2} when he points out that

At this time (freshman year), this increased personal burden on the student needs to be met by an organized effort upon the part of the administration (of the college) to make this experience productive of good.

Sympathy, understanding, acquaintance and an introduction to the new adult environment must not be left to chance.

Need for organized orientation courses.— "Many problems are common to all freshmen. It will therefore be economical to deal with many of these problems in a group or class."\textsuperscript{3} In defense of group counseling, in which category orientation courses may be placed, as against the exclusive use of individual guidance, Carrier\textsuperscript{4} says,

\begin{enumerate}
  \item Lincoln B. Hale, \textit{From School to College}. Yale University Press. New Haven, 1939, p. 71.
  \item Marion Ernest Townsend, \textit{The Administration of Student Personnel Services in Teacher Training Institutions of the United States}. Contributions to Education, No. 536, Teachers College, Columbia University, 1932, p. 9.
  \item B. Carrier, "The Role of Mental Hygiene in the College," \textit{Mental Hygiene} (October, 1940) 24:597.
\end{enumerate}
The situation in many areas involves the problem of how to apply the principles of environmental protection and conservation in a way that is both effective and sustainable. It is essential to find a balance between economic development and environmental protection, ensuring that our actions do not compromise future generations.

In recent years, there has been a growing recognition of the importance of integrating environmental considerations into all aspects of decision-making. This has led to the development of new policies and strategies aimed at reducing our impact on the environment.

One key area of focus has been the need to reduce pollution and promote the use of renewable energy sources. This requires a coordinated effort among governments, businesses, and individuals to minimize our carbon footprint and transition towards more sustainable practices.

Education and awareness are also critical in fostering a culture of environmental responsibility. By raising awareness about the impacts of human activities and encouraging sustainable behaviors, we can help to create a more resilient and sustainable future.

In conclusion, the challenge of balancing economic growth with environmental protection is one that requires collective action and a commitment to long-term sustainability. Through collaboration and innovation, we can work towards a future where our actions are in harmony with the natural world.
Moreover we must recognize that the individual counseling program neglects a large proportion of students who will never be involved in serious difficulties and those who would not turn to a counselor if they were involved in difficulty but who operate below par because they do not understand the forces that account for particular behavior. In fact, contributing to the more effective functioning of this quite normal group is of as much value as aiding more distressed persons.

Students recognize the benefits of the elements of organized orientation courses. In a study of students' reactions to personnel services, Dugald Arbuckle¹ found that students considered the most effective orientation tools to be "faculty lectures and talks, and the dissemination of pertinent information about such things as college requirements for graduation, campus activities, and the philosophy of the college."

Special orientation needs of Boston University freshmen.— In view of the fact that the schools and colleges of the University are geographically scattered throughout metropolitan Boston, there is an unavoidable physical separation of student bodies, of teaching faculties, of library facilities and of other sources of information. One means of bringing together the various and separate student bodies into an organized whole is through the provision of certain common orientation experiences.

There is a large body of core information that should be of interest to all freshmen of Boston University. This includes information pertaining to the history and traditions of the University, its personnel services, its student activities and organizations, its publications and a description of

its variety of schools and colleges. In addition there is a common need for assistance in the solving of individual problems of personal adjustment.

In his study of the student personnel services of Boston University, John Steele\(^1\) says,

In view of the extent of individual differences existing among college students and the complexity of the university program, the question of coordination becomes one of paramount importance.

To date there has been no attempt to plan common orientation experiences for Boston University freshmen. This omission is due to the rapid expansion of the University; the enrollment of the University increased from 12,404 students in the year 1942 to 25,727 students in the fall of 1947. It is understandable that with this unprecedented increase each college met its own requirements in the best fashion possible. Now, however, the University is attempting to reorganize and unify its various colleges. Included in this program should be the coordination of orientation courses.

**Increased value of orientation courses effected by their unification.**

The collaboration of all instructors in unifying their orientation courses should result in the exchange of ideas regarding objectives, content, methods and sources. This exchange of ideas in turn would enrich each course and assure comprehensiveness of the units so consolidated. In an effort to improve the coordination of student personnel activities in Boston University, Steele recommends meetings of orientation workers. He\(^2\) writes,

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\(^2\) Ibid, p. 213.
In the past few years there has been a great deal of concern among parents and educators about the increasing number of students enrolled in college. This concern has been exacerbated by the fact that the cost of higher education has also risen dramatically. As a result, many are questioning the value of a college education and wondering if it is truly worth the investment.

In some cases, the increase in the number of students attending college is due to changes in the job market. With job opportunities becoming more competitive, many students are looking to college as a way to improve their chances of finding a good job. However, the high cost of tuition and the need for student loans can be a major deterrent for some families.

The role of the college in society is also being questioned. Some critics argue that colleges are becoming too focused on research and too little on teaching. They fear that this will lead to a decline in the quality of education. Others believe that colleges should be more responsive to the needs of students and the job market.

In conclusion, the increasing number of students attending college is not necessarily a bad thing. However, it is important that we continue to question the value of a college education and ensure that it is accessible and affordable for all who wish to pursue it.
The proposed meetings of orientation workers would provide an opportunity to discuss problems common to the several schools and colleges, to agree on fundamental essentials in all departments, to arrange cooperative programs and to study the university resources.

Outline of Procedures

Meetings of orientation instructors:— As a result of interest in problems of orientation signified by the University Committee on Student Personnel, the Chairman invited those responsible for freshman orientation courses to meet to discuss common problems.

The orientation instructors of Boston University came together because of this common interest in what each was doing. They agreed that if there were an exchange of ideas about their respective courses they would find that they had much in common. Therefore one of the first items of agreement was that they should share such information. After a preliminary view of the various programs it was sensed that there was at least one phase in common, namely orientation to Boston University. The group was unanimous in its desire to have a core of information about Boston University for use in orienting new students to the University. The writer was appointed to collect and organize the desired information.

As a result of the above signified need this study will present the following:

1. an analysis of freshman orientation courses in Boston University,
2. a core of information about Boston University, 
3. a test that can be used for the evaluation of student learning, with reference to information about Boston University.
Outline of Recognition

Measures of recognition information - a report of interest in

The problem with respect to the recognition of information

Personal traits and the recognition of information for research purposes

The recognition of information at the University of Cambridge and other institutions

The recognition of information at the University of Cambridge summary

The recognition of information at the University of Cambridge conclusion
Specific Procedures for Developing Topics

Specifically this study is concerned with investigating the above listed topics through the use of the following techniques.

**Analysis of freshman orientation courses.**— Interviews were held with the seven orientation instructors in the schools and colleges that offer orientation courses, with reference to the content and organization of their individual courses. Chapter II includes a brief description of each course which points up the main topics discussed. Information referring to the organization of the courses is presented in tabulated form.

**Core of information about Boston University.**— The following individuals were interviewed in order to secure adequate information about Boston University.

1. The secretary to the President of the University.
2. The Director of the University Information Bureau.
3. The Director of the Counseling Service.
4. The Director of the Placement Bureau.
5. The Director of the Bureau of Publicity.
6. The Chairman of the University Committee on Scholarships and Loans.
7. The Director of the Alumni Association.
8. A representative of the Director of the Student Health Service.
10. The Director of All-University Student Activities.
11. A representative of the Director of All-University Student Activities.
12. The Director of the Division of School and College Relations.
13. An Assistant Editor of the Boston University News.
Specific procedures for developing policies

Specifically, this report is concerned with investigating the above

Implementation of the objectives of the committee involved in the selection and utilization of the

Implementation, in particular, is the pattern of step examinations of the

which points up the need for proper examination in the case of

resources of the committee for success in completing this

The following items

also were investigated in order to assess the adequacy of information and services:

1. The dean of the Faculty of the University

2. The executive officer of the University

3. The director of the Extension Service

4. The director of the Placement Bureau

5. The director of the Division of Information

6. The chairman of the University Committee on Coordinating and Research

7. The director of the Financial Association

8. The director of the Veterans' Group

9. The director of the University Activities

10. The director of the University Extension Activities

11. The director of the Division of Military and Civilian Education

12. The director of the Division of College Administration

13. The president of the Boston University Association
Information was also secured from Boston University catalogues, pamphlets, bulletins, handbooks and other University material.

**A test on information about Boston University.**—A test on information about Boston University was developed through the selection of over one hundred pertinent and essential facts. These were converted into several types of objective questions, e.g., multiple choice, matching and true-false. The questions were submitted to various orientation instructors and University staff members for criticism. The original questions then were revised and the number of items was reduced to one hundred. This test is incorporated into Chapter IV.

2. The original questions then were revised and the number of items was reduced to one hundred.

3. The original questions then were revised and the number of items was reduced to one hundred.

---

Footnotes:

1. Personal interview with Mr. Bartika Nudge, December 17, 1947.

2. Loc. cit.
Information can also be found in the Boston University Catalogue. It

will be taught in the Boston University Library. It is

understanding, and essential to the reader. These main concepts and themes

shape the subsequent discussion. Understanding these concepts may

lead to a deeper understanding of the various organizational factors

and variables that shape expectations for achievement. The question of

how these factors interact and influence one another needs to be

further explored and the impact of these factors needs to be

understood. This chapter

is introduced next.
CHAPTER II
AN ANALYSIS OF FRESHMAN ORIENTATION COURSES IN BOSTON UNIVERSITY

An Analysis of the Objectives and Content of Orientation Courses in Boston University

College of Business Administration.—The primary purpose of the orientation course in the College of Business Administration, as stated by Mr. Bertram Mudge, orientation instructor, is "to give an overview of the fields of work, and thereby to assist the students in their choice of major fields of work and major program of studies." The secondary purpose is "to orient the students to the University, to the College, and to the individual guidance counseling services conducted by the Department of Student Personnel." Fifty-four of the sixty hours of orientation are devoted to orientation to business. All fields of business are studied through the writing of occupational monographs, participation by selected students in panel discussions on businesses and talks by fellow students who are already successful businessmen themselves. Panel discussions and lectures are the main teaching techniques utilized in the course. The discussion method is not used because the class numbers seven hundred students and is not divided into groups for orientation purposes.

Orientation to Boston University and to the College of Business Administration is accomplished in the following manner. During the first

1 Personal interview with Mr. Bertram Mudge, December 17, 1947.
2 Loc. cit. Personal interview with Miss Carla Pasnak, December 12, 1947.
CHAPTER II
AN ANALYSIS OF RESEARCH ORGANIZATION

CONGRESS IN ROMAN CIVILIZATION

An Analysis of the Organization of Congress

Organization of Congress

The primary function of the organization of Congress is to serve as a legislative body to pass laws and to oversee the implementation of policies. The organization of Congress is divided into the House of Representatives and the Senate, with each chamber representing different groups of people.

The House of Representatives is composed of members elected by the people of the United States, while the Senate is composed of two senators from each state. The House of Representatives has more members than the Senate, and each member is elected for a term of two years. The Senate has term limits of six years.

The organization of Congress is governed by the US Constitution, which outlines the powers and procedures of Congress. The Constitution also establishes the grounds for impeachment of the President and other federal officials.

Student Personnel

The student body of the university is another important aspect of the organization of Congress. The student body is responsible for electing representatives to Congress, and their votes are crucial in determining the outcome of elections.

The student body also plays a significant role in the organization of Congress, as they are the ones who benefit most from the policies and laws passed by Congress. The student body is also responsible for advocating for policies that benefit students and for holding elected officials accountable for their actions.

Organization of Congress

The organization of Congress includes the Standing Committees, which are responsible for overseeing the implementation of policies and for providing guidance to the House of Representatives and the Senate. The Standing Committees are organized by topic, and each committee is responsible for a specific area of policy.

The organization of Congress also includes the Joint Committee on Legislative Administration, which is responsible for managing the operations of Congress. The Joint Committee on Legislative Administration is composed of members from both the House of Representatives and the Senate, and it is responsible for overseeing the budget, personnel, and other administrative matters of Congress.

In conclusion, the organization of Congress is a complex and important aspect of the legislative process in the United States. The organization of Congress includes the House of Representatives, the Senate, the Standing Committees, and other important bodies, all of which work together to ensure that the policies and laws passed by Congress are effective and beneficial to the people of the United States.
meeting of the class, students are oriented to the University through an address by President Marsh, talks by the Director of Student Activities, University sport coaches, and representatives of other University activities. In the following meetings comparable methods are used to orient students to the specific college.

**College of Physical Education for Women, Sargent.**—The objectives of the orientation course at Sargent College, as stated by Miss Eleanor Kitchen, Registrar and Instructor of Orientation,¹ are "to facilitate the adjustment of the freshmen to the University, to the College, to the new type of living, to studying, to attitudes and habits and to rules and regulations." Since the time allotted to the orientation course is limited to ten hours of actual instructional time, the information is given in survey form. Approximately three hours are devoted to discussion, handled in groups of sixty-five members. Talks by the University Dean of Women, Dean of the College, the College Librarian, the Director of Physical Therapy, officers of student organizations and successful Sargent graduates are part of the program. Required of each student is a paper entitled "My Philosophy of Life" and a documented scrapbook on one of several suggested topics, i.e., etiquette, personality, fashion.

**College of Practical Arts and Letters.**—The objectives of the orientation course at the College of Practical Arts and Letters, as stated by Miss Carla Paaske, Registrar and Orientation Instructor,² is "to help the

¹ Personal interview with Miss Eleanor Kitchen, December 15, 1947.
² Personal interview with Miss Carla Paaska, December 12, 1947.
College of Liberal Arts

The objectives of the College of Liberal Arts are to foster the understanding of the humanities, to stimulate critical thinking, to encourage the development of analytical skills, and to provide a foundation for further study.

The College offers a broad range of courses in the arts, sciences, social sciences, and humanities. It aims to provide students with a solid foundation in various disciplines, enabling them to think critically, analyze complex issues, and express their ideas effectively.

The College also encourages students to engage in research, to participate in extracurricular activities, and to develop a sense of responsibility and civic engagement.

The College of Liberal Arts is committed to providing a diverse and inclusive educational environment that prepares students for lifelong learning and success in a variety of fields.

College of Business Administration

The objectives of the College of Business Administration are to provide students with the knowledge and skills necessary to succeed in the business world. It aims to prepare students for careers in various business sectors, including finance, marketing, management, and consulting.

The College offers a range of programs and courses designed to equip students with the skills needed for success in the business world. These include courses in accounting, finance, marketing, management, and economics.

The College also provides opportunities for students to gain practical experience through internships, co-op programs, and other experiential learning opportunities.

The College of Business Administration is committed to preparing students for success in the business world and to fostering responsible and ethical business practices.

Personnel Information

Personnel Information for the College of Liberal Arts and Business Administration is available in the Personnel Office. For more information, please contact the Personnel Office directly.
freshmen adjust themselves to the College and University, academically and socially." In order to accomplish these objectives, referrals to various college agencies are often made. The course is not given academic status through the awarding of grades and credits. Student interest is maintained through the offering of information pertinent to their problems.

The main emphasis of this course is placed upon problems of personal and social adjustment. A high spot in the course is an eight hour unit, given by Dr. Jean Mendenhall on "Boy—Girl Relationships." When qualified lecturers are available, their services are utilized in sections on personal appearance and general etiquette. Because there are approximately two hundred students attending the class, the discussion method cannot be used.

**General College.**—The purpose of the orientation course of the General College, according to Mr. Ernest B. Walston, chairman of the Guidance Department, is "to facilitate the individual counseling." The latter is a vital part of the whole General College program. Orientation to Boston University is accomplished through talks by President Marsh, the Dean of the College, and representatives of university activities. This is followed by orientation to the College itself, units on effective study habits, use of library facilities, and "Values in Higher Education." The time remaining in the first semester is devoted to self-analysis, which includes consideration of intelligence, personality, aptitudes, achievement, and interests as they relate to vocational choice. The second semester is devoted to the

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1 Personal interview with Mr. Ernest Walston, December 15, 1947.
General College—The province of the attention of the college.

College, according to the Board of Education, is to be attended to the particular commission. The college is a

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dissemination of occupational and educational information, including a unit on job analysis, as well as panel discussions on various occupations.

Periodically the class, which numbers five hundred students, is divided into groups of twenty-five members each for purposes of discussions. Each student is required to do weekly reading assignments and to write an autobiography as well as an occupational monograph on his chosen field of work.

School of Education.—The orientation program of the School of Education is divided into two separate sections of work, one given each semester, and is taught by two different instructors. The purposes of the first semester course as stated by Dr. Dugald Arbuckle, Director of Student Activities, is to "orient the student so that he may become a more mature individual and a more effective teacher." The emphasis is upon problems of personal adjustment, although a thread of orientation to education runs throughout the course. Each week one lecture is given, followed by meetings of discussion groups containing approximately twenty-five members. Each freshman attends weekly one lecture and one discussion group. In the discussion groups there is an attempt to develop group concern, and the guidance technique used is frequently "non-directive." Dr. Arbuckle states, "A permissive atmosphere prevails so that there is some possibility of therapeutic results." It was stressed, however, that the size of the group minimized the therapeutic value of the discussion.

1 Personal interview with Dr. Dugald Arbuckle, December 16, 1947.
2 Loc. cit.
The arbitrary program of the School of the
Certain maps indicate that a new structure is to be built one story as
building, and to permit the two different programs. The program of the
like a matter of approval of the Alderman's apartment. If not,
entirely to become the subject to build as few as a more
several blocks of business and commercial structures a plan of alignment to end
possible. There is to follow the structure, and to that of any structure or
such as we now pronounced the common

Each week our feature is given 10k to meals of scientists

strong contentions whatsoever. Proving these premises, keep teaching, educate
wants our feature and our stimulation group. In the selection group comes
is to attempt to develop the approach, and the requirements concerning how to
freedom to "you-attire". "By-Attire" appears. A promising approach. It
means the presence, however, that the allocation if the group unlimited the possibilities
avere of the allocation.

Percent finishing with the course compared to 1957.
The objectives of the second semester of orientation are "to provide the students with a broad overview of our educational system and an opportunity to examine their qualifications for teaching," according to Professor J. Wendell Yeo.¹ Lecture and discussion methods are used throughout; visits are made to schools; and speakers are invited in from the field. Each student is required to submit an occupational monograph on the field of education in which he is most interested and to make various reports on professional literature.

School of Education, Physical Education Division.— Dr. John Harmon, Chairman of the Physical Education Division,² stated that the three objectives of the program are (1) "to familiarize the student with Boston University, (2) to familiarize the student with professional literature, organizations and modern trends, and (3) to teach the history of physical education, ancient, medieval, and modern." The main emphasis of the course is upon orientation to the field of physical education.

One lecture, attended by eighty students, and one discussion group, composed of forty students, are held each week. In addition to the time devoted to units on professional information, two hours are assigned to orientation to Boston University and to the School of Education itself.

School of Nursing.— The several objectives of the orientation course in the School of Nursing, as stated by Miss Mary Ann Garrigan, co-instructor of the orientation course,³ are as follows: "To orient the student to

¹ Personal interview with Dr. J. Wendell Yeo, December 16, 1947.
² Personal interview with Dr. John Harmon, December 11, 1947.
³ Personal interview with Miss Mary Ann Garrigan, December 17, 1947.
The application of the recent advances of technology are "to provide an environment with computerized facilities and to permit the examination of enterococcal and staphylococcal infections in children in order to advise the parents and to enact appropriate measures on the basis of examination in order to meet the interest and to make a more responsible decision of the patient."

Department of Pediatrics

A summary of the recent advances of technology is the following:

1. Introduction of the computerized facilities and to permit the examination of enterococcal infections in children.
2. Examination of the children in order to advise the parents and to enact appropriate measures on the basis of examination in order to meet the interest and to make a more responsible decision of the patient.

The recent advances of technology are as follows to organize the student to attend the examination. The recent advances of technology are as follows to attend the examination.
herself, to the University environment, to habits of study, to the community in general, to specific community health agencies and resources including the hospital."

The course is a combination of "Orientation to Nursing" and a course in "Health Education." Included, however, is a unit on reading and study habits and one on personal hygiene. Approximately one-third of the class time is devoted to discussion. There are only fourteen students in the course, which is scheduled for three consecutive hours, one day per week. Generally only two class hours are utilized, but the three hour span allows for periodic, uninterrupted field trips, including visits to community health agencies and other resources.

An Analysis of the Content and Organization of Freshman Orientation Courses in Boston University

Following is a table of the organization and content of the freshmen orientation courses of Boston University. For purposes of construction of the table it has been necessary to divide arbitrarily certain topics. Some courses treat combinations of the four subdivisions, i.e., orientation to Boston University, to the individual school or college, to problems of personal adjustment, to the fields of specialization, as single units.

For example, the Dean of Sargent College addressed the freshman class for an hour. This would appear to be one hour of orientation to Sargent College. However, the Dean devoted one-half hour to fields of specialization in physical education and the other one-half hour to reading and study habits. The latter could be considered as falling within the division of "Problems of Personal Adjustment," but might also be classified within
The course is a combination of "applied sociology" and a course in "health education." Included, however, is a unit on research and methodology. This course offers an opportunity to the student to those concepts in the above courses which are considered to be wholesome and to those concepts which are not wholesome. There are only two courses available in the above courses which are considered to be wholesome and to those concepts which are not wholesome.

For Bachelor's minimum, thirty credits, including those courses in Community Health Services, may be considered.

To qualify for the degree of Bachelor's, the student must have earned at least thirty credits in the above courses, or the equivalent in transfer credits.

The Bachelor of Science degree is offered at the University of Illinois at Champaign-Urbana.

For further information, please consult with the Undergraduate Office of the University of Illinois at Champaign-Urbana.
### Table I

An Analysis of the Content and Organization of Freshman Orientation Courses in Boston University

<table>
<thead>
<tr>
<th>Name of College</th>
<th>Content: Hours Allotted to Orientation to</th>
<th>Boston University</th>
<th>College of College</th>
<th>Problems of Personal Adjustment</th>
<th>Field of Specialization</th>
<th>Total Number of Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Business Administration</td>
<td></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>54</td>
<td>60</td>
</tr>
<tr>
<td>College of Physical Education for Women (Sargent)</td>
<td></td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>College of Practical Arts and Letters</td>
<td></td>
<td>4</td>
<td>3</td>
<td>19</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>General College</td>
<td></td>
<td>1½</td>
<td>2</td>
<td>8</td>
<td>16½a</td>
<td>28</td>
</tr>
<tr>
<td>School of Education</td>
<td></td>
<td>2</td>
<td>4</td>
<td>24</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>Physical Education Division</td>
<td></td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>School of Nursing</td>
<td></td>
<td>2</td>
<td>6</td>
<td>12c</td>
<td>40b</td>
<td>60</td>
</tr>
</tbody>
</table>

*a 1½ hours devoted to rules of transfer to other colleges; 15 hours devoted to vocational guidance.

*b 40 hours devoted to orientation to community health agencies and resources, to the hospital, and to nursing in general.

*c Unit on health education with emphasis upon personal hygiene.
<table>
<thead>
<tr>
<th>NAME OF COLLEGE</th>
<th>CATALOGUE TITLE OF COURSE</th>
<th>ORGANIZATION OF COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(7)</td>
<td></td>
</tr>
<tr>
<td>College of Business</td>
<td>Business Orientation</td>
<td>Same as for other academic courses</td>
</tr>
<tr>
<td>Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Physical Education for Women (Sargent)</td>
<td>Orientation</td>
<td>Same as for other academic courses</td>
</tr>
<tr>
<td>College of Practical Arts and Letters</td>
<td>Freshman Orientation</td>
<td>None</td>
</tr>
<tr>
<td>General College</td>
<td>Group Guidance</td>
<td>Same as for other academic courses</td>
</tr>
<tr>
<td>College Orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Orientation</td>
<td>Orientation in Education</td>
<td>Same as for other academic courses</td>
</tr>
<tr>
<td>Education in Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education in Physical Education</td>
<td>Orientation</td>
<td>Same as for other academic courses</td>
</tr>
<tr>
<td>Physical Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Orientation to Nursing and Health Education</td>
<td>Same as for other academic courses</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NAME OF COLLEGE (1)</td>
<td>ORGANIZATION OF COURSE (Continued)</td>
<td></td>
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<tr>
<td>---------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>Bennett, M. E., College and Life</td>
<td></td>
</tr>
<tr>
<td>College of Physical Education for Women (Sargent)</td>
<td>Bennett, M. E., College and Life</td>
<td></td>
</tr>
<tr>
<td>College of Practical Arts and Letters</td>
<td>Bennett, M. E., College and Life</td>
<td></td>
</tr>
<tr>
<td>General College</td>
<td>Bennett, M. E., College and Life</td>
<td></td>
</tr>
<tr>
<td>Physical Education Division</td>
<td>McKinney, Fred Psychology of Personal Adjustment</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Leonard and Affleck History of Physical Education</td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Ettridge, M. (M. D.) Health Facts for College Students</td>
<td></td>
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<table>
<thead>
<tr>
<th>Title of Text</th>
<th>Credit Awarded (10)</th>
<th>Number of Students (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>4</td>
<td>700 (Lecture only)</td>
</tr>
<tr>
<td>Bennett, M. E., College and Life</td>
<td>1</td>
<td>130 (65 per class)</td>
</tr>
<tr>
<td>None</td>
<td>None</td>
<td>200 (Lecture only)</td>
</tr>
<tr>
<td>Bennett, M. E., College and Life</td>
<td>2</td>
<td>500 in Lecture 25 per discussion group</td>
</tr>
<tr>
<td>Bingham, W. V. A., Aptitudes and Aptitude Testing</td>
<td>4-6</td>
<td>140 in Lecture 20-25 per discussion group</td>
</tr>
<tr>
<td>McKinney, Fred Psychology of Personal Adjustment</td>
<td>2</td>
<td>80 in Lecture 40 per discussion group</td>
</tr>
</tbody>
</table>

* Two extra credits are awarded for active membership in "Future Teachers of America," a professional organization.
### TABLE I (Concluded)

<table>
<thead>
<tr>
<th>NAME OF COLLEGE</th>
<th>Examinations</th>
<th>Papers</th>
<th>Outside Work</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td>(1)</td>
<td>(13)</td>
<td>(14)</td>
<td>(15)</td>
<td></td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>Weekly quiz and final</td>
<td>1 on occupational field</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>College of Physical Education for Women (Sargent)</td>
<td>Mid-semester and final</td>
<td>&quot;My Philosophy of Life&quot;</td>
<td>Scrapbook</td>
<td></td>
</tr>
<tr>
<td>College of Practical Arts and Letters</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>General College</td>
<td>End of each section of work</td>
<td>&quot;Autobiography&quot;</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>School of Education</td>
<td>Final at end of first and second semesters</td>
<td>Occupational monograph (2nd semester)</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Physical Education Division</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Final</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

This is understandable due to the differences in the objectives of the various schools and colleges themselves. It might be expected however that there would be more unity in these courses because each is composed of college freshmen, who have many of the same questions and problems, and...
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Department</th>
<th>College</th>
<th>Student Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>101</td>
<td>Introduction to Programming</td>
<td>Computer Science</td>
<td>College of Engineering and Technology</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>102</td>
<td>Calculus I</td>
<td>Mathematics</td>
<td>College of Science</td>
<td>Freshman</td>
</tr>
<tr>
<td>201</td>
<td>Organizational Behavior</td>
<td>Business Administration</td>
<td>College of Business</td>
<td>Junior</td>
</tr>
<tr>
<td>202</td>
<td>Microeconomics</td>
<td>Economics</td>
<td>College of Social Sciences</td>
<td>Sophomore</td>
</tr>
<tr>
<td>301</td>
<td>Advanced Java</td>
<td>Computer Science</td>
<td>College of Engineering and Technology</td>
<td>Senior</td>
</tr>
<tr>
<td>302</td>
<td>Macroeconomics</td>
<td>Economics</td>
<td>College of Social Sciences</td>
<td>Senior</td>
</tr>
<tr>
<td>401</td>
<td>Artificial Intelligence</td>
<td>Computer Science</td>
<td>College of Engineering and Technology</td>
<td>Graduate</td>
</tr>
<tr>
<td>402</td>
<td>Game Theory</td>
<td>Mathematics</td>
<td>College of Science</td>
<td>Graduate</td>
</tr>
<tr>
<td>501</td>
<td>Human Resource Management</td>
<td>Business Administration</td>
<td>College of Business</td>
<td>Graduate</td>
</tr>
<tr>
<td>502</td>
<td>Advanced Economics</td>
<td>Economics</td>
<td>College of Social Sciences</td>
<td>Graduate</td>
</tr>
</tbody>
</table>
the division of "Orientation to the College," whereas it is the treatment of an academic problem. For purposes of showing course content, information on reading skills and study habits has been classified as "Orientation to the College."

A Comparison of the Orientation Courses in Boston University

There is a tremendous difference in the orientation courses offered to freshmen in the various colleges of Boston University. On the surface it would appear that they consider the same problems. For example, it has been shown that in each course some time is devoted to orientation to Boston University, to the individual school or college, to problems of personal adjustment, and to the field of specialization. The one exception to this is the Physical Education Division of the School of Education, which allows no time for a unit on orientation to problems of personal adjustment. It is obvious however that the field of personal problems overlaps units, such as orientation to the teaching of physical education. Nevertheless, the time devoted to each topic, the methods, resources and techniques utilized, the ratio of teacher to student, the number of students in each class, the number of semester hours devoted to the course, and most notably, the emphases differ. Although some of the objectives coincide, they too show extreme differences.

This is understandable due to the differences in the objectives of the various schools and colleges themselves. It might be expected however that there would be more unity in these courses because each is composed of college freshmen, who have many of the same questions and problems, and
A "Lectures on the Organic Chemistry of the College,"

There is no recommendation in the Organic Chemistry of the College that the student should make a comprehensive review of the entire scientific literature of the subject. To this end, the student should prepare the same notes as he would for the Organic Chemistry of the College, to be read by the principal of the College, to the principal of the College, to the principal of the College, and to the principal of the College.

There is no recommendation in the Organic Chemistry of the College that the student should prepare the same notes as he would for the College, to the principal of the College, and to the principal of the College. There is no recommendation in the Organic Chemistry of the College that the student should prepare the same notes as he would for the College, to the principal of the College, and to the principal of the College.
because each college is a component part of the same University.

Results of comparisons of courses.— This brief survey of courses has shown that at present the freshman orientation courses in Boston University differ markedly. It also has shown that there is some agreement on the part of each course in regard to the content and methods used in the particular unit on orientation to Boston University. In general, each orientation instructor attempts to introduce the new student to the University by (1) arranging for addresses by representatives both of the administration and of student activities, by (2) distributing pamphlets and other literature concerned with the traditions of the University and with interdepartmental activities and by (3) discussing the organization of Boston University.

Because there already is some unity on this topic and because the various orientation instructors previously have signified their desire for a simple unified source of information about Boston University, it is upon this latter topic that the following chapter will concern itself and where an attempt at unification will be made. Chapter III will present a core of information about Boston University that should be of interest to all new students of the University.
CHAPTER III
A CORE OF INFORMATION ABOUT BOSTON UNIVERSITY

Introduction

Presented in this chapter is a body of information about Boston University intended to aid the instructor in orienting the new student to the University. A guide toward additional information, as well as basic source material, is included. Under many of the topics, source references are noted and described; and in Chapter IV is a consolidated list of pamphlets and catalogues which supplement the material presented herein.

The following topics are considered: history and traditions, songs, cheers and colors, descriptions of schools and colleges, student personnel services, student organizations, recreational athletic activities, publications, lecture series available to all students, housing regulations, and alumni organization.

History and Traditions

A brief sketch of the history and traditions. — A brief sketch of the history and traditions of the University may be found in the 1947-1948 issue of the Boston University Catalogue.¹

Boston University dates from the action of a duly called convention of New England friends of improved theological training, held in Boston in April, 1839. For eight years, the School so founded conducted its work at Newbury, Vermont. It transferred to Concord, New Hampshire, in 1847, and thence to Boston in 1867, where it was called the Boston Theological Seminary until it became the first Department (School of Theology) in Boston University.

A COME SU O CHA CHA YOGA TREATMENT

III

SUGGESTIONS
On May 26, 1869, the Commonwealth of Massachusetts made Issac Rich (1801-1872), Lee Claflin (1791-1871), and Jacob Sleeper (1802-1889), their associates and successors, "a body corporate forever," under the name of the Trustees of Boston University. These three men were at that time respectively President, Vice-President and Treasurers of the Boston Theological Seminary; they were also trustees of Wesleyan Academy in Wilbraham, Massachusetts, and of Wesleyan University in Middletown, Connecticut. All three were men of affairs, with interests widening from particular lines of business into real estate and banking. They were men of substantial means, unquestioned integrity, and earnest concern for the common good. Issac Rich, a leader in Boston business circles, was a generous patron of public interests throughout New England. Lee Claflin was the father of William Claflin, who as Governor of the Commonwealth, signed the University's charter. Jacob Sleeper was elected by the Legislature from 1856 to 1868, as one of the Overseers of Harvard University.

In establishing Boston University as a means of promoting virtue, piety, and learning in the useful and liberal arts and sciences, these founders were moved by a long series of American and English activities for the higher education, reaching back through a century or more to Lincoln College of Oxford University. As the text for the first Baccalaureate Discourse at Boston University, the first President, William Fairfield Warren, chose the ancient motto of Oxford University: Dominus illuminatio mea.

Within five years after its incorporation as Boston University, it adopted or established seven colleges and schools. The first was the School of Theology in 1871, continuing on new foundations the work of the theological seminary which had been organized in 1839. The next Department was the School of Law, opened in 1872. The College of Music (discontinued in 1891 and reestablished in 1928), the first undergraduate Department, was opened in the same year. In 1873 were established the School of Medicine, into which the New England Female Medical College, incorporated in 1848, was merged, and the College of Liberal Arts. The School of Oratory, also established in 1873, was discontinued in 1879. The Graduate School, then named the School of All Sciences, was opened in 1874. Articles of agreement were ratified in 1875, whereby the Massachusetts Agricultural College at Amherst became (and until 1911 continued) substantially an agricultural Department of the University.

In more recent years the Trustees have added the College of Business Administration (1913), the School of Education (1918), the School of Social Work, originally the School of
On March 15th, the Committee of Preparatory Work

I. Introduction

II. Literature

III. Methodology

IV. Results

V. Conclusion
Religious Education and Social Service (1919), the College of Practical Arts and Letters (1919), and the reestablished College of Music (1928). The Sargent School of Physical Education, the gift of Mr. and Mrs. Ledyard W. Sargent, was adopted by the University in 1929 as a division of the School of Education; in 1934 it was made one of the coordinate colleges of the University as the College of Physical Education for Women. The General College and the School of Nursing were established in 1946. The School of Public Relations was established in 1947. The University Summer Session was first organized in 1915.

Boston University, from the first, has offered equal opportunities to men and women. It provided in its charter that religious opinion should not affect the admission of students or the engagement of instructors. In form of organization it has sought to combine the advantages of both the British and the German types. It has fostered, from the beginning, simple relations of mutual respect between its teachers and its students. In its internal administration it has placed its reliance not on rules and regulations but on the good taste, good judgment, and good will of its members. In its aims, whether liberal or vocational, it has most concerned itself for high standards of scholarship and of personal character. Its deepest purpose is the advancement of public welfare through wider knowledge, finer skill, and juster appreciation.

Sources of additional information.—The pamphlet Traditions of Boston University is a published speech made by President Marsh on Founders Day, March 13, 1945. The booklet is available for distribution to each new student. It contains information pertaining to the following topics: the founding and early history of the University; the contributions of the Founders of the University, Lee Claflin, Isaac Rich, and Jacob Sleeper; the early history of each school and college of the University; the history of the new campus on Commonwealth Avenue; and its traditions and songs.

The pamphlet also includes sketches of the contributions of the University of the following people: the first President, William Fairfield Warren, and his descendants; Alden Speare, Associate Founder, and his family; the
second President, William Edwards Huntington; and the third President, Lemuel Herbert Murlin.

Copies of Bostonia, the Boston University Alumni magazine, are available for use in the University Alumnae Office. Issues of the magazine, which date back to 1900, are a valuable source of information concerning important events and trends in the history of the University.

Copies of Reports of the President and Treasurer of the University, published annually, are to be found in libraries of the schools and colleges of the University. These publications include reports of the President, the Treasurer, and the Deans of all the Departments. Also included are reports of other directors and department heads.

The files of the Boston University Bureau of Publicity contain a rich source of information. Indexed copies of the Boston University News Bulletin, which has been printed approximately three times weekly over a thirty year period, and departmental yearbooks, dating back to 1900, have been accumulated. There is also available other miscellaneous information including pertinent news clippings, photographs, pamphlets, correspondence of historical significance, reports of statistical surveys conducted by Boston University or other educational committees, and copies of press releases produced by the University Bureau of Publicity.

Songs, Cheers and Colors

Songs.—The two best known Boston University songs are the "Boston University Hymn" and "Clarissima." The former written by President Daniel L. Marsh, ¹ "was first sung at the Baccalaureate Service in Symphony Hall"

The Irish University Board, in its recent Report, has emphasized the importance of "Technical Education." It is evident that the demand for skilled labor is increasing, and it is necessary to provide adequate training for those who wish to enter this field. The Board has recommended the establishment of new technical colleges and the expansion of existing ones. This will enable more students to receive the education they need to fill the growing demand for technical personnel.

In addition to technical education, the importance of general education cannot be overlooked. The Report stresses the need for a well-rounded education that will prepare students to face the challenges of modern life.

The Board also comments on the importance of research in universities. It is noted that research is essential for the advancement of knowledge and the development of new technologies.

In conclusion, the Irish University Board has provided a clear vision for the future of higher education in Ireland. Its recommendations will undoubtedly contribute to the development of a strong and dynamic educational system.
on June 16, 1928. 'Following are the four stanzas of the "Hymn:"

O glorious thy name and fame, Resplendent from thy youth!
O radiant the holy flame that lights thy lamp of Truth!
O Boston University, O Alma Mater dear,
We'll cherish, love and honor thee,
And thy great name revere
We'll cherish, love and honor thee,
And thy great name revere.

O wonderful thy Charter's aim—
High Learning's perfect flower
And Virtue's fruit. Let these proclaim
Thy nurture and thy power,
O Boston University,
O Alma Mater true,
We'll strive to make the Future free,
And thus thy goal pursue.

O beautiful thy colors' gleam,
The scarlet and the white,
When Love and Life mean all they seem,
Courageous for the Right!
O Boston University,
O Alma Mater brave,
We'll boldly stand for purity
Where'er thy banners wave.

O Vision Splendid! Thine the art
To make all visions real:
The call to serve with all the heart
Is blazoned on thy seal,
O Boston University,
O Alma Mater fine,
We'll live to give reality
To thine ideals divine.

"Clarissima," written by Ralph W. Taylor, was first sung by the Boston University Glee Club in 1910. The words of the two stanzas are as follows:

Heart of old Trimountain town,
Thru the ages extend thy renown!
Past and present join in song,
Thy praises to prolong,...
Afar shines thy clear Beacon light!
Ever guiding to truth and to right,
Dear Boston University,
Be thy fair dominion long.
Chorus

Join we all in loving praise,
Sing her triumph clear;
Honor the name of enduring fame
With rev'rent lays.

Sound afar her glory true,
Hail with cheer on cheer!
Clarissima mater alma
Old B. U.

Join we all in loving praise,
Sing her triumph clear;
Honor the name of enduring fame
With rev'rent lays,

Sound afar her glory true,
Hail with cheer on cheer!
Clarissima mater alma
Old B. U.

Laud we thy Puritan birth;
And do tribute to thy sterling worth.
True to thee thy every son,
By bonds of love made one!

Our laurels we bring to thy shrine,
All our life's full attainment is thing.
Old Boston, we will turn to thee,
Wherever our course may run.

Sources of further information about songs.-- The Boston University Song Book contains the words, music, names of the composers of the music and words, the story of how the song was written and when it was first introduced. This information is given about the following songs: "The Boston University Hymn," "Clarissima," "Cheer for the Alma Mater," "Old B. U.,” "Baccalaureate Hymn," "Hail, Boston University!," "School of Theology Hymn," "Challenge," "School of Religious Education and Social Service Hymn," and "To S. R. E. We're Singing," and "Deo Gratias."

The words, music and composers of the following additional songs are also included: "Allegiance and Devotion," "R. E. S. S.," "School of Education," "Boston University College of Liberal Arts," "College of Practical Arts and Letters Pledge Song," and "P. A. L."
Course.

Join me if I am present.

The only way to make it work.

The only way to make it work.

The only way to make it work.

The only way to make it work.

The only way to make it work.

I hear no more.

I hear no more.

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I hear no more.
Boston University Fight Song. -- A Boston University Fight Song has recently been adopted for use at athletic contests. The words are as follows:

BOSTON UNIVERSITY FIGHT SONG

And now let's Cheer, Cheer, Cheer for Boston! SHOUT! For the University.

Fight down the field for Boston
Hail another victory!

And when the autumn day is over
There'll be a fire by the river tonight!

We'll sing a song... FOR THE TERRIERS!
For the Scarlet and White!

Cheers. -- The following are the cheers used at all University athletic contests:

BOSTON UNIVERSITY LOCOMOTIVE

B - O - S - T - O - N (slowly)
B - O - S - T - O - N (faster)
B-O-S-T-O-N (very fast)
B - U
B - U
Fight Team
Fight

SHORT CHEER

B.....(broad).........................U (short)
B.....(broad).........................U (short)
B.....(broad).........................U (short)
TEAM - RAH

SKY ROCKET

Whistle.........................

BOOM
AH
TEAM

CHANT

B - O - S - T - O - N
FIGHT TEAM
FIGHT
Colors.— On March 20, 1930, the University colors were officially decreed to be scarlet and white — scarlet for courage and white for purity. President Marsh¹ has said:

There is a tinge of orange in the flame color of scarlet, and orange symbolizes the lamp of knowledge and of benevolence. Scarlet also represents blood, and blood represents fire, and blood and fire are life; they hold in their tremendous grasp the secret of this awful thing that lives and breathes, and would be God, if it could. White is the harmonious blending of all the hues and colors and all virtues, the balancing of all excellences, a display of all the beauties of grace.

Schools and Colleges

Boston University is composed of fourteen different schools and colleges. The name and address and a brief description of each school or college is listed below.

THE COLLEGE OF LIBERAL ARTS offers undergraduate courses of study in the arts and sciences leading to the degrees of Bachelor of Arts and Bachelor of Science. Pre-professional preparation for graduate work in law, medicine, dentistry, business, theology, and in other fields is provided. (The college is located on 725 Commonwealth Avenue in Boston.)

THE COLLEGE OF BUSINESS ADMINISTRATION offers undergraduate courses of study for both men and women in professional and cultural subjects leading to the degree of Bachelor of Science in Business Administration. In the Evening College of Commerce, courses of study are offered for part-time students leading to the degree of Bachelor of Science in Business Administration. In the Graduate Division courses for graduate students only are offered leading to the degrees of Master of Business Administration and Master of Science in Commercial Science. (The college is located at 725 Commonwealth Avenue in Boston.)

THE COLLEGE OF PRACTICAL ARTS AND LETTERS offers undergraduate courses of study in general academic and vocational

subjects for young women in the fields of commercial science, secretarial studies, home economics, art, and teaching. The four-year program leads to the degree of Bachelor of Science in the field of specialization. Two-year programs are offered leading to an associate's degree in commercial science, home economics, or applied art. A one-year program of study at the Dunn Memorial leads to a certificate. In the Evening Division, courses of study are offered for part-time students in secretarial and commercial subjects. (The college is located at 27 Garrison Street, in Boston.)

THE COLLEGE OF MUSIC offers undergraduate and graduate courses in the theory and practice of music leading to the degrees of Bachelor of Music, Master of Music, and Master of Music Education. A three-year course of study is offered leading to a diploma in Applied Music. (The college is located at 25 Blagden Street in Boston.)

THE COLLEGE OF PHYSICAL EDUCATION FOR WOMEN, SARGENT offers to young women an undergraduate program of studies in academic subjects and in the science and practice of Physical Education and Physical Therapy leading to the degree of Bachelor of Science in Physical Education. (The college is located at 6 Everett Street, Cambridge.)

THE GENERAL COLLEGE offers a two-year program of general courses covering broad educational fields and leading to the degree of Associate in Arts. Guidance and, if necessary, remedial work are integral parts of the curriculum. This college will prepare the student for transfer with advanced standing to some other Department of the University, or serve as a well-rounded terminal program. (This college is located at 688 Boylston Street in Boston.)

THE SCHOOL OF THEOLOGY offers to college graduates courses of theological study leading to the degree of Bachelor of Sacred Theology. For those who have already received advanced theological training, courses of study are offered leading to the degrees of Master of Sacred Theology, and Doctor of Theology. In the Division of Religious Education, graduate courses of study are offered leading to the degrees of Master of Religious Education. For further information and a complete bulletin, address the Dean. (The school is located at 72 Mount Vernon Street in Boston.)

THE SCHOOL OF LAW offers to college graduates and to others who have satisfactorily completed at least two years of college work, courses of study in both day and evening, leading to the degree of Bachelor of Laws. For those who have already received the professional law degree, courses of
Sound the alarm to summon their comrades and prepare to fight the enemy. They will be ready.

Squad leader, report to the command center. The enemy is approaching.

Order the troops to hold their position and prepare for battle.

Communications have been interrupted. We must rely on our own resources.

Inform the city council of the situation. They must be prepared for the worst.

The enemy is closing in. We must fight to the end.

Emergency measures have been activated. All citizens must remain indoors.

The situation is critical. We must hold together.

The enemy is advancing. We must stand firm.

Escape routes have been blocked. We must defend our home.

The enemy is in sight. We must prepare for battle.

Communication with reinforcements has been lost. We must act alone.

The enemy is approaching. We must prepare.

Emergency measures have been activated. All citizens must remain indoor.

The situation is critical. We must hold together.

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study are offered leading to the degree of Master of Laws and Doctor of Juridical Science. (The school is located at 11 Ashburton Place in Boston.)

THE SCHOOL OF MEDICINE offers to college graduates and to others who have satisfactorily completed at least three years of college work, courses in medical science and clinical subjects leading to the degree of Doctor of Medicine. (The School is located at 80 East Concord Street in Boston.)

THE SCHOOL OF EDUCATION offers academic and professional courses of study for undergraduate students and for graduates of normal schools and junior colleges leading to the degree of Bachelor of Science in Education. For college graduates, courses of study and research are offered leading to the degree of Master of Education and Doctor of Education. Under the auspices of the Harvard-Boston University Extension Courses, extension courses are offered in various cities and towns in New England. (The school is located at 84 Exeter Street in Boston.)

THE SCHOOL OF SOCIAL WORK offers to college graduates courses in the theory and practice of social service work leading to the degree of Master of Science in Social Service. (The school is located at 84 Exeter Street in Boston.)

THE SCHOOL OF NURSING offers basic and advanced programs in the field of Nursing leading to the degrees of Bachelor of Science in Nursing, Master of Science in Nursing, Bachelor of Science in Nursing Education, Master of Science in Nursing Education. The basic professional program is open to high school graduates and prepares them for the profession of Nursing. The advanced professional program is open to qualified nurses graduated from approved hospital schools of nursing, who wish to pursue advanced study in a specialized nursing field. (The school is located at 160 Beacon Street in Boston.)

THE SCHOOL OF PUBLIC RELATIONS offers courses in the fields of Journalism, Radio Education, Visual Education, and Public Speech, leading to appropriate degrees. (The school is located at 178 Newbury Street in Boston.)

THE GRADUATE SCHOOL offers opportunities for advanced study and research in the arts and sciences leading to the degree of Master of Arts and Doctor of Philosophy. (The school is located at 725 Commonwealth Avenue in Boston.)
Further information about the schools and colleges. — Further information about any school or college may be obtained by writing directly to the Dean of the school or college.

Student Personnel Services

General information. — The following section provides basic information about the student personnel services of Boston University, including the Bureau of Publicity, Division of Speech Counseling, Office of Counseling Service, Office of the Dean of Women, Placement Service, Religious Services and Activities, Committee on Scholarships and Loans, Student Health Services, University Information Bureau, Veterans Center, and miscellaneous services.

Bureau of Publicity. — The following information concerning the Bureau of Publicity should be of interest to all students of Boston University. Boston University was one of the first American educational institutions to set up a formal office for the distribution of official information concerning all-University policies and developments. The staff members of the Bureau of Publicity work in close cooperation with President Marsh, the trustees, the deans, the faculty, and all student groups in presenting to the public a clear, accurate, and intelligent picture of higher education at Boston University. The staff operates through all channels of communication. Student presidents and publicity officers of all organizations are urged to learn about its policies. The sooner this is done at the beginning of each term, the better for coverage of student programs. The Publicity Bureau staff is always willing and expects to cooperate with student groups in assisting committees to make plans for special events.1

Speech Counseling. — Speech counseling is available "to students who find themselves either handicapped in speech or desirous of acquiring more

1

Student Personnel Services

General Information

The following section provides basic information on the student personnel services offered by the University of Connecticut. These services include:

- Financial aid
- Counseling and mental health services
- Academic advising and support
- Career services
- Disability services

In addition, the University offers a variety of support services for students, including:

- Housing options
- Campus forklift and accessibility services
- Access to community resources

The University also provides a range of academic programs, including:

- Bachelor's degrees
- Master's degrees
- Doctoral degrees
- Continuing education programs

For more information, please contact the Student Personnel Services Office.
skill in regular speech activities." There is no charge for this service which is offered by the Division of Radio and Speech in the School of Public Relations located at 178 Newbury Street in Boston.

Office of Counseling Service.-- "The general purpose of the Office of Counseling Service is to assist individual students who desire personal counseling on problems of vocational choice, personal and educational adjustment." The following kinds of services are available:

a. Psychotherapeutic counseling for those whose emotional problems tend to hinder them in social, personal and academic adjustment. This often involves the giving of specialized projective tests, and can act as a screening process for psychiatric treatment.

b. Educational testing and counseling for diagnosis of educational skills—reading, study, arithmetic skills—deficiencies in which often interfere with academic achievement.

c. Vocational testing and counseling as an aid to the student who finds himself without occupational objective and as a preliminary to the "job counseling" which is given by the Placement Office.

d. Legal counseling for those with problems demanding the service of a trained, experienced lawyer.

Members of the faculty may arrange for such services for students by contacting the Counseling Office at the Hayden Memorial Building on Commonwealth Avenue or the office in the Stone Building at 711 Boylston Street.

References:
1 Boston University Directory of Personnel Services, Boston, Massachusetts, (March 1, 1948). p. 8.
2 Boston University Catalogue Issue, op. cit. p. 29.
The following kind of services are available:

- Informational and educational programs for access to resources and services.
- Counseling and research opportunities for educational advancement.
- Access to libraries and academic resources.
- Training for research assistance.
- Liaison with the University Office.

E. Internal connections for those within the community.

Members of the faculty may examine the many resources and facilities of the University Office of the President, the University Office of the Chancellor, and the Office of the Vice-President. Details will be provided.

Signature: [signature]
[Date: [date]]
Office of the University Dean of Women.—The office of the University Dean of Women is located at 4 Charlesgate East in Boston.

For women students, the Office of the Dean of Women is open at all times where conferences may be held at the convenience of the student. The Dean of Women is ready to advise women students on subjects of University interest and to assist them in such personal problems as adjustment, dormitory life, sorority and social problems, health problems, financial problems, and vocational problems.¹

Boston University Placement Service.—The Boston University Placement Office is located at 711 Boylston Street.

Boston University maintains a central Placement Service which gives assistance to students and graduates in making occupational adjustments. In addition, part-time employment assistance is available to those students who find it necessary to earn a portion of their college expenses.²

It is, of course, impossible for the University to guarantee work to all students who need it and apply for it. However, the Placement Service makes every effort to assist individuals in finding employment. There is no charge for registration or placement either for temporary or permanent work.³

Long before graduation, the University Placement Service staff offers initial employment interviews in preparation for contacts with prospective employers in the student's fields of specialization. A large group of alumni of the University now holding responsible positions in education, government, business and industry are available for interviews through arrangements made by the Placement Service. These men and women, called the University Alumni Counselors, give invaluable assistance in helping the student to make the first transition from college to the first employment opportunity.⁴

¹ Boston University General Information Bulletin, Boston University Bulletins, (December 27, 1946), 35:32.
² Loc. cit.
³ Boston University Catalogue Issue, op. cit., p. 29.
⁴ Boston University General Information Bulletin, op. cit., p. 35.
Religious services and activities.-- The office of the University Chaplain is located at 236 Bay State Road in Boston.

Boston University maintains the conviction that religion is a significant expression of university student life. On that account there has been created the All-University Faculty and Student Committee on Religious Activities which seeks to promote better understanding and appreciation of the different religious faiths and relate students to the churches and synagogues of their own preferences.

In an urban university a broad definition of religion must be accepted so that all faiths may be justly considered. The University, in cooperation with the religious agencies concerned, provides for the religious counseling of students who have ethical and religious problems that demand solution. In addition to these All-University Faculty Committees, there are certain student committees carrying on regular religious functions.

(1) Inter-Faith Council, which is a student organization made up of three representatives from each of the religious organizations of the University. This includes the three major faiths in our institution: Catholic, Protestant, and Jewish, and other inter-faith groups.

(2) Protestant Council of Boston University, which is the student organization that brings together the representatives of the Protestant clubs. It is engaged in the promotion of religious activities and the co-ordination of programs for various Protestant groups.

(3) Catholic Council, which is composed of representatives from the Catholic Clubs of the University. It is interested in the development of the religious and social interests of our Catholic constituency.

(4) B'nai B'rith Hillel Foundation (Jewish Council) which is composed of officers elected by all Jewish students affiliated with the Foundation. It is interested in the promotion of religious, cultural, and social activities.¹

There are numerous religious organizations in the University. Protestant organizations are Christian Science Organization, Congregational Club, Inter-Faith Council, Inter-Varsity Christian Fellowship, Orthodox University General Information Bulletin, op. cit., pp. 30-31.
Club, Phillips Brooks Club, Roger Williams Club, Unity Club, Wesley Club, and Westminster Club. The Catholic organization is called the Catholic Council; the Jewish, the B'naï B'rith Hillel Foundation. Brief descriptions of the above-mentioned organizations may be found under the sub-section entitled Student Activities.

The University Chaplain, directing all religious activities of the University and specifically the Protestant student organizations, is assisted by a Catholic Chaplain, directing the Catholic Council, a Jewish Chaplain, directing the B'naï B'rith Hillel Foundation, and Faculty and pastoral advisors for the respective groups. These cooperate with the University Committee on Religious Activities and their services are available to students of the University for personal and group counseling.\(^1\)

_University Information Office._-- The University Information Office, located at the General College, is a source of information pertaining to the location of and functions of University personnel, schools and colleges, and specific offices.

_Student Health Service._-- The Student Health offices are located on the first floor of the Soden Building at 84 Exeter Street. There medical services are available for all full-time students of Boston University. Physicians are in attendance from noon to 1:00 P. M. and from 4:00 P. M. to 5:00 P. M. daily, except on Saturdays; and a nurse, daily from 9:00 A. M. to 5:00 P. M. and on Saturdays from 9:00 A. M. to 1:00 P. M. No appointments are necessary.

When needed, students are assisted in finding private treatment and in securing placement in hospitals and in out-patient clinics. The University, however, is not responsible for the payment of hospital or doctor's bills. Clinical services are free to students; but supplies such as sera and vaccines must be individually furnished.\(^2\)

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\(^1\) Boston University General Information Bulletin, op. cit., pp. 31-32.

\(^2\) Ibid
Committee on Scholarships and Loans. — For detailed information about scholarships and loans the Chairman, University Committee on Scholarships and Loans, should be contacted at Room 113, 705 Commonwealth Avenue, Boston 15, Massachusetts. The following is general information about scholarship assistance for students already enrolled in Boston University.

Trustee and Working Scholarships: Scholarship aid to qualified, needy students of any undergraduate department is available to a limited number of applicants.

Women's Scholarships: Certain special scholarships for women students are granted through the Office of the Dean of Women. Students interested in applying for this scholarship aid should call at the office of Dean Elsbeth Melville, 4 Charlesgate East.

Loans: Certain funds left in the control of the Boston University Board of Trustees are available from which qualified students in any of the undergraduate departments may borrow.

University Veterans Center.— The Boston University Veterans Center is a service maintained by the University for liason between the student veteran and the Veterans Administration. The following general services are rendered: upon transfer of a veteran to or from the University his papers are processed and transmitted by the Center; questions referring to terms of education allowed as well as to subsistence and other monetary allowances are answered there; and aid in the filling out of any veteran's administration forms is provided.

Miscellaneous Services

Book stores. — Boston University book stores are located at the following schools and colleges: College of Business Administration, General...
The following is an excerpt from a document:

"The Committee on University Women's Affairs, by unanimous consent, recommends the following:

1. The establishment of a Committee on University Women's Affairs, to be chaired by the Dean of Women, to oversee the implementation of the recommendations of the Committee on University Women's Affairs.

2. The appointment of a representative from each college to serve on the Committee on University Women's Affairs.

3. The provision of funds for the Committee on University Women's Affairs to support its activities.

The above recommendations are presented for consideration by the Faculty Council."
College, College of Practical Arts and Letters, the College of Physical Education for Women, Sargent, the Law School, and the College of Medicine. For addresses see the section entitled "Schools and Colleges."

Cafeterias.-- Cafeterias of the University are located as follows:
The Boston University Commons is at 280 Bay State Road; the Soden Cafeteria is in the basement of the School of Education. The cafeteria at the Law School is at 11 Ashburton Place, and the College of Practical Arts and Letters is at 27 Garrison Street in Boston.

Cashing of checks.-- Checks of $15.00 or less may be cashed at specified times at the Treasurer's office in the General College, on showing of the check identification card which may be procured from the registrar's office of any school or college.

Library facilities.-- Each division with the exception of the Graduate School maintains a library. Inter-library loans may be arranged through the student's divisional librarian. Also available to Boston University students is the Boston Public Library. Application blanks for this privilege may be obtained at the student's divisional library.

Student Organizations

This section on all University Student Organizations includes fraternities and sororities, musical organizations, and other clubs. For further information about them, the Director of Interdepartmental Student Activities at 685 Commonwealth Avenue in Boston may be contacted. Also recommended is reference to the pamphlet "Interdepartmental Student Activities."

"Interdepartmental Student Activities. Boston University Faculty Committee on Student Affairs. (October, 1947)."
College of Education and College of Business Administration

Interdisciplinary Program in Public Affairs

To enhance the academic experience, the College of Education and College of Business Administration offer a variety of interdisciplinary programs. These programs are designed to provide students with a comprehensive understanding of the complexities of public affairs.

The program in Public Affairs is open to students from all colleges and departments. It is designed to provide students with a broad range of knowledge and skills that are applicable to a variety of careers and industries.

The program offers a variety of courses that cover a wide range of topics, including public policy, public management, and public administration. Students are encouraged to explore different areas of interest and to develop their own unique approach to public affairs.

The program in Public Affairs is ideal for students who are interested in pursuing careers in government, non-profit organizations, and the private sector. It is also a great choice for students who wish to pursue graduate studies in public affairs or related fields.

For more information about the program in Public Affairs, please contact the Office of the Dean of the College of Education and College of Business Administration.
Fraternities.-- The following fraternities have chapters at Boston University: Alpha Epsilon Pi, Alpha Kappa Psi, Alpha Phi Delta, Kappa Phi Alpha, Lambda Chi Alpha, Phi Alpha, Phi Epsilon Pi, Sigma Alpha Epsilon, Tau Delta Phi, Tau Epsilon Phi, Beta Chi Sigma, Phi Epsilon Kappa, and Phi Kappa Theta.

Sororities.-- The following sororities have chapters at the University: Alpha Delta Phi, Alpha Gamma Delta, Alpha Phi, Delta Delta Delta, Gamma Phi Beta, Kappa Kappa Gamma, Kappa Pi Alpha, Phi Gamma Nu, Phi Sigma Sigma, Pi Beta Phi, Pi Lambda Sigma, Sigma Kappa, Theta Phi Alpha.

Recognized fraternities for men are members of the Interfraternity Conference; recognized fraternities and sororities for women are members of the Panhellenic Council.

The Director of Interdepartmental Student Activities has general supervision over all interdepartmental fraternities, both local and national, and co-operates with national headquarters and visiting representatives in questions relating to the welfare of the groups. For detailed information concerning fraternities, students should read the pamphlet published each year by the Boston University Interfraternity Conference. Likewise, the Dean of Women has general supervision of all interdepartmental sororities. For detailed information concerning sororities, students should read the pamphlet published yearly by the Boston University Panhellenic Council.

Musical organizations.-- Following is a list of the musical organizations at the University. If further detail is desired the Director of Musical Organizations may be contacted at the College of Music at 25 Blagden Street, in Boston.

BOSTON UNIVERSITY CHORUS is a large choral organization of 250 or more members, which appears regularly at University Convocations and assemblies, and also prepares choral works for public performance.

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1 Interdepartmental Student Activities. Boston University Varsity Committee on Interdepartmental Affairs, (September, 1947). p. 13.
The following organisations have approved the University:

- The National Association for the Advancement of Colored People (NAACP)
- The Urban League
- The Committee on Civil Rights

The members of the University Committee on Civil Rights and the NAACP have met to discuss the following issues:

- The need for increased diversity in hiring practices
- The importance of affirmative action programs
- The role of the University in promoting equal opportunity

These discussions have been facilitated by the University's Office of Community Relations and the NAACP's Washington, DC, chapter.

[Signature]
Professor Constitutional Law Committee

[Date]
BOSTON UNIVERSITY BAND studies and performs music in both concert and marching band repertories. One of its most important functions is its appearance at football games and rallies.

BOSTON UNIVERSITY ORCHESTRA studies music in the symphonic repertory, and prepares programs for concert performance.

BOSTON UNIVERSITY MEN'S GLEE CLUB and BOSTON UNIVERSITY GIRLS' GLEE CLUB prepare choral music of the highest type in their respective male-voice and female-voice categories. They concertize extensively throughout the year, both separately and together.

BOSTON UNIVERSITY CHORAL ART SOCIETY studies the mixed chorus repertory. An organization of approximately 35 members, which specializes in music in the smaller and more intimate forms and in a cappella style.

BOSTON UNIVERSITY LIGHT OPERA ASSOCIATION devotes itself to the production and presentation of Gilbert & Sullivan and other operettas.

BOSTON UNIVERSITY BRASS CHOIR is composed of a select group of brass instrument players and specializes in the study of both older and contemporary music for brass instruments.

Students registered in any department of the University are eligible for membership in any of the above organizations, provided they meet also the requisite musical qualifications.

All Other Interdepartmental Organizations.— Following is a listing of all other interdepartmental organizations which includes a brief statement of the purpose of, and eligibility for membership in each:

American Veterans Committee aims "to foster an all University spirit—to achieve a more prosperous and democratic America and a more stable world." All veterans in the University are eligible for membership.

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2 Organization Audit of the American Veterans Committee, October 1, 1947.


Assembly on Public Affairs is a non-partisan organization which aims to give students and faculty an opportunity to participate in non-partisan discussions of controversial issues. All interested University members are eligible.

Bridge Club states that its purpose is "to enable many students to learn to play bridge and to promote fellowship in and among the various departments." All students of Boston University are eligible for membership.

Catholic Council has as its main function "the coordination of the activities of the various Newman Clubs." All undergraduate and Law School students who are Catholics are eligible for membership.

Christian Science Organization aims "to provide an organized center for Christian Science activity at the University." All students in the University are eligible for membership.

Cercle Francais de Boston University states that "the purpose of the club is to promote an interest in the study of the French language, culture, and people, and to provide interesting means to further this study." Any interested student or faculty member of the Boston University is eligible for membership.

Chess Club states as its purpose the following:

To provide students at Boston University who play chess with an opportunity to engage in tournaments with members of

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1 Application for First Year Approval of Bridge Club, October 15, 1947.
2 Organization Audit of the Catholic Council, October 1, 1947.
4 First Year Approval Application, Cercle Francais de Boston University, 1947.
other clubs (both collegiate and professional) in the greater Boston area, and to engage in competition with each other.\(^1\)

Any student of any Boston University Department who plays chess or desires to learn how to play chess is eligible for membership.

Congregational Club states that its aim is "to keep contact between the Congregational Church and its college members."\(^2\) All members of the University who are Congregationalists are eligible for membership.

Dramatic Club states "the purpose of the Boston University Dramatic Club is to unite all students of the University in their endeavors for dramatic expression, and to widen their knowledge of the techniques of the stage and the theater."\(^3\) All students of Boston University are eligible for membership in the Boston University Drama Club. Active membership is limited to students who have paid their dues.

German Club states as its aim "to further the interest of students in German art, literature, and music."\(^4\) All members of the University who are interested in German are eligible.

Hellenic Club is a Greek social organization. Any student of the University who is Greek or of Greek descent is eligible for membership.

Hillel Foundation (B'nai B'rith) states that its purpose is "to promote Americanism, Judaism, and loyalty to the University."\(^5\) All Jewish members of the University are eligible for membership.

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1. Application for First Year Approval of the Chess Club, November 5, 1947.
2. Organization Audit, Congregational Club, October 20, 1947.
4. Application for First Year Approval, German Club, December 6, 1947.
...
Inter-Faith Council aims "to integrate Protestant, Catholic, and Jewish groups in an Inter-Faith program." All members of the University are eligible to join.

International Relations Club was organized "to promote understanding of World Affairs." All students of Boston University are eligible for membership.

Inter-Varsity Christian Fellowship fosters an interest in Bible study. All members of the University who are interested are eligible for membership.

Il Circolo Italiano (Italian Club) fosters "interest in the language and culture of Italy." All members of the University interested in Italian are eligible for membership.

Jazz Society states that its purpose is "to preserve the only original American music, and to allow those interested to learn about this type of music, to gather together to play and listen to said music." All members of Boston University are eligible to join.

Outing Club fosters an interest in mountain climbing and skiing through a program of outdoor activities. All Boston University students are welcome.

1 Organization Audit, Inter-Faith Council, October 21, 1947.
2 Organization Audit, International Relations Club, October 10, 1947.
3 Organization Audit, Il Circolo Italiano, October 10, 1947.
4 Application for First Year Approval, Jazz Society, December 15, 1947.
Orthodox Club aims "to promote the knowledge of Greek Orthodoxy."\(^1\) Greek Orthodox students of Boston University are eligible for membership.

Protestant Council aims "to coordinate all Protestant activities in an effective and unified program."\(^2\) All protestant members of the University are eligible for membership.

Psychological Society was formed "to promote better understanding and interest in the various fields of psychology among the students of Boston University."\(^3\) All students who have taken or are taking an elementary course in psychology are eligible for membership.

Roger Williams Club was organized to promote Christian fellowship. All members of the University are eligible for membership.

Scabbard and Blade exists to "foster fellowship among the members of the R. O. T. C."\(^4\) All students in the University who are members of the R. O. T. C. are eligible for membership.

Scarlet Key states that:

The purpose of this organization is to give recognition to those students who have proven themselves to be outstanding by their participation in all-university and departmental student activities, and in so doing, to bring in closer relationship the student bodies of the various departments of Boston University.\(^5\)

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1 Organization Audit, Orthodox Club, October 1, 1947.
2 Organization Audit, Protestant Council, October 1, 1947.
3 Application for First Year Approval, Psychological Society, June 26, 1947.
4 Organization Audit, Scabbard and Blade, October 24, 1947.
5 Scarlet Key Constitution.
All full-time, undergraduate students who are enrolled in Boston University are eligible to active membership in this organization.

Spanish Club fosters an interest in the Spanish language. All members of the University who are interested in Spanish are eligible.

Students for Democratic Action states that its aims are as follows:

Students for Democratic Action is an organization of progressives dedicated to the achievement of freedom and economic security for all people everywhere through education and political action. We believe that rising standards, and lasting peace can be attained by democratic planning, enlargement of fundamental liberties, and international cooperation.¹

Any Boston University student who accepts in good faith the basic principles and purposes of S. D. A. is eligible for membership.

Students Opposed to the Present Enactment of Peacetime Conscription was organized to "oppose and work toward the abolition of Universal Military Training."² Boston University Students, faculty, and administration are eligible for membership.

Unity Club states that its purpose is "to promote fellowship and understanding among the Unitarian, Universalist and other religious liberals in Boston University."³ All members of the University are eligible to join.

Wesley Club fosters "spiritual and fraternal spirit in a Methodist setting."⁴ All Methodist members of the University are eligible for membership.

¹ Application for First Year Approval, Students for Democratic Action, November 21, 1947.
² Application for First Year Approval, Students Opposed to the Present Enactment of Peacetime Conscription, January 12, 1948.
³ Organization Audit, Unity Club, October 9, 1947.
⁴ Organization Audit, Wesley Club, October 1, 1947.
Westminster Club states that its purpose is "to provide Christian Fellowship for Presbyterian students." All Presbyterian members of the University are eligible for membership.

Young Progressive Citizens of America states that its purpose is to "educate members in contemporary political problems, take action on current political issues." All members of the University are eligible for membership.

The Interdepartmental Student Handbook.— The Interdepartmental Student Activities handbook should be referred to for the following vital information on student activities: The functions of the Varsity Committee on Interdepartmental Student Activities, the function of the Director of Interdepartmental Student Activities, the social functions of the Dean of Women, the procedure in forming a new interdepartmental organization, the meaning and advantages of "reorganization" of an organization, and a few general rules pertaining to the planning of social functions.

Recreational Athletic Activities

Facilities available.— The available facilities are as follows:

The Boston University Gymnasium located at 420 Stuart Street includes gymnastic apparatus, equipment for handball, squash, badminton, ping pong, basketball, volleyball playing courts and a swimming pool.

The William E. Nickerson Recreation Field in Weston contains two football fields, a quarter mile running track, two baseball diamonds, six tennis courts, and baseball diamonds.

1 Organization Audit, Westminster Club, October 10, 1947.
2 Organization Audit, Young Progressive Citizens of America, October 10, 1947.
courts, training quarters, and a club house. The latter may be used by
groups for dances and other social occasions upon request at the office of
the department of Physical Education and Athletics, at 117 Newbury Street.
Also available are outdoor ovens and picnic grounds which may be used up-
on request.

The Bay State Road Intramural Field on Bay State Road in Boston has
facilities for softball, tennis, and track.

Types of activities.-- Students may choose any of four kinds of op-
tional physical activities in addition to required physical education
classes. First there are varsity teams for which only upperclassmen are
eligible. Varsity teams are organized in football, cross country track,
ice hockey, basketball, fencing, swimming, indoor relays, gold, baseball,
tennis, track, riflery, and crew.

Secondly, there are freshman teams in the above sports with the ex-
ception of riflery and indoor relays, and with the addition of golf. In
addition there is offered an intramural program in softball, basketball,
touch football, golf, ping pong, track, and swimming.

Lastly, the Boston University gymnasium is open for optional activi-
ties on designated nights (7:30 P. M. to 10:00 P. M. on Monday and Wed-
nesday nights.)

Sources of further information.-- For further information the head
of the physical education department at the individual school or college may
be contacted, or information may be obtained from the office of the Director
of Physical Education and Athletics, at 117 Newbury Street.
The faculty may, for any one of a number of reasons, refuse to consider the opinions of any member of the faculty without submitting them to the faculty. In fact, the faculty may, under certain circumstances, refuse to consider any faculty matter written by a faculty member.

In the event the faculty refuses to consider the opinion of any member of the faculty, the faculty member may appeal to the board of trustees for a rehearing. The board of trustees shall hear the appeal and shall determine whether or not the faculty member's opinion was considered by the faculty.

In conclusion, the faculty reserves the right to refuse to consider the opinions of any member of the faculty without submitting them to the faculty. The faculty member may appeal to the board of trustees for a rehearing, and the board of trustees shall hear the appeal and determine whether or not the faculty member's opinion was considered by the faculty.
Publications

There are two all-University publications both of which are under the supervision of the Director of Student Activities. They are The Hub and the Boston University News.

**The Hub.**—The official Boston University student yearbook, published each May and presented to every student upon graduation, is entitled *The Hub.*

The Hub is published under the supervision of a board and staff made up primarily of students from each department of the University.

Any student interested in working on the editorial or business staff of The Hub should contact the Director of Student Activities, at his office at 685 Commonwealth Avenue, Boston.

**Boston University News.**—The *Boston University News* is issued each Tuesday during the college year, and is distributed free to all students through the Boston University Bookstore.

The Boston University News is the official newspaper of Boston University, established by the President and the Trustees of the University to disseminate news and information of particular interest to students and of general interest to Faculty and Alumni. The News is edited and directed by students from several schools and colleges of the University under the general supervision of the University Council.

Lectures Available to All Boston University Students

The following lectures are available to all students of Boston University.

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1. See *Boston University College of Liberal Arts Handbook,* Boston University, 1947-1948.
The Section University Board of the National University of the Philippines

The Section University Board has been established to carry out the functions of the National University.

The functions of the National University include:

1. The administration and management of the University's affairs
2. The formulation and implementation of policies and programs of the University
3. The supervision and control of the academic and administrative activities of the University
4. The coordination and integration of the activities of the various units of the University
5. The development and enhancement of the University's facilities and resources
6. The representation of the University in various external matters
7. The promotion of research and development activities

The Section University Board is composed of the President of the University, the Vice President for Administration, the Vice President for Academic Affairs, the Vice President for Research and Development, and the Secretaries of the various units of the University.

The following are the responsibilities of the Section University Board:

1. To ensure the effective and efficient operation of the University
2. To provide guidance and support to the various units of the University
3. To ensure the compliance of the University with the laws and regulations
4. To foster a culture of excellence and professionalism among the faculty and staff
5. To promote the welfare and development of the students
6. To ensure the sustainability of the University's operations

The following are the members of the Section University Board:

1. Dr. Samuel Lee
2. Dr. Maria Elena Cruz
3. Dr. Jose Antonio Lacson
4. Dr. Maria Elena Gutierrez
5. Dr. Aurelio Halili

The Section University Board meets regularly to discuss and address issues related to the University's operation.

The following are the minutes of the last meeting of the Section University Board:

Meeting Date: October 10, 2023

1. The President of the University presented the annual report of the University's financial performance.
2. The Vice President for Administration discussed the implementation of the University's new IT system.
3. The Vice President for Academic Affairs reported on the progress of the new research center.
4. The Vice President for Research and Development presented the recommendations for the future expansion of the University.
5. The Secretaries of the various units of the University reported on the activities of their respective units.

The meeting adjourned at 3:00 PM.
Bacon Lectures.— The Gaspar G. Bacon lectures on the constitution of the United States are given by some acknowledged authority annually. These are maintained by a gift received in 1926 from Mrs. Robert Bacon.

College of Liberal Arts Alumni Series.— The Epsilon Chapter of the College of Liberal Arts sponsors annually a series of lectures on a pertinent field of study.

A current schedule of the above lectures may be obtained from the Bureau of Publicity at 811 Boylston Street in Boston.

Housing Regulations

Housing for women students.— The following housing rules apply to women students.

All women students at Boston University are required to live in Boston University Dormitories, with the exceptions noted below.

1. Those women students living in their own homes with parents or guardians.

2. Those women students living with relatives maintaining a home.

3. Married women students living with their husbands.

4. Women students over twenty-four years of age.

5. Women students who, with the approval of the University Dean of Women, are receiving room and board in a household in exchange for services.

6. Women students living in a house or suite maintained by a sorority, provided that no more than two Boston University students shall live in the sorority's house or suite.

7. Women students excepted by the University Housing Committee because engaged in full-time occupations and registered for a limited number of courses.
...housing policies. The following points were made to expand on the
recent developments and to give an overview of some significant
developments in the field. The section on housing policies
...housing policies.

A current subject of the above policies may be obtained from the
recent developments and to give an overview of some significant
developments in the field. The section on housing policies
...housing policies.
8. Such other women students as may be excepted for adequate reason by the University Housing Committee in consultation with the Dean of the Department in which the student is primarily enrolled.  

Housing for men students. — The following housing rules apply to men students.

All men of the Freshman and Sophomore classes, and all first and second year special students registering for ten or more semester hours in Boston University are required to live in Boston University dormitories, to the extent that the dormitories are available under post-war conditions, with the exceptions noted below:

1. Men living in their own homes with parents or guardians.
2. Men living with relatives if the relatives are maintaining a home and meet requirements of the Housing Committee.
3. Married men living with their wives.
4. Men who are over twenty-three at the time of registration.
5. Men who are receiving room and board in exchange for services.
6. Sophomores who are members of fraternities may be excepted for residence in their fraternity house.
7. A student may be excepted for financial or other special reasons by the Dean of his Department, after consultation with the Housing Committee through its appointed representative.

Each Freshman and Sophomore coming under this housing rule must make application for any exception to the Dean of his Department. Application cards are to be secured at the Dean's office.

Any case wherein the Housing Committee and the Dean are not in accord, shall be presented to the University Council.

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for final decision and arrangements for the student's residence meantime shall be regarded as temporary.1

Alumni

In 1947-1948 there were 34 alumni clubs and nine in the process of organization. With increasing facility senior students are taking their places as full-fledged members of the alumni group.

Boston University's alumni body of over 41,000 graduates have served and are serving society in every state in the Nation and in almost every foreign country. More than 7,800 loyal sons of Boston University have served their country in the armed forces. Boston University Alumni Clubs are located in many communities in New England and in leading cities throughout the country. Graduates of the University have taken places of leadership in all callings. Numbered among them have been 204 college and university presidents, 476 representatives, senators and others in political life, 379 judges, 20 bishops, 8 state commissioners of education, 1200 college teachers, 10 governors of states, 78 mayors of cities, 20 members of the United States diplomatic service, 139 college deans, and many others who are conspicuous leaders in every sphere of human endeavor.2

Alumni publications.— The association publishes monthly from October to June an alumni magazine, Bostonia, which is sent to all active alumni members. A Boston University Alumni News Letter is sent semi-annually to all alumni.

Additional Source of Information

Boston University Directory of Personnel Services.— The Boston University Directory of Personnel Services includes the names and titles of the personnel of each service of Boston University, a brief description

1 Catalogue Issue, op. cit., p. 27.
In 1947, the Joint Board of the Sunday School Union held a conference on the question of
improvement of information and working methods in Sabbath schools and
vacancy of instructors. The conference adopted the following resolution:


Whereas, the Board of the Sunday School Union, in pursuance of the purposes
expressed in its Charter, has endeavored to provide for the advancement of
Sunday School work through the encouragement of Sabbath school educational
work, and
Whereas, the Board has been enabled to continue this work through the
co-operation of Sabbath school and church organizations and individuals,

Therefore, be it resolved, that the Board of the Sunday School Union hereby
resolves

1. That the Board of the Sunday School Union should continue to
support Sabbath school work through the encouragement of Sabbath school educational
work and through the co-operation of Sabbath school and church organizations and
individuals.

2. That the Board of the Sunday School Union should continue to
support Sabbath school work through the encouragement of Sabbath school educational
work and through the co-operation of Sabbath school and church organizations and
individuals.
of the service, and the address and telephone number of each office. It also includes information on student housing and student activities.

Effective use of the unit providing a core of information about student university will be determined largely because of the nature of activities which instructors present in their teaching. It is evident that the amount of time allowed in a roll on student university ought vary in the different subjects and during the various levels of the classes. It is important that the instructor prepare before the classes of his particular section. While the following suggest some sections for eliminating, supplementing, and reducing on a scale to student university, such suggestions might select.

1. The Director for the Student Activities to give brief talks about the University superbals and any representatives to Director by the Bureau of Publicity, the Registrar of Counseling Service, the University Chaplaincy, and the Director of Student Health Service. If there is sufficient time, plan to save a specific period.

2. Advise the Director of Interdepartmental student activities to explain the location of the office to the class. During the same period, one the following classes, class for representatives of all University organizations to give brief talks about their respective organizations, which should include the objectives of the class and the times and places of meetings. Since there are many organizations, it is suggested that classes of the same type be grouped and described by a single representative in order to save time, e.g., the several Protestant clubs might be grouped together. The language club should be considered as one kind of organization.
If the services, any type effects any damage under any circumstances, and provide information on student conduct and student activities.
CHAPTER IV
SUGGESTED ACTIVITIES

Effectiveness of the unit providing a core of information about Boston University will be determined in large measure by the kinds of activities which instructors introduce in their teaching. It is obvious that the amount of time allotted to a unit on Boston University might vary in the different schools and colleges. The number of meetings and the size of the classes would have considerable bearing on the kinds of activities used. However, the following suggestions are offered for introducing, developing, and evaluating a unit on Boston University. Each instructor might select those activities that he felt best suited the needs of his specific classes.

1. Arrange for the following individuals to give brief talks about the University services that they represent: the Director of the Bureau of Publicity, the Director of Counseling Service, the University Chaplain, and the Director of Student Health Service. If there is sufficient time, plan to have a question period.

2. Invite the Director of Interdepartmental student activities to explain the function of his office to the class. During the same period, or the following class, plan for representatives of all-University organizations to give brief talks about their respective organizations, which should include the objectives of the clubs and the times and places of meetings. Since there are many organizations, it is suggested that clubs of the same type be grouped and described by a single representative in order to save time, e.g., the several Protestant clubs might be grouped together. The language clubs could be considered as one kind of organization.
VI. INTRODUCE

PATTERON ORGANIZATION

The introduction of this unit bridging the gap of information from Section 5.

University Hall in New Haven to the presence of these kinds of activities.

It is apparent that the number of visitors and the value of the different aspects of college. The number of visitors and the value of these activities

However, the following suggestions are offered to improve because

some activities are not well known. Students should be encouraged to attend these activities and to invite their friends.

Furthermore, the director of the Student Health Service's role is to identify and promote these activities to help students attend.

To have successful programs, it is important to understand the dynamics of the office and the flow of the following areas:

- The director of Student Health Services
- The director of the Student Activities Office
- The director of the Student Affairs Office
- The director of the Student Life Office

Since these areas are well organized, it is necessary to have a single representative in each area to manage the activities.

Thus, it is the statutory function of the head of organization to manage the activities.
3. Arrange for a representative of the University Director of Physical Education and Athletics to tell the class about opportunities for athletic activities available for students. Representatives of sports at all levels (intramural as well as varsity) should explain eligibility for the activity, times scheduled, and benefits derived from participation.

4. Have representatives of the Boston University News and the Hub tell about their respective publications with reference to content, distribution, personnel used for production and vocational possibilities.

5. Ask a committee of students to arrange a display of recent and of very old issues of the Hub and of the Boston University News to be examined by students before and after class.

6. What are the advantages of the large versus the small educational institution? Which of these are evident at Boston University? How might the disadvantages be compensated for by the advantages?

7. In order to answer students' questions about Boston University and their respective colleges, invite the members of the class to write out their questions at the end of the class period. These questions could be used as a basis for the next class discussion.

8. Invite a representative of the Alumni office to give the class an overview of the number of the Boston University graduates, their fields of service, and the activities of the many alumni organizations.

9. If the class is not yet in a College located on the new campus, arrange for the members to have a guided tour of the new building. On this occasion it might be appropriate to have a person like the Dean of the College of Liberal Arts or the Director of All-University Student Activities speak to the class.
10. Assign to a committee the task of securing from the Bureau of Publicity enough copies of the following publications to make it possible for them to be used for classroom reference: Boston University Directory of Personnel Services, Boston University General Information Bulletin, Boston University Song Book, Interdepartmental Student Activities Handbook, Traditions of Boston University.

11. Show the University film, "Let's go to B. U." This is a thirty-minute film in technicolor which shows Boston University in action. The film may be obtained in the Visual Aids office of the School of Education.

12. Devote the first five minutes in the beginning of each class to practice singing the "Boston University Hymn," "Clarissima," and other University songs.

13. Ask the class to write the words of University songs which have been previously practiced in class in order to determine how effective the practice has been.

14. Review the contents of the catalogue of the individual college to impress students with the nature and importance of its content.

15. In order to evaluate the teaching and resultant learning which has taken place, give an objective test on a section of the unit using pertinent items included in those listed in the following section.

Objective test on information about Boston University.— The items included in the test which follows, might be used to make up a test or several different tests that would meet the specific needs of the individual orientation instructor.
To establish a comprehensive and coherent framework for the provision of quality and comprehensive education, the University incorporates various student activities. These activities are designed to enhance the educational experience and foster a well-rounded development of students.

The University's Student Activities Department organizes a wide range of events and programs to engage students in various academic, cultural, and social activities. These activities aim to complement the academic curriculum and provide students with opportunities to develop leadership skills, social skills, and personal growth.

A broad spectrum of activities is offered to cater to the diverse interests of the student body. These activities range from academic seminars and workshops to cultural events, sports teams, and community service projects. The objective is to provide students with a platform to explore their interests, enhance their skills, and make meaningful connections with peers and faculty.

The importance of fostering a vibrant student community is emphasized through the involvement of students in the planning and execution of these activities. This student-led approach ensures that the activities are tailored to the needs and preferences of the student body, thereby maximizing their impact.

In conclusion, the University's commitment to providing a rich and diverse array of student activities is evident in the broad coverage of events and programs. These activities not only enrich the educational experience but also contribute to the overall development and growth of the student body.
Objective Test on Information about Boston University

**Part I**

**Directions:** On the line preceding each of the following questions, write the letter of the number or phrase which makes the sentence true.

1. Boston University was incorporated in
   (a) 1805
   (b) 1769
   (c) 1869
   (d) 1901

2. The Boston University Hymn was written by
   (a) John Phillip Sousa
   (b) Daniel L. Marsh
   (c) Donald D. Durrell
   (d) Irving Berlin

3. The Boston University Colors are
   (a) scarlet and white
   (b) purple and white
   (c) white and deep orange
   (d) green and red

4. Boston University has the following number of schools and colleges
   (a) 7
   (b) 14
   (c) 21
   (d) 28

5. The Office of the University Dean of Women is located at
   (a) 4 Charlesgate East, Boston
   (b) 117 Newbury Street, Boston
   (c) 725 Commonwealth Avenue, Boston
   (d) The Office of Counseling Service

6. For services to students the Boston University Placement Bureau
   (a) charges a fee of one dollar
   (b) charges a fee of two dollars
   (c) charges nothing
   (d) charges a fee of five dollars

7. The largest check that the Treasurer's office will cash is for the following amount
   (a) five dollars or less
   (b) fifteen dollars
   (c) fifty dollars
   (d) eighty dollars
Of the following, select the one you would recommend.

1. (a)
2. (b)
3. (c)
4. (d)
5. (e)

The following prices have been suggested:

$5.00 (a)
$10.00 (b)
$15.00 (c)
$20.00 (d)
$25.00 (e)

For your consideration, select the following number of options that are available:

(a)
(b)
(c)
(d)
(e)
(f)
(g)
(h)

The Office of the University Dean of Home is located at:

(a) The Conference Room
(b) The Office of Development
(c) The Office of the Dean of Students

You may choose the following classes to attend:

(a) History of Art
(b) Literature: Shakespeare
(c) Political Science
(d) Economics

The following options are required for the course:

(a) Lab Fee
(b) Tuition
(c) Books
(d) Equipment
8. A library is maintained by
(a) every school and college of the University
(b) every undergraduate school and college of the University
(c) every school and college with the exception of the College of Music and the Graduate School
(d) every school and college with the exception of the graduate school

9. Boston University first offered equal rights for men and women
(a) in 1900
(b) when it was founded
(c) in 1917
(d) in 1928

10. The total enrollment including part-time as well as full-time students at Boston University at the beginning of 1943 was
(a) 17,000
(b) 27,000
(c) 37,000
(d) 22,000

11. The floral emblem of Boston University is the
(a) carnation
(b) rose
(c) forsythia
(d) mayflower

12. Religious activities of the University are under the direction of
(a) community ministers, priests, and rabbis located near the individual schools and colleges
(b) The School of Theology
(c) The Boston Theological Seminary
(d) The University Chaplain

13. For its services to students the Boston University Counseling Service charges a fee of
(a) two dollars
(b) one dollar
(c) ten dollars
(d) nothing

14. The most complete information regarding student organizations may be secured from
(a) The President of Student Government
(b) The University Information Office
(c) The Bureau of Publicity
(d) The Director of All-University Student Activities
15. The University Information Office is located at
   (a) 178 Newbury Street
   (b) 725 Commonwealth Avenue
   (c) 688 Boylston Street
   (d) 685 Commonwealth Avenue

16. The number of Alumni Clubs of Boston University is approximately
   (a) 14
   (b) 24
   (c) 34
   (d) 44

17. Boston University aided one of its faculty members in developing
   (a) the airplane
   (b) the steamboat
   (c) radar equipment
   (d) the telephone

18. The Boston University Commons is
   (a) the first campus of Boston University
   (b) a cafeteria of Boston University
   (c) a large park including a small pond where one may ride on swan boats
   (d) the legislative body of the Student Government at Boston University

19. The Charles Hayden Memorial is
   (a) the building which houses the College of Business Administration
   (b) a bust of one of the founders which is located in the College of Liberal Arts
   (c) a park adjoining the new campus on Commonwealth Avenue
   (d) the building which houses the College of Music

20. The Student Health Service is located at
   (a) the School of Medicine
   (b) the Boston University Building on Commonwealth Avenue
   (c) the General College
   (d) the School of Education

21. For services rendered to students the Student Health Service charges a fee of
   (a) one dollar per visit
   (b) fifty cents per visit
   (c) three dollars per visit
   (d) nothing
The University of Western Cape is located in a

The number of UCT members of faculty is approximately

We support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing

The support new initiatives in one of the faculty members is developing
Part II

Directions: Place a check mark (✓) in the space before the four services offered by the Boston University Office of Counseling Service. Leave other spaces blank.

( ) 22. Psychotherapeutic counseling
( ) 23. Health counseling
( ) 24. Speech counseling
( ) 25. Educational testing and counseling
( ) 26. Vocational testing and counseling
( ) 27. Legal counseling
( ) 28. Consumer counseling

Directions: Place a check mark (✓) in the space before the names of the schools and colleges of Boston University. Leave all other spaces blank.

( ) 29. College of Arts and Sciences
( ) 30. Teachers College
( ) 31. School of Social Work
( ) 32. College of Practical Arts and Letters
( ) 33. School of Theology
( ) 34. College of General Science
( ) 35. College of Business and Economics
( ) 36. School of Medicine
( ) 37. School of Physical Education for Women, Sargent
( ) 38. Theological Seminary
( ) 39. College of Business Administration
( ) 40. School of Law
( ) 41. College of Music
( ) 42. School of Art
( ) 43. College of Liberal Arts
( ) 44. College of Finance
( ) 45. General College
( ) 46. Graduate School
( ) 47. School of Public Relations
( ) 48. School of Advertising
( ) 49. School of Nursing
( ) 50. School of Education
Directions: Place a check mark (✓) in the brackets preceding the all-university organizations which are found at Boston University. Leave other spaces blank.

( ) 51. Students for Democratic Action
( ) 52. Chess Club
( ) 53. Jazz Society
( ) 54. University Flying Club
( ) 55. American Youth for Democracy
( ) 56. International Youth Relations Club
( ) 57. Psychological Society
( ) 58. University Riding Club
( ) 59. Dramatic Club
( ) 60. Bridge Club

Part III

Directions: In the blank preceding each word or words in Column I, place the letter corresponding to the word or words in Column II most closely related to it. Some words in Column II will not be used.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>61. Unity Club</td>
<td>a. unifies all Boston University students</td>
</tr>
<tr>
<td></td>
<td>b. promotes the knowledge of Greek Orthodoxy</td>
</tr>
<tr>
<td>62. Orthodox Club</td>
<td>c. fosters fellowship among members of the R.O.T.C.</td>
</tr>
<tr>
<td></td>
<td>d. provides Christian fellowship for Presbyterian students</td>
</tr>
<tr>
<td>63. Scabbard and Blade</td>
<td>e. dedicated to the support of the Democratic Party</td>
</tr>
<tr>
<td></td>
<td>f. dedicated to unifying students of British descent</td>
</tr>
<tr>
<td>64. Students for Democratic Action</td>
<td>g. dedicated to the achievement of freedom and economic security</td>
</tr>
<tr>
<td>65. Westminister Club</td>
<td>h. promotes understanding among the Unitarian, Universalist and other religious liberals</td>
</tr>
<tr>
<td></td>
<td>i. a fencing club</td>
</tr>
<tr>
<td></td>
<td>j. promotes the knowledge of Jewish Orthodoxy</td>
</tr>
</tbody>
</table>
**Directions:** In the blank preceding each word or words in Column I, place the letter corresponding to the word or group of words in Column II most closely related to it. Some words in Column II will not be used. Some will be used more than once.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>66. Isaac Rich</td>
<td>a. Second President of Boston University</td>
</tr>
<tr>
<td>67. Bureau of Publicity</td>
<td>b. Treasurer of the University</td>
</tr>
<tr>
<td>68. Jacob Sleeper</td>
<td>c. Name of Lecture series on the Constitution of the U.S.</td>
</tr>
<tr>
<td>69. E. Ray Speare</td>
<td>d. Founder of Boston University</td>
</tr>
<tr>
<td>70. Counseling Office</td>
<td>e. 811 Boylston Street</td>
</tr>
<tr>
<td>71. Lee Claflin</td>
<td>f. First President of Boston University</td>
</tr>
<tr>
<td>72. Soden</td>
<td>g. School of Theology</td>
</tr>
<tr>
<td>73. Training of Nurses</td>
<td>h. University Recreation Building</td>
</tr>
<tr>
<td>74. Boston University</td>
<td>i. Name of the building which is terminus of the Marathon races on Patriot's Day</td>
</tr>
<tr>
<td>Placement</td>
<td>j. School of Public Relations</td>
</tr>
<tr>
<td>75. Bacon</td>
<td>k. School of Medicine</td>
</tr>
</tbody>
</table>

**Part IV**

**Directions:** In the blank before each word in Column I place the letter corresponding to the word or groups of words in Column II most closely related to it. Some words in Column II will not be used.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>76. Bostonia</td>
<td>a. Boston University student yearbook</td>
</tr>
<tr>
<td>77. William Fairfield Warren</td>
<td>b. Alumni News letter</td>
</tr>
<tr>
<td>78. Daniel L. Marsh</td>
<td>c. Students of Greek descent are members</td>
</tr>
<tr>
<td>79. Clarissima</td>
<td>d. First Treasurer of Boston University</td>
</tr>
<tr>
<td>80. Pan Hellenic Council</td>
<td>e. Official Boston University newspaper</td>
</tr>
<tr>
<td>81. Hub</td>
<td>f. Recognized fraternities and sororities for women, are members</td>
</tr>
<tr>
<td>82. Boston University News</td>
<td>g. Current President of Boston University</td>
</tr>
<tr>
<td></td>
<td>h. The daughter of the first president of Boston University</td>
</tr>
<tr>
<td></td>
<td>i. A Boston daily paper</td>
</tr>
<tr>
<td></td>
<td>j. Boston University Alumni magazine</td>
</tr>
<tr>
<td></td>
<td>k. First President of Boston University</td>
</tr>
<tr>
<td></td>
<td>l. Name of a Boston University Song</td>
</tr>
<tr>
<td></td>
<td>m. Current Treasurer of Boston University</td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Section of Science</td>
<td>C.</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>1</td>
</tr>
<tr>
<td>Section of Science of the University</td>
<td>2</td>
</tr>
<tr>
<td>General Administration</td>
<td>3</td>
</tr>
<tr>
<td>Section of Science of the University</td>
<td>4</td>
</tr>
<tr>
<td>Administration of the University</td>
<td>5</td>
</tr>
<tr>
<td>Department of Science</td>
<td>6</td>
</tr>
<tr>
<td>School of Business</td>
<td>7</td>
</tr>
<tr>
<td>Department of Science</td>
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<tr>
<td>School of Science</td>
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<td>School of Science</td>
<td>13</td>
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<tr>
<td>Department of Science</td>
<td>14</td>
</tr>
</tbody>
</table>

**Note:** In the plan, please see and note in Column 1 those and only those...
Part V

Directions: Place a "T" in front of each of the following statements that is true. Place an "F" in front of each statement that is false.

86. Originally, Boston University was called Boston Theological Seminary.
87. Within five years after Boston University was incorporated it adopted or established seven schools and colleges.
88. Boston University has provided in its charter that religious opinion should not affect the admission of students or the engagement of instructors.
89. The Inter-Faith Council of Boston University is a student organization made up of representatives of the Catholic Protestant and Jewish faiths as well as other inter-faith groups.
90. There are several all-university musical organizations for which any Boston University student with requisite musical qualifications is eligible.
91. The University Information Office provides information pertaining to the location and functions of University personnel, schools and colleges, and specific offices.
92. Through the Boston University Board of Trustees certain funds are available for loan to qualified students in any undergraduate department.
93. The Student Health Service is responsible for the payment of doctor's bills incurred by a student during the school or college term.
94. Students of Schools and Colleges of Boston University, which are located in Boston, have access to the Boston Public Library.
95. It is necessary to produce a check identification card in order to have a check cashed at the Treasurer's office.
96. The University Veterans' Center is a social club where student veterans may meet each other.
97. The newest school or college to be established at Boston University is the College of Business Administration.
98. In order to get treatment at the Student Health Service it is necessary to make an appointment in advance.
99. Boston University has no official relationship to the City of Boston.
100. The Boston University Director of Student Activities has supervision over all interdepartmental fraternities.
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<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>AUG 1</td>
<td>1948</td>
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<tr>
<td>AUG 1</td>
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<tr>
<td>OCT 28</td>
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<td>APR 10</td>
<td>1949</td>
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<td>MAY 14</td>
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<td>JUN 21</td>
<td>1951</td>
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<td>JUL 8</td>
<td>1951</td>
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<tr>
<td>JUL 5</td>
<td>1952</td>
</tr>
<tr>
<td>AUG 1</td>
<td>1952</td>
</tr>
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<td>1955</td>
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<td>1955</td>
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<td>1963</td>
</tr>
<tr>
<td>FEB 26</td>
<td>1963</td>
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