**THE TECH BOSTON MASS. JANUARY 1, 1913**

**COURSE CONFERENCES.**

Talks to be given soon on the Different Courses.

In a few weeks the freshman will be too busy to make a choice of their course of study. In order to better prepare them and to give them a better idea of what the different courses lead to, talks will be given by the heads of the several courses and detailed explanations of the kinds of work the student will have to do, and to what each course leads. The choice of a course which must be taken is not necessarily final, however.

The various conferences will be held as follows:

**Course I—I.** Prof. Miller.
Will meet students on Thursday, January 10th, at 4 P.M. in Room 49, Eng. A.

**Course II—I.** Prof. Richards.
Will meet students on Thursday, January 9th, at 4 P.M. in Room 11, Eng. B.

**Course III—I.** Prof. Taylor.
Will meet students on Monday, January 16th, at 4 P.M. in Room 2, Rogers.

**Course IV—I.** Prof. Talbot.
Will meet students on Thursday, January 9th, at 12.15 P.M. in Room 49, Lowell.

**Course V—I.** Prof. Jackson.
Will meet students on Friday, January 10th, at 10 A.M. in Room 49, Lowell.

**Course VI—I.** Prof. Sedgwick.
Will meet students on Wednesday, January 8th, at 4 P.M. in Room 1, Eng. C.

**Course VII—I.** Prof. Cottrell.
Will meet students on Monday, January 6th, at 4 P.M. in Room 11, Eng. B.

**Course VIII—I.** Prof. Crozier.
Will meet students on Monday, January 6th, and on Tuesday, January 7th, and at 10 A.M. or by special appointment, in Room 11, Walker.

**Course IX—I.** Prof. Lindgren.
Will meet students on Monday, January 6th, at 4 P.M. in Room 10, Pierce.

**Course X—I.** Prof. Peabody.
Will meet students on Wednesday, January 8th, at 4 P.M. in Room 11, Eng. C.

**Course XI—I.** Prof. Goodwin.
Will meet students on Thursday, January 9th, at 4 P.M. in Room 5, Walker.

December 21, 1912.

**TRAVELING UNIVERSITY.**

Of the many plans for extending the influence of State universities, the project of the University of Minnesota is particularly novel and is accomplishing much definite good. This plan is something more than university extension. To all intents and purposes a portion of the university is temporarily detached and transferred to other parts of the State, thus actually extending the benefits of the State's costliest educational plant to a wider field than ever before. Faculty, students, and equipment go "on tour" and exhibit to the townspeople of various places "life's most characteristic activities, taken by each community a week, known as "University Week." This plan is considered by the United States Bureau of Education as one of the best devices for bringing together for mutual profit a State university and the people who support it.

What "University Week" really is may be best given a typical plan. Each day of the six is devoted to some special line, with lectures and demonstrations during the day time and class entertainments at night. Thus Monday is Business Men's Day; Tuesday is Art and Literature Day; Wednesday is Home Welfare Day; Thursday is Public Health Day; Friday is Farmers Day; Saturday is Town and Country Day. Such topics as various business problems, horticulture, civic betterment, "Art in Common Things," "Why Balance Die," "How Minnesota Educates Her Children," public health, farm policies, "The Social Penalties of Rural Immigration" and "Social Life in Town and Country" are taken up. Genuine interest is aroused in the towns visited. In most instances, usually the people take the visit of the university as the business of the week, and devote all their attention to it. Not only the villagers, but people from outlying districts as well, attend the sessions. Last June eighteen small towns were visited, and all the communities were so well pleased that they unanimously have asked that the tour be repeated this year.

It is estimated that there are several ways in which this novel plan will have a direct effect. In the first place, it will make the work of the university well and favorably known where it has before been known only vaguely, or even mistakenly; it will break down the already weakening barriers of educational exclusiveness; and more important still, it is one more link in the chain of rural betterment.

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