

# AUGSBURG COLLEGE AND THEOLOGICAL SEMINARY



SEVENTY-SEVENTH YEAR  
FOUNDED 1869

MINNEAPOLIS, MINNESOTA  
1946

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# CALENDAR

1946-1947

## First Semester

1946

Sept. 18	Wednesday	Entrance Tests
Sept. 19-20	Thursday, Friday	Freshman Registration
Sept. 21, 23	Saturday, Monday	Upper Class Registration
Sept. 24, 8:00 A. M.	Tuesday	Classes begin
Sept. 27	Friday	Late Registration Fee
Oct. 25-27	Friday to Sunday	Homecoming
Nov. 27, 3:50 P. M., to Dec. 1	Wednesday to Sunday	Thanksgiving Recess
Dec. 20, 3:50 P. M.	Friday	Christmas Recess begins

1947

Jan. 7, 8:00 A. M.	Tuesday	Classes begin after Christmas Recess
Jan. 27 to Feb. 1		Examinations
Feb. 1	Saturday	First Semester ends
Jan. 27 to Feb. 3		Registration for Second Semester

## Second Semester

Feb. 4, 8:00 A. M.	Tuesday	Classes begin
Feb. 7	Friday	Late Registration Fee
Feb. 12	Wednesday	Lincoln's Birthday
Feb. 22	Saturday	Washington's Birthday
Apr. 2, 3:50 P. M.	Wednesday	Easter Recess begins
Apr. 8, 8:00 A. M.	Tuesday	Easter Recess ends
May 23	Friday	Seminary Commencement
May 27 to June 3		College Examinations
May 30	Friday	Decoration Day
June 4	Wednesday	College Commencement

# OFFICIAL BOARDS

## BOARD OF TRUSTEES

REV. JOHN A. HOUKOM, President	Term expires 1948
Ashland, Wis.	
MR. THOS. HALVORSEN, Secretary	Term expires 1946
Minneapolis, Minn.	
MR. OLE O. SAGENG, Dalton, Minn.	Term expires 1947
REV. E. G. LARSON, Minneapolis	Term expires 1949
MR. BERT A. BALERUD, Minot, N. D.	Term expires 1950

## BOARD OF DIRECTORS

DR. BERNHARD CHRISTENSEN, Minneapolis	Ex-Officio
REV. P. A. STROMMEN, Sand Creek, Wis.	Term expires 1946
REV. CLARENCE J. CARLSEN, Minneapolis	Term expires 1946
REV. GEO. J. KNUDSON, Minneapolis	Term expires 1947
REV. S. H. FRAMSTAD, St. Paul, Minn.	Term expires 1947

# ADMINISTRATION

BERNHARD CHRISTENSEN	President
ARTHUR NASH	Dean of the College and Registrar
OLAF ROGNE	Business Director
RAGNA SVERDRUP	Treasurer
K. BERNER DAHLEN	Dean of Men
GERDA MORTENSEN	Dean of Women
AGNES B. TANGJERD	Librarian
MARTIN QUANBECK	Director of Placement
RICHARD F. PAUTZ*	Director of Public Relations
NORMAN C. ANDERSON	Alumni Secretary
JEAN WATTS	Dietician and Manager of the Dining Hall
CARL WOYKE**	Publicity Director
ETHEL INGEBREDTSEN	Secretary to the President
ISADORA ANDERSON	Assistant Registrar
MARIA GALEN	Assistant to the Treasurer

## THE FACULTY

### THE THEOLOGICAL SEMINARY

**BERNHARD CHRISTENSEN, Th.M., Ph.D.**  
President, Systematic Theology

**ANDREAS HELLAND, M.A., C.T.**  
New Testament, Professor Emeritus

**LARS LILLEHEI, M.A., C.T.**  
Systematic Theology, Professor Emeritus

**MELVIN A. HELLAND, S.T.M., Ph.D.**  
New Testament, Secretary of the Theological Faculty

**KARL ERMISCH, Ph.D., S.T.D.**  
Church History

**JOHN M. STENSVAAG, S.T.M., Ph.D.**  
Old Testament

**IVER B. OLSON, Th.B., M.A.**  
Practical Theology

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**OLAF ROGNE, B.A., C.T.**  
Lecturer in Practical Theology

**CLARENCE J. CARLSEN, M.A., C.T.**  
Lecturer in Practical Theology, 1945-6

### THE COLLEGE

**P. A. SVEEGGEN, M.A.**  
English, Secretary of the General Faculty

**H. N. HENDRICKSON, M.A., C.T.**  
History, Latin

**ARTHUR NASH, Ph.D.**  
Biology

**MARTIN QUANBECK, M.A.**  
Education

**GERDA MORTENSEN, M.A.**  
History, Orientation

**KARL ERMISCH, Ph.D., S.T.D.**  
German, Religion

**LARS LILLEHEI, M.A., C.T.**  
Greek

**MELVIN A. HELLAND, S.T.M., Ph.D.**  
Greek, Religion

## THE FACULTY

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GEORGE SOBERG, B.A.  
Mathematics

BERNHARDT J. KLEVEN, Ph.D.  
Social Science, Director of Band

HENRY P. OPSETH, B.M.  
Music

MARION WILSON LINDEMANN, M.A.  
French, Spanish

ERLING J. URDAHL, M.A.  
Biology, Psychology

AGNES B. TANGJERD, M.A., B.S.  
Library Science

NORMAN C. ANDERSON, B.A., C.T.  
Religion, Journalism

RUTH SEGOLSON, M. S.  
Home Economics

IVER B. OLSON, M.A., Th.B.  
Scandinavian, Religion

K. BERNER DAHLEN, M.A.  
English

ALMA M. JENSEN, M.A.  
Sociology, English

PHILLIP KILDAHL, M.A.  
History, Philosophy

KENNETH BERGER, B.A.  
Speech, Debate Coach

R. O. SIMONSON, B.A.  
Chemistry, Physics

DONALD HOLM, B.A.  
Chemistry

ROBERT S. CARLSON, B.S.  
Physical Education, Coach

MARION BERGER, B.A.  
Physical Education for Women

JENNIE SKURDALSVOLD, B.M.  
Voice

MARGRETHE PETTERSEN  
Piano

NORMAN MYRVIK, M.A.  
Music

VERA THORSON, B.A.  
Secretarial Studies

## AUGSBURG COLLEGE AND SEMINARY

**JAMES A. NESSE, B.A.**  
Chemistry and Physics  
(Sem. I, 1945-1946)

**PHILIP C. HELLAND, B.A.**  
Physical Education

**LUTHER GRONSETH, B.A.**  
Assistant in Physical Education

**STANFORD NELSON, B.A.**  
Assistant in Physical Education

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**C. R. WALL, M.D.**  
School Physician

**HELEN L. PAULSON**  
School Nurse

## Standing Committees of the Faculty

**Matriculation:** Nash, Kleven, Miss Mortensen, Christensen

**Curriculum and Catalog:** Christensen, Sveeggen, Quanbeck, Helland, Nash

**Student Personnel:** Urdahl, Nash, Dahlen, Miss Mortensen, Stensvaag

**Athletics:** Soberg, Kildahl, Pautz, Nash

**Social and Extra-Curricular Activities:** Miss Mortensen, Mrs. Lindemann, Miss Segolson, Urdahl

**Library:** Sveeggen, Kleven, Anderson, Ermisch

**Convocations and Programs:** Olson, Mrs. Lindemann, Miss Jensen

**Visual Education:** Urdahl, Miss Segolson, Anderson

**Student-Faculty Committee:** Quanbeck, Urdahl, Miss Segolson

**Curator of Museum and Archivist:** Lillehei



## GENERAL INFORMATION

### HISTORY AND AIMS

#### Fundamental Aims

The educational purposes of Augsburg College and Theological Seminary spring from the conviction that Christianity is the fundamental force for good in human life. All the aims of the College, as well as those of the Seminary, are bound together by this principle. To express more distinctly the meaning of this, the following statement of aims has been formulated by the faculty:

To lead the student to a deeper understanding and personal realization of the truth and power of the Christian Gospel to the end that he may become an effective participant in the evangelical and missionary task of the Church and an earnest advocate of the Christian way of life both for the individual and for society.

To familiarize the student with the culture of our own and other civilizations, not only for the enjoyment this knowledge affords but also for the development of a more sympathetic understanding of our fellow men throughout the world.

To develop the student's interest in the attainment of the common purposes of our country, so that he may work for the welfare of our institutions and for the preservation of our liberties in community and nation, and also develop an enlightened interest and participation in human affairs throughout the rest of the world.

To cultivate in the student a Christian social spirit, in order that he may realize in his life a right balance between what he expects of others and the service he will render his fellow men.

To teach the student to discipline his own urges, interests, ambitions, and demands in a way that will effectively contribute toward the development of good character.

To train the student in scientific methods of study and also develop his understanding of the relations of science to the welfare of humanity.

To stimulate intellectual interest and develop scholarly insight, so that the student may learn to think with accuracy and comprehension at the same time as he experiences an understanding of truth which will help him to integrate the findings of science with the deepest spiritual reality.

To awaken and foster in the student an intelligent appreciation and enjoyment of the best in the fields of the fine arts.

To guide the student in the understanding of social relationships in order that he may take his place in groups and gatherings with propriety and grace, motivated in his conversation and conduct by the principles of Christian courtesy and sincerity.

To provide guidance for the student in the discovery and clarification of his aptitudes and his life purposes so that as early as possible he may plan his educational program wisely.

To train students in vocational and professional lines, giving full preparation for high school teaching, business administration, and parish work; furnishing partial training towards the study of medicine, dentistry, nursing, engineering, law, home economics, and social service; and offering a four-year college course preparing for the study of theology.

To help the student develop certain skills, as in language, music, physical activities, use of the library, laboratory work, and type-writing, together with other skills, which will increase his efficiency in the various relationships of life.

To afford the student wholesome recreational experience which will contribute toward an effective use of leisure time and develop such qualities as leadership, sportsmanship, and self-control, with good recreational habits, thus providing a constant source of social and personal satisfaction.

To instruct the student in principles, attitudes, and ideas pertaining to health, and also to train him in practices and skills which will promote his physical and mental well-being and make him better fit to meet the responsibilities of life.

The work of the whole institution, both the Seminary and the College, is done on the basis of Christianity. The students who come are invited to take up their college work with the distinct understanding that the Christian spirit is determining in all things. They are asked to cooperate willingly in the program of the school towards that end. The entire program of the school, curricular and extra-curricular, and the discipline thought wise in order to make

possible the carrying out of this program, spring from the aim "to see all things through the eyes of Christ."

Enrolment in Augsburg College and Theological Seminary presupposes on the part of the student full cooperation in the ways prescribed for the attainment of these aims.

### History

Augsburg Seminary was founded in 1869, at Marshall, Wisconsin. It was the first theological seminary started by Norwegian Lutherans in America. Through an arrangement with a private institution known as Marshall Academy the Seminary was housed in the academy building. Students who needed further preparation in academic subjects were to obtain this in the academy. This arrangement failed to work out harmoniously, so the theological group moved to a private dwelling, where classes continued until 1872. In the autumn of that year the Seminary was removed to Minneapolis, Minnesota, where a building had been erected for its use. In the same year the school was incorporated under the laws of Minnesota.

The aim of the institution was to train ministers for the Lutheran congregations which were being organized in growing numbers in the pioneer settlements that were spreading rapidly over the Northwest. It soon became evident that in order to get students who were adequately prepared for theological study a college department was needed. So in 1874 a college curriculum was planned which provided for one year of preparatory studies and four years of college work along two lines, a classical course to prepare students for theology, and a scientific course to prepare for the professions. The latter course, however, had to be discontinued, partly for lack of funds and partly because too few students selected the course. The first college students were enrolled in 1874 and the first class was graduated in 1879.

In 1900 a high school course covering three years was established which in 1910 was expanded to a standard four-year course. This was discontinued in 1933. In the years 1916-1919 the college course was thoroughly revised in conformity with modern developments. As a result of this and of subsequent growth, the strictly classical course has been largely modified and supplemented by social and scientific studies and a more general emphasis upon the study of the humanities. Until 1921 only men were admitted, but in that year coeducation was introduced.

In the Theological Seminary there has likewise been introduc-

tion of new courses and enlargement of the faculty. Standards of admission have been raised so that a bachelor's degree or equivalent is now the required scholastic preparation. While the Theological Seminary has its own organization, yet the Seminary and the College function in close cooperation. Long experience has proved such an arrangement mutually wholesome and stimulating.

Five Presidents have served Augsburg during the course of its history. The terms of office of two of these cover a span of over half a century. The first President was August Weenaas, who served from 1869 to 1876. He was succeeded by Georg Sverdrup, 1876 to 1907. Sven Oftedal served from 1907 to 1911 and was followed by George Sverdrup, whose term extended from 1911 to 1937. H. N. Hendrickson served as Acting President from 1937 until the election of Bernhard Christensen in 1938.

### Support and Control

From 1870 to 1890 Augsburg was supported by the Norwegian-Danish Lutheran Conference. From 1890 to 1893 it was supported by the United Norwegian Lutheran Church. Due to differences concerning the control of Augsburg a division arose, the minority faction continuing to support the school. In 1897 these congregations organized the Lutheran Free Church, which since that time has supported Augsburg.

The control exercised by the Lutheran Free Church is indirect. It nominates the members of the Augsburg Corporation and of the Board of Trustees. Permanent members of the Faculty are elected by the Annual Conference of the church body.

Direct control is exercised by the Corporation through the Board of Trustees, who control property, finance, and personnel. Academic control is vested in the President and the Faculty.

## BUILDINGS AND EQUIPMENT

### Location

Augsburg College and Seminary is located on Eighth Street and Twenty-first Avenue South, in Minneapolis, within walking distance of the business section of the city. Students have the advantage of getting their college education in a metropolitan center pulsating with industrial, social, and cultural activities. They have access to libraries, museums, and art collections. They may hear the best music and lectures. They may contact modern life at one of its focal points.

### Buildings

The main building, erected in 1900, contains the offices of the administration, the chapel, the library, classrooms, chemistry and physics laboratories, and a gymnasium. The Old Main, erected in 1872-75, is the oldest of the dormitories. It also houses the music department, the biology laboratory, and certain offices. West Hall, erected in 1874, and Morton Hall, erected in 1888, are used as dormitories for women. The Sverdrup-Oftedal Memorial Hall, erected in 1938, is a thoroughly modern, fireproof dormitory affording living quarters for over a hundred men. In the basement of this building is a modern cafeteria and a large dining hall. In 1939 the school acquired Sivertsen Hall, a splendid dormitory accommodating about 40 women. Plans are now under way for the erection of an addition to this dormitory.

### The Museum

Some years ago the beginning was made of a Museum for the school. Members of the Alumni Association have presented many valuable gifts. There are several collections: a Madagascar Collection, a Santal Collection, and a considerable collection of rare minerals, curios, etc. Contributions should be sent to Prof. L. Lillehei, Curator.

### The Archives

In the spring of 1929 the Augsburg Archive Society was organized. The purpose of this organization is to gather and preserve documents, books, and other articles of historical value. To house the Archives a fire-proof room has been provided in the Main. Here are now found a fine collection of periodicals, old and rare books, manuscripts, letters, and pictures, and also about 1,000 volumes of Norwegian-American literature, affording rich resources for scholarly research. Further contributions to the Archives should be sent to Prof. L. Lillehei, Archivist.

### Library

The collections in the Library aggregate about 22,000 volumes exclusive of pamphlets.

A hundred of the best periodicals, pamphlets dealing with popular subjects, and a number of serials devoted to the interests of special fields are received currently.

Students have access to the Library daily from 7:45 A. M. to 10:00 P. M. On Saturday the Library closes at 4:00 P. M.



### Laboratories

A laboratory is provided on the ground floor of the Administration building equipped for laboratory work in inorganic, organic, and analytical Chemistry.

The laboratory for Biology is located in Old Main and is supplied with compound microscopes, slides, and other equipment and material for laboratory work in the biological sciences.

The Physics laboratory is on the second floor of the Administration building.

### Book Shoppe

The Book Shoppe of The Lutheran Free Church Publishing Company is located on Riverside Avenue, one block from the campus. Here are readily available not only text-books, stationery, and supplies, but also a fine selection of Christian literature.

### EXPENSES

For Theological students, tuition is free. The tuition for the College students is \$85.00 a semester.

Students taking more than the maximum number of periods (17 in the College) are charged at the rate of \$5.00 for each additional period a week per semester.

Special students will pay \$6.00 per credit hour. A student who takes as many as twelve (12) hours may register as a regular student.

#### Estimated Expenses for One Semester<sup>1</sup>

Tuition in College .....	\$ 85.00	
Books, etc. ....	12.50	
Student Activity and Health Fee.....	6.00	
Matriculation Fee (for those registering for first time) .....	5.00	
Laboratory Fee (for some courses).....	\$1.50 to 5.00	
Caution Fee (refunded if not used).....	2.00	
Locker .....	.75	
Board .....	117.00	
Room (single) .....	40.50	or 54.00
Room (double or three in a suite).....	36.00	or 45.00
		<hr/>
		\$258.50 to \$287.25

<sup>1</sup> Subject to change.

**Note:** See page 20 for information concerning opportunities for part-time employment to assist in meeting expenses.

Exchange will be charged on all out-of-town checks.

### Payment of Accounts

All bills for tuition, room, and board are payable in advance at the beginning of each semester. When necessary, special arrangements may be made with the Treasurer for partial payment and payment of the remainder in monthly installments. A charge of fifty cents per month is made on such installment payments. All accounts must be paid before a student is permitted to register for a new semester.

### Refunds

Students who cancel their registration before the middle of any semester pay tuition and fees at the rate of \$6.00 per week for the time during which they have been in attendance. Students who cancel out after the middle of the semester receive no refund of tuition.

Payments for board and room are refunded in proportion to the time students have been in residence.

### Special Fees

A fee of \$1.00 each will be charged for the following examinations:

1. A final taken at another hour than the one scheduled.
2. An examination making up an incomplete or a condition received at the end of a semester.

A fee of \$3.00 is charged for late registration.

Seniors in both the College and Seminary pay a diploma fee of \$7.50.

A fee of \$2.00 is charged for registration with the Teachers' Placement Bureau.

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### FORM OF BEQUEST

I give, devise, and bequeath to the Board of Trustees of Augsburg College and Theological Seminary, Minneapolis, Minnesota, the sum of ..... Dollars, for the support and maintenance of said Augsburg College and Theological Seminary.

## CAMPUS COMMUNITY LIFE

### Christian Environment

The influences which mould life and character on a college campus are of many kinds. While the exercises of classroom, laboratory, and library form the organizing basis of college activity, they need to be supplemented by other than academic forces. These intangible but very real supplementary influences have much to do with creating the spirit of an institution. At Augsburg definite emphasis is placed upon the maintenance of a wholesome spirit of Christian community living. Students are urged to give conscious attention to this personal and spiritual side of their development and thus contribute toward the prevalence of a vital and happy Christian atmosphere on the campus.

It is the earnest desire of those who direct the policies of Augsburg that the institution may constantly be permeated by an atmosphere in which the quest for Truth as it is in Christ is prayerfully fostered in the life of each student.

In order to help toward attaining these goals the faculty and students gather in chapel every day for a brief meditation upon the Word of God and the deepest needs of the human soul. Regular attendance is expected of all students. All students are required to register for two class hours per week in one of the courses offered in Religion. There are numerous voluntary religious activities in which students are urged to participate. Spiritual Emphasis Week is held twice each year. It is assumed that every Augsburg student will find a church home in Minneapolis and attend its services regularly.

### Discipline

The disciplinary problems of the college are dealt with in the light of the spiritual purposes and ideals stated above. It is expected of each student that his life, conduct, and influence, both on and off campus, shall be worthy of a member of a Christian College. Those who do not feel drawn to this quality of life and to the fellowship in which it is nourished should not seek to be enrolled at Augsburg.

A truly Christian spirit and environment cannot, of course, be created or maintained by legalistic regulation. It must be the product of the united effort and prayer of faculty, students, and administration.



Augsburg reserves the right to dismiss or to discipline by the imposition of other proper penalties any student who violates the rules of the school or who is not amenable to advice and direction. Such penalties include loss of privileges, probation, suspension, and expulsion. The school likewise reserves the right to dismiss any student whose general conduct or influence is unwholesome. Such a student may be removed although no formal charge is made against him.

### Recreation and Social Life

"No man is a hypocrite in his pleasures." To learn to enjoy the right form of recreational activities is an important aspect of preparation for life. At Augsburg there is a definite attempt to encourage the formation of helpful recreational habit-patterns, not only as regards the definitely planned play-program supervised and directed by the Department of Physical Education, but as regards the use of leisure time in general. Wholesome social activities of many kinds are fostered and encouraged. A definite attempt is made to achieve a true integration of the spiritual activities with the purely recreational. Also in this area the goal is "to see all things through the eyes of Christ."

### Cultural Opportunities

Augsburg's location in Minneapolis gives its students unique opportunities to make use of some of the finest educational and cultural advantages which the Northwest has to offer. Excellent art collections are to be found in The Minneapolis Institute of Arts and the Walker Art Gallery. The Twin City libraries are large and extensive in their services. The Historical Museum in St. Paul gives access to large collections of historical material. There are several other colleges in the Twin Cities and also the State University, affording contacts which are conducive to intellectual and cultural stimulus and development.

### Convocation

Regular convocation programs are held at Augsburg throughout the year. These programs aim to acquaint the campus community with outstanding personalities and problems in various fields. A wide range of interests is covered, including the scientific, political, social, religious, and artistic.

## Housing

### General

All students who are not living at home are required to room in the College dormitories, unless permission to room elsewhere is granted by one of the Deans. Such permission must be secured before final arrangements are made.

Residents in dormitories are required to take their meals in the College dining hall except those students who are employed away from the College. The charges for room and board are payable in advance.

The residence halls are open for the occupancy of students on the day preceding the beginning of registration. Temporary arrangements may be made for students who have permission to come early to seek employment. Meals are served commencing the morning of the first day of registration.

The use of special electrical appliances such as irons and high-powered lamps is permitted only after arrangements for them have been made with the Housekeeper and after the payment of a fee to cover the additional current used.

Dormitory residents are held responsible for breakage or injury to the furniture and furnishings.

The College believes in the educational value of group living under faculty supervision. It is expected that life in the dormitories should foster the development of Christian character, self-control, and consideration for the rights of others.

### Applications for Rooms

Reservations of rooms should be made by September 1 upon special blanks which will be provided by the Registrar's Office upon request. A reservation fee of \$2.00 is required at the time application is made. This fee is returnable only in case the student finds it necessary to withdraw his or her application and notifies the Registrar's Office prior to August 15.

Rooms are assigned to present occupants of the dormitories the last two weeks in May. After that, they are assigned to new applicants in the order of application.

### Sverdrup-Oftedal Memorial Hall

This dormitory for men, erected in 1938, accommodates about 150 students. The modern arrangement of the dormitory, with its suites of two rooms for every two or three students (there are a

few single rooms), helps to make this an exceptionally inviting College home for men. The rooms are furnished except with bedding and linen. Each occupant should supply himself with the following: sheets for single bed, bedpad, pillowcases, blankets or quilts, and towels. These should be marked with the owner's name.

Because of the acute dormitory situation for women students, one section of Memorial Hall was used for housing about 50 women students in 1945-46.

#### **Old Main**

Because of the present housing situation, the second and third floors of Old Main will be used temporarily for dormitory facilities. There are both single and double rooms. The rooms are furnished except for pillows and other bedding and linen. (See above for itemized list of needed supplies.)

#### **Morton Hall and West Hall**

These two homelike cottages on the campus provide accommodations for the freshman women. The rooms are furnished except for bedding and linen. Each occupant should provide: bed linen, including sheets for single beds, pillowcases, bedpad, blankets or quilts; also towels and dresser scarfs. Pictures, lamps, and rugs are optional. All articles should be marked with the owner's name.

#### **Sivertsen Hall**

A new residence hall for women was acquired in 1939 through the generosity of Dr. Ivar Sivertsen. This beautiful modern building is located three short blocks from the main campus and accommodates about forty upper class students. The rooms are furnished except for bedding and linen. The first floor has a large reception room used for social functions. In the basement are a laundry, a kitchenette, pressing rooms, and a recreation room.

#### **Dining-Hall**

The ground floor of the Sverdrup-Oftedal Memorial Hall houses an attractive dining-hall, a cafeteria, a social room, and a private dining-room.

All students, campus and off campus, share in the privilege of using these service units.

### Health Service

The program of health service is in charge of the Director of Physical Education and Recreation, who is assisted by the School Physician and the School Nurse. It includes regular physical examinations, corrective measures where needed, a school-wide program of recreation and physical training. Infirmary Rooms are provided. The health fee paid by each student helps to cover the cost of physical examinations and incidental expenses of those who are ill. The office is in West Hall.

## COUNSELLING AND PERSONNEL SERVICE

### Counselling

The counselling and personnel service aims to help each student to discover and make the most of his possibilities through educational, vocational, and spiritual guidance. An effort is made to coordinate and correlate contributions to this service on the part of all members of the teaching and administrative staff of the school, each one in his special field. Beginning with the Freshman class of 1945-6, a program of counselling is being developed whereby each student is assigned to a Faculty counsellor. This program is directed by the Counselling Chairman, who works in close cooperation with the Deans. Through all, the primary aim sought is the welfare of the individual student.

### Employment Service

A large number of college students find it necessary to secure part-time employment while carrying on their studies. The Augsburg Employment Service was organized some years ago to help meet this need, and has been successful in placing hundreds of men and women students in part-time positions. Many Minneapolis institutions and firms have gladly cooperated in this enterprise. The types of work secured are of many kinds, including recreational leadership, restaurant work, house positions, sales work, secretarial and clerical work, switchboard operating, janitor service, and so on.

Student assistance is utilized for the various types of service needed on the campus. For these positions upper-class students who have maintained a good scholastic average are given preference.

Application for part-time employment is made upon a regular form which may be secured from the Registrar's Office.

### Loan Funds

To assist students in meeting their financial problems in emergencies several revolving funds have been established through which short-term loans, at a reasonable interest rate, may be arranged.

The Augsburg College Women's Club Loan Fund extends assistance especially to members of the Senior class.

The John and Anna Jorgine Gregory Theological Student Loan Fund is available to students who are preparing for the ministry.

The Student Aid Fund of the Zion Lutheran Hour, established under the auspices of Zion Lutheran Church of Minot, North Dakota, likewise extends loans to students preparing for the ministry.

The Minnie Kirby Fund is a general fund providing short-term loans for students of all classes.

### Scholarships and Prizes

Two prize scholarships (tuition for the second half of the Freshman year) are offered by the State Council of Minnesota Colleges, one to the first ranking Senior boy and one to the first ranking Senior girl from any Minnesota high school.

Outside of Minnesota, where the regulation of the State Council of Minnesota Colleges does not apply, a limited number of scholarships of this kind are awarded to students of superior ability.

The Keith E. Hoffmann Memorial Scholarship was established in 1945 by Mr. and Mrs. Charles S. Hoffmann of Minneapolis in memory of their son who gave his life in the conquest of Okinawa. The scholarship consists of the income from a fund of \$1,075 and is awarded annually to a student selected on the basis of academic achievement, personal character, and ability in the field of athletics.

The Adolph Paulson Memorial Prize is awarded annually to a college student for the best essay written on an assigned subject in the general field of Christian Sociology.

### Teachers' Placement Bureau

For the purpose of assisting graduates with teachers' certificates to secure positions, the College maintains a Teachers' Placement Bureau. This Bureau serves not only the graduating seniors, but also alumni who are seeking changes in positions. A registration fee and a small placement fee are charged.



## STUDENT ACTIVITIES

### General

**The Students Society.** The Students Society is an organization of the entire student body. It delegates the authority "to promote and govern the all-student activities" of the school to **The Augsburg Student Council**. The president of the Council is elected by **The Students Society**. Other members are elected by each of the College classes and The Theological Seminary as their representatives.

**The Associated Women Students.** This organization directs the extra-curricular activities of special interest to the women students, all of whom are members.

### Religious

In order to aid one another to see all things "through the eyes of Christ" and to effectively realize the spiritual purposes inherent in the Christian faith, the students of the College and Seminary have formed a number of organizations.

**The Concordia Society** is an organization for all the students in the Theological Seminary. To those interested in missions the **Mission Society** is a rallying point. A **Men's Gospel Quartette** represents the school in many places, especially during the summer. Other musical groups having a religious purpose are developed each year. All students may find inspiration in the **Mid-week Meeting** and other regular meetings for prayer and fellowship. The **Religious Emphasis Week** and the **Annual Mission Festival** are outstanding religious events of each school year.

**The Students Society** is affiliated with the **Lutheran Student Association of America**, and Augsburg students participate in the various regional and national activities of this larger fellowship.

During the summer-time a number of students do parochial school teaching, carry on home mission work, travel in Gospel duos, or engage in similar types of Christian service. There is also during the school year much opportunity for bringing the Christian message to Gospel missions, churches, and other organizations.

### Social Science

**The International Relations Club** is an organization of students who major in one of the social sciences or who are particularly interested in international relations.

**Organized Field Trips.** The Social Science Department arranges for field trips to places of special interest, such as the State Prison, State Capitol, Social Settlement Houses, and Industrial and Financial Institutions.

**The Augsburg College League of Women Voters** is an organization affiliated with the Minnesota League of Women Voters aiming "to promote education and citizenship" and stimulate interest and participation in effective government.

### Natural Science

**The Aristotelians** is a society made up of students who specialize in the natural sciences. Monthly meetings are held, at which speakers address the society on scientific topics.

### Literary

**The Scribblers Club.** This is an organization open to freshmen who wish to do some creative writing.

**The Writers Club.** This organization is composed of upper-classmen interested in creative writing. Members submit articles for group criticism at the regular meetings. The best selections are published in *The Dial*, an annual literary magazine.

**Le Cercle Francais.** Membership in *Le Cercle Francais* is open to past and present students of French. Meetings are held from time to time at which the group listens to broadcasts of French short stories, plays, songs, etc., or the group presents its own program of vocal and instrumental music, skits, readings, etc.

**The German Society.** This organization is for the purpose of cultivating an appreciation of the German language and culture.

**The Norse Club.** The Norse Club is composed of students who are interested in Norwegian history, literature, music, and art. In order to become members of the Norse Club students must maintain a C average in all their work.

**The Sigvald Kvale Silver Medal Contests** are given by members of the Norse Club.

### Debate and Oratory

Augsburg is annually represented by men and women debaters at intercollegiate contests which are held in various colleges in Minnesota and neighboring states.

There are also local and intercollegiate contests in oratory.

### Athletics

**Physical Education and Recreation.** Under the direction of the Department of Physical Education a wide range of activities of a recreational nature is arranged for general student participation. Every student is urged to find some activity in which to participate for his own pleasure and recreation. Co-recreational activities such as skating parties, winter sports days, skip day, informal hiking, and community singing are part of the program. Informal play periods are sponsored on a lighted play field and in the gymnasium throughout the fall and spring.

**Intramural Department.** Through the intramural department competition is maintained in six-man touchball, Park Board basketball, interclass basketball, ping pong, badminton, diamondball, handball, archery, volleyball, tetherball, horseshoe, tennis, shuffleboard, and hockey. Four basketball teams and one hockey team are entered annually in the Park Board Leagues. These teams are equipped and sponsored by the Department of Physical Education and play a regular schedule of games throughout the winter.

**Intercollegiate Athletics.** Augsburg is a member of the Minnesota Intercollegiate Athletic Conference. The college is represented annually by teams in football, basketball, baseball, track, tennis, and golf.

**The "A" Club.** Membership in the "A" Club is limited to all men who have won a major A at Augsburg. The aim of this organization is "to bind the 'A' men of the past, present, and future into a more intimate bond of fellowship, and to keep the athletics of Augsburg on the highest possible plane."

**Women's Athletic Association.** The Women's Athletic Association is an honorary organization. Membership is gained by participation in individual and group recreation activities with awards given on a point basis. The Augsburg W. A. A. is a member of the Minnesota Athletic Association of College Women.

### Music

A comparatively large number of students take part in the musical activities of the school. These are composed of the choirs and the band and a variety of smaller groups. The aim of these organizations is to spread the Christian Gospel through the fellowship of music and song.

Membership in the choirs and the band is based upon musical aptitude and academic standing. College credit is given to mem-



bers who fulfil the requirements outlined by the Department of Music.

**Augsburg College Choir.** The College Choir consists of about fifty members. From year to year the Choir has toured in various parts of the United States, singing an average of eighteen concerts during each season. The itinerary has included the West Coast, Canada, and a number of the Mid-western states.

**Augsburg Choral Club.** The Choral Club serves as a preparatory choir, and also trains for concerts which are given both in the Twin Cities and in other parts of Minnesota and neighboring states.

**Augsburg College Band.** In addition to presenting its fall and spring concerts the Band gives practical experience in instrumental music and thus furnishes training for the prospective teacher.

**Miscellaneous Groups.** In addition to the Choir, Choral Club, and Band, there are at Augsburg many smaller musical groups, both vocal and instrumental. For many years Augsburg has sent out among the churches duos, trios, quartets, and similar groups. These organizations are usually formed and directed by the students themselves.

## Journalism

For those interested in Journalism several avenues are open for securing practical experience in campus publications.

The **Augsburg Echo**, the College paper, is best adapted for this purpose. Besides serving the need of such a publication at the school, it is given considerable circulation among high schools in the Northwest.

The **Augsburgian** is published as a biennial, giving a story of Augsburg life in word and picture.

The **Dial** is a literary magazine published regularly by the Writers Club.

The **Press Club** functions as a news circulating agency. Items of information concerning students are relayed to their home communities.

### Honors

Honors are given each spring at the All-Activities Honor Banquet in recognition of students who have taken noteworthy part in student activities.

The College Class of 1918 presented to the College a silver cup as a prize to arouse interest in oratory. The name of the winner of the annual contest is engraved upon the cup, which is to remain in the possession of the College and is placed on exhibition in the Main Building.

The 1927 College Class Cup for Scholarship is awarded to the Senior student of highest scholastic standing who has attended for at least two years.

The 1925 College Class Cup is awarded to the athlete who has made outstanding records both in athletics and in scholarship.

The Harold A. Johnson Trophy, presented by Gerald L. Johnson in 1943, is awarded annually to the student who is judged to be the most valuable player on the basketball team.

### THE ALUMNI ASSOCIATION

The Augsburg Alumni Association has as its goal to enable the graduates of the College and Seminary to maintain effective contact and cooperation with one another and with their Alma Mater. The annual meeting is held at commencement time each year. Regional meetings also are held from time to time.

Recently the Association inaugurated a plan for granting special scholarships to selected Augsburg graduates in order to enable them to pursue advanced studies.

The present officers are: Jerome Formo, President; Raymond Bolstad, Vice-President; Norman C. Anderson, Executive Secretary; Melvin Fossan, Treasurer.

### THE FOUNDATION FELLOWSHIP

The Augsburg Foundation Fellowship is an association of alumni, former students, and other friends of Augsburg, having as its purpose to give united and systematic support, both spiritual and financial, to the school. The Fellowship was founded in 1941 by joint action of the Board of Trustees and the Alumni Association and has had a steady growth of membership since that time. Its work is directed by a General Committee of nine members. Rev. Olaf Rogne is the Executive Secretary. A Foundation Day is held each year. The present membership is about six hundred.

# AUGSBURG COLLEGE

## ACADEMIC ADMINISTRATION

### Admission Procedure

Application for admission should be made on the regular admission form, which can be secured from the Public Relations Office or from the Registrar's Office. The application, together with the high school record, previous college record if any, and for veterans a certified copy of the separation papers, should be sent to the Registrar's Office. Previous college records of veterans may include V-12 and ASTP records. Forms combining the application and the high school record are generally available in Minnesota high schools. They can also be secured from the College. A student seeking admission in the fall semester should apply not later than September 15 and for the spring semester by January 25.

### Entrance Requirements

Qualifications for admission are determined in several ways:

1. For high school graduates with specified high school work. These must be graduates of accredited high schools and their last four years of high school must include:

- a. Four units of English or three units of English and two of a foreign language.
- b. Two units in the social studies.
- c. One unit in mathematics.

Candidates whose ability to do college work, judged by rank in graduating class and college aptitude test, does not appear satisfactory are not admitted. If a candidate's rank in class is sufficiently high, he may be admitted before he has taken the aptitude test.

2. For high school graduates without specified high school subjects and graduates of unaccredited high schools. All such graduates must take two examinations to be considered for admission:

- a. College aptitude examination.
- b. English achievement test.

Achievement on these two tests and rank in graduating class will determine a candidate's eligibility for admission.

3. For non-high school graduates. Students who give evidence of sufficient maturity are considered for admission upon recommendation and following interview on the basis of achievement in examinations as follows:

- a. College aptitude test.
- b. English achievement test.
- c. General Educational Development Tests on literary materials, social science materials, and natural science materials.

For most graduates of Minnesota high schools the results of the college aptitude and English achievement tests are available in advance if they have been taken in the state-wide testing program. The General Educational Development tests are available to service men through the Armed Forces Institute. All tests may, however, be taken at Augsburg by arrangement with the Registrar.

Students deficient in English will be required to pursue a course of preparatory study in this subject in order that they may qualify for classification in Freshman English. Such deficiency and the requirements with regard to preparatory training will be determined at the beginning of the Freshman year by means of tests in oral, written, and literary work. The requirements include the attainment of definite standards as to spelling, grammar, pronunciation, and general correctness in the use of the English language.

The College reserves the right to reject the applications of students whose previous records or recorded aptitudes make success at Augsburg doubtful.

### Transfer and Advanced Standing

Students are accepted by transfer from other institutions if they did satisfactory work and were otherwise in good standing there. If their previous work was unsatisfactory, they will be admitted at Augsburg only under special circumstances.

Advanced standing in any subject is granted to students who present satisfactory credentials from other institutions. In certain cases advanced standing is granted on the basis of examinations. This is true of veterans whose achievement on the college General Educational Development Tests warrants the granting of some junior college credit.

### Applications of Veterans

Veterans who wish to apply for admission under the provisions of Public Law 346 (G. I. Bill of Rights) or Public Law 16 (Rehabilitation program) should obtain notice of eligibility from their regional Veterans Administration. This notice should be presented to the Registrar at the time of their application.

Application for credit on the basis of educational experiences in military service may be made in two ways:

1. Those now on active duty may apply through United States Armed Forces Institute on Form 47. This form may be obtained from the U. S. Armed Forces Institute, Madison 3, Wisconsin, or from the educational officer.
2. Veterans not now on active duty should submit a certified copy of W.D., A.G.O. Form 100, Separation Qualification Record, or Notice of Separation from the U. S. Naval Service, NavPers 553; or U.S.M.C. Report of Separation; or Notice of Separation from the U. S. Naval Service-Coast Guard, 553. In the case of Naval commissioned or warrant officers, the Officer's Qualification Record Jacket (NavPers 305), a certified copy thereof, or a statement from the Bureau of Naval Personnel covering the data desired should be submitted.

Credit is given for several types of educational experience:

1. Basic or recruit training. Credit is granted on receipt of the forms mentioned in 1 or 2 above.

Physical education	6 semester credits
Hygiene	2 semester credits
2. Service courses. Credit is granted on receipt of the forms mentioned in 1 or 2 above. The recommendations of the American Council on Education, Guide to the Evaluation of Educational Experience, are followed. Not all service courses are recommended for credit.
3. ASTP, V-12, and some other college programs. Credit is granted on receipt of official transcript from the college where the course was taken. Full credit will be granted for all work applicable to a B.A. degree at Augsburg, except where the work duplicates work previously taken.
4. Correspondence courses taken through the Armed Forces Institute. These courses fall into two classes: those prepared and given by the Institute and those prepared and given by colleges and universities. In the case of Institute courses, credit is given upon receipt of the forms mentioned in 1 or 2 above and based upon test results. University and college correspondence courses will be accredited by official transcript like other college work.
5. Other credit. General education not indicated by any of the above methods can be demonstrated by means of the General Education Development Tests. Veterans seeking advanced standing on the basis of informal study and travel may take these tests either through the Armed Forces Institute while



still in service or at Augsburg after their discharge. No credit on this basis can be granted on the senior college level.

### Freshman Guidance

During the first days of school special opportunities will be afforded the freshmen to become acquainted with college aims and ideals. The incoming student will be helped to find himself through guidance as to what the college expects of him socially, morally, intellectually, and spiritually. Church allegiance, choice of studies, college standards of scholarship, social requirements, and other necessary matters will be considered.

Tests are given the freshmen and other new students to afford a basis for counsel and guidance in planning their college program. For the purpose of proper classification all freshmen must take the entrance tests on the days designated in the Calendar.

Orientation lectures are given during the first semester of the Freshman year.

All freshmen are assigned to counselors, who assist in their registration and help them in meeting other problems of college life.

### Registration

#### General Rules

Registration means that the student accepts all the rules and regulations established by the school.

Students are required to complete their registration on the days designated in the Calendar for this purpose.

Students who in either semester register later than three days after classes begin shall pay a late registration fee of \$3.00.

The normal registration is 16 credit hours per week.

All students register under the direction of the Registrar. Special problems of registration are referred to the Matriculation Committee.

No credit will be given a student for any subject for which he has not registered.

Students working part-time are required to arrange the amount of their registration accordingly.

No student may register for or enter a course later than four weeks after the beginning of classes without special action by the Matriculation Committee.

In registering, care should be taken to include the Junior College requirements during the first two years. However, if such registration is delayed beyond the second year, a student will neither

be required nor permitted to register beyond the allowed number of credit hours per semester in order to make it up.

#### Amount of Classwork

The privilege of registering for more than 17½ credit hours may be granted only to students who have gained an average record of B, or two honor points per credit, in their previous college studies. Exceptions to this rule may be made under certain conditions determined by the Matriculation Committee. No student is permitted to carry work for more than 20 credits per semester.

#### Change of Registration and Cancellation

In case a student desires to discontinue a subject for which he has been registered, whether for the purpose of carrying less work or in order to substitute another subject, he must first have the written permission of the instructors in charge of the courses in question, and bring such permission to the Registrar for approval. Forms for this purpose are provided in the Registrar's office. The permission is filed in his office for future reference. A student neglecting to follow this procedure will receive a record of failure in any course dropped.

When it is advisable to have a student assigned to another class or course, the teacher shall send him to the Registrar with a written request for the proper change. The written request will be filed in the office.

No student may cancel a course after the middle of the semester without definite evidence of a direct conflict between the hours of this course and his other duties.

A student who finds it necessary to leave school shall cancel his registration at the Registrar's office.

#### University Courses

By arrangement with the University of Minnesota, students may register for courses at the University. But such registration will not be allowed unless the student has a grading of C average, or 1 honor point per credit, in his courses at Augsburg. Also, the combined number of credits in any semester must not exceed 17. The credits thus gained at the University may be transferred to Augsburg College and counted towards graduation.

#### Classification

In order to be classified in one of the College classes, a student must be carrying a minimum of twelve hours of work in which College credit is given.

Classification is based on the attainment of the following number of semester hours together with an equal number of honor points: Sophomore, 24; Junior, 58; Senior, 92.

Classification for the Catalog, the Student Directory, and for all other purposes is determined by this regulation.

### Probation and Elimination

There will be a meeting of the Matriculation Committee at the end of each semester to consider students who are doing unsatisfactory work, in order to drop from the rolls those students for whom further attendance will be undesirable.

In certain cases, students who fail to attain the minimum scholastic requirements as to grades and honor points may be permitted to continue on probation with a limited program during the next semester.

No student on probation shall be eligible for membership in the choir, choral club, band, debate teams, the student board of directors, or staffs of publications (*Echo*, *Augsburgian*, *Dial*). This rule supersedes all other eligibility rules relating to these activities.

### Class Attendance

Regular attendance in class is required. No "cuts" are allowed. However, students may be excused from class if there is a valid reason for absence. Valid reasons for absence include illness and trips by extra-curricular organizations sponsored by the school. Students are expected to arrange the hours of part-time employment so that work does not conflict with classes. Any exception to this rule must be agreed to by the teacher of the class affected and must be approved by the Registrar.

Students are required to present to the instructor a written explanation of absences upon their return to class. The validity of the excuse is determined by the instructor. Classwork lost because of necessary absences must be made up. Each unexcused absence reduces the grade to be awarded on the completion of a course. When a student has four unexcused absences, he shall be reported to the Registrar, who will drop the student from the course with a grade of F.

Absences before and after vacation will be counted double. Teachers will deal with tardiness as they see fit, but may count three tardinesses as equal to one absence. Students arriving in class late must assume responsibility for reporting their presence to the teacher.



At the end of each week every teacher will report to the Registrar's Office the names of all students who have been absent from class the whole week, as well as the names of those whose recent absences from class have unduly interfered with their progress.

Those in charge of tours and trips by musical organizations, athletic teams, debate teams, and other groups will leave a list of participants in the Registrar's Office before the group leaves.

Illness must be reported immediately to the school nurse so that she may have a record of all illness in the student body and be able to give assistance where needed.

### **Chapel Attendance**

All students are expected to attend the daily chapel service regularly.

### **Examinations**

#### **General Rules**

Regular written examinations are held at the close of each semester in all classes.

There are tests given during the first part of each semester, and reports are made to the Registrar of the grades attained. Therefore, the student should plan his work well from the very beginning. Furthermore, tests are given regularly throughout the semester in all courses.

No student or class may arrange to take a final examination in any course before the examination week.

#### **Absence from Examinations**

Absence from a final examination without a sufficient reason will result in a grade of failure in the course concerned.

A student who has to be absent from a final examination because of a conflict with outside work from which he cannot obtain an excuse may arrange to take such an examination during some period after the time on which the subject is scheduled.

#### **Delayed Finals**

If a student has obtained permission from the proper authorities to take a final at another hour than the one scheduled, he is charged for these examinations at the rate of \$1.00 each. The fee is to be paid to the Treasurer of the school, and, before the student takes an examination, he must obtain a statement from the Registrar's office and bring it to the teacher concerned. The teacher will give no examination before he has this statement.

### Conditions and Incompletes

A condition or an incomplete received at the end of the semester must be removed within five weeks of the following semester of attendance. Extension of this time may be made by the Registrar's Office in cases of illness. If incompletes and conditions are not removed within the time allowed, the condition automatically becomes a failure and the incomplete may be changed to a passing grade only when the average of the previous work is sufficiently high. The final grade after the condition examination is taken may not be higher than D.

### Students Below Grade

Within a week after they have received the reports of their grades, students below grade must see their instructors in order to arrange for making up their deficiencies.

Failures must be made up in class when the subject is offered again.

### Grade Values

- A—3 honor points per credit, or Excellent to Superior (95-100)
- B—2 honor points per credit, or Very Good to Excellent (85-94)
- C—1 honor point per credit, or Average to Good (75-84)
- D—Passable (65-74)
- E—Condition
- F—Failure
- I—Incomplete

### Junior College Requirements

For a proper distribution of subjects among the fundamental fields of knowledge the following credits are required of all students in the Junior College, laying the basis for study in professional fields or for a general college education.

- |         |  |           |
|---------|--|-----------|
| Group A | Christianity   | 8 credits |
| Group B | English: Course 1-2 or 3-4   | 6 credits |
| Group C | Foreign Languages (Norse, French, Spanish, German, Latin, Greek, Hebrew) |           |

Courses must be completed in the foreign languages according to the following schedule:

## COLLEGE REQUIREMENTS

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Amount presented for entrance	Amount required
Three years of foreign language	None
Two years or less of language	8 credits in language
Group D Social Sciences: Hist. 1-2, or Social Science 1-2	6 credits
Group E Natural Sciences	8 credits
Group F Physical Education: Courses 1-4	4 credits
Group G Psychology	4 credits
Orientation required	1 credit

### Senior College Requirements

#### Majors and Minors

A student is required to complete a major and one or more minors for graduation.

In planning his choice of a major as well as in planning the minor or minors, a student is required to consult with the Head of the Department offering the major.

It is well for the student to know in his Freshman year what major line of study he will pursue.

Students who are still undecided as to their major choice when they appear for registration in the Junior year, should, before they register, consult with the Matriculation Committee and the heads of the departments concerned, in order to determine their field of major work.

When a student enters the Junior year he shall have determined in what field of study he will specialize, so that the work in the majors and minors may be well planned.

The major subject is determined by the student's aims as well as by his particular interests and aptitudes as shown in the quality of work he has done in the Junior College, where basic courses prerequisite to the major are offered in sequences which lay the foundation for the major work.

For major and minor requirements as to hours of credit see departmental statements.

#### Electives

Electives are made with the purpose of properly distributing a student's choices among the fundamental fields of knowledge and culture, as well as among the correlatives of the major. Senior College students should, as a rule, choose their electives from courses designated as Senior College Courses.

### Graduation and Degree

The amount of work required for graduation comprises a minimum of 128 credits with an average grade of C, or one honor point for each credit. A credit equals one recitation period a week throughout one semester.

Honor points are computed at the rate of one honor point for each credit with a grade of C, two honor points for each credit with a grade of B, and three honor points for each credit with a grade of A. An average of 128 honor points must be attained for the 128 credits required for the B.A. degree.

### Residence Requirement

To receive the B.A. degree the candidate must spend at least the concluding year for such degree in residence.

### Degree with Distinction

The B.A. degree with distinction is conferred as follows:

Average honor points

per credit

2.8—3.0

2.5—2.79+

2.1—2.49+

Distinction

Summa Cum Laude

Magna Cum Laude

Cum Laude

Only students who have spent at least two years in residence are eligible for honors.

### Graduate Study

In order to receive a recommendation for graduate work, a student must attain an average grade of B, or two honor points per credit.

### Teacher's Certificate

In order to receive a recommendation for the teacher's certificate, a student must attain an average of one and one half honor points per credit in the courses of his major field.

### Curriculum

The following courses of study are outlined as guides for the student and his adviser in planning a program which will prepare him for the vocation of his choice.

#### The Christian Ministry

Completion of the pre-seminary curriculum qualifies the student for admission into the three-year course in the Theological Seminary, which prepares students for the Christian ministry as pastors or missionaries. The student should seek the counsel of the Seminary adviser as early as possible. The following program satisfies the general requirements for seminary admission:

Freshman		Sophomore	
Christianity .....	4	European Civilization .....	6
English Composition .....	6	Speech .....	6
Foreign Language .....	8	Sociology .....	6
Natural Science .....	8	New Testament Greek.....	8
Appreciation of Music.....	2	Psychology .....	4
Orientation .....	1	Physical Education .....	1
Hygiene .....	2	Electives .....	2
Physical Education .....	1		
	<hr/>		<hr/>
	32		33
Junior		Senior	
Christianity .....	4	Christianity .....	4
Principles of Economics .....	6	Shakespeare .....	4
Foreign Language .....	8	Chaucer and Milton .....	4
Philosophy .....	6	History .....	6
Educational Psychology .....	3	Philosophy .....	3
History and Philosophy of Education .....	3	Physical Education .....	1
Physical Education .....	1	Electives .....	10
Electives .....	3		
	<hr/>		<hr/>
	34		32

The foreign language requirement includes 16 semester credits in Greek, and 16 semester credits in Latin, German, or Norwegian.

### Parish and Missionary Workers

The purpose of this course is to train men and women for effective service in the Church at home or abroad; that is, as teachers in vacation, week-day, and Sunday schools, as youth leaders, and as parish workers. With a view to the best interests of the student, the course is so arranged that he will, upon its satisfactory conclusion, receive the B.A. degree, with a major and minor, and will be entitled to the regular high school teacher's certificate. In addition, he will receive a certificate indicating that he is a qualified parish worker.

The suggested schedule provides for a major in History or English, and a minor in Christianity. It would also be possible to plan for a major in Christianity with a minor in Music provided the courses essential for the Parish Worker's certificate be included. These courses are numbered in the outline below.

#### Freshman

Christianity <sup>1</sup> .....	4
English Composition .....	6
European Civilization .....	6
Sociology <sup>1</sup> .....	6
Typewriting <sup>1</sup> .....	4
Shorthand <sup>1</sup> .....	3
Orientation .....	1
Hygiene .....	2
Physical Education .....	1

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#### Junior

The Missionary Enterprise <sup>1</sup> ....	2
Principles of Christian Education <sup>1</sup> .....	2
Youth Work in the Church <sup>1</sup> .....	2
Parish Work <sup>1</sup> .....	2
Dramatics <sup>1</sup> .....	2
Story Telling <sup>1</sup> .....	1
Educational Psychology <sup>1</sup> .....	3
History and Philosophy of Education <sup>1</sup> .....	3
Office Training <sup>1</sup> .....	2
Child Welfare <sup>1</sup> .....	3

#### Sophomore

Christianity <sup>1</sup> .....	4
Speech <sup>1</sup> .....	6
General Biology .....	4
Human Anatomy and Physiology .....	4
Psychology <sup>1</sup> .....	4
United States History or Introduction to Literature and American Literature....	8
Recreational Leadership <sup>1</sup> .....	2
Recreational Activities <sup>1</sup> .....	1
Physical Education .....	1

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#### Senior

Christian Churches <sup>1</sup> .....	4
Technique of Teaching .....	5
Observation and Practice Teaching .....	3 or 5
Special Methods of Teaching	3
Criminology or The Family <sup>1</sup>	3



## COLLEGE CURRICULUMS

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Appreciation of Music <sup>1</sup> .....	2	Journalism <sup>1</sup> .....	2
History of England up to		Crafts <sup>1</sup> .....	2
1776, and the Renaissance		Ancient History or Europe	
and the Reformation or		Since 1815 or Shakespeare	
Nineteenth Century British		and Chaucer and Milton....	8
Literature and the British		School Health, First Aid, and	
and American Novel .....	8	Athletic Conditioning <sup>1</sup> .....	2
Physical Education .....	1	Physical Education .....	1
	<hr/>		<hr/>
	33		35

### High School Teaching

Each state sets certain requirements for obtaining a teacher's certificate. The course outlined below satisfies the requirements for a certificate for high school teaching in Minnesota. The same program will meet the demands set by most of the neighboring states. The student should seek the advice of the head of the department of education as early as possible, at least before beginning his Junior year. In addition to departmental majors, broad majors for teaching may be secured in natural science, social science, and commercial education.

Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
English Composition .....	6	Speech .....	6
History or Sociology.....	6	Foreign Language or Nat-	
Foreign Language or Natural		ural Science .....	8
Science .....	8	Psychology .....	4
Orientation .....	1	Physical Education .....	1
Physical Education .....	1	Electives .....	9
Hygiene .....	2		<hr/>
Electives .....	4		32
	<hr/>		
	32		
Junior		Senior	
Christianity .....	4	Christianity .....	4
Educational Psychology .....	3	Technique of Teaching.....	5
History and Philosophy of		Observation and Practice	
Education .....	3	Teaching .....	3 or 5
Philosophy .....	6	Special Teaching Methods.....	3
Physical Education .....	1	Physical Education .....	1
Electives in Major or Minor..	15	Electives .....	14
	<hr/>		<hr/>
	32		32

**Business Administration**

The program in business administration is intended for students who are planning for work in the fields of business and industry. The course affords thorough preparation for a business vocation and results in a Bachelor of Arts degree.

Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
European Civilization .....	6	Speech .....	3
English Composition .....	6	General Biology .....	4
A Survey of United States		Human Anatomy and	
Economic Institutions .....	3	Physiology .....	4
Business Organization and		Psychology .....	4
Management .....	3	Foreign Language .....	8
Sociology .....	6	Principles of Accounting.....	6
Orientation .....	1	Physical Education .....	1
Hygiene .....	2		
Physical Education .....	1		
	32		34
Junior		Senior	
Christianity .....	4	Christianity .....	4
Foreign Language .....	8	Physical Education .....	1
Principles of American Gov-		Electives .....	27
ernment .....	6		
Principles of Economics.....	6		
Physical Education .....	1		
Electives .....	7		
	32		32

**Home Economics**

The work in home economics is intended both for students who plan to specialize in the field and for those who desire a background for home-making as well as for students who seek the solution of personal problems. The following program is suggested especially for those who are beginning professional preparation in the field and plan to complete their work elsewhere.



Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
Chemistry or Zoology .....	8	Chemistry or Zoology .....	8
English Composition .....	6	Literature .....	4
Social Science .....	3	Psychology .....	4
Clothing—Selection, Care and Repair .....	3	Social Science .....	3
Art in Daily Living .....	3	Elements of Nutrition .....	3
Clothing Construction or Home Planning and Furnishing .....	3 or 4	Meal Planning and Prepara- tion .....	4
Orientation .....	1	Color and Design .....	3
Hygiene .....	2	Physical Education .....	1
Physical Education .....	1		
	35		34

### Medicine

Most medical schools require a minimum of three years of college education, but pre-medical students often find it advantageous to complete their college work before entering the medical school. The following program will meet the requirements of most medical schools, but it is advisable for the student to study the requirements of the medical school to which he plans to apply.

Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
English Composition .....	6	German .....	8
European Civilization .....	6	Zoology .....	8
Inorganic Chemistry .....	8	Psychology .....	4
College Algebra .....	4	Qualitative Analysis .....	4
Trigonometry .....	4	Quantitative Analysis .....	5
Orientation .....	1	Physical Education .....	1
Hygiene .....	2		
Physical Education .....	1		
	36		34
Junior		Senior	
Christianity .....	4	Christianity .....	4
German .....	8		
Medical German .....	3		
Organic Chemistry .....	8		

Physics .....	8	German .....	8
Genetics .....	4	Physical Education .....	1
Physical Education .....	1	Electives .....	19
<hr/>		<hr/>	
36		32	

### Dentistry and Dental Hygiene

Preparation for the study of dentistry or of dental hygiene can generally be completed in two years. The following schedule will meet the ordinary requirements for admission:

Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
English Composition .....	6	Psychology .....	4
European Civilization .....	6	Zoology .....	8
Inorganic Chemistry .....	8	Organic Chemistry .....	8
College Algebra .....	4	Physics .....	8
Trigonometry .....	4	Physical Education .....	1
Orientation .....	1	<hr/>	
Hygiene .....	2	33	
Physical Education .....	1	<hr/>	
<hr/>		36	

### Nursing

Most hospitals now prefer that applicants to their nurse's training schools have at least one year of college. In many instances, two or more years of college work would be desirable. A two-year schedule may be arranged with the Registrar for those planning to enter the School of Nursing at the University of Minnesota.

Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
English Composition .....	6	Speech .....	6
Natural Science .....	8	Natural Science .....	8
Psychology .....	4	Physical Education .....	1
Sociology .....	6	Electives .....	13
Elements of Nutrition .....	3	<hr/>	
Orientation .....	1	32	
Physical Education .....	1	<hr/>	
<hr/>		33	

**Engineering**

Engineering is a field requiring a great deal of technical preparation. One year of the engineering course will meet the needs of students interested in further study in any field of engineering. A two-year program may be arranged with the Registrar for those preparing for certain engineering fields.

Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
English Composition .....	6	Speech .....	3
Engineering Drawing and Descriptive Geometry .....	3	Chemistry .....	8 or 9
Inorganic Chemistry .....	8	Physics .....	8
College Algebra .....	4	Physical Education .....	1
Trigonometry .....	4	Electives .....	7
Orientation .....	1		
Hygiene .....	2		
Physical Education .....	1		
	33		32

**Law**

The following two-year program is planned especially to meet the needs of those who purpose to transfer to a school which grants a degree in law. It is possible to modify the program somewhat, but a broad liberal education will be found to be the best preparation.

Freshman		Sophomore	
Christianity .....	4	Christianity .....	4
English Composition .....	6	United States History .....	8
European Civilization .....	6	Psychology .....	4
Natural Science .....	8	Philosophy .....	6
Foreign Language .....	8	American Government .....	6
Orientation .....	1	Principles of Economics .....	6
Hygiene .....	2	Physical Education .....	1
Physical Education .....	1		
	36		35

## COURSES OF STUDY

Starred courses are not offered in 1948-1949

## I

## THE FIELD OF RELIGION AND PHILOSOPHY

## DEPARTMENT OF CHRISTIANITY AND PHILOSOPHY

Professor Stensvaag, Head; Rev. Anderson

The courses in Christianity are designed to give the student a working knowledge of the Bible, to acquaint him with the history, doctrines, and ethics of the Church, and to prepare him for effective service in the congregation. The consummate aim is to lead as many as possible to personal faith in Christ, and to nurture the Christian life. The Philosophy courses seek to familiarize the student with the great thinkers, the various systems of thought, and the principles of sound reasoning.

## Christianity

Major, 28 credits; Minor, 22 credits.

- 1, 2. **Book Studies in the Old and New Testament.** Fr. I, II. 4 Cr.

The first semester: A survey course covering about a dozen books of the Old Testament for the purpose of giving the student a general knowledge of the Old Testament as a background for the New Testament. The second semester: A more detailed study of two or three books of the New Testament.

3. **History of the Christian Church.** I. 2 Cr.

A brief survey of the main events in the history of the Church aiming to lead to an intelligent and deeper appreciation of church membership.

4. **Christian Doctrine and Ethics.** II. 2 Cr.

Presenting the fundamental teachings of Christianity and the new life in Christ, its creation, development, and manifestations.

5. **The Missionary Enterprise.** I. 2 Cr.

The missionary motive, means, and results are studied as these are seen in their varied emphasis in the history of missionary work in heathen lands.

6. **Principles of Christian Education.** II. 2 Cr.

Purpose is to attain a fundamental understanding of Christian Education, its history, objectives, and methods, especially as applied to Sunday School and parochial school teaching.

Senior College Courses

- 51, 52. Comparative Religion. I, II. 4 Cr.

A study of the origin, growth, teachings, and social results of some ten or twelve of the great non-Christian religions of the world.

- 53, 54. The Christian Churches.\* I, II. 4 Cr.

This course aims to give the student an insight into the origin, development, doctrinal position, and practices of the various branches of the Christian Church.

- 55, 56. Great Chapters of the Bible.\* I, II. 4 Cr.

This course includes a careful study of a selected number of the outstanding chapters of the Old and New Testaments.

59. Great Men and Women of the Christian Church. I. 2 Cr.

Study of the lives of outstanding Christian men and women from the days of Christ until the present. Special reports, class discussions.

60. Principles of Christian Service. II. 2 Cr.

Aims to develop a Christian understanding of the problems faced by various agencies which are organized to save the individual from the social evils of the day. Visits to such agencies, and lectures by their leaders. Emphasis upon the redemptive aspects of Christianity.

61. Youth Work in the Church. I. 2 Cr.

A study of principles, methods, and materials in youth work for the purpose of developing effective Christian leadership in this sphere.

62. Parish Work. II. 2 Cr.

This course seeks to familiarize the student with the work of parish organization and visitation. It ranges in scope from soul-care to surveys. Class lectures will be supplemented by actual field work.

Philosophy

Minor, 16 credits. Comparative Religion counts toward the Philosophy Minor. See above.



## Senior College Courses

51. **Problems of Philosophy.\*** Jr., Sr. I. 3 Cr.  
An introduction to the chief areas of philosophical thought, viewed in relation to science, art, and religion. Text-book, lectures, collateral reading, course paper.
53. **History of Philosophy.** Jr., Sr. I. 3 Cr.  
An historical survey of the outstanding men and movements in the development of philosophical thought from the Greeks to our own day.
54. **The Philosophy of Plato.** Jr., Sr. II. 3 Cr.  
A careful study and analysis of a number of dialogues of Plato; including also selected portions from the *Republic*. Lectures, discussions, course paper.
56. **Logic.\*** Jr., Sr. II. 3 Cr.  
A study of the conditions, forms, and principles of logical thought. Problems of inductive and deductive reasoning. The nature of truth, and its relation to human experience and conduct.

## II

## THE FIELD OF LANGUAGE AND LITERATURE

## DEPARTMENT OF ANCIENT LANGUAGES

Professor Lillehei, Head; Professor Helland

The courses in the classical languages aim to train the student to master forms and syntax, to acquire some facility in translation, and to get some insight into classical culture and its bearing upon the present.

Some knowledge of Latin is essential for the study of linguistics and for the understanding of historical documents and scientific terms. A knowledge of New Testament Greek is a prerequisite in standard Theological Seminaries.

## Hebrew

- 51, 52. **Beginners' Course.** I, II. 6 Cr.  
See Theological Seminary.
- 53, 54. **Advanced Course.\*** I, II. 4 Cr.  
See Theological Seminary.

\* Not offered in 1946-1947.

## Greek

Major, 24 credits; minor, 16 credits.

## New Testament Greek

- 1, 2. Elements of New Testament Greek. I, II. 8 Cr.

Text: Essentials of New Testament Greek, Huddilston. I John and the Gospel according to John I-X. Open to Junior College students.

## Senior College Courses

- 51, 52. Mark, and Acts I-XX.\* I, II. 8 Cr.

Careful reading and analysis. Grammar reviewed, and special attention given to forms.

- 53-54. Luke I-XX and Romans. I, II. 8 Cr.

Special emphasis on syntax and parsing. Collateral reading and acquaintance with history and paleography of some ancient Greek manuscripts required.

## Classical Greek

- 11, 12. Elements of Classical Greek.\* I, II. 8 Cr.

The elements of the language are studied. Daily exercises in forms and elementary syntax.

## Senior College Courses

- 51, 52. Xenophon's Anabasis.\* I, II. 8 Cr.

Books I-III and the grammar are carefully studied.

## Latin

Minor, 24 credits.

- 1-2. Beginning Latin. Fr. I, II. 8 Cr.

Grammar, easy prose, Cæsar, composition. A year's course.

- 3, 4. Cæsar and Cicero. So. I, II. 8 Cr.

Reading of Cæsar's Gallic War and Cicero's Orations. Composition.

## Senior College Courses

- 51, 52. Cicero and Vergil. Jr. I, II. 8 Cr.

Reading of Cicero's Orations and Vergil's Aeneid. Composition. Private life of the Romans. Survey of Latin literature.

70. Teaching of Latin. Sr. II. 1½ Cr.

## DEPARTMENT OF ENGLISH

Prof. Sveeggen, Head; Miss Jensen, Mr. Dahlen

The English Department aims to train the student in the proper use of English in oral and written communication; to increase proficiency in reading and listening and in handling thought materials; to develop a deeper understanding of the fundamental truths and realities of life revealed in great literature; and to integrate all these purposes through the principles of Christianity.

The department prepares specifically for graduate study and for the teaching of English in secondary schools.

Freshman English, Course 1-2 or 3-4, required of all. Prerequisite to major and minor.

Major, 24 credits in literature, and minor, 16 credits in literature, above Freshman English.

A-B. Sub-Freshman English. For students deficient in English. Drill on grammar, spelling, punctuation, and the general laws of writing. Practice in construction of the sentence, the paragraph, and the short theme. No credit.

**1-2. Freshman English. I, II. 6 Cr.**

For students attaining the required entrance standard. The principles of writing and their application. Weekly themes and semester term papers. Reading of prose selections.

**3-4. Freshman English. I, II. 6 Cr.**

For students of more than average ability in English. Study of the principles of writing. Written work equivalent to the weekly themes and semester term papers. Readings in recent American and English Literature.

**5-6. Advanced Composition. I, II. Prereq. 1-2 or 3-4. 4 Cr.**

Review of fundamentals of grammar and principles of writing. Individual writing projects in the fields of discourse. Study of a number of selected prose masterpieces.

**7. Introduction to Literature. So. I. 3 Cr.**

Fundamental principles of literary criticism, together with a study of the main writers and masterpieces of English Literature.

**8. American Literature. So. II. 3 Cr.**

Principal authors and works, especially in fiction, poetry, and the essay.

## Senior College Courses

51. **Twentieth Century English and American Literature.** Jr. I. 2 Cr.

A study of the more important literary movements of the twentieth century in England and America, concentrating on leading authors and notable productions.

52. **American Poetry.** Prereq. 7 or 8. Jr. II. 2 Cr.

The major American Poets of the nineteenth century, with a thorough study of selected poems.

53. **Nineteenth Century British Literature.** Jr. I. 3 Cr.

The leading poets and essayists and a few of the masters of the novel, concentrating upon representative works.

54. **The British and American Novel.** Jr. II. 3 Cr.

Chief writers of the Novel in England and America, laying a foundation for the teaching of English and for graduate study.

55. **Shakespeare.** Sr. I. 4 Cr.

Interpretation of Shakespeare's plays according to ideas and practices of drama in his day and in relation to later critical study and appreciation.

- 56, 58. **Chaucer and Milton.** II. 2 Cr. each. 4 Cr.

Mainly a study of The Canterbury Tales and Milton's poetry as part of the cultural development of their times, their intrinsic value and influence, and the personalities of the authors.

72. **Teaching of English.** Sr. II. 1½ Cr.

## Speech

Kenneth Berger

Minor, 16 credits.

The speech department aims to relate the development of speech to personality with the purpose of improving the adjustment of the individual to his environment. It seeks to develop skill in platform deportment and speech composition, and to foster the habit of critical listening. Through its courses in interpretative reading and dramatics an appreciation of poetry and drama is sought.

The department also sponsors an intercollegiate forensic program which is open to all students.

**11, 12. Fundamentals of Speech. So., Jr. I, II. 6 Cr.**

Basic problems of effective speaking, the psychology of the audience, the speaker's purpose, gathering speech materials, and the organization and delivery of various types of speeches. Required of all who plan to teach.

**61, 62. Argumentation and Debate.\* Jr. I, II. 4 Cr.**

Emphasizes the theories of persuasion and organization of debate cases, together with practice through class debates.

**63. Dramatics. Jr. I. 2 Cr.**

The theory of acting and interpretation is combined with a practical training in play production. Designed for those who may teach dramatics and coach high school plays.

**65. Interpretative Reading. II. 1 Cr.**

Training in the techniques and mental operations of effective oral reading.

**66. Story Telling. Jr. II. 1 Cr.**

A course for Parish Workers and teachers. Study of the selection of stories appropriate for the different age levels. Practice in story telling.

**69. Seminar in Debate. I, II. 1 Cr.**

The work of this group is based upon the intercollegiate debate question for the year. The amount of credit to be given rests with the discretion of the Debate Coach.

**70. Oration in Collegiate Contest. II. 1 Cr.**

### Journalism

Norman C. Anderson

The following courses aim to develop discriminating journalistic tastes along with an understanding of the newspaper as a business and as a powerful factor in influencing public opinion; to enable the journalistically-minded student to test his interests; to develop the ability to write news stories as well as other types of articles; to enable prospective teachers, pastors, and others to meet the problems of editing or supervising small publications; and to raise the standards of Campus publications.

**1. Fundamentals in Journalism. I. 2 Cr.**

A course in the theory and practice of journalism. Pursued in connection with *The Augsburg Echo*. Two hours a week.



2. **Editing the Small Paper.** Normal Prereq. I, II. 2 Cr.  
Special attention given to problems of school and church publications. Participation in work of *The Augsburg Echo* or Press Club required.
3. **Feature Writing for Publication.** Normal Prereq. I, II. 2 Cr.  
The planning and writing of feature articles and their placement in various publications.

### DEPARTMENT OF GERMAN

Professor Ermisch, Head

Minor, 24 credits. Course 5 does not count toward a minor.

The general aim of the courses in German is to help the student develop an understanding of the German idiom and an appreciation of the ethical and esthetic values contained in German literature. In particular, the aim is to provide technical training for the student who plans to study theology and for the candidate for higher academic degrees.

- 1-2. **Beginning German.** I, II. 8 Cr.  
A study of the grammar and vocabulary of the German language so that the student attains a reading knowledge.

- 3-4. **Modern German Prose and Poetry.** I, II. 8 Cr.  
This course continues to build up the vocabulary of the student through the study of easy prose and offers a brief survey of German literature.

5. **Medical German.** II. 3 Cr.  
Training in the reading of professional articles written in German.

#### Senior College Courses

- 51, 52. **German Literature.** I, II. 8 Cr.  
An introduction to the study of classical German literature.
74. **Teaching of German.** Sr. II. 1½ Cr.

### DEPARTMENT OF SCANDINAVIAN LANGUAGE AND LITERATURE

Professor Olson, Head

Major, 32 credits; Minor, 24 credits.

This Department aims to impart to the student the knowledge of a foreign language as a factor in stimulating a sympathetic in-

terest in the people for whom it is the main channel of expression. It also aims to give the student a working knowledge of the Norwegian language. It furthermore seeks to develop an interest in the history of the Norwegian race, as well as to transmit to American life the best of the cultural heritage of the Scandinavian peoples.

**1-2. Beginning Norwegian. Fr. I, II. 8 Cr.**

Reading, translation, spelling, and exercises in writing and in pronunciation.

**3-4. Intermediate Norwegian.\* So. I, II. 6 Cr.**

Further study of grammar. Reading of standard authors. Brief survey of Norwegian literature. Composition.

**11. History of the Scandinavian Countries. I. 3 Cr.**

A brief survey of the history of the Scandinavian peoples.

**16. Social Development of Modern Scandinavia. II. 3 Cr.**

A survey of social thought and life in Scandinavia from 1815 to the present day, studied against the background of the general conditions in Europe.

**Senior College Courses**

**51, 52. Modern Norwegian Literature: Earlier Period.\* Jr. I, II.**

**6 Cr.**

A study of Wergeland, Welhaven, Jonas Lie, and others.

**53, 54. Modern Norwegian Literature: Later Period.\* Sr. I, II.**

**6 Cr.**

Bjørnson and Ibsen are studied especially, through selected works.

**DEPARTMENT OF ROMANCE LANGUAGES**

Mrs. Marion Wilson Lindemann, Head

**French**

Minor, 24 credits.

The Romance Language Department aims first, to train students for graduate study, high school teaching, missionary work, and business positions involving the use of French or Spanish; next, to assist in developing an appreciation of the best in literature and encourage the reading of great books as a use of leisure time; and

\* Not offered in 1946-1947.

finally, to make a contribution toward world peace by fostering in students an understanding of other peoples, their language, institutions, culture, and ideals.

**1-2. Beginning French. I, II. 8 Cr.**

The course includes the study of French sounds and their spellings, the essentials of grammar, oral and written work, and the reading of suitable selections from French literature.

**3, 4. Intermediate French. I, II. 8 Cr.**

One half of the time is devoted to the further study of grammar, composition, and oral work. The other half is spent in reading representative types of French literature.

**Senior College Courses**

**51-52. Survey of French Literature. I, II. 4 Cr.**

The course comprises lectures by the instructor on authors and literary movements of the seventeenth, eighteenth, and nineteenth centuries, and readings and reports by the students.

**53-54. French Phonetics, Conversation, and Composition. I, II. 4 Cr.**

During the first semester there is a thorough study of French sounds, phonetic symbols, drill on pronunciation, phonetic readings, various types of oral work, memorization, and dictation. During the second semester phonetic drill is replaced by composition.

Courses 51-52 and 53-54 may be taken together four hours per week, or during two successive years.

**78. Teaching of French. Sr. II. 1½ Cr.**

**Spanish**

**1-2. Beginning Spanish. I, II. 8 Cr.**

The course includes the essentials of grammar, oral and written work, and the reading of stories written in the Spanish language.

**3, 4. Intermediate Spanish. I, II. 8 Cr.**

The course includes further study of grammar, oral and written work, and the reading of short stories, novels, and plays written in the Spanish language.

### III THE FIELD OF NATURAL SCIENCE AND MATHEMATICS

#### DEPARTMENT OF BIOLOGY

Professor Nash, Head; Mr. Urdahl

Major, 24 credits; minor, 16 credits.

The aim of the department is to give the student a broader cultural background through the study of the principles and theories of biology, and also to prepare for teaching, professional work, and graduate study.

Courses 1 and 2 satisfy the year requirement in science, but do not count toward a major in Biology or in Natural Science.

**1. General Biology.<sup>1</sup> Fr. I. 4 Cr.**

A study of biological principles. A survey is made of the animal and plant kingdoms with emphasis on morphology, physiology, adaptation, and heredity as applied to type organisms. Three lectures and one double laboratory period per week.

**2. Human Anatomy and Physiology.<sup>1</sup> Fr. II. 4 Cr.**

A short course dealing with the anatomy, physiology, causes of disease and maladjustment, hygiene, and heredity of man. Three lectures and one double laboratory period per week.

**3-4. General Zoology.<sup>2</sup> Fr. I, II. 8 Cr.**

A survey of the animal kingdom with emphasis on the habitat, morphology, physiology, adaptation, and reproduction of type animals. Biological principles are emphasized. Two lectures and two double laboratory periods per week.

**5-6. General Botany.<sup>3</sup> So., Jr. I, II. 8 Cr.**

This is a study of the morphology and physiology of higher plants, followed by a survey of the plant kingdom. Emphasis is also placed on botanical principles. Flowering plants are identified in the spring. Three lectures and one double laboratory period per week.

#### Senior College Courses

**51. Genetics.\* Prereq. 1, 2, 3-4, or 5-6. So., Jr. I. 4 Cr.**

A study of the laws involved in heredity and variation. Special emphasis is placed on the practical application of the genetical laws. Four lectures per week.

**52. Ecology.<sup>3\*</sup> Prereq. 1, 2, 3-4, or 5-6. So., Jr. II. 4 Cr.**

A survey of local ecological communities, and a study of the general principles of biological association and succession. Three lectures and one laboratory period or field trip per week.

**53. General Entomology.<sup>1</sup> Prereq. 3-4. Sr. I. 3 Cr.**

A study of the habitat, morphology, physiology, reproduction, and classification of insects. Two lectures and one double laboratory period per week.

**55. Taxonomy of Flowering Plants.<sup>1\*</sup> Prereq. 5-6. Sr. I. 3 Cr.**

Taxonomy of flowering plants. Special emphasis is placed on systematic principles, systems of classification, rules of nomenclature, etc. Two lectures and one double laboratory period per week.

**80. Teaching of Biology. Sr. II. 1½ Cr.**

<sup>1</sup> Laboratory fee \$2.50.

<sup>2</sup> Laboratory fee \$10.00.

<sup>3</sup> Laboratory fee \$5.00.

**DEPARTMENT OF PHYSICAL SCIENCES**

Mr. Simonson, Mr. Holm

The courses offered provide fundamental background in the basic principles of chemical and physical phenomena.

The primary objective is promotion of scientific thinking and scientific approach.

Thorough study in these courses will prepare the student for teaching the natural sciences in secondary schools. The courses in Chemistry will prepare him for further study in such specialized fields as Medicine, Research, Engineering, Nursing, Pharmacy, and other related fields.

The courses in Physics will prepare him for study in engineering and applied mathematics.

**Chemistry**

Major in Chemistry, 24 credits; minor, 16 credits.

**1-2. General Inorganic Chemistry.<sup>1</sup> Fr. I, II. 8 Cr.**

A study of laws and theories of Chemistry and of non-metals and metals and their compounds. Three lectures and four hours of laboratory per week.



## Senior College Courses

51. Qualitative Analysis.<sup>2</sup> Prereq. 1-2. So., Jr., Sr. I. 4 Cr.

Laboratory work in macro and semi-micro qualitative analysis. Lectures; theories of solution and ionization, ionic equilibria, precipitation, dissolution of precipitates. Two lectures and six hours of laboratory per week.

52. Quantitative Analysis.<sup>2</sup> Prereq. 51. So., Jr., Sr. II. 5 Cr.

Introductory course in general methods of quantitative analysis, volumetric and gravimetric. One lecture, eight hours of laboratory per week.

- 53-54. Organic Chemistry.<sup>3\*</sup> Prereq. 1-2. Jr., Sr. I, II. 8-10 Cr.

A discussion of the important classes of aliphatic and aromatic compounds. Laboratory work in preparation and study of typical organic substances. Three lectures, four or six hours of laboratory per week.

- 55, 56. Organic Preparations.<sup>4\*</sup> Prereq. 51, 52, 53-54, B average in chemistry, or permission of instructor. Sr. I, II. 2-8 Cr.

Advanced laboratory course for qualified students. Isolation, purification, synthesis of organic compounds. Emphasis on substances vital in national economy. Periodic conferences. At least six hours of laboratory per week.

## Physics

1. Mechanics, Sound, and Heat.<sup>2</sup> Prereq. Math. 2. So., Jr., Sr. I. 4 Cr.

Part of a general course in college physics. Three lectures, one quiz and one two-hour laboratory period per week.

2. Magnetism, Electricity, Light.<sup>2</sup> Prereq. Math. 2. So., Jr., Sr. II. Continuation of 1. 4 Cr.

82. Teaching of Physical Sciences. Sr. II. 1½ Cr.

<sup>1</sup> Laboratory fee \$10.00.

<sup>2</sup> Laboratory fee \$5.00.

<sup>3</sup> Laboratory fee \$10.00 for 8 Cr.; \$12.00 for 10 Cr.

<sup>4</sup> Laboratory fee \$2.50 per credit hour.

## Combined Science Major for Teaching

Requirement: 40 credits in Natural Science, including Chemistry 1-2 with either 51 and 52 or 53-54; Biology 3-4 and 5-6; Physics 1 and 2.

## DEPARTMENT OF MATHEMATICS

Professor Soberg, Head

Major, 27 credits; minor, 20 credits.

The Department of Mathematics aims to give students a working knowledge of mathematics sufficient for solving the simpler problems of life, also to afford students in special fields the mathematical foundation needed for a fuller understanding of their subjects, and to open to those who major in the subject a wider horizon with experience that will make them efficient workers in their chosen fields and also give them confidence to pursue further study.

Courses A and B do not count toward the major or minor in mathematics, but they must be completed as prerequisites to other courses.

**A. Second Course Algebra. Fr. I. 4 Cr.**

Fundamentals of Algebra continued and proper foundation laid for more advanced work in mathematics.

**B. Solid Geometry. Fr. II. 4 Cr.**

Geometry applied to solids and planes. Area and volume formulas developed. Spherical triangles and polygons introduced.

**1. College Algebra. Prereq. A. Fr. I. 4 Cr.**

Review of the fundamental operations of Algebra. Study in radicals, quadratics, the binomial theorem, determinants, theory of equations, permutations, combinations, probability complex members, series, and partial fractions.

**2. Trigonometry. Prereq. A. Fr. II. 4 Cr.**

The right and oblique triangle. Formulas containing the trigonometric functions, developed and applications made. Logarithms and De Moivre's Theorem.

**3. Analytic Geometry. Prereq. 1 and 2. Soph. I. 4 Cr.**

The straight line, conics, and higher plane curves are studied analytically. Their equations are developed using rectangular and polar coordinate axes.

**4. Differential Calculus. Prereq. 3. Soph. II. 4 Cr.**

Concepts of constants, variables, limits, and infinitesimals are introduced. The derivative is defined and its application made.

5. **Engineering Drawing.\*** Prereq. Math. B. I. 3 Cr.  
Elements of drafting with an introduction to the use of graphs and formulas. Eight hours a week.
6. **Engineering Drawing and Descriptive Geometry.\*** Prereq. 5 and Math. 1. II. 3 Cr.  
Methods of representation. Graphical and algebraic solutions. Eight hours a week.

#### Senior College Courses

51. **Integral Calculus.** Prereq. 4. Jr. I. 4 Cr.  
Integration by inspection and by use of formulas developed in class. Applications to insure mastery and to give full view of the field.
52. **Differential Equations.** Prereq. 51. Jr. II. 4 Cr.  
Differential equations defined and formed. Solutions found for various types, such as: first order, first and higher degree, linear equation with constant or variable coefficients. Singular solutions and Clairant's equations.
53. **Solid Analytical Geometry.** Prereq. 3. Sr. I. 3 Cr.  
Lines and planes in space are studied and their equations developed. Quadratic surfaces and transformation are given their proper emphasis.
84. **Teaching of Mathematics.** Sr. II. 1½ Cr.

### IV

## THE FIELD OF THE SOCIAL SCIENCES

### DEPARTMENT OF HISTORY

Professor Hendrickson, Head; Miss Mortensen,  
Mr. Kildahl

Major, 30 credits; minor, 22 credits.

The Department of History aims to awaken in the student an intelligent interest in social phenomena, a clear conception of the basic factors in historical development, a critical evaluation of social and political movements, and a sympathetic attitude toward the human elements involved. Furthermore, this department trains the student in the application of social and historical principles to practical life situations. Finally, it affords preparation for graduate study and for teaching in secondary schools.

**1-2. Survey of European Civilization. Fr. I, II. 6 Cr.**

This course is a rapid survey of European history from the Decline of Rome and up to the present time. Designed to lay the foundation for future work in History.

**3. History of the United States (to 1865). So. I. 4 Cr.**

A survey of the life of the American people emphasizing the cultural and economic as well as the political factors in the development of American ideas and institutions. Prerequisite, six credits in social science.

**4. The History of the United States in Recent Times (since 1865). So. II. 4 Cr.**

The effects of social and technological changes on the economic problems of the American people, on their political interests and party organizations, on their cultural development, and on the relations with the rest of the world.

**Senior College Courses****51. History of England up to 1776. Prereq. 1-2. Jr. I. 4 Cr.**

Emphasis placed upon the constitutional development of England and the factors which shaped the background of U. S. History.

**52. The Renaissance and the Reformation. Prereq. 1-2. Jr. II. 4 Cr.**

A study of the economic, social, political, cultural, and religious movements that marked the transition from medieval to modern civilization and culture.

**53, 54. Ancient History.\* Prereq. 1-2. Jr., Sr. I, II. 8 Cr.**

Political and military history is subordinated to the study of the cultural aspects of ancient civilization. The student is introduced to the problems and methods of the several fields of archaeological investigation.

**55. Hispanic-American History. Prereq. 1-2. I. 3 Cr.**

A survey course with emphasis upon colonial administration, the age of revolution, and the twentieth century.

**57. Seminar in English History and Introduction to Historical Method. Sr. I. (First half). 2 Cr.**

This course is based entirely on original sources and will include some study of the problems involved in the handling of source material. Prerequisite, 14 credits in history, including course 51 or equivalent.

**59-60. Europe since 1815. Jr., Sr. I, II. 8 Cr.**

A study of international relations as affected by nationalism, socialism, industrialism, militarism, and imperialism. World War I and the rise of the totalitarian states. Prerequisite, 14 credits in history.

**86. Teaching of the Social Studies. Sr. II. 1½ Cr.****Combined Major in Social Sciences for Teaching**

Requirement: 22 credits in History and General Geography and 6 credits each in Sociology, Economics, and Political Science.

**DEPARTMENT OF PSYCHOLOGY AND EDUCATION**

Professor Quanbeck, Head

The work in general psychology is planned for all students and intended to improve their understanding of human nature. The courses in education are intended primarily for those preparing to do high school teaching. Attention is given to problems of the learner, to philosophy of education, and to methods and materials of instruction. The work in this department will qualify the teaching graduate for further study in the field of education.

**Orientation****1. Orientation. Required. Fr. I. 1 Cr.**

Designed to assist freshmen in making the proper adjustment to their work as students in college, including methods of study, vocational choice and preparation, and development of personality.

**Psychology****1. General Psychology. So. I. 2 Cr.**

An introductory study of human behavior and its basic physiological mechanisms in the nervous system, followed by a psychological interpretation of emotion, motivation, habit, attention, perception, memory, imagination, thought, and intelligence.

**2. General Psychology. So. II. 2 Cr.**

A study of the roots and formative factors in developing personality, the more common conflicts and maladjustments, and principles of mental hygiene. Special attention to individual interests in applied and personal psychology.



## Education

### Senior College Courses

51. **Educational Psychology.** Prereq. 1. Jr. I. 3 Cr.  
 A study of the bases of learning, the learning process, and the conditions which facilitate and hinder learning.
52. **History and Philosophy of Education.** Jr. II. 3 Cr.  
 The course traces the development of modern education with special reference to the underlying philosophy.
53. **Technique of Teaching.** Prereq. 51. Sr. I. 5 Cr.  
 A course in teaching procedures and class management. It includes a consideration of various extra-instructional activities and of the principles of measurement.

### Special Teaching Methods

The special methods courses include the study of the materials, organization, and teaching procedures of the field for which they are given; applications of the principles of teaching are made in the specific field. Each student is required to take at least two of these courses to prepare for student teaching. Usually this means one course related to the major and one to the minor. Prerequisites are a minor in the field and Education 53. Special methods courses offered the first semester may be taken at the same time as Education 53.

70. **Teaching of Latin.** Sr. II. 1½ Cr.
72. **Teaching of English.** Sr. II. 1½ Cr.
74. **Teaching of German.** Sr. II. 1½ Cr.
76. **Teaching of Norwegian.** Sr. II. 1½ Cr.
78. **Teaching of French.** Sr. II. 1½ Cr.
80. **Teaching of Biology.** Sr. II. 1½ Cr.
82. **Teaching of Physical Sciences.** Sr. II. 1½ Cr.
84. **Teaching of Mathematics.** Sr. II. 1½ Cr.
86. **Teaching of the Social Studies.** Sr. II. 1½ Cr.
87. **Teaching of Music.** Sr. I. 1½ Cr.
88. **Teaching of Commerce.** Sr. II. 1½ Cr.
89. **Teaching of Physical Education.** Sr. I. 1½ Cr.
90. **Observation and Practice Teaching.** Prereq. Ed. 51 and 53. Sr. II. 3 to 5 Cr.

Directed observation followed by two weeks of full time teaching under actual classroom conditions.

### Library Science

Miss Tangjerd

The following courses prepare the student to meet the state requirement for certification for the position of part-time librarian. They train him in making a wise choice of books for the school library, in preparing books and other library materials for circulation, in administering a small school library, and in making intelligent and effective use of library tools for his own needs as a teacher.

Besides doing the regular class work, each student does 30 hours of practice-work in the college library during the second semester.

**51. Children's Literature. Jr., Sr. I. 2 Cr.**

A course in evaluating historic and modern types of literature for children in relation to their developing tastes and needs and with regard to the educational responsibilities of parents, teachers, librarians, and guidance workers. Open to sophomores by arrangement.

**52. Adolescent Literature. Jr., Sr. II. 2 Cr.**

A continuation of Course 51. It includes a study of the construction and content of representative junior and senior high school reading programs. Course 51 recommended but not required as a prerequisite.

**53-54. Library Course for Teacher-Librarians.\* Jr., Sr. I, II. 6 Cr.**

A one year course in the basic subjects of library science: classification, cataloging, reference books, library administration, and book selection for school libraries. The course consists of lectures, class laboratory work, assigned duties in the library, and occasional visits to school libraries in the vicinity.

### DEPARTMENT OF ECONOMICS, POLITICAL SCIENCE, AND SOCIOLOGY

Professor Kleven, Head

Minor, 18 credits (6 credits each in Sociology, Economics, and Political Science).

The objectives of this Department are to give the student a better understanding of the motivating forces which operate within our country in particular, and in society in general. A study is made of the institutions through which these forces make themselves operative. As a Christian college we have the further goal

of seeking ways by which the Christian principles can be made to have greater effectiveness upon the forces of our society.

**1-2. Social Problems. Fr. I, II. 6 Cr.**

A study of contemporary problems from the point of view of personal, family, and community disorganization. It includes such problems as juvenile delinquency, crime, alcoholism, mobility, unemployment, divorce, poverty, and war. For freshmen only.

**3. Principles of Sociology. I. 3 Cr.**

Nature of society, interests, attitudes, social factors, structure of society, controls, process of change.

**4. Rural Sociology.\* II. 3 Cr.**

A study of the structural, vital, and material elements of the rural community, and an analysis of rural institutions, and social patterns of behavior. Emphasis is placed upon the dynamics of change.

**5-6. Principles of Economics. I, II. 6 Cr.**

Production, value, marketing, demand and supply, utility, competition, monopoly, public regulation, money and credit, business cycles, distribution of income, wealth, labor, taxation, international trade, foreign exchange, tariff, trade agreements.

**8. Criminology.\* II. 3 Cr.**

The study of the relationship of crime to social culture and a survey of the apprehension and treatment of the criminal.

**10. Urban Sociology.\* II. 3 Cr.**

A study of the city as to historical background, causes of growth, social community, maladjustments, urban planning, housing problems, health factors, cultural centers, rural-urban relationships.

**12. The Family. II. 3 Cr.**

Historical, sociological, scientific study of the family. Open to upper class students.

**14. General Geography. II. 3 Cr.**

A study of geographical factors influencing human institutions.

**16. Social Development of Modern Scandinavia. II. 3 Cr.**

A survey of social thought and life in Scandinavia from 1815 to the present day, studied against the background of the general conditions in Europe.

**Senior College Courses****51-52. Principles of American Government. I, II. 6 Cr.**

Foundations of American government, making and development of the Constitution, federal, state, and local governments, citizenship, civil rights, popular control of government, political parties, governmental functions.

**55. Child Welfare. I. 3 Cr.**

A study of the factors in our civilization which affect the physical, mental, and spiritual development of children. Topics stressed are: Changing concepts of problems; laws pertaining to children; private and public agencies dealing with children.

**86. Teaching of the Social Studies. Sr. II. 1½ Cr.****Combined Major in Social Sciences for Teaching**

Requirement: 22 credits in History and General Geography and 6 credits each in Sociology, Economics, and Political Science.

## DEPARTMENT OF BUSINESS ADMINISTRATION AND SECRETARIAL STUDIES

**Business Administration**

Major, 27 credits: Courses 3-4 and 5-6, and 15 other credits.

Minor, 18 credits: Courses 3-4 and 5-6, and 6 other credits, including one course above 50.

The aim of this department is to help students gain a broad knowledge of the fundamentals of business and thus prepare them to take responsible positions in the business world. It also provides a teaching major or minor and prepares for graduate work in the business field.

**1. Survey of United States Economic Institutions. Fr. I. 3 Cr.**

Economic backgrounds of American institutions: agriculture, business, industry, transportation; governmental regulation; economic basis of wars and reconstruction.

**2. Business Organization and Management. Fr. II. 3 Cr.**

A survey of modern business procedure, scientific methods, financing, selling, purchasing, internal control.

**3-4. Principles of Accounting. So. I, II. 6 Cr.**

A study of accounting principles and their application in various types of business organizations.

**5-6. Principles of Economics.** So., Jr. I, II. 6 Cr.

Production, value, marketing, demand and supply, utility, competition, monopoly, public regulation, money and credit, business cycles, distribution of income, wealth, labor, taxation, international trade, foreign exchange, tariff, trade agreements.

**8. Statistics Survey** Prereq. 3-4. So., Jr. II. 3 Cr.

An introductory course in the principles of statistics and their application to business, economics, and other problems.

**Senior College Courses****51. Business Law.** Jr., Sr. I. 3 Cr.

Legal principles governing business transactions and business organizations.

**52. Marketing, Selling, and Advertising.** Jr., Sr. II. 3 Cr.

A study of distribution and of the structure and functions of various types of markets. Influences affecting various types of markets. Principles of advertising and selling.

**53. Money, Credit, and Banking.\*** Prereq. 3-4, 5-6. Sr. I. 3 Cr.

Theories of money and credit, principles of banking, the Federal Reserve System, price levels, and foreign exchange are studied.

**54. Problems of Labor and Management.\*** Jr., Sr. II. 3 Cr.

A survey of labor problems and legal phases of labor problems. A study of present difficulties between labor and management, and governmental policies concerning these problems.

**Secretarial Studies**

Miss Thorson

This department aims to prepare students for stenographic and secretarial positions in business offices, to assist in the preparation for the teaching of commercial education in high schools and for parish secretarial work, and to provide an opportunity for the development of business skills for personal use.

A major may be obtained in commercial education by completing a minimum of 36 hours, including: 1, 2, 3-4, 6, 51, 52, 53-54, Business Administration 3-4, 5-6, 51, 52, and Education 88. A minor may be obtained by completing a minimum of 24 hours, including: 1, 2, 3-4, 6, 51, 52, 53-54, Business Administration 3-4 or 5-6, and Education 88..



**1, 2. Elementary Typewriting.<sup>1</sup> I, II. 4 Cr.**

A course for the development of the fundamental skills of typewriting. Five hours per week.

**3-4. Elementary Shorthand.<sup>2</sup> I, II. 4 Cr.**

Training in the fundamentals of Gregg shorthand. Practice in simple dictation. Four hours per week.

**6. Office Training. II. 2 Cr.**

Study and practice in the operation of such machines as the mimeograph and other types of duplicators. Instruction in filing and the keeping of simple office records. Two hours per week.

**Senior College Courses****51, 52. Advanced Typewriting.<sup>1</sup> I, II. 4 Cr.**

Further development of typewriting technique with practical training in business letter arrangement, billing, tabulating, and the typing of legal documents. Prerequisite 1, 2, or high school credit in typing. Open to students having attained a speed of 35 words per minute. Four hours per week.

**53-54. Advanced Shorthand.<sup>3</sup> I, II. 4 Cr.**

Advanced study of the theory and principles of Gregg shorthand. Rapid dictation. Prerequisite 3-4 or high school credit in shorthand. Open to students who can take dictation at a minimum speed of 80 words per minute and transcribe at a high degree of accuracy. Four hours per week.

**88. Teaching of Commerce. Sr. II. 1½ Cr.**

<sup>1</sup> Laboratory fee \$5.00 per semester.

<sup>2</sup> Laboratory fee \$2.50 second semester only.

<sup>3</sup> Laboratory fee \$2.50 per semester.

**DEPARTMENT OF HOME ECONOMICS**

Miss Segolson, Head

Minor, 18 credits including courses 1, 3, 7, 8, and 12, 51 or 52.

The courses in Home Economics aim to help students acquire information, appreciations, standards, and skills that will aid them in personal, home, family, and community living. Work is planned

around personal and family needs and interests in clothing, foods, nutrition, housing, home planning and furnishing, home management, child care and training, income management, crafts, etc.

**1. Clothing—Selection, Care, and Repair.<sup>1</sup> I. 3 Cr.**

A study of the factors involved in the choice, purchase, care, and repair of clothing. Beauty in design, becomingness, appropriateness, and some of the textile fabrics suitable for different uses are topics considered.

**2. Clothing Construction.<sup>1</sup> II. 3 Cr.**

This course provides laboratory experience in making simple garments. It includes experiences in planning, cutting, fitting, and suitable techniques in making garments, the use of the sewing machine, alteration of garments. Home Economics 1 prerequisite for students expecting to ask for transfer credit. Three double laboratory periods per week.

**3. Art in Daily Living.<sup>1</sup> I. 3 Cr.**

A study of art as it is met in the activities of everyday living. Open to all students.

**4. Color and Design.<sup>1\*</sup> II. 3 Cr.**

A study of the principle of design and color related to selecting, arranging, and designing of household furnishings. Lettering and simple poster designing. Some craft experience. Home Economics 3 prerequisite for those expecting to ask for transfer credit. Three double laboratory periods per week.

**5. Crafts.<sup>1</sup> I. 2 Cr.**

Laboratory experience in various crafts which can be done at home or at camps with simple equipment. Principle of design and color in their application to crafts will be studied. Two double laboratory periods per week.

**6. Home Planning and Furnishing.<sup>1</sup> II. 3 or 4 Cr.**

This course includes a consideration of housing, an analysis of floor plans, a study of design of exteriors and interiors, and problems in selecting, arranging, and conserving home furnishings. Home Economics 3 prerequisite for those expecting to ask for transfer credit. Three double laboratory periods per week.

**7. Elements of Nutrition.<sup>1</sup> I. 3 Cr.**

Normal human nutrition applied to food selection for the promo-

tion and maintenance of health will be considered; student and recommended dietaries will be analyzed.

**8. Meal Planning and Preparation.<sup>2</sup> II. 3 or 4 Cr.**

Laboratory experience in menu planning, food purchasing, food preparation, time management, and forms of meal service in the home. Home Economics 7 prerequisite for those expecting to ask for transfer credit. Three double laboratory periods per week.

**12. Child Care and Development.\* II. 2 Cr.**

A study of the care and training of the young child as to his physical, mental, and social development. One lecture and one double laboratory period per week.

**Senior College Courses**

**51. Home Management.<sup>1\*</sup> I. 3 Cr.**

Consideration of problems relating to planning, directing, guiding, and coordinating the resources of the home for happy, satisfying family living. One lecture and one double laboratory period per week.

**52. The Home. II. 3 Cr.**

A course applying principles of cultural living to everyday problems of home life. Discussions of personal and family relationships, preparation for marriage, the Christian home and its influence in the community, and related subjects. Regular lectures, talks by guest speakers, illustrated lectures, and tours.

**53. Consumer Education and Income Management.\* I. 3 Cr.**

The wise choice of consumer goods and services available on the market and the necessity of a careful plan for spending are topics which will be considered for the purpose of helping the student receive greater satisfaction from the use of money income.

**54. History and Appreciation of Art.<sup>1</sup> II. 3 Cr.**

A study of the historical development of architecture, decoration, costume, furniture, painting, and sculpture. Three regular hours scheduled and field trips arranged.

<sup>1</sup> Laboratory fee \$1.50.

<sup>2</sup> Laboratory fee \$3.50.

## V

## THE FIELD OF MUSIC

## DEPARTMENT OF MUSIC

Professor Opseth, Head, Director of Augsburg College Choir;

Miss Skurdalsvold, Voice; Miss Pettersen, Piano;

Professor Kleven, Band

This department offers general instruction to students who are interested primarily in the appreciation and understanding of the music of the masters, and it also gives special training to those who wish to become teachers of music, soloists, and directors of choirs. Emphasis is laid upon the rich musical heritage of the Christian Church. The department affords preparation for those who are interested in continuing their studies in the field of music.

A minor in music requires the completion of Courses 1, 2, 3-4, 51-52, 53, and 54. In addition six semester hours in applied music are required, and at least two of these must be earned in private lessons in voice or instruments. Minors may be in either vocal or instrumental music, depending on the applied music taken. By doing sufficient work in both types of applied music, a student may earn a minor covering both.

Membership in the Augsburg College Choir, Choral Club, Orchestra, or Band for one year will be given two credits when preceded by or taken simultaneously with at least one course in theoretical music.

One credit a semester is granted to students taking eighteen 30-minute lessons per semester in either voice or piano. One half credit per semester is granted to students taking class lessons in voice. No credit is awarded for either piano or voice unless at least one course in theoretical music has been taken previously or is taken in the same semester.

Fee for theoretical subjects in Music is \$4.00 per credit hour for each semester.

Fee for instruction in piano for credit is \$27.00 per semester.

Fee for instruction in voice for credit is \$27.00 per semester.

Fee for class instruction in voice for credit is \$9.00 per semester.

Piano rental is \$3.00 per semester.

**1. Ear Training. I. 3 Cr.**

A course including the basic fundamentals of music: notation, terminology, scales, intervals, triads, rhythm, and melody. Special attention is given to sight singing, ear training, elementary keyboard harmony and harmonic dictation.

**2. History and Literature of Music. II. 3 Cr.**

The evolution of music from its earliest forms up to the present time. The lives of the composers, their works, and their impact on music. The literature of music, both instrumental and choral, is stressed.

**3-4. Harmony. I, II. 4 Cr.**

Application of the study of scales, intervals, and chord formation in written exercises. Written work includes harmonization of figured bass and given melodies as well as opportunity for simple creative writing.

**5-6. Advanced Harmony. Prereq. 3-4. I, II. 4 Cr.**

Continuation of the work begun in Course 3-4, with advanced work in harmonization of figured bass and given melodies. Thorough study of modulation, advanced chord formations, the use of suspensions, retardations, and ornaments of music. Students should have some knowledge of piano.

**7-8. Appreciation of Music. I, II. 2 Cr.**

A course designed to develop in the student an appreciation of the world's greatest music. Supplemented by musical illustrations. For students with or without a musical background.

**10. Special Course in Choir Conducting. II. 2 Cr.**

Designed for both college and seminary students whose knowledge of music is not as extensive as required in Course 54. Interpretation of the literature of church music is stressed.

**Senior College Courses****51-52. Instrumental Techniques. Prereq. 1. I, II. 4 Cr.**

Class instruction in stringed and brass instruments, preparing the prospective high school teacher and conductor for band and orchestral work.



**53. Musical Analysis.** Prereq. 1, 2, 3-4. I. 2 Cr.

A detailed study of the structure and form of music, together with the study of the harmonies constituting any musical composition.

**54. Conducting.** Prereq. 1, 2, 3-4. II. 2 Cr.

A course open to those who have a fair knowledge of music, a good ear and sense of rhythm, and who desire to become proficient in the conducting of choirs and other musical organizations. Students admitted upon recommendation of Professor Opseth.

**87. Teaching of Music.** Sr. I. 1½ Cr.

More advanced courses in music can be arranged if a sufficient number of students register.

**Choir, Choral Club, Band, or Orchestra.** I, II. 2 Cr.

These organizations exist not only for the benefit of the music student but for anyone enrolled as a regular college student who wishes to participate in groups affording the opportunity for musical expression.

**Piano.** 2 Cr.

All grades of instruction are given, from elementary to the most advanced. The methods are modern, embodying the system of arm weight and arm rotation. One thirty-minute lesson per week.

**Voice.** 1 or 2 Cr.

Voice instruction includes correct habits of pronunciation and articulation, breath control, flexibility, ear training in some cases, and interpretation of song classics, both sacred and secular. One thirty-minute individual lesson per week for which one credit per semester is given or weekly class lessons for which one-half credit per semester is given.

## VI

THE FIELD OF PHYSICAL EDUCATION, HEALTH,  
AND RECREATIONDEPARTMENT OF PHYSICAL EDUCATION AND  
RECREATION

Robert S. Carlson, Acting Director

**Physical Education and Recreation for Men**

Minor, 21 credits.

The aim of the Physical Education Department is to promote health and physical fitness through a well-rounded physical education program, to develop character and good sportsmanship through the intramural and intercollegiate sports program, to further the worthy use of leisure time, and to provide an effective training program for prospective teachers of physical education.

Four years of physical education are required of all men students and two years for the girls. All students are required to take a physical examination by the college physician before participating in any form of activity.

A course in personal hygiene is required of all freshmen and new upper class students who have not had an equivalent course in college.

A Physical Education teacher who devotes less than half time to Physical Education teaching in high school is required to have at least a minimum amount of training in this field. Students planning to meet this requirement must have courses 2, 3, 4, 6, 11, 12, 51, and 53.

It is expected that within a reasonable period of time a minor will be required of all new teachers who plan to teach Physical Education besides their major. The present minimum requirement should be considered as a temporary measure only.

**2. Freshman Hygiene.** Required. Fr. II. 2 Cr.

Principles and materials of personal and community hygiene related to desirable habits, attitudes, and knowledge of healthful living with emphasis upon problems of current school life and adult responsibilities.

**3, 4. Physical Activities.** Required of all men. I, II. Two hours a week. 1 Cr.

General course in physical and recreational activities with an attempt to awaken the student's interest in those activities that he may carry with him in later life for his own enjoyment. Special emphasis is placed on physical fitness.

**5. Recreational Leadership.** So. I. 2 Cr.

A general study of the problems of leadership in recreation with emphasis upon the theory of play activities to develop a basic understanding of play and recreation through the biological, theoretical, historical, and logical approach, and to show the function of and the need for play and recreation in modern life.

**6. Recreational Activities.** Prereq. 5. So. II. 1 Cr.

Low organized games, noon hour activities, quiet games, community singing, and other activities suitable for social recreation.

**11. Lead-up and Team Games.** So. I. 2 Cr.

Lead-up games for soccer, speedball, and volleyball. Team games: touch football, speedball, soccer, and volleyball. Tournament plans and league schedules.

**12. Individual, Dual, and Organized Games.** So. II. 2 Cr.

Badminton, handball, tetherball, aerial darts, tennis, table tennis, horseshoe, golf, paddle tennis, archery, and boxing. Six-man football, diamondball, and softball.

**13. Football Coaching.** So. I. 1 Cr.

Fundamentals in football for all positions; offensive and defensive formations, tactics, and strategy.

**Senior College Courses**

- 51. Self-testing, Fundamental Movements, and Rhythms.** Jr. I. 2 Cr.

Individual, dual stunts, and tumbling. Body mechanics, calisthenics, posture, and correctives; the place of rhythms in the school program, methods of conducting minor relays, collection of relays with and without equipment.

- 53. Principles and Curriculum of Physical Education.** Prereq. 4 credits in activity. Jr. I. 3 Cr.

Aims, scope, and objectives of physical education, orientation in education; biological, psychological, and sociological foundations; the program and construction of the course of study.

- 54. Baseball and Track Coaching.** Jr. II. 1 Cr.

Fundamentals and duties for all positions. Track and field events, conditioning.

- 56. Basketball Coaching.** Jr. II. 1 Cr.

Fundamentals in basketball, offense and defense, scouting, general coaching strategy, schedule making.

- 58. School Health, First Aid, and Athletic Conditioning.** Prereq. 2, Jr. II. 2 Cr.

Principles, materials, and methods of school health service, supervision and instruction, administration and teaching of First Aid, and principles and techniques of athletic conditioning and care of injuries.

- 62. Organization and Administration of Physical Education.**

Prereq. 19 credits toward minor or its equivalent. Sr. II. 2 Cr.

Problems of organization, administration, and supervision of activities in classwork, intramural and interscholastic athletics. Schedule making, facilities and equipment, budget making and finance, publicity, and arrangement of the program.

- 89. Teaching of Physical Education.** Sr. I. 1½ Cr.

**Physical Education and Recreation for Women**

Mrs. Berger

Minor, 19 credits.

The aim of the courses in Physical Education and Recreation for Women is to help each student attain an optimum level of fitness, in order that she may live effectively as an individual and as a useful member of society. The department also prepares women for teaching in the field of physical education.

2. **Freshman Hygiene.** Required. Fr. II. 2 Cr.  
See Course 2, Page 72, for description.

- 3, 4. **Physical Activities.** Required of all freshman and sophomore women. I, II. Two hours a week. 1 Cr.

A varied activity course which includes the following units: Posture and correction, basketball, field hockey, softball, volleyball, stunts and tumbling, and selected recreational sports. Special emphasis is placed on physical fitness.

5. **Recreational Leadership.** So. I. 2 Cr.  
See Course 5, page 73.

6. **Recreational Activities.** Prereq. 5. So. II. 1 Cr.  
See Course 6, page 73.

15. **Lead-up and Team Games.** So. I. 2 Cr.

16. **Individual and Dual Sports.** So. II. 2 Cr.  
Theory and practice in coaching field hockey, speedball, basketball, softball, volleyball, archery, and other recreational sports.

17. **Self-Testing Activities.** So. I. 1 Cr.  
Theory and technique of teaching of stunts and tumbling.

**Senior College Courses**

52. **Fundamental Movements, Adapted Activities, Posture, and Rhythms.** Jr. II. 2 Cr.

53. **Principles and Curriculum of Physical Education.** Prereq. 4 credits in activity. Jr. I. 3 Cr.  
See Course 53, page 73.



58. **School Health, First Aid, and Athletic Conditioning.** Prereq. 2. Jr. II. 2 Cr.

See Course 58, page 74.

62. **Organization and Administration of Physical Education.** Prereq. 17 credits toward minor. Sr. II. 2 Cr.

See Course 62, page 74.

89. **Teaching of Physical Education.** Sr. I. 1½ Cr.

# AUGSBURG THEOLOGICAL SEMINARY

Augsburg Theological Seminary, the training school for the pastors and missionaries of the Lutheran Free Church, offers a regular three-year course of preparation for the Christian ministry. In harmony with the Principles of the Lutheran Free Church it aims to stress particularly the training of spiritual leaders and pastors dedicated to the ideal of building Lutheran congregations where the spiritual Gifts of Grace are freely cultivated and nurtured under the authority of the Word and the guidance of the Spirit.

## GENERAL REQUIREMENTS

### Admission

The normal prerequisite for admission to the Seminary is the Bachelor's degree from a liberal arts college. By special arrangement, however, it is possible for a student to complete both the Arts course and the Seminary course at Augsburg in six years. According to this plan, the three years of college work must include a minor. The major is granted in the field of Christianity.

All candidates for admission to the Seminary must have achieved a good academic record in their preparatory studies in college.

Applications for admission to the Seminary should be addressed to the Secretary of the Theological Faculty, and should include the following:

1. A formal letter of application for admission as a student in the Seminary, including a personal statement by the candidate concerning his background, spiritual experience, and doctrinal convictions.
2. A transcript of the candidate's record in college.
3. Two letters of recommendation from pastors. One of these shall be from the pastor of the candidate's local church.
4. A certificate of good health.

The Committee on Admissions consists of the Faculty and the Board of Directors elected by the Annual Conference of the Lutheran Free Church. The first year of study is always considered a probationary year.

### Transfer of Credits and Advanced Standing

Students are admitted to the Seminary with the understanding that their studies are to be pursued under the direction of the Theological Faculty. Any arrangement to take a part of the theological course at another seminary must have the prior approval of the Theological Faculty at Augsburg.

Advanced standing is granted in certain instances where a student applying for admission presents a transcript of credits indicating work done in other theological seminaries of recognized standing.

### Pre-Seminary Curriculum

In order that students who intend to enter the Seminary may be properly prepared to derive the greatest possible advantage from their theological studies, it is recommended that their college course of study, besides fulfilling requirements as to a major and a minor, include as many as possible of the following subjects and fields:

	Semester Credits
English	14
Speech	6
Psychology	4
Philosophy	9
History	14
Natural Science	8
Foreign Languages	
Greek	16
Latin, German, or Norwegian	16
Sociology	6
Economics	6
Education	6
Appreciation of Music	2

### Expenses

Seminary students pay no tuition. They do, however, pay the regular student activity and health fees and a library fee of ten dollars. The expenses for board are the same as for the College students. See page 13.

### Graduation and Degrees

During the three years in the Seminary the student shall acquire an average of 34 semester credits per year and complete a seminar course in the following four major fields as offered: Old Testament, New Testament, Church History, Systematic Theology. He must maintain an average grade of C, or one honor point per credit in his studies.

The degree of Candidatus Theologiæ is conferred upon completion of the regular course.

The degree of Bachelor of Theology is conferred on the following basis:

1. The candidate shall have received the Bachelor of Arts degree.
2. His college course must have included Logic and History of Philosophy.
3. He must complete the regular three-year course in Theology, including the Seminary Practical Service, and seminar-studies in each of the four major departments.
4. He must possess a working knowledge of Hebrew, Greek, and either German or Latin.
5. He must maintain a grade of B in each of the major courses during his last two years in the Seminary.
6. He must submit a satisfactory thesis of not less than 10,000 words on a subject approved by the Faculty. Two copies of the thesis shall be submitted in typewritten form not later than four weeks before the end of the third year.

### Practical Christian Service

In addition to the three years of theological study in the Seminary each student is required to spend six months in practical Christian service, working under the guidance of the Committee on Service. Except when special permission for another arrangement has been granted by the Faculty, this work is done during the summer vacations between the beginning and conclusion of the Seminary course.

The Seminary students also are assigned to a limited amount of practical church work during the school year either in the Twin Cities or in near-by communities.

## COURSES OF STUDY

### THEOLOGICAL ORIENTATION COURSES

#### Junior Year

1-2. **The Background and Structure of the Bible.** A reading course giving the student a preliminary orientation in the Book which is the chief source in theological study. Geography of Bible lands. General outline of Biblical History and contemporaneous secular history. Brief survey of the historical origin of the Biblical writings. 2 Cr.

3. **The Spiritual Life.** A practical study of basic principles of spiritual living, with emphasis upon the cultivation of the devotional life. Selections from the great classics of Christian devotion are studied. 1 Cr.

4. **Theological Propædæutic.** A survey of the main divisions of Christian Theology; their subdivisions; their relation to the entire field of Theology, and to the whole realm of human knowledge. 1 Cr.

5. **Introduction to Dogmatics.** A preliminary study of the Ecumenical Creeds, the Augsburg Confession, Luther's Large Catechism, and the Life of Luther. 1 Cr.

### THE THREE-YEAR CYCLE OF COURSES

#### DEPARTMENT OF OLD TESTAMENT

Dr. Stensvaag, Assistant Professor

10. **The Early Books of the Bible.** The course includes a general introduction to the books and a careful exegetical study of selected passages. 4 Cr.

11. **Survey of Old Testament Literature.** A general survey of the individual writings of the Old Testament; the history of the Old Testament Canon, and of the text. 2 Cr.

12. **Problems and Methods.** A study of selected problems of history and interpretation in connection with certain Old Testament books, together with an introduction to the principles of Biblical criticism. 2 Cr.



**13. The Prophet Isaiah.** A careful study of the Biblical data concerning the political and religious conditions of Israel and Judah, together with a survey of the contemporary history of Assyria, Syria, and Egypt. Attention is given to the beauty, sublimity, and spiritual richness of the book. 4 Cr.

**14. The Prophet Jeremiah.** (Alternates with 15.) A study of the political, moral, and religious trends of the time of Jeremiah. Special attention is given to Jeremiah's personal character, his Messianic hope, and to his portrayal of the struggle for spiritual freedom. 2 Cr.

**15. The Prophet Ezekiel.** (Alternates with 14.) A study of the Babylonian Captivity and its spiritual significance for the people of God. 2 Cr.

**16. Psalms.** The course includes an historical survey, a general introduction to the larger groups, and a careful exegetical study of a number of Psalms. 2 Cr.

**17. The Book of Job.** (Alternates with 18.) A course which aims to make clear the teaching of the Wisdom Literature of the Old Testament in regard to fundamental problems in life. 2 Cr.

**18. Post-Exilic Literature.** (Alternates with 17.) A course in the literature, history, and religion of Judaism in the Exile and post-Exile periods from Ezekiel to the New Testament times. 2 Cr.

#### DEPARTMENT OF NEW TESTAMENT

Professor Helland, Head

**20. Survey of New Testament Literature.** An historical investigation of the origin, authorship, and interpretation of the books of the New Testament. History of the New Testament canon and text. Special attention to those books not treated in other courses. 2 Cr.

**20a. Textual Criticism of the New Testament.** An introduction to the principles of textual criticism. Survey of the history of criticism illustrated by studies in specific selections from the New Testament books. 1 Cr.

**21. Exegesis of Galatians.** The Epistle to the Galatians is studied as the fundamental document of the Gospel of Christian freedom. Special attention to the basic problems of the authenticity of the New Testament records. 3 Cr.

22. **Interpretation of Mark and Luke.** A study of the life and ministry of Jesus based on Mark as our oldest source, with supplementary passages from Luke. The origin and growth of the Synoptic tradition; the literary relation of the first three Gospels, an attempt to find a satisfactory solution of the Synoptic Problem.

3 Cr.

23. **Interpretation of Matthew.** Special emphasis is placed on the teachings of Jesus, their preservation and transmission. The relation of Matthew's Gospel to the Old Testament, and its presentation of Jesus' person, ministry, and teaching to the Jewish mind.

3 Cr.

24. **Interpretation of John.** A supplementary study of the life of Christ, with special reference to the development of faith and unbelief, the Person of Christ, and the advanced spiritual teachings of the Fourth Gospel.

3 Cr.

25. **The Jewish Section of the Early Christian Church.** A study of Acts, Chapters 1-12, showing the development of the Early Church on Palestinian soil. This will be followed by a study of the Epistle to the Hebrews and the Epistle of James as literature written especially for Jewish Christians. Several papers are required.

3 Cr.

26. **The Life and Epistles of Paul.** A study of Acts, Chapters 13-28, as a basis for the life of Paul, together with an introduction to his epistles, in their historical sequence, as a part of his ministry. Several papers are required.

3 Cr.

27. **Interpretation of Romans.** The purpose of the course is to gain a comprehensive view of the Gospel of Christ as preached by Paul, and of the fundamental Christian doctrinal system set forth in this Epistle.

2 Cr.

28a. **Interpretation of Ephesians.** In the study of Ephesians special emphasis is laid upon the place of the universal Christian Church as the Body of Christ and the spiritual goal of history. (Alternates with 28b.)

2 Cr.

28b. **The First Epistle of Peter.** The Epistle of the Christian hope. It contains the chief doctrines of Christianity (the vicarious suffering and death of Christ, the new birth, redemption by the blood of Christ, faith, hope, and holiness of life) in a non-Pauline setting, thus giving a different approach to these cardinal truths. (Alternates with 28a.)

2 Cr.

29. **Interpretation of the Revelation of John.** The course aims at a mastery of the contents of the book and its interpretation in the light of the Holy Scriptures in general. Special study of the forms of apocalyptic literature. 2 Cr.

### DEPARTMENT OF CHURCH HISTORY

Professor Ermisch, Head

30. **The Early Church.** The History of the Christian Church from the Apostolic Age to the time of Gregory the Great (590). The organization, doctrine, government, and worship of the Early Church; the downfall of heathenism in the Roman Empire, and the rise of the Papacy. The course begins with a brief survey of the Book of Acts. 4 Cr.

31. **The Church of the Middle Ages.** A general survey of the development of Christianity in Western Europe from 590 to the period of the Protestant Reformation. The course includes the study of the development and decay of Papacy, monastic orders, scholasticism, and of movements toward reform. 3 Cr.

32. **The Reformation.** A study of the causes which led up to the Protestant Reformation; the Reformation itself and its results, including the Catholic Counter-Reformation. 3 Cr.

33. **The Church after the Reformation.** This course covers the period from the Reformation and up to the present time, with special emphasis on the history of the Lutheran Church. 2 Cr.

34. **American Church History.** Early colonization; planting of churches; church government, religious life and worship; separation of church and state; revivals; denominationalism. The history of the Lutheran Church in America is studied with special care. 2 Cr.

35. **The History of Christian Doctrine.** A study of the development of Christian doctrine and its crystallization into creeds and confessions, including the Patristic, Scholastic, and Reformation periods. 2 Cr.

### DEPARTMENT OF SYSTEMATIC THEOLOGY

40. **Introduction.** A course intended to introduce the student to the field of Christian truth in its systematic form. The course includes an outline of the entire field. 2 Cr.

41. **Theology and Anthropology.** A study in the systematic exposition of the teachings of the Bible concerning God and man. Papers on special topics. 3 Cr.

42. **Soteriology.** The doctrine concerning the restoration and maintenance of the true communion between God and man. The Person of Christ and His work; the Holy Spirit; the meaning and method of salvation in relation to the individual and to society; the nature and function of the Church. 4 Cr.

43. **Christian Ethics.** A study of the religious and ethical implications of the Christian experience. Special attention is given to the development and application of Christian ethics with reference to the individual, organized institutions, and society as a whole. 4 Cr.

44. **Symbolics.** A careful study of the Book of Concord, containing the creeds subscribed to by the Lutheran Church. The genesis of each creed, its doctrinal significance, and its place in the present life of the Church. 2 Cr.

45. **Comparative Symbolics and Religious Cults.** A comparative study of the creeds of the great divisions of the Christian Church, and of the teachings of various modern religious sects and cults. 2 Cr.

46. **The Philosophy of Religion.** (Alternates with 45.) A course in the principles of the Christian religion. The Christian world view, interpretations of history, and doctrines of the Person of Christ and Redemption are studied with reference to antagonistic theories. 2 Cr.

## DEPARTMENT OF PRACTICAL THEOLOGY

### A. Pastoral Theology

50a. **Principles of Pastoral Theology.** This course, which is based on the Pastoral Epistles, comprises the historical and theoretical study of the foundations of the pastoral office and the New Testament ministry. 2 Cr.

50b. **Pastoral Psychology and Soul-Care.** A study of Christian experience and its varied expressions. The principles of soul-care are studied in the light of the teachings of the great spiritual leaders of the Church. The relation of psychiatry to soul-care. 2 Cr.

**51. Evangelistics.** A course dealing with foreign, home, and inner missions, including the work of Deaconess institutes, also the practical work in rescue missions, street meetings, special missions, etc. **2 Cr.**

### B. Homiletics

**52a. Principles and Practice of Preaching.** Technical and psychological elements of preaching. Emphasis upon sermons. Juniors. **2 Cr.**

**52b. Homiletics.** The application of the principles of preaching to the outlining and presentation of brief sermons. Emphasis upon thorough preparation and constant practice in delivery. Middlers. **2 Cr.**

**52c. Sermons.** A course in the preparation and delivery of sermons. Both the structural and spiritual elements are emphasized. Sermons by great preachers are studied. Seniors. **2 Cr.**

### C. Polity and Worship

**53. Church Polity.** A course dealing with the Biblical theory of the congregation; officers, organization, and government in the apostolic times; the growth of the idea of the church, the idea of a free church. I and II Corinthians are studied as the best source. **2 Cr.**

**54. Church Administration.** A study of the various aspects of congregational organization. Methods of increasing efficiency in the performance of the pastor's duties. Effective office procedures. The practice and teaching of Christian stewardship. **2 Cr.**

**55. Liturgics.** The principles and forms of public worship. A study of liturgy as a means of expressing and moulding religious life, with emphasis on its relation to varying conceptions of the Church. **1 Cr.**

**56. Hymnology.** An historical survey of the best selections of hymns from the early Christian church and the church in Germany, Scandinavia, England, and America. Special attention is given to Lutheran hymnody. **1 Cr.**



**D. Christian Education and Sociology**

57a. Principles of Parish Education. 2 Cr.

57b. Methods of Parish Education. 2 Cr.

Studies in the application of basic principles and methods of education to the subject matter used in catechetical instruction, Sunday schools, Parochial schools, and Bible classes. Emphasis upon an educational program which includes the whole parish.

58. Creative Recreation. A study of recreational activities, their place and possibilities, especially among the young. Opportunity for participation in activities which the student may use for his own recreation in later life. 1 Cr.

59a. The Church and Society. A critical-historical exposition of the development of the Church-concept with particular reference to the inherently "low-church," or democratic, character of the early church, and with special emphasis upon the social duties of Christians as implied in the teachings of Jesus and the Apostles. 1 Cr.

59b. Christianity and Social Work. This course is designed to give the candidate for the ministry contact with the field of social work, and to enable him to appreciate its close relation to the work of the Church. Lectures, reports, and institutional visits. 2 Cr.

**LANGUAGE COURSES**

60. New Testament Greek. (See College Greek.)

61. Greek Papyri. A study of new discoveries and the lines along which they have aided New Testament interpretation. Representative texts are studied. 1 Cr.

62. Hebrew for Beginners. The first year is devoted to a study of the essentials of Hebrew grammar, using Creager and Alleman's text, and the reading of selected passages from Genesis. 6 Cr.

63. Advanced Hebrew. A review of the grammar followed by the cursory reading of selected passages from the books of the Old Testament. 4 Cr.

64. Norwegian. A course intended to help the prospective pastor to an efficient use of the Norwegian language both in public and private pastoral work. Interpretive Bible reading, and the preparation and delivery of short speeches. 2 Cr.

# STUDENT REGISTER

## THEOLOGICAL STUDENTS 1945-46

### Third Year

Carlsen, Carl.....	Minneapolis
Gjenvick, Benjamin.....	Minneapolis
Gronseth, Luther.....	Minneapolis
Nelson, LuVerne .....	Willmar

### Second Year

Franzen, Howard S.....	Minneapolis
Hoversten, Chester.....	Lynd
Kasin, Ernest B.....	Wallace, S. Dak.
Reesnes, Arthur J.....	Racine, Wis.
Sonnack, Iver A.....	Marinette, Wis.
Torgrimson, Justin A.....	St. Paul

### First Year

Bretheim, Bernhard.....	Bisbee, N. Dak.
Landsverk, Obert .....	Grand Forks, N. Dak.
Olson, Leslie .....	Little Sauk
Quanbeck, Randolph .....	Minneapolis

### Special

Soberg, George.....	Minneapolis
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## COLLEGE STUDENTS 1945-1946

## SENIORS

Aaker, Ordelle.....	Hawkins, Wis.	Olson, Herman .....	Bemidji
Anderson, Elwood.....	Minneapolis	Paulson, Marjorie .....	Minneapolis
Bloomquist, Wallace.....	Minneapolis	Person, Stanley .....	Minneapolis
Boxrud, Gladys .....	Minneapolis	Quanbeck, Eileen .....	Minneapolis
Brethelm, Gerhard.....	Bisbee, N. D.	Roth, Roy .....	Minneapolis
Carlsen, Clara .....	Minneapolis	Sateren, Norma .....	Brandon
Cass, Louis.....	Sac. City, Iowa	Schaller, Berton .....	Minneapolis
Dyrud, Amos .....	Newfolden	Sedio, Edward .....	Minneapolis
Engberg, Iris .....	Minneapolis	Simensen, Roger .....	Stonington, Mich.
Englund, Phyllis .....	Minneapolis	Steen, John.....	Superior, Wis.
Erickson, Loren .....	Minneapolis	Strand, Carl .....	Bayport
Erickson, Robert .....	Minneapolis	Strommen, Clair.....	Sand Creek, Wis.
Gustafson, Roland.....	Montclair, N. J.	Sverdrup, George .....	Minneapolis
Hagen, Arnold .....	Minneapolis	Thorson, Loren .....	Watertown
Haukeness, Sylvia .....	Sebek	Trelstad, Chester .....	Zumbrota
Jacobsen, Jack.....	Racine, Wis.	Tucker, Richard .....	Minneapolis
Johnson, Edryce .....	Stanchfield	Xavier, Valdemar .....	Watertown
Johnson, Lloyd .....	Minneapolis		
Kleven, Milton .....	Minneapolis	Men .....	26
Klyrvik, Marion .....	Minneota	Women .....	11
		Total .....	37

## JUNIORS

Ahlbom, Harold .....	Minneapolis	Holmberg, Vernon .....	Minneapolis
Ahlbom, Lois .....	Minneapolis	Houser, Merle .....	Minneapolis
Andersen, Stanley .....	Minneapolis	Jensen, J. Vernon.....	Lindstrom
Anderson, Hjalmar.....	McVillie, N. D.	Johnson, Helen .....	Dawson
Aos, Wallace.....	Rothsay, Minn.	Johnson, Raymond .....	Minneapolis
Bakken, Norman.....	Everett, Wash.	Johnson, Willis .....	Minneapolis
Bartilson, Stanley.....	Colfax, Wis.	Juliussen, Oliver.....	Glen Lake
Bradison, Marguerite .....	Minneapolis	Kobs, Harold.....	St. Paul
Brandt, Sylvia .....	Luverne	Larson, Doris.....	Volga, S. D.
Carlsen, Othelia .....	Minneapolis	Lee, Prudence .....	Newfolden
Chinander, Erma .....	Minneapolis	Lundeen, Grace .....	Annandale
Chiodo, Arthur .....	Minneapolis	Manger, Margery .....	Minneapolis
Erickson, Merle.....	Binford, N. D.	Melom, Arnold .....	Minneapolis
Everts, Bonnie .....	Minneapolis	Nokleberg, Roald .....	Seattle, Wash.
Fauske, Paul .....	Minneapolis	Nostbakken, Madel.....	Aneroid, Sask. Can.
Foley, Charles .....	Minneapolis	Parsons, Guilford .....	Minneapolis
Gerlinger, Raymond.....	Minot, N. D.	Paulson, Helen.....	Turtle Lake, N. D.
Grutzmaker, Jon .....	Minneapolis	Pederson, Ruth .....	Beardsley
Halvorson, Silas.....	Forest City, Iowa	Quanbeck, Lawrence .....	Minneapolis
Hinsverk, Donald .....	Hendricks		

## STUDENT REGISTER

89

Rachle, Jean.....Granite Falls  
 Randklev, Delpha.....Badger  
 Romness, Helen.....Zumbrota  
 Ronholm, Olive.....Thief River Falls  
 Rygh, Mable.....Willmar

Steck, Willard.....Minneapolis

Thompson, Natalie.....Timber Lake, S. D.  
 Thorsgard, Ernest.....Northwood, N. D.

Valvik, Agnes.....Alameda, Calif.  
 Vik, Gudrun.....Plentywood, Mont.

Wilberg, Lorna.....St. Croix Falls, Wis.

Men .....	27
Women .....	23
Total .....	50

## SOPHOMORES

Adair, James.....Timber Lake, S. D.  
 Adsem, Judith.....Minneapolis  
 Ahlquist, Gordon.....Minneapolis  
 Alfens, Thelma.....Minneapolis  
 Amstutz, Lois.....Minneapolis  
 Anderson, Marion.....Minneapolis  
 Anderson, Nathalie.....Minneapolis  
 Anderson, Norman.....Hendricks  
 Anderson, Warren, Sr.....Minneapolis  
 Aos, Adeline.....Rothsay

Bakken, Esther.....Kenyon

Carlson, Jeroy.....Wanamingo

Ebert, Clarice.....Osseo

Ekse, Barbara.....Minneapolis

Elstad, Vernon.....Enumclaw, Wash.

Engebretson, Herman.....Minneapolis

Englund, Kenneth.....Minneapolis

Gimmestad, Lorraine.....Belview

Haakenstad, Mae.....La Farge, Wis.

Hanson, Lillian.....Grand Forks, N. D.

Hegge, Helen.....Tacoma, Wash.

Heikens, Mary.....Everly, Iowa

Hesselgrave, William.....Minneapolis

Hilden, Jean.....Minneapolis

Holm, Ruth.....Minneapolis

Holman, Harvey.....Minneapolis

Isaacson, Ruth.....Minneapolis

Jacobson, Garfield.....Vashon, Wash.

Jacobson, Jeanette.....Racine, Wis.

Jones, James.....Minneapolis

Kaale, John.....Minneapolis

Knox, Donald.....Wayzata

Knutson, Alton.....St. Paul

Kolden, Eileen.....Portland, Ore.

Kopitz, Richard.....Minneapolis

Kordahl, Axel.....Minneapolis

Krogstad, William.....Maiden Rock, Wis.

Kuhn, Mary.....Mason City, Iowa

Kvenberg, Sigrid.....Minneapolis

Landsverk, Thelma.....Fosston

Larson, Lawrence.....Chicago, Ill.

Lindgren, Duane.....So. St. Paul

Lindroos, Leonard.....St. Paul

Lundgren, Roberta.....Minneapolis

Miller, Clarence.....St. Paul  
 Moe, La Verne.....White Lake, S. D.

Nelson, Leslie.....Colfax, Wis.

Nelson, Margaret.....Willmar

Nelson, Robert.....Ortonville

Northfelt, Leroy.....Minneapolis

Olson, Elaine.....Lake City

Olson, Laurell.....Minneapolis

Olson, Norman.....Superior, Wis.

Oscarson, Elder.....Fergus Falls

Peterson, Marilyn.....Minneapolis

Quanbeck, Dorothy..... Fargo, N. D.

Quanbeck, Rona.....McVie, N. D.

Quanbeck, Russell.....Minneapolis

Rachle, Emily.....Granite Falls

Rimarcik, Paul.....Minneapolis

Robertson, Helen.....Dupree, S. D.

Rude, Arlin.....Zumbrota

Rusdahl, Herbert.....Superior, Wis.

Rust, Dolores.....Minneapolis

Sanders, Paul.....Balaton

Schindler, Mary.....Blanchardville, Wis.

Sears, Joan.....Minneapolis

Sherwick, Pauline.....Minneapolis

Sivertsen, Camille.....Minneapolis

Swanson, Charlotte.....Ortonville

Sween, Donald.....Minneapolis

Swiggum, Henry, Jr.....Minneapolis

Thompson, John.....Blanchardville, Wis.

Thompson, Ruth.....Clearbrook

Thorberg, Dorothy.....Minneapolis

Tibke, Jean.....Dupree, S. D.

Vik, Gertrude.....Plentywood, Mont.

Wanous, Mary.....Minneapolis

Westphal, Elizabeth.....Willmar

Wilson, Mary Etta.....Minneapolis

Men .....	36
Women .....	44
Total .....	80

## FRESHMEN

Amstutz, Ruth	Minneapolis	Foichat, John	Tacoma, Wash.
Amundsen, Iver	Minneapolis	Formo, Shirley	Minneapolis
Andersen, Robert	Menominee, Mich	Foss, Marie	Antler, N. D.
Andersen, Samuel	Minneapolis	Foss, Merideth	Minot, N. D.
Anderson, Ethel	Hanley Falls	Frederickson, Vernon	Wanamingo
Anderson, Jeanell	Minneapolis	Frojen, Dora	Oakes, N. D.
Anderson, Melvin	Minneapolis	Frojen, Doris	Oakes, N. D.
Anderson, Theodore	Minneapolis	Furney, Michael	Minneapolis
Anhalt, Elmer	Westby, Mont.		
Backstrom, James	Minneapolis	George, Shirley	Morgan
Bagger, Agnete	Minneapolis	Gissel, John	Kenmare, N. D.
Bergeland, Helen	Dawson	Gisselquist, Grace	Minneapolis
Bergren, Roy	Minneapolis	Glomsrud, Richard	Minneapolis
Bergh, Oliver	Volga, S. D.	Goode, Dolores	Madelia
Bergquist, Phyllis	Shevlin	Grahn, Glenn	Hutchinson
Berthon, Donald	Minneapolis		
Birkland, Marion	Willmar	Halsrud, Arnold	Jackson
Bohmann, Priscilla	Minneapolis	Halvorson, Harland	Minneapolis
Bonner, Gail	Mt. Horeb, Wis.	Halvorson, Howard	Gully
Borgen, Mildred	Minneapolis	Hamilton, Marguerite	Maple Plain
Boxrud, Phillip	Minneapolis	Hansen, June	Bowbells, N. D.
Bredow, Miriam	Minneapolis	Hansen, Leon	Minneapolis
Brekken, Carol	Minneapolis	Hasselquist, Eugene	Center City
Brown, Joseph	Mantorville	Haugen, Harriett	Thief River Falls
Bruns, Ronald	Morris	Haukeness, Helen	Sebek
Brustad, Milton	Pelican Rapids	Hendrickson, Gordon	Minneapolis
Bue, Donald	Minneapolis	Henjum, Arnold	Hoffman
Butler, William	Minneapolis	Hinsverk, Dolores	Hendricks
		Hofflander, Robert	Minneapolis
		Hybbert, Walter	Minneapolis
Carlson, Arthur	Maple Plain		
Carlson, Donald	Watertown	Jacobsen, Marion	Racine, Wis.
Carlson, Ivan	Maple Plain	Jacobson, Albert	Wanamingo
Carlson, John	Watertown	Jappe, Erna	Superior, Wis.
Carlson, Robert	Minneapolis	Jensen, Louis	Racine, Wis.
Chamberlain, Richard	Minneapolis	Johnson, Carol	Bagley
Christensen, Jean	Paynesville	Johnson, Charles	Galena Park, Texas
Clyne, Alfred	L'Anse, Mich.	Johnson, Hazel	Minneapolis
		Johnson, Irene	Minot, N. D.
Dahlberg, Thomas	Minneapolis	Johnson, Iris	Estelline, S. D.
Dahle, Adeline	Fargo, N. D.	Johnson, Louise	Minneota
Dahle, Vincent	Hawley	Johnson, Marjorie	Bird Island
Dale, Phebe	St. Paul	Johnson, Russell	Bordulac, N. D.
Detchons, Richard	Minneapolis		
Disrud, Martell	Blanchardville, Wis.	Kilde, Paul	Eau Claire, Wis.
Drange, Arnold	Minneapolis	Kist, James	Minneapolis
Dreyer, Joyce	New Effington, S. D.	Kleven, Esther	Minneapolis
Duenow, LuVerne	Pembina, N. D.	Kleven, Gladys	Minneapolis
Duos, Robert	Mora	Kleven, Sylvia	Blanchardville, Wis.
		Klym, Donald	Minneapolis
Eakman, Marvin	Minneapolis	Knudson, Elrie	La Crosse, Wis.
Elmberg, Donald	Minneapolis	Kolden, Bernice	Portland, Ore.
Emerson, Erling	So. St. Paul	Konsterlie, Mildred	Willmar
Engedal, LaVonne	Minneapolis	Krieg, Harry	Minneapolis
Erickson, Charlotte	Minneapolis		
Erickson, Eunice	Minneapolis	Landvik, Glen	Minneapolis
Erickson, Evenelle	Hendricks	Larson, Dolores	Dawson
Erickson, Mary	Bagley	Larson, Lyla	Wanamingo
Erickson, Phyllis	Doran	Larson, Oral	Hayfield
Erickson, Stanley	Dalton	Lee, Harold	Poulsbo, Wash.
		Lien, Lorraine	Blanchardville, Wis.
Farness, Lu Verne	Spicer	Lockett, Norman	Hutchinson
Feig, Theodore	Minneapolis	Logan, Francis	Minneapolis
		Lundin, Lynn	Minneapolis



## STUDENT REGISTER

91

McGinnis, Lorene ..... Minneapolis  
 Mansfield, Shirley ..... Minneapolis  
 Manthie, Russell ..... Mendota, Ill.  
 Martin, Carol ..... Minneapolis  
 Mickelson, Allan ..... Minneapolis  
 Miller, Richard ..... Minneapolis  
 Moe, Allen ..... Boyd  
 Moe, Sylvia ..... White Lake, S. D.  
 Moline, Carole ..... Minneapolis  
 Mork, Catherine ..... Mora  
 Morseth, La Wayne ..... Hendricks  
 Mortensen, Hildegard ..... Minneapolis  
 Mueller, Patricia ..... Excelsior

Nelson, Almira ..... Bisbee, N. D.  
 Nelson, Elaine ..... Wood Lake  
 Nelson, Gloria ..... Alamo, N. D.  
 Nideng, Norman ..... Minneapolis  
 Nokleberg, James ..... Seattle, Wash.  
 Nordstrom, Truit ..... Minneapolis  
 Nystuen, Theodore ..... Northfield

Olson, Charles ..... Minneapolis  
 Olson, Everett ..... Windom  
 Olson, Louise ..... Webster  
 Olson, Miriam ..... Minneapolis  
 Opland, La Verne ..... Thief River Falls

Paulson, Paul ..... Turtle Lake, N. D.  
 Pearson, Woodrow ..... Minneapolis  
 Pedersen, Leonard ..... Minneapolis  
 Perry, Ernest ..... Minneapolis  
 Peterson, Carol ..... St. Cloud  
 Peterson, Charles ..... Minneapolis  
 Petrik, George ..... Minneapolis  
 Philipps, John ..... Minneapolis  
 Pierson, Waldo ..... Minneapolis  
 Ployhar, Betty ..... Valley City, N. D.  
 Pressnalle, Irving ..... Minneapolis

Quam, Carol ..... Minneapolis  
 Quanbeck, Philip ..... Minneapolis  
 Quarfot, Ruth ..... Minneapolis

Radmacher, Roy ..... Minneapolis  
 Rholl, Constance ..... Minneapolis  
 Richards, Edward ..... Minneapolis  
 Richter, Marguerite ..... Minneapolis  
 Rodmyre, Doris ..... Hector  
 Rogne, Kenneth ..... Minneapolis  
 Rogne, Robert ..... Minneapolis  
 Roth, Paul ..... Staples  
 Rusnacko, George, Jr. .... Minneapolis  
 Ryan, Gerald ..... La Crosse, Wis.  
 Ryan, Robert ..... La Crosse, Wis.

Samuelson, Mary ..... Grasston  
 Scarborough, William ..... Windom  
 Schindler, Barbara ..... Blanchardville, Wis.  
 Schultz, Mary ..... Minneapolis  
 Schwartz, Harold ..... Minneapolis  
 Sedio, Milan ..... Minneapolis  
 Serstock, Margaret ..... Minneapolis

Shaleen, Marian ..... Minneapolis  
 Shiell, Corinne ..... Hoffman  
 Simengaard, Arne ..... Upham, N. D.  
 Skonnord, Shirley ..... Valley City, N. D.  
 Skurdal, Myrtle ..... Williston, N. D.  
 Smeby, Olive ..... Westby, Wis.  
 Smestad, Leonard ..... Minneapolis  
 Smith, Mary ..... Howard Lake  
 Soberg, Orlan ..... Lakeville  
 Solheim, Dorothy ..... Racine, Wis.  
 Solheim, Marcella ..... Racine, Wis.  
 Solheim, Russell ..... Racine, Wis.  
 Sorensen, Norman ..... Minneapolis  
 Sorenson, Kenneth ..... Marinette, Wis.  
 Sorestad, Adolph ..... Minneapolis  
 South, Aleta ..... Goodridge  
 Sovold, Marie ..... Vashon, Wash.  
 Stapel, Arline ..... Lester Prairie  
 Stensing, Marlys ..... Minneapolis  
 Strand, Anna ..... Bemidji  
 Strom, John ..... Minneapolis  
 Swanson, Gloria ..... Minneapolis  
 Swenson, Ronald, Doe River, B. C., Can.

Telander, Lorraine ..... Mora  
 Thomas, Donald ..... Minneapolis  
 Thompson, Jennings ..... Binford, N. D.  
 Thompson, Rolland ..... Minneapolis  
 Thorsen, Arline ..... Waterville, Iowa  
 Thurston, Stuart ..... Minneapolis  
 Tjornhom, Donna ..... St. Paul  
 Towns, Bessie ..... Silverton, Ore.  
 Tungseth, Esther ..... Seattle, Wash.  
 Tungseth, Norman ..... Fergus Falls  
 Turnquist, Joyce ..... Minneapolis  
 Tweedt, Vernon ..... Dolliver, Iowa

Ulrich, Roger ..... La Crosse, Wis.  
 Uring, Joseph ..... West Union, Iowa

Vigue, Virginia ..... Everett, Wash.  
 Voss, Charmeon ..... Odessa

Wahlberg, Carla ..... Waseca  
 Wall, Robert ..... Minneapolis  
 Watt, Charlotte ..... Bayfield, Wis.  
 Wennes, Joseph ..... Minneapolis  
 Westman, Marlous ..... Excelsior  
 Wetzler, John ..... Minneapolis  
 Wickoren, Wayne ..... McLeod, N. D.  
 Wilcox, Peder ..... Minneapolis  
 Winger, Elmer ..... Minneapolis

Yattaw, Edwin ..... Minneapolis

Zipf, Laurel ..... Hutchinson

Men ..... 121  
 Women ..... 103  
 Total ..... 224

## SPECIAL STUDENTS

Bragg, Arley .....	Minneapolis	Moorehouse, Deane .....	Minneapolis
Cooke, Wayne .....	Minneapolis	Nelson, Marilyn .....	Minneapolis
Fronsdal, Sr. Agnes.....	Minneapolis	Oman, Freda .....	Stanchfield
Galin, Maria .....	Minneapolis	Russell, C. Mervin.....	Minneapolis
Haakenstad, Marius .....	Minneapolis	Sorenson, Shirley .....	Canby
Houser, John .....	Minneapolis	Tornell, Lloyd .....	Excelsior
Jensen, Alice .....	Minneapolis		
Johnson, Andrew .....	Sandstone		
Johnson, Lillian.....	Racine, Wis.		
Larsen, Helga .....	Minneapolis		
Mellom, Sherwood .....	Minneapolis		
		Men .....	9
		Women .....	8
		Total .....	17

## UNCLASSIFIED STUDENTS

Anenson, Marian .....	Effie	Mickelson, Sanford.....	Hatton, N. D.
Eaton, Eugene .....	Minneapolis	Olson, Leslie .....	Little Sauk
Francine, Joseph .....	Minneapolis	Rusdahl, Kenneth.....	Superior, Wis.
Gager, LeRoy .....	Minneapolis	Sonnack, Iver.....	Marinette, Wis.
Gjenvick, Benjamin .....	Minneapolis	Thorson, Vera.....	Neenah, Wis.
Holm, Donald .....	Minneapolis	Vesta, Mary.....	Creston, Ill.
Johnson, Rudolph .....	Minneapolis	Vetter, Willard .....	Minneapolis
Johnsrud, Melvin .....	Minneapolis		
Kronhausen, Ruth .....	Fergus Falls		
Magalee, Hector, New Amsterdam, British Guiana, S. A.		Men .....	13
		Women .....	4
		Total .....	17

## GRADUATES 1945

## SEMINARY

Brandt, Leslie .....	Minneapolis	Krueger, Robert .....	Minneapolis
Kallevig, Emil .....	Willmar	Sonnack, Paul .....	Marinette, Wis.
		Sorensen, Harry.....	Marinette, Wis.

## COLLEGE

Aadland, Esther .....	Minneapolis	Gjenvick, Marie .....	Minneapolis
Bartsch, James .....	Minneapolis	Greguson, Marguerite .....	Minneapolis
Carlsen, Grace .....	Minot, N. D.	Gudim, Clara .....	Newfolden
		Hauk, Valentin.....	Kipling, Sask., Can.

## STUDENT REGISTER

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Johnson, Elin .....	Aitkin	Quanbeck, Randolph .....	Minneapolis
Kallevig, Emil .....	Willmar	Ruud, Muriel .....	Minneapolis
Krueger, Robert .....	Minneapolis	Schrader, Lillian .....	Bruno
Landsverk, Obert...	Grand Forks, N. D.	Thorson, Vera .....	Neenah, Wis.
Larson, Genevieve .....	Wanamingo	Weltzin, Ruth .....	Minneapolis
Mortensen, Mary Lou.....	Minneapolis		
Opgrand, L. Beth.....	Cyrus	Men .....	7
Opsal, Mamie .....	Alamo, N. D.	Women .....	16
Opseth, Dawn .....	Minneapolis	Total .....	23
Opseth, Joyce .....	Minneapolis		
Peerman, Dwight.....	St. Louis Park		

## SUMMARY OF GRADUATES

### SEMINARY

Graduates—1870-1944 .....	573	
Graduates—1945 .....	5	578

### COLLEGE

Graduates—1870-1944 .....	1067	
Graduates—1945 .....	23	1090
		1668

## ENROLMENT SUMMARY 1945-1946

Theological Students.....	15
College Students.....	425
	440
Deducting those counted more than once.....	2
Total .....	438

### MEN STUDENTS

Seminary .....	15
College .....	232
	247
Deducting those counted more than once.....	2
Total number of Men.....	245

### WOMEN STUDENTS

Seminary .....	0
College .....	193
Total number of Women.....	193



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# AUGSBURG

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## COLLEGE AND THEOLOGICAL SEMINARY

MINNEAPOLIS, MINN.

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