

AUGSBURG COLLEGE AND THEOLOGICAL SEMINARY

Minneapolis 4, Minnesota

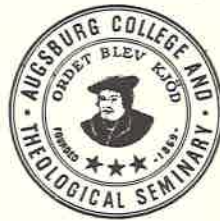
Founded 1869

CATALOG RECORD FOR

1956 - 1957

and

1957 - 1958



ANNOUNCEMENTS FOR

1958 - 1959

and

1959 - 1960

VOL. XX, NO. 1 CATALOG NUMBER JANUARY-FEBRUARY, 1958

THE AUGSBURG BULLETIN

Published bi-monthly and one additional issue in April by Augsburg College and Theological Seminary at Minneapolis, Minnesota. Entered as second-class matter March 21, 1947, at the post office at Minneapolis, Minnesota, under the act of August 24, 1912.

CALENDAR

1957

1958

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CALENDAR

1958 - 59 and 1959 - 60

FIRST SEMESTER

1958-59

Sept. 11-16	Freshman Days
Sept. 15, 16	Registration
Sept. 17	College classes begin
Sept. 17	Seminary convenes
Sept. 17	Late registration fee
Oct. 24-26	Homecoming
Nov. 12	End of first half of semester
Nov. 27, 28	Thanksgiving recess
Dec. 19, 4:20 p.m.	Christmas recess begins
Jan. 5, 8:00 a.m.	Classes resume
Jan. 19-23	College examinations
Jan. 20-23	Seminary examinations
Jan. 23	First Semester ends
Jan. 16-29	Registration for Second Semester

1959-60

Sept. 10-15
Sept. 14, 15
Sept. 16
Sept. 16
Sept. 16
Oct. 23-25
Nov. 12
Nov. 26, 27
Dec. 18, 4:20 p.m.
Jan. 4, 8:00 a.m.
Jan. 20-26
Jan. 21-26
Jan. 26
Jan. 18-Feb. 1

SECOND SEMESTER

Feb. 2, 8:00 a.m.	Classes begin	Feb. 3, 8:00 a.m.
Feb. 2	Late registration fee	Feb. 3
Feb. 12	Lincoln's Birthday	
	Washington's Birthday	Feb. 22
April 3	End of first half of semester	April 1
March 25, 4:20 p.m.	Easter recess begins	April 13, 4:20 p.m.
March 31, 8:00 a.m.	Easter recess ends	April 19, 8:00 a.m.
May 22	Seminary Commencement	May 27
May 25-29	College Examinations	May 27-June 3
May 30	Memorial Day	May 30
May 31	Baccalaureate Service	June 5
June 1	College Commencement	June 6

GENERAL INFORMATION

PURPOSE

Augsburg College is a four-year liberal arts college sponsored by the Lutheran Free Church for the purpose of giving young people an opportunity to obtain a broad education in a Christian environment. In addition to securing a general education at the college level, students may prepare themselves for such vocations as high school teaching, business administration, social work, medical technology, secretarial work, parish work, and missions. They may prepare for further study in the fields of dentistry, engineering, law, medicine, nursing, and theology, as well as for graduate study in various fields.

Augsburg Theological Seminary, with its facilities on the same campus, offers a three-year course of study leading to a Bachelor of Theology degree. Its chief purpose is to prepare pastors and missionaries for the Lutheran Free Church.

LOCATION

Augsburg College and Theological Seminary is located in the Riverside Park area of Minneapolis, within walking distance of the main business section of the city. Science Hall, containing the administration offices, is located at the corner of Seventh Street and Twenty-first Avenue South. Augsburg 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 in music and lectures. Minneapolis is recognized throughout the nation as a vital center of religious life and activity. Outstanding leaders in many fields both from other parts of America and from foreign countries are frequent visitors. College students in the Twin Cities have abundant opportunity to contact contemporary American life at one of its focal points.

ACCREDITATION

Augsburg College is accredited by the North Central Association of Colleges and Secondary Schools, the regional accrediting agency for colleges and universities. It is approved by the Minnesota Department of Education for the training of secondary school teachers. The teacher education program in home economics has been approved for the preparation of teachers of federally aided high school departments in this field.

HISTORICAL SKETCH

Augsburg was begun as a seminary in 1869, at Marshall, Wisconsin. It was the first theological seminary founded by Norwegian Lutherans in America. Through an arrangement with a private institution known as Marshall Academy, the Seminary was at first 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 satisfactorily; so the seminary moved to a private dwelling, where classes continued until 1872. In the autumn of that year Augsburg 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.

The college was established when it became evident that in order to get students who were adequately prepared for theological study a college department was needed. 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 other professions. The latter course, however, was later 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. As a result of this and of subsequent growth, the earlier classical course was greatly modified and supplemented by social and scientific studies and a more general emphasis upon the study of the humanities. In recent years there has been continuous study and modification of the curriculum including the introduction of a number of new majors to meet the developing needs of the students. The Divisional organization was adopted in 1945. At the present time majors are offered in 17 fields.

Coeducation was introduced in the College in 1921.

Recent years, especially since the close of World War II, have witnessed a greatly increased enrollment and a corresponding expansion of physical facilities both in campus area and in buildings.

In the Theological Seminary there has likewise been a continuing revision of the curriculum and the addition of new courses to meet changing needs. The requirement of a six-month period of internship was added in 1939. 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, the Seminary and the College continue to function in close cooperation and as integral parts of one institution.

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 1938. Bernhard Christensen, the present president, has served since that time.

FUNDAMENTAL AIMS

The educational purposes of Augsburg College and Theological Seminary spring from the conviction that in the Christian religion there are revealed the most basic truths concerning both man and God, and that Christianity is the fundamental force for good in human life and society. All the aims of the College, as well as those of the Seminary, are integrated with this principle.

Students who enroll at Augsburg are invited to take up their college work with the distinct understanding that the Christian spirit is determining in all things. They are expected to cooperate wholeheartedly in the program of the school towards that end. The entire program of the school, curricular and extra-curricular, and the discipline necessary to make possible the carrying out of this program, spring from the aim "to see all things through the eyes of Christ."

To express more distinctly some major aspects of its program of Christian higher education, the following statement of aims has been formulated by the college faculty:

To lead the student to a deeper understanding and personal experience of the truth and power of the Christian Gospel, to the end that he may become both an effective participant in the work of the Christian Church and an earnest advocate of the Christian way of life.

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, home economics, and parish work; furnishing partial training towards the study of medicine, dentistry, nursing, engineering, law, 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.

FINANCIAL SUPPORT AND CONTROL

From 1870 to 1890, Augsburg was supported by the Norwegian-Danish Lutheran Conference. The merger of that church body with two others, in 1890, resulted in the affiliation of Augsburg with the newly created United Norwegian Lutheran Church. Due to differences concerning the control of Augsburg, a division arose, and in 1897 congregations whose sympathies were deeply rooted in Augsburg formed the Lutheran Free Church. The resulting close association, in educational and spiritual activity, of Augsburg and the Lutheran Free Church has been marked by unity of purpose and ideals for more than half a century.

The control exercised by the Lutheran Free Church is indirect. The Annual Conference of the Church nominates the members of the Augsburg Corporation and the Board of Trustees. The Corporation through the Board of Trustees exercises direct control over property, finance, and personnel. Academic control is vested in the President and the Faculty.

In addition to the income from student tuition and fees, which has materially increased with the growth and development of the College, the chief financial support of the institution comes from the congregations of the Lutheran Free Church. In recent years a growing circle of friends also outside the Lutheran Free Church, both alumni and others, have contributed financially to the school. Since 1951, business and industry have given significant support through the Minnesota Private College Fund. Augsburg welcomes and invites support on the part of all who believe in her program of vital Christian education.

MEMBERSHIP IN EDUCATIONAL ASSOCIATIONS

Augsburg College is fully accredited by the North Central Association of Colleges and Secondary School as a degree-granting institution. It is a member of the American Council on Education, the Association of American Colleges, the National Lutheran Educational Conference, the Association of Minnesota Colleges, and the Council of Minnesota Private Colleges.

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. Local Augsburg clubs are promoted, and a bi-monthly bulletin is published. The affairs of the Association are under the leadership of the Board of Directors. The Alumni Office is located in Science Hall.

THE AUGSBURG FOUNDATION

The Augsburg Foundation 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 Foundation was established in 1941 by joint action of the Board of Trustees and the Alumni Association. Since 1956 its activities have been closely coordinated with the development program of the college.

EDUCATIONAL PLANT

BUILDINGS

The Main, erected in 1900, contains a large number of classrooms and offices, the Chapel, and the museum.

Science Hall, erected in 1948-49, is a large and completely modern building. It includes the general administration offices, well-equipped laboratories for Chemistry, Physics, Biology and Home Economics; the student organization offices and the student center; a small auditorium, and several classrooms and faculty offices. On the fourth floor is the Tower Prayer Chapel.

The George Sverdrup Library, named in honor of Augsburg's fourth president, was erected and dedicated in 1955. Adjacent to Science Hall and of similar contemporary architectural design, it contains spacious reading rooms, seminars, work rooms, a visual-education center, the Augsburg Archives, and a number of classrooms and faculty offices. There is stack space for approximately 100,000 volumes.

The classrooms and offices of the Theological Seminary are located in one section of the Library building.

Sverdrup-Oftedal Memorial Hall, erected in 1938, is a modern, fire-proof dormitory affording living quarters for about 150 men. On the ground floor of this building is the college cafeteria and dining hall.

Sivertsen Hall, acquired in 1939, and remodeled in 1955 as a wing of Gerda Mortensen Hall, provides comfortable modern housing for 45 women students.

The beautiful new Gerda Mortensen Hall located at 6th Street and 24th Avenue, was erected in 1955. It provides excellent and completely modern housing for 125 women students, as well as apartments for the resident head and her assistants.

Morton Hall and Miriam House are smaller dormitory houses, each accommodating about 20 students.

The Gymnasium, a temporary structure, was erected in 1947 for the College of the Federal Works Agency as a part of a program providing educational facilities for veterans.

The Music Hall was acquired by purchase, also in 1947, and has been remodeled to serve the needs of the music and drama departments.

A large number of dwellings have also been acquired in recent years in the expanded campus area, and are in use for faculty, staff, and married student housing.

The President's Home, a residence of modern architectural design located at the south of the Square, was erected in 1949.

THE MUSEUM

The Museum is located on the ground floor of the Main. 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 to the Museum are invited. Professor Landa is the curator.

THE ARCHIVES

The Augsburg Archive Society was organized in 1929, for the purpose of gathering documents, books, and other articles of historical value. For a number of years a fire-proof room in the Main housed the archives collections. With the erection of the George Sverdrup Library in 1955, adequate, fire-proof quarters for the archives were provided. Here are now found a large collection of periodicals, old and rare books, manuscripts, letters, and pictures, and also about 1,000 volumes of Norwegian-American literature, affording extensive resources for scholarly research. Contributions to the Archives should be sent to Prof. Iver Olson, Archivist.

THE LIBRARY

The beautiful and spacious new George Sverdrup Library provides a central study-workshop for both faculty and students. It contains about 30,000 volumes, exclusive of pamphlets, all available on open stacks. The two large reading rooms have book stacks and reading tables arranged in such a way that a place for study is always close to the books one may need. Additional conveniences include conference rooms, where from 2 to 6 students may study together, and seminar rooms for larger groups or small classes. A typing corner is provided in the ground floor reading room.

The library subscribes to about 325 of the best periodicals dealing with a large variety of subjects, as well as a number of serials devoted to the interests of special fields.

In the Twin City area other libraries are located which make their holdings available to Augsburg students, notably, the St. Paul and Minneapolis public libraries, the latter of which issues library cards to out-of-town students for each school year; the James Hill Reference Library in St. Paul, which has one of the finest reference collections in the Northwest; and the University of Minnesota Library, which is within walking distance of the Augsburg campus. Augsburg students make extensive use of all these libraries.

NATURAL SCIENCE LABORATORIES

The laboratories of the Natural Sciences are located in the Science Hall. Three laboratories and two storerooms for Biology are located on

the second floor; three laboratories and a large storeroom for Chemistry, and a laboratory and two storerooms for Physics are located on the third floor.

AUDIO-VISUAL EDUCATION

To facilitate instruction the college provides many excellent visual and auditory aids. The audio-visual center is located on the ground floor of the Library. Varied equipment is available for classroom use and other college activities. This equipment includes: movie projectors, slide and filmstrip projectors, a sound amplification system, a tape recorder, an Episcopes, phonographs, and a microcard reader. Records, slides, maps, filmstrips, and microcards are also housed in this center.

Science Auditorium, as well as several classrooms, is equipped with facilities for projection.

SPECIAL PROGRAMS OF STUDY

EVENING SCHOOL

Evening classes are held as a community service for adults not enrolled in the day school. Announcement of courses to be offered are made in the fall. Information about the evening school may be obtained from the office of the Dean.

AFFILIATION WITH SCHOOLS OF NURSING

Student nurses in the Schools of Nursing at the Lutheran Deaconess and Swedish Hospitals in Minneapolis receive much of their first semester of instruction at Augsburg College. Application for admission to the Schools of Nursing should be made to the hospitals directly.

MEDICAL TECHNOLOGY

In cooperation with the Minneapolis General and Swedish Hospitals, Augsburg offers work which enables the student to receive a college degree with a major in Medical Technology. The first three years of this work are taken at Augsburg and a final twelve-month program is completed at the hospitals.

SPAN

Augsburg participates in the SPAN (Student Project for Amity among Nations) program. This is a joint venture of the University of Minnesota and several colleges in the state. Qualified students are selected to spend a summer in informal study abroad. Applications are made in the spring of the Sophomore year.

FINANCIAL INFORMATION

A considerable part of the income on which Augsburg operates is derived from endowment and from gifts, a major part of the latter coming from the supporting church. Therefore, the fees charged the student do not constitute the whole cost of his education, for he enjoys the benefits of the gifts of those who believe in and support the work of the school. For theological students, the church assumes the full cost of tuition; a statement of other expenses in attending the seminary is given in the Seminary section of the catalog.

GENERAL EXPENSES PER SEMESTER¹

Tuition (Covers instruction, library, etc.)	\$250.00
Student activity fee (Covers school paper, annual, and other student projects)	9.00
Health fee	6.00
Matriculation fee (for those registering the first time)	5.00
Key deposit (refundable)	1.00
Locker (optional)	1.00
Mail box fee50
Total	\$272.50

Books are estimated at \$25.00 to \$40.00.

Students registered for more than the maximum number of credit hours (17 in the College) are charged at the rate of \$12.00 for each additional credit hour a week per semester.

Special students will pay at the rate of \$22.00 per credit hour up to 11 credits. Those who register for 12 or more credit hours will pay the regular tuition charge.

The fee for auditing a course is one-half the fee charged when it is taken for credit.

Students and auditors enrolled for 7 to 11 credit hours of class work per week pay one-half of the student activity, and health fees.

ROOM AND BOARD PER SEMESTER¹

Room	\$68.00 to 85.00
Board (estimate)	180.00

¹ Subject to change.

A limited number of rooms are available at the lower cost.

Men students are required to buy and use a minimum of \$150.00 of meal book coupons per semester, women students \$125.00.

SPECIAL FEES

Late registration fee per day (after classes begin)	\$1.00
Change of registration after the beginning of the second week of classes	1.00
Registration with the Placement Bureau	2.00
Placement fee, depending upon the method of placement	\$3.00 to 5.00
Graduation fee, for seniors in both the College and Seminary..	7.50
Final examinations taken at another hour than the one scheduled	2.00
Examination making up an incomplete or a condition	2.00
Comprehensive examination	5.00
Transcript of credits (after first one which is free)	1.00

MUSIC FEES PER SEMESTER

Piano	\$35.00
Voice	35.00
Organ	40.00
Brass or Wood wind (private instruction)	40.00
Private instruction, per lesson	3.00
Brass or Wood wind (class instruction)	14.00
Piano studio rental (one hour per day)	8.00
Organ rental (one hour per day)	20.00
Voice studio rental (one hour per day)	4.00
Choir	5.00
Concert Band	5.00

COURSE FEES PER SEMESTER¹

Art 1, 2	4.00
Art 7, 8	2.00
Home Economics 2, 36, 75	3.00
Home Economics 39, 40	5.00
Biology 60	1.00-2.00
Biology, 1, 2, 3N, 4, 52, 53, 56	2.50
Biology 7N, 13, 14, 25, 26, and 54	5.00

¹ Subject to change.

Chemistry, 3N, 4	5.00
Chemistry 5, 6, 53, 54, 61, 62, 66, 71, 91, 92	7.50
Physics 3, 5, 6, 63, 64, 73, 74	5.00
Secretarial Studies 2, 8, 51, 52	2.50
Secretarial Studies 1, 53, 54	1.50
Education 97	15.00

Note: These fees cover cost of material and repair of equipment but not breakage.

ESTIMATED EXPENSES PER SEMESTER¹

Resident students

General expenses	\$272.50
Room and Board	\$248.00 to 265.00
Special, music, course fees, and books	27.50 to 75.50
Total, approximately	548.00 to 613.00

Off-campus students

General expenses	\$272.50
Special, music, course fees, and books	\$ 27.50 to 75.50
Total, approximately	300.00 to 348.00

These estimates do not include transportation, clothing, or personal expenses.

PAYMENT OF ACCOUNTS

Student accounts are due in full at the time of registration in September and February. Parents may deposit money in advance at the school or the student may make the payment when he registers. Recognizing that payment of fees in full at registration poses a financial problem in some cases, the college has instituted a "deferred payment plan." In this plan the college will accept, at the time of registration in September and again in February, a payment of \$200.00 in the case of resident students and \$100.00 for off-campus students. The balance may be paid in monthly installments during the semester. To defray the cost of the plan a charge of \$1.00 is made for each payment on the student's account after registration.

The college reserves the right to withhold transcript of record or diploma until all college bills have been paid.

¹ Subject to change.

REFUNDS

Tuition and fees for a student cancelling his registration before the middle of any semester will be charged at the rate of 10 per cent per week or fraction thereof, except for matriculation and special fees, which are not refundable. There is no fee refund after the middle of the semester.

Payments for board and room are refunded in proportion to the time students have been in residence. Students who move out of dormitories but do not cancel out of school are charged the full semester room rent.

FINANCIAL ASSISTANCE

Financial aids in the form of loan funds, scholarships, grants-in-aid, and employment assistance are available at Augsburg. Students must complete an application form and meet certain requirements to qualify for financial aids. The college gives assistance to students in securing work both on and off the campus.

LOAN FUNDS

Several loan funds have been established to assist students in working out their financial problems. Loans may be arranged at a reasonable rate of interest for various periods of time.

The *General Student Loan Fund*, established through the gifts of many individual donors, is chiefly maintained by contributions from the *Augsburg College Women's Club*.

The *Olaf Rogne Fund*, established in 1954, extends assistance to students in the Seminary.

The *Charles and Nora Crouch Student Loan Fund*, established in 1954, extends assistance to members of all classes.

The *Senior Loan Fund*, established by the class of 1955, is available to selected graduating seniors.

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 by the Zion Lutheran Church of Minot, North Dakota, likewise extends loans to students preparing for the ministry.

Arrangements for the loans are made through a conference with the Dean of Students, chairman of the faculty committee on student loans. In addition to arranging loans, the committee counsels students on financial matters with the objective in mind of helping the student work out a satisfactory plan for his finances.

SCHOLARSHIPS AND PRIZES

Forty *Freshman Scholarships* of \$300 each are available to outstanding high school graduates. Half of the \$300 is applicable on the tuition for the second semester of the Freshman year. The remainder is divided between the Sophomore and Junior years provided the student's scholastic record is 2.0 or better.

The American Indian Scholarship was established in 1955 by Spring Lake Park Lutheran Church, Minneapolis. It is a scholarship of \$200.00 to be applied on tuition at Augsburg College. It is to be awarded to an American Indian student selected on the basis of scholarship and economic need.

The Henry P. Opseth Music Scholarship was established in 1953 in memory of Henry P. Opseth, former head of the Music Department and director of the Augsburg College Choir. It is awarded annually to a sophomore or junior student of outstanding promise or achievement in the field of music.

The Marilyn Solberg Voice Scholarship in memory of Marilyn Yvonne Solberg, a member of the Augsburg College Choir from 1950 until the time of her death in 1953, was established in 1955 by her parents, Mr. and Mrs. Iver Solberg and her brother, Dorvan. It is awarded to an Augsburg student who has music as a major or minor and who shows outstanding promise or achievement in the art of singing.

The George Sverdrup Graduate Fellowship was established by the Board of Trustees of Augsburg in 1947 to honor the memory of George Sverdrup, President of Augsburg from 1911 to 1937. It is awarded annually to an Augsburg graduate of outstanding character and ability who plans to prepare further for the vocation of teaching. The amount of the Fellowship is five hundred dollars.

The Keith E. Hoffman Memorial Scholarship was established in 1945 by Mr. and Mrs. Charles S. Hoffman of Minneapolis in memory of their son who gave his life in the conquest of Okinawa. The scholar-

ship is awarded annually to a student selected on the basis of academic achievement, personal character, and ability in the field of athletics.

Two Lutheran Brotherhood Scholarships of \$300 each are provided by the Lutheran Brotherhood Life Insurance Society and awarded each fall to outstanding Lutheran college seniors. The students are selected by the college in the spring of the junior year on the basis of religious leadership and scholastic standing.

The Augsburg College Women's Club Scholarship awards, totaling \$400, are granted each year to two or more students of outstanding character and excellent scholarship.

The Adolph Paulson Memorial Prize, from a fund established by members of the Paulson family in memory of Professor Adolph Paulson who taught Social Science at Augsburg from 1930 to 1935, is awarded annually to a college student for the best essay written on an assigned subject in the field of Christian Sociology. The amount of the prize is \$50.00.

The Iver and Marie Iversen Scholarship was established in 1957 through a grant from Mr. Iver Iversen of Brooklyn, New York. It is awarded annually to a student in the College or Seminary. The award, in the amount of \$250, is made on the basis of need, scholarship, and interest in Christian service.

The Celia Fredrickson Scholarship consists of the income from a fund of one thousand dollars. It is awarded annually to an Augsburg student from the Lamberton, Minnesota, parish of the Lutheran Free Church.

The Greater Augsburg Alumni Association Scholarship of \$500 is awarded annually to an outstanding alumnus of Augsburg in order to encourage and assist promising students in the carrying out of projects of graduate study.

The Women's Missionary Federation Scholarship is awarded by the Federation to returned missionaries or to Lutheran students of recognized Christian character and good scholastic records who are making preparation for mission work. The scholarship varies from \$50.00 to \$250.00 per year. Higher awards are possible for graduate work or medical study.

GRANTS-IN-AID

A few grants-in-aid are made to students in good standing who are in special need of financial assistance. To qualify for a grant, a student must make application, providing information about his own and his family's resources and anticipated expenses.

EMPLOYMENT SERVICE

The employment service, located in the Placement Office, has been successful in placing hundreds of men and women students in part-time positions. The types of work secured are of many kinds, including recreational leadership, restaurant work, domestic service, sales work, and secretarial and clerical work.

Students are employed by the college in many activities. For these positions preference is given to upper-class students who have maintained a good scholastic average.

Assistance in securing summer employment is also provided each spring by the Employment Service.

Application forms for part-time employment on or off campus may be secured from the Admissions or Placement Offices.

STUDENT COMMUNITY LIFE

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 each life.

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 encouraged 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.

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 must be the product of the united effort and prayer of faculty, students, and administration.

THE CHAPEL SERVICE

The heart of Augsburg's program of Christian education is the daily Chapel Service, where the faculty and students gather for united worship, prayer, and a brief meditation upon the Word of God. Regular attendance is expected of all students.

RELIGIOUS PROGRAM

The Religious Life Committee, composed of students and faculty, endeavors to promote a religious program that will stimulate growth of Christian life in the Augsburg community. Co-chairmen of this

council are the student Director of Religious Activities and the College Pastor. Areas for which this committee carries primary responsibility are the Mid-Week services, Spiritual Emphasis Weeks, prayer meetings, and informal group meetings.

This committee also serves as a coordinating agency for all volunteer Christian organizations on campus. The two principal organizations are the *Lutheran Student Association* and the *Mission Society*.

The *Mission Society* promotes interest in missions through a program of study, fellowship, worship, and service. A highlight of the year is the Mission Festival, a week-end conference devoted to the study of missionary activity, and recruitment of workers. The *Lutheran Student Association* seeks to serve as a stimulus and outlet for Christian faith and life. Students participate in regional and national LSA Conferences, and conduct a schedule of meetings on campus.

The Concordia Society is an organization for all the students in the Theological Seminary.

CONVOCATION

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

SOCIAL AND RECREATIONAL ACTIVITIES

Students at Augsburg are given many opportunities for social training and recreation. *The Student Council* through the Chairman of Social Activities, assisted by a *Committee on Social Education*, sponsors each month an all-school social activity which all students may attend. Most of these are informal. The Sophomore and Junior classes sponsor semi-formal banquets. The *Associated Women Students* and a number of other organizations sponsor teas, dinners, and social affairs on and off campus. Social dancing is not approved of at Augsburg.

"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 with regard to the planned play program supervised by the Director of Recreation and the Department of Physical Education, but also with regard to the use of leisure time in general.

MUSIC AND THE FINE ARTS

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 Center. The Twin City libraries are extensive in their services. The Historical Museum in St. Paul gives access to large collections of historical material. The Minneapolis Symphony Orchestra programs and other concerts afford rich opportunity for the enjoyment of music.

Many students and faculty attend Minneapolis Symphony Orchestra concerts by virtue of a special college season ticket arrangement. Season tickets are available also for other University concerts and the University Theater drama programs.

A bi-weekly bulletin, *Events of Interest in Minneapolis*, listing programs, concerts, art displays and exhibitions is compiled and issued from the Student Personnel Office.

STUDENT PERSONNEL SERVICES

Institutional services to students are organized and administered in accordance with plans and policies established by the Student Personnel Committee. Included are such services as Counseling, Testing, Freshman Orientation, Student Records, The Student Health Service, Housing and Food Service, Placement, Student Employment, and Coordination of Student Activities. The administration of these services is centered in the Office of the Dean of Students.

COUNSELING

Under the counseling program at Augsburg each student is assigned a faculty counselor to assist him in the planning of his total college program. All faculty members participate in counseling. The broad intellectual interests of the faculty member are combined with the professional skill and techniques of trained counselors to provide counseling at various levels, and in many areas of student needs. Personal, social, and spiritual problems as well as vocational choice and financial needs are given consideration.

As far as possible, the work of obtaining the necessary data about the individual student and organizing the total program of counseling is carried out by the Office of the Dean of Students in accordance with the plans and policies established by the *Student Personnel Committee*.

These plans include testing, assignment of counselors, scheduling of group conferences and counseling periods. Each new student is assigned a faculty member who is his counselor for two years. When a student enters the Upper Division, he chooses a major field of study. The major adviser then becomes his counselor. Faculty counselors confer with their counselees at regular intervals throughout the year and at other times as the needs of the individual student appear. If a serious problem develops which demands professional skill and more time than the professor has to spend in counseling, the student is referred by way of the Office of the Dean of Students to professionally qualified counselors. The Dean of Women and the Dean of Students are special counselors to the women and the men, respectively.

Students receive vocational counseling in conference with their counselors, and have frequent opportunities to confer with persons who are eminently successful in the particular professions selected by students as their tentative occupational choices. An Occupational Information file in the college library provides materials for a study of vocations. The Orientation course, required of all freshmen, includes a unit on vocational planning. The results of a vocational interest test are available for all students.

Students who have various personal problems are encouraged to seek help through counseling conferences. Often students have been able to solve problems of finances, social adjustment, and personality through counseling sessions.

Those who have spiritual problems may confer with the College Chaplain, or with members of the Department of Religion as well as with their faculty counselor. By a system of referral, students may receive counsel from any member of the faculty, or from qualified persons beyond the college community. The Personnel deans are available at all times for special counseling conferences.

The college physician is consulted in regard to all problems pertaining to physical and mental health.

Counselors and major advisers strive to help students develop their latent ability. Students who distinguish themselves academically are named on the Dean's List, and are thereby qualified to participate in a study program designed to develop their special talents to the highest degree. Honor societies such as the *Augsburg Guild of Honor* and *Lambda Iota Tau* recognize students who have excelled in several areas.

TESTING

All new students are given a battery of tests during Freshman Days. College aptitude scores, English, and reading ability scores are used by counselors to help students plan their initial programs. Personal adjustment scores and the vocational interest test profile help the students learn to know more about themselves, in order to make the best choice of subjects and occupational goals. Sophomores participate in a nation-wide testing program. Seniors also take a nationally standardized test.

FRESHMAN ORIENTATION

Freshmen and other new students participate in Freshman Days before the beginning of classes each semester. The students take tests, inspect the college facilities, and become acquainted with their fellow students, with the faculty, and especially with their own faculty counselors. The faculty counselors and students have several conferences during which they plan the student's program of study.

All freshmen enroll in a class in Orientation. In this course, the students learn about standards and requirements of various areas of college life. Methods and habits of study and related techniques are explored. Personal health, social adjustment, personal finances, and vocational aims are discussed.

RECORDS

Individual student records are kept in the Records Office under the supervision of the Registrar. These records include admissions data, academic achievement, student participation and achievement in non-academic activities, test scores, reports of counseling and other information.

The Student Personnel Office maintains a file of clubs and societies, including the constitutions, activities, schedules, and membership roster.

THE STUDENT HEALTH SERVICE

The Student Health Service provides campus dispensary service with a registered nurse in charge. The college physician has daily office hours on campus for consultation and for emergency treatment. Physical examinations are given all entering students and seniors. Corrective treatment is prescribed where needed, including psychiatric referral. Infirmary rooms are adjacent to the dispensary. The Health Service is housed in a first floor section of Memorial Hall, the men's residence hall.

Students, faculty, and staff have chest X-rays taken semi-annually through the cooperation of the Hennepin County Tuberculosis Association Mobile Unit. The Department of Physical Education conducts a program of recreation for all students. All freshmen are required to take a course in personal and community health.

HOUSING AND FOOD SERVICE

In its residence program, the college aims to develop in the students Christian character, self-control, and thoughtful consideration of others. All students not living at home must live in college operated or college approved housing and take their meals in the college dining room. Under certain conditions students may make other arrangements after consultation with the Dean of Women or the Dean of Students. Single students are not permitted to live in apartments.

Residence halls are open to students a day before regular schedules become effective, and they close a day after the term closes. Students who wish to stay in residence during vacations must apply for the privilege. Rooms are furnished except for bed linen, towels and blankets. Laundry facilities are available in each residence. Bed linens and towels may be rented with laundering service at a reasonable cost. This service is required of all women students. An optional linen service is available to men students.

Gerda Mortensen Hall, the residence for women, located at Sixth Street and Twenty-fourth Avenue South, houses 160 women and provides a lounge, recreation facilities, and a room with grill service available to all students. Sverdrup-Oftedal Memorial Hall houses 150 men and also contains the college dining rooms and the student health service.

Students engage a room at the beginning of the fall semester for the entire school year. Room reservations with deposit of \$15 are required of all single students residing outside the Twin Cities. This deposit is applied to the first semester's room rent. For new students it should accompany the Admissions Deposit. Rooms for new students are assigned in the late summer according to the date of application. Present students must make room application and submit the deposit by May 15. After May 15 reservations for present students are assigned on the same basis as for new students. Students who find it necessary to cancel their room reservation will receive full refund of the deposit if the cancellation is received by August 1, and half refund if it is received by September 1.

City or suburban students may make application for residence housing. Their names will be placed on the waiting list, and they will be assigned to rooms in regular order as vacancies occur. The room deposit of \$15 is required and is refundable in full should no room become available.

GRADUATE PLACEMENT

The Placement Bureau assists seniors and alumni in securing positions. Continuous contact is maintained with business, governmental, welfare, and educational institutions and organizations at the local as well as the state and national levels. Interviews are arranged both on and off the campus. A registration fee and a small placement fee are charged.

STUDENT EMPLOYMENT

An employment service, located in the Placement Office, assists students in obtaining part time remunerative work.

COORDINATION OF STUDENT ACTIVITIES

The *Coordinator of Student Activities* assists student officers to maintain effective functioning of student activities, and keeps on file the club constitutions, rosters, and schedules of meetings. Faculty sponsors are approved by the Coordinator.

The program of student activities is a primary responsibility of the *Student Council*, legislative and executive body of the *Augsburg Student Society*. Faculty concern and responsibility for all student activities and the co-curricular program is assigned to the *Faculty Council*.

Liaison between the Student Council and the Faculty Council is the function of the *Student-Faculty Committee*, whose special responsibility it is to promote student activity, and to keep the college activities calendar. The Calendar is kept in the office of the *Coordinator of Student Activities*.

A weekly bulletin of events is furnished all college personnel by the office of Student Personnel.

COMMUNITY STANDARDS AND DISCIPLINE

The Christian life implies an intimate relation to the person of Christ. Although the claims of this life may not be identical to, in fact may go far beyond, the claims of any particular community, every community operates under some standards of life and conduct that give

character to it. Out of the religious and cultural traditions of Augsburg has grown a way of life which is approved by the college and which it regards as helpful in the development of its particular type of community. Those who elect to enroll at Augsburg are expected to be guided by these general standards of conduct.

Confidence is placed in the individual student, but his habits and conduct are matters of sincere concern and attention. It is the aspiration of Augsburg to strengthen in each student the highest standards of honesty, integrity, and charity in all his relationships and activities. Although the college does not accept full responsibility for the enforcement of all regulations as they pertain to the off-campus life of the student, it is concerned about his behavior in every situation. It also recognizes the original jurisdiction of the parent in the home.

Disciplinary problems are first dealt with through counseling. Those not solved in this way are channeled to a faculty-student Committee on Discipline through the office of the Dean of Students. In all such cases, careful investigation and the privilege of a hearing precede any disciplinary action. The college reserves the right to dismiss any student whose continuation in college is deemed undesirable.

In dealing with the alcohol problem, Augsburg seeks to have its students refrain from all use of alcoholic beverages. It specifically forbids the possession or consumption of alcoholic beverages in dormitories, in any college-approved place of residence, or at any college-sponsored event. Any student who appears under the influence of alcohol is subject to severe disciplinary action.

Every student is expected to know the college regulations, those stated in the catalog as well as any additional ones that may be issued for a given year.

STUDENT GOVERNMENT

The *Augsburg Student Society*, comprising the whole student body of Augsburg College and Theological Seminary, is organized to conduct student affairs, develop student initiative and leadership, and provide opportunity for practical experience in the democratic processes of group activity.

The administration of student government is delegated to the *Student Council*, a representative group elected by the Student Society and the various classes. Each of the college classes has its own officers and participates in student government through its representative on the Council.

Augsburg is a member of the *National Student Association*.

The Student Council directs several projects of interest to the college community. These projects include the annual One Appeal Campaign, Leadership Training workshops, Courtesy Week, and Political Action Week.

Counseling of freshmen by upper class students is conducted through a College Brother-College Sister program.

Associated Women Students, composed of all the women students, provides opportunity for the women to develop a degree of self government. It aims to create a sense of harmony and fellowship, to promote and maintain high standards of honor and integrity in personal conduct, and it encourages participation in all college activities. It is affiliated with the Intercollegiate Associated Women Students, a national organization.

The Student Council office and the Council Room adjoin the *Augsburg Echo* and *Augsburgian* offices on the ground floor of Science Hall. The student post office and Student Center occupy a prominent place on the same floor, and serve as a focal point for student activities.

PUBLICATIONS

The *Augsburg Echo*, the college newspaper, is published by a student staff. The Faculty adviser teaches courses in journalism. Staff members enrolled in the class earn academic credit.

Augsburg's yearbook, the *Augsburgian*, provides a pictorial record of the activities of the year. Work on the annual provides opportunity for creative expression in artistic design as well as in photography.

The top staff members of the *Augsburg Echo* and the *Augsburgian* constitute the Board of Publication.

A student editor, named by the Board of Publications, with the assistance of the Registrar, compiles the annual *Student Handbook and Directory*.

CO-CURRICULAR PROGRAM

The enthusiasm and energy of students motivate them to pursue their interests beyond the classroom. For most effective participation, students with similar interests have united to form clubs. Several of these are extensions of courses beyond the class room. Others are devoted to interests not offered in the curriculum. New clubs are formed as the occasion demands.

STUDENT CLUBS

The *Alpha Delta Theta, Sigma Chapter*, is a professional sorority open to students preparing for medical technology. Membership is based upon scholarship, character and professional potential.

The *Aristotelian Society* unites those who have a common interest in scientific knowledge and experimentation. Thus they may develop their interest in the various branches of science and perhaps infuse some of that spirit of interest throughout the college.

The *Art Club* is organized to satisfy the student's creative urge in the field of art, to educate members, as well as others, in the field of art and all that it contains, and to promote an interest in art among the student body.

The *Business Club* draws membership from the Business and Secretarial Studies classes. The development of professional interests is the major objective.

The *Camera Club* is composed of camera fans who meet regularly to exchange ideas about their hobby and to develop skill in photography.

The *Cosmopolitan Club* brings together foreign and American students who have a mutual interest in the culture, language and people of the various countries.

The *Augsburg Society for Dramatic Arts* provides for its members an opportunity to learn from participation in stage presentations and from field trips, as well as from reading and seeing plays produced. Membership is open to all students.

The *Future Teachers of America, Martin Quanbeck Chapter*, offers to its members associate membership in professional education associations and strives to acquaint future teachers with the importance of teaching as a profession. Interest in education or in the teaching profession is the only requirement for membership.

The *Home Economics Club*, open to all students in the Home Economics Department, aims to promote professional attitudes toward all aspects of home and community life.

The *Public Affairs Federation* aims to stimulate interest in public affairs and give students opportunity to participate actively in local, state, and national politics, and in other human relations activities.

The *Social Service Club* is an organization of students preparing for professional work in the field of Social Service.

The *Writers Club* includes students who enjoy creative expression in various forms of writing. The members share their literary efforts in an informal atmosphere, and benefit from mutual criticism.

THE AUGSBURG COLLEGE CHOIR

The Choir has about sixty members selected from all classes. In addition to local concerts, the choir goes on tour each year to various parts of the United States and occasionally to Canada.

THE AUGSBURG COLLEGE CONCERT BAND

The band meets for rehearsal at a regularly scheduled period four times per week. The concert band makes an annual tour and presents public concerts in Minneapolis. There are also a Varsity Band and Instrumental Ensembles.

THE AUGSBURG COLLEGE CANTORIANS

This Women's Chorus participates in school programs and concerts and makes short tours annually.

THE MALE CHORUS

The Chorus sings at various churches in the Twin City area and makes short tours in the vicinity.

FORENSICS

Augsburg College participates in intercollegiate debating, both in Minnesota and in the neighboring states. Students may also participate in local and intercollegiate oratorical contests.

THE "A" CLUB

Membership in the "*A*" Club is limited to 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

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

PHYSICAL EDUCATION AND RECREATION

Under the direction of the Department of Physical Education, a wide range of recreational activities is arranged for general student participation. Every student is urged to participate in some activity for his own recreation and relaxation.

An intramural program provides competition in a variety of team sports as well as individual performance activities. Climaxing the intramural program is the Extramural Meet, a tournament for the winners of intramural schedules in various colleges.

INTERCOLLEGIATE ATHLETICS

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

PURPOSE AND PHILOSOPHY OF INTERCOLLEGIATE ATHLETICS

It is the purpose of Augsburg College to provide an intercollegiate athletic program which is in harmony with its Christian philosophy. This philosophy is to be reflected in the conduct and outlook of both the players and the spectators. The educational program of the college recognizes that recreation and play are a fundamental part of human life, and that this phase of life needs to be cultivated if physical, mental, and emotional health are to be maintained. Intercollegiate athletics, as a phase of that program, gives recognition to the fact that competitive play can contribute to the development of student interests, skills, insights, and loyalties.

More specifically, the following outcomes are sought: (1) The student participating in athletics should acquire and exhibit, both in and out of athletics, such basic qualities of character as self-discipline, honesty, sense of fair play, and cooperation. (2) The participant should develop the knowledge, interests, and skills which will be of special use to him in such vocations as teaching and coaching or recreational leadership, or in his own recreational activities. Far from

being set apart from his educational goal or in any way competing with it, the student's participation in intercollegiate athletics must either contribute directly to this goal or be complementary to his other educational activities. (3) The student spectator should acquire and exhibit some of the finer qualities of Christian character, such as self-restraint, sense of fair play, appreciation of high grade performance on the part of both opponents and fellow-students, and respect for individual personality. (4) The intercollegiate athletic program should contribute to the development of a unified and healthy "school spirit." Enthusiasm for intercollegiate athletics or other co-curricular activities should not overshadow pride in high scholastic achievement, nor can it take the place of a well-rounded and effective intramural and general recreational program.

HONORS AND AWARDS

The 1925 Class Cup in Athletics 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 Class of 1918 Oratorical Cup was presented to the college 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 Science Hall.

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

Omicron Chapter of Lambda Iota Tau, a national honor society, is open to English majors who have attained a high scholastic average and have presented a paper on a literary topic before a public audience.

The *Augsburg Guild of Honor* is an organization to recognize and honor those members of the senior graduating class who have shown themselves to be individuals excelling to an outstanding degree in scholarship, leadership, and participation in extra-curricular activities.

The Dean's List includes students who have achieved an honor point ratio of 2.5 or better in the previous semester of work at Augsburg College.

AUGSBURG COLLEGE

ACADEMIC ADMINISTRATION

ADMISSION PROCEDURE

Application for admission should be made on the regular admission form, which can be secured from the Office of Admissions. This form is generally available also in Minnesota high schools. The application, together with the high school record, previous college record, if any, two letters of recommendation, a small photograph, and an admissions deposit of \$15.00 should be sent to the Office of Admissions. The deposit, which will be applied on first semester tuition, is partially refunded if the application is not accepted or if it is withdrawn by the applicant before August 1. A student seeking admission in the fall semester should apply not later than September 1 and for the spring semester by January 15.

REQUIREMENTS FOR ADMISSION

Augsburg College admits as students, men and women of good moral character and sound health who appear to have the ability to succeed in college. Estimate of ability is determined by rank in the high school graduating class and college aptitude tests, and by the high school record or previous college record.

The normal basis for admission is the completion of the courses of grades nine to twelve in an accredited high school. No definite pattern of subjects is required, but it is recommended that the last four years of high school include four units of English, or three units of English and two of a foreign language, two units of social studies, one unit of mathematics and one or two units of science. A unit is defined as a course covering one academic year and equivalent to at least 120 hours of classwork. Graduates of unaccredited high schools are considered for admission on the basis of their rank in high school and their achievement in a college aptitude examination and an English achievement test.

Applicants who are not high school graduates but who give evidence of sufficient maturity are considered for admission upon recommendation and on the basis of achievement in a college aptitude test, English achievement test, and 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.

The College reserves the right to reject the applications of students whose previous records or aptitudes, as measured by tests, indicate they may have difficulty in doing college work.

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 are admitted to Augsburg only under special circumstances.

Advanced standing, that is, credit for courses completed, is granted to students who present satisfactory transcripts from accredited institutions. In certain cases advanced standing is granted on the basis of comprehensive examinations.

ADMISSION OF VETERANS

Veterans, qualified for educational benefits under any of the government programs, may study at Augsburg and receive these benefits. The veteran must secure a certificate of eligibility from the regional office of the Veterans Administration. Application for benefits must be made in advance of registration, except that veterans who are eligible for assistance under Public Law 550 may make application for entitlement when they enroll at the college.

In order to receive credit for experience in the military services, the veteran must present a photostatic or certified copy of his Separation Record at the Registrar's Office. Evaluation is made according to the recommendation of the American Council on Education. Some college credit is given for the completion of the work in certain service schools and for some courses taken through the Armed Forces Institute.

REGISTRATION

Students who have been accepted for admission should register on the days designated in the Calendar for this purpose. Students who register late are charged a late registration fee of \$1.00 per day after classes begin. No student may register for or enter a course later than two weeks after the beginning of classes.

In registering, care should be taken to include the Lower Division 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.

No credit will be given a student for any subject for which he has not registered. The college reserves the right to cancel any course for which there is not sufficient registration.

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

The normal registration is 16 credit hours. A credit hour is defined as one recitation period a week throughout a semester.

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 Admissions and Scholarship Committee. No student is permitted to carry work for more than 20 credits per semester.

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

CHANGE OF REGISTRATION AND CANCELLATION

In case a student desires to make any changes in his registration, he must obtain a form from the Registrar's office on which he may make application, stating clearly his reasons for desiring the change. Approval of the teachers concerned and the student's adviser and the Registrar must be obtained before a change will be permitted. A course which is abandoned without being cancelled through the Registrar's Office will result in a grade of F.

No course may be added after the first two weeks of classes. A course may not be cancelled after the first six weeks of classes. A fee of \$1.00 is charged for each change of registration after the first week of classes.

A student who finds it necessary to leave school before the end of a semester must cancel his registration at the Registrar's office in order to remain in good standing.

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 credit hours together with an equal number of honor points: Sophomore, 24; Junior, 58; Senior, 92. Students are classified by this regulation at the time of their registration each school year.

PROBATION AND ELIMINATION

The Admissions and Scholarship Committee meets at the end of each semester to consider the status of students who are doing unsatisfactory work. Freshmen who obtain honor point ratios of .5 or below, Sophomores .6 or below, and Senior College students .8 or below, as well as students with 6 or more credits of F, at the end of a semester are placed on probation during the semester that follows. They remain on probation until an honor point ratio of 1 is attained. A student is not allowed to remain in college on probation for more than two semesters consecutively, except by special permission. He is dropped for low scholarship if he fails to maintain a satisfactory scholastic record.

CLASS ATTENDANCE

Regular attendance in class is required. Students who find it necessary to be absent because of illness or for other reasons should confer with their teachers.

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 Dean of the College.

A record of attendance is kept by each teacher, and periodic reports are submitted to the Registrar. At the end of the semester, a record

is made of the total absences of each student for the semester.

Absences for tours, field trips and other instructor-arranged activities are cleared with the Dean of the College. Lists of participants, with information as to exact periods absent, are issued by the Dean to all instructors involved.

Teachers deal with tardiness as they see fit. Students arriving in class late must assume responsibility for reporting their presence to the teacher.

EXAMINATIONS

Tests are given periodically throughout the semester. In the course of each semester, reports of the grades attained are made to the Registrar who forwards them to the counselors and students. Final reports are sent at the close of each semester to the parents and students.

Written examinations are regularly scheduled at the close of each semester. No student or class may arrange to take a final examination in any course before the examination week.

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.

If a student has obtained permission from the Dean of the College to take a final examination at another hour than that scheduled, he is charged a fee of two dollars for such an examination. Before the student takes the 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 before the end of the following semester or within a year if the student has not re-enrolled. 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. A fee of \$2.00 is charged for an examination making up an incomplete or a condition received at the end of a semester.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations may be permitted in courses in which the Admissions and Scholarship Committee feels the student has adequate preparation or background. Students who wish to take a comprehensive examination must apply in writing to this committee. When permission is granted, the necessary approval forms may be secured at the office of the Registrar. A fee of \$5.00 is charged for each examination and must be paid in advance. Examination questions and the answers will be filed in the Registrar's office.

GRADE VALUES

- A—Superior, 3 honor points per credit
- B—Very good, 2 honor points per credit
- C—Satisfactory, 1 honor point per credit
- D—Passable, no honor points per credit
- F—Failure, minus 1 honor point per credit
- E—Condition
- I—Incomplete

GRADUATION REQUIREMENTS

In order to qualify for the Bachelor of Arts degree, certain requirements must be met with regard to credits, courses, and grades. A student who plans to graduate from Augsburg is urged to study the requirements as outlined in this section of the catalog and in the department in which he plans to major. It is the responsibility of the student to see that he includes the required subjects at the right time in his program of studies. The faculty advisers, the Dean, and the Registrar will gladly assist him in planning his program.

Lower Division Requirements

For a general college education and as a basis for study in professional fields, students are required to complete the following credits in lower division courses:

Religion Each semester, 2 credits

English 6 credits

Course 1-2. Students exempted from

Freshman English must earn 6 credits above Freshman English.

Speech 3 credits
Course 11.

Fine Arts 2 credits
H.Ec. 3, 64, Mu. 7, 8, Phil. 60, Sp. 29,
or any literature course satisfies this re-
quirement.

Foreign Language 8 credits
Students who have studied a foreign lan-
guage for three years in high school and
students with majors in Home Economics
are exempted from this requirement.

Social Sciences 6 credits
Hist. 1-2; 21, 22; or Soc. 1, 2.

Natural Sciences 8 credits

Health and Physical Education 3 credits
Courses 2, 3 and 4. Students with majors
in Home Economics will substitute H. Ec.
68 for P. E. 2.

Orientation is required of all Freshmen.

Major and Minors

A student is required to complete a major and one or more minors for graduation. 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 does in the Lower Division.

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 a faculty counselor and with heads of the various departments to determine their field of major work. In planning the major, a student is required to consult with the Head of the Department offering the major. Majors are offered in the following areas: Religion, Philosophy, English, Speech, Music, History, Sociology, Social Science, Business Administration, Business Education, Secretarial Studies, Home Economics, Biology, Physics, Chemistry, Natural Science, Mathematics, and Physical Education.

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

Electives

Electives are planned 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. Juniors and Seniors should, as a rule, choose their electives from courses designated as Upper Division Courses, that is courses numbered 50 or above. At least thirty credits in Upper Division Courses must be completed for graduation.

Total Credits and Honor Points

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.

English Proficiency

In order to qualify for the A.B. degree a student must demonstrate a proficiency in the writing and speaking of English.

Residence Requirement

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

DEGREE WITH DISTINCTION

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

Distinction	Honor point ratio
Summa Cum Laude	2.8—3.0
Magna Cum Laude	2.5—2.79+
Cum Laude	2.1—2.49+

To be eligible for these honors, the student must have completed at least two years of work at Augsburg, and his record at Augsburg, as well as his total record must meet the requirements as given above.

CURRICULUMS

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 following program gives the approximate pre-seminary course. It does not include a major or a minor. The student should seek the counsel of the Seminary adviser as early as possible since the major selected by the student may affect the choice of courses even in the Freshman year.

The Seminary adviser for candidates for Augsburg Seminary is Mr. Stensvaag; for candidates for other Seminaries, Mr. Helland.

Freshman		Sophomore																													
Basic Bible	4																														
Orientation	1																														
Freshman English	6	Natural Science	8																												
Foreign Language	8	Psychology	4																												
Health	2	Foreign Language	6																												
European Civilization	6	Typewriting	1																												
Physical Education	1	New Testament Greek	8																												
Electives	4	Electives	6																												
	32		33																												
<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Junior</th> <th style="width: 5%;"></th> <th style="text-align: left; width: 50%;">Senior</th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>New Testament Greek</td> <td style="text-align: right;">6</td> <td>Religion</td> <td style="text-align: right;">2</td> </tr> <tr> <td>Speech</td> <td style="text-align: right;">6</td> <td>Youth Work in the Church</td> <td style="text-align: right;">2</td> </tr> <tr> <td>History</td> <td style="text-align: right;">6</td> <td>Philosophy</td> <td style="text-align: right;">6</td> </tr> <tr> <td>Sociology or Economics or Political Science or Education</td> <td style="text-align: right; vertical-align: bottom;">6</td> <td>English Literature</td> <td style="text-align: right; vertical-align: bottom;">6</td> </tr> <tr> <td>Electives</td> <td style="text-align: right;">8</td> <td>Electives</td> <td style="text-align: right;">16</td> </tr> <tr> <td></td> <td style="text-align: right; border-top: 1px solid black;">32</td> <td></td> <td style="text-align: right; border-top: 1px solid black;">32</td> </tr> </tbody> </table>				Junior		Senior		New Testament Greek	6	Religion	2	Speech	6	Youth Work in the Church	2	History	6	Philosophy	6	Sociology or Economics or Political Science or Education	6	English Literature	6	Electives	8	Electives	16		32		32
Junior		Senior																													
New Testament Greek	6	Religion	2																												
Speech	6	Youth Work in the Church	2																												
History	6	Philosophy	6																												
Sociology or Economics or Political Science or Education	6	English Literature	6																												
Electives	8	Electives	16																												
	32		32																												

The foreign language requirement includes 14 semester credits in Greek, and 14 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. The course is so arranged that the student will, upon its satisfactory conclusion, receive the A.B. degree and also a certificate indicating that he is a qualified parish worker.

Students interested in becoming parish workers should consult with Mr. Stensvaag, parish work adviser.

The suggested schedule provides for a minor in Religion and makes it possible to plan for a major in Home Economics, History, English or Sociology. It is also possible to plan for a major in Religion with a minor in some other field. The courses essential for the securing of the Parish Worker's Certificate are *italicized* in the outline below.

Freshman		Sophomore	
<i>Basic Bible</i>	4	<i>Religion</i>	4
Freshman English	6	<i>Beginning Speech</i>	3
Natural Science	8	<i>Types of Public Speech</i>	3
<i>Typewriting</i>	3	Foreign Language	8
<i>Principles of Sociology</i>	3	<i>General Psychology</i>	4
<i>Social Problems</i>	3	Health	2
Orientation	1	<i>First Aid</i>	1
Physical Activities	1	Electives	7
Electives	3		
	—		—
	32		32
Junior		Senior	
<i>The Missionary Enterprise</i>	2	<i>Parish Work</i>	2
<i>Principles of Christian Education</i>	2	<i>Youth Work in the Church</i>	2
<i>The Christian Churches</i>	2	<i>Educational Psychology</i>	3
<i>The Lutheran Church</i>	2	<i>Hymns and Music of the Church</i>	2
<i>Social Psychology or Urban Sociology</i>	3	<i>Fundamentals of Journalism</i>	2
<i>Acting</i>	3	<i>Crafts</i>	2
<i>Story Telling</i>	1	<i>Fields of Social Work</i>	3
<i>Elementary Shorthand</i>	6	<i>Secretarial Practice</i>	3
<i>Recreational Activities</i>	1	Fine Arts	2
Electives	10	Electives	11
	—		—
	32		32

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 teaching in Minnesota at the junior and senior high school level. The same program will meet the demands set by most of the neighboring states. The student should apply to the Department of Education for admission to the Education curriculum during his Sophomore year. Admission will be determined by a committee on the basis of scholarship and other qualifications. Students should usually prepare for competency in at least two subject-matter fields in which high schools offer work. In addition to departmental majors, broad majors for teaching may be secured in natural science, social science, and business education.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	Speech	3
European Civilization	6	Foreign Language or Natural Science	8
Foreign Language or Natural Science	8	Psychology	4
Orientation	1	Fine Arts	3
Physical Education	1	Electives	10
Health	2		
Electives	4		
	—		—
	32		32
Junior		Senior	
Religion	4	Religion	4
Educational Psychology	3	Principles of Guidance	3
Teaching in High School	3	Issues in Contemporary Education	3
Philosophy	6	Student Teaching	4 or 5
Group Activity	2	Special Teaching Methods	4
Electives in Major or Minor	14	Electives	14
	—		—
	32		32 or 33

VOCATIONS IN HOME ECONOMICS

Work in the Department of Home Economics is intended to prepare students for homemaking, to equip them for the teaching of home economics in high school, and to give them the first two years of the training required for such vocations as dietetics, institution management, home economics and journalism, and home economics in business.

Each student who plans for a vocation in this field should consult members of the home economics staff about the details of the program when she begins her college work. A curriculum for a home economics education major is given below. A graduate who completes this curriculum qualifies for certification by the Minnesota State Board for Vocational Education to teach in federally aided secondary school home economics departments. Courses in *italics* are not required for a general home economics major.

Freshman		Sophomore	
Religion	4	Religion	4
Orientation	1	Psychology	4
Physical Education	1	Marriage and Family Relations	3
English	6	Principles of Physics	4
Sociology	3 or 6	Chemistry 5-6* or	
Zoology* or Anatomy	8 or 4	Chemistry 4	8 or 4
Art in Daily Living	3	Child Development	2
Clothing Selection	3	Foods	6
Nutrition	3	Speech	3
Clothing Construction	2	Elective	0 or 2
	—		—
	34 or 33		34 or 32
Junior		Senior	
Religion	4	Religion	4
<i>Educational Psychology</i>	3	<i>Special Methods</i>	4
<i>Group Activity</i>	2	<i>Student Teaching</i>	4
<i>Teaching in Secondary Schools</i>	3	<i>Principles of Guidance</i>	3
Bacteriology	4	<i>Issues in Contemporary Education</i>	3
Textiles	2	Home Management Problems	2
<i>Color and Design</i>	3	Home Management Laboratory	2
Home Planning	3	<i>Advanced Clothing Construction</i>	2
Family Health	2	Electives	8
Sociology or Elective	3		—
Principles of Economics	3		—
	—		—
	32		32

Electives must be in the minor field which the student selects.

*Strongly recommended for students who contemplate graduate study in home economics or work in the areas of nutrition, foods or textiles research.

BUSINESS

The program in business administration is intended for students who are planning to work in the fields of business and industry. In addition to giving preparation for a business vocation the following suggested course of study leads to the Bachelor of Arts degree.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	Psychology	4
Foreign Language	8	Speech	3
Principles of Accounting	6	Principles of Economics	6
Introduction to Business	3	Introduction to Statistics	3
Orientation	1	Natural Science	8
Health	2	Electives	4
Physical Education	1		
Elective	2		
	<hr/>		<hr/>
	33		32
Junior		Senior	
Religion	4	Religion	4
United States History	6	Business Finance or Marketing	3
Business Law	3	Industrial Management or Labor- Management Relations	3
Public Finance or Money and Banking	3	Seminar in Business Administration	3
Taxation or Cost Accounting	3	Fine Arts	3
Electives	13	Electives	16
	<hr/>		<hr/>
	32		32

LAW

The following two-year program is suggested for students who plan to study law.

Freshman		Sophomore	
Religion	4	Religion	2
Freshman English	6	Christian Ethics	2
Principles of Accounting	6	Principles of Economics	6
Sociology	6	American Government	6
European Civilization	6	Logic	3
Orientation	1	Introduction to Philosophy	3
General Psychology	4	History or Literature	3
Physical Activities	1	Natural Science	8
	<hr/>		<hr/>
	34		33

SOCIAL WORK

A rapid expansion of the field of social work during the past twenty years has created an acute need for trained social workers. Positions are available in public agencies on federal, state, county, and municipal levels; in private agencies sponsored by churches or other community organizations; in group work, case work, or community organization.

In response to this need, Augsburg College has developed a curriculum designed to do two things: (a) equip graduates for immediate employment in social work positions that do not require post-graduate training, and (b) prepare students for further study in graduate schools of social work.

Augsburg College is an active member of the Minnesota Conference on Social Work Education. During recent years graduates of Augsburg have secured positions in both public and private welfare, in probation work, child welfare, group work, and case work.

The following courses are recommended for students interested in Social Work. The courses which are *italicized* should be taken by all such students.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	American Government	6
European Civilization	6	Natural Science	8
<i>Principles of Sociology</i>	3	Psychology	4
<i>Social Problems</i>	3	<i>Elementary Statistics</i>	3
Foreign Language	8	Rural Sociology	3
Orientation	1	Urban Sociology	3
Physical Education	1	Speech	3
Health	2		
	—		
	34		34
Junior		Senior	
Religion	4	Religion	4
Principles of Economics	3	<i>Introduction to Methods of Social Work</i>	3
<i>Fields of Social Work</i>	3	<i>Social Psychology</i>	3
History of Philosophy	6	<i>Abnormal Psychology</i>	3
<i>Criminology</i>	3	Fine Arts	3
<i>Public Welfare</i>	3	Electives	16
Electives	10		
	—		
	32		32

MEDICAL TECHNOLOGY

Students may complete a course leading to the Bachelor of Arts degree with a major in Medical Technology by completing three years of work at Augsburg College and twelve months at General Hospital or Swedish Hospital, Minneapolis. This course prepares them for examination for certification in Medical Technology. It is recommended that students in this curriculum choose a minor in an unrelated field. The following program is suggested.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	Organic Chemistry	8
Chemistry 5-6	8	General Psychology	4
Social Science	6	Speech	3
Orientation	1	General Zoology	8
Physical Education	1	Health	2
Foreign Language	8	Elective	3
	34		32
Junior		Senior	
Religion	4		
Chemistry 61	5		
Bacteriology	4	Lectures, laboratory and practical work at General or Swedish Hos- pital for twelve months	32
Fine Arts	3		
Electives	16		
	32		32

Students taking this program must register at Augsburg as well as at the affiliated hospital in their senior year.

DIACONATE

A program whereby a Deaconess candidate can prepare for service in the areas of parish work, social service, high school teaching, missionary work, nursing, or secretarial work may be arranged in consultation with the Directing Sister of the Lutheran Deaconess Home, the Dean of Women and the Registrar.

NURSING

Most hospitals prefer that applicants to their school of nursing have at least one year of college. In many instances two or more years of college work are desirable. The following pre-nursing curriculum is suggested for those planning to enter a four-year school of nursing. Those who plan on a three-year nursing program should try to select courses in college which will not duplicate the courses they will study in the school of nursing which they plan to attend.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	History or Political Science	6
General Zoology	8	Psychology	4
Health	2	Child Care	2
Sociology	6	General Chemistry and Qualitative Analysis	8
Elements of Nutrition	3	Physical Education	3
Orientation	1	Electives	7
Physical Education	1		
Electives	2		
	<hr/>		<hr/>
	33		34

The following courses of the School of Nursing of the Lutheran Deaconess Hospital, Minneapolis, Minnesota, are offered at Augsburg College. This is a part of the three-year course offered by the hospital. Application for admission to the School of Nursing should be made to the Lutheran Deaconess Hospital, Minneapolis, Minnesota.

First Year		Second Year	
Anatomy and Physiology	4		
Bacteriology	3		
Chemistry	3		
Psychology	2	Sociology	2
	<hr/>		<hr/>
	12		2

Students enrolled in the School of Nursing at Swedish Hospital, Minneapolis, take courses in Chemistry, and Human Anatomy and Physiology at Augsburg College. Applications for admission to this program should be made directly to Swedish Hospital.

ENGINEERING

A student may take two full years of pre-engineering at Augsburg before transferring. The course outlined below applies to the fields of aeronautical, electrical, agricultural, civil, and mechanical engineering and engineering mathematics at the University of Minnesota. The chemistry and chemical engineering programs will be slightly different. Students planning to enter this program should complete higher algebra and solid geometry in high school.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	Elementary Calculus and Differential Equations	10
Introduction to Mathematical Analysis	10	Introduction to Atomic and Nuclear Physics	4
Engineering Drawing and Descriptive Geometry	6	Electricity and Magnetism	4
General Physics	8	General Chemistry and Qualitative Analysis	8
Orientation	1	Psychology or Sociology 1, 2, 4 or 6	
Physical Education	1		
	<hr/>		<hr/>
	36		34 or 36

Statics may be taken at the University of Minnesota in the first quarter of the junior year, except for the courses in civil and mechanical engineering, in which case it may be taken in evening school or summer session.

DENTISTRY

Preparation for the study of dentistry can generally be completed in two years. The following schedule will meet the requirements for admission to most dental schools. Students planning to enter this curriculum should take higher algebra and plane geometry in high school.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	European Civilization	6
General Chemistry and Qualitative Analysis	8	Zoology	8
Introduction to Mathematical Analysis	10	Organic Chemistry	8
Orientation	1	General Physics	8
Health	2		
Physical Education	1		
	<hr/>		<hr/>
	32		34

MEDICINE

Most medical schools require a minimum of three years of college education, but premedical 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.

Students who have not had higher algebra in high school will need to add Second Course Algebra to the curriculum given below.

Freshman		Sophomore	
Religion	4	Religion	4
Freshman English	6	History or Philosophy	6
General Chemistry and Qualitative Analysis	8	Zoology	8
Introduction to Mathematical Analysis	10	General Psychology	4
Orientation	1	Organic Chemistry	8
Health	2	Speech	3
Physical Education	1		
	<hr/>		<hr/>
	32		33
Junior		Senior	
Religion	4	Religion	4
Social Science	6	Sociology	3
German	8	Fine Arts	3
Quantitative Analytical Chemistry	5	Physical Chemistry	4
General Physics	8	Genetics	4
Electives	3	Electives	14
	<hr/>		<hr/>
	34		32

SECRETARIAL WORK

The first year of the following program provides preparation for certain office positions. Completion of the second year provides more advanced training. A student who has had similar courses in high school may be admitted to advanced classes on the basis of his proficiency in the subject. An outline of the requirements for teaching business subjects in high school appears under Secretarial Studies.

First Year		Second Year	
Religion	4	Religion	4
Freshman English	6	Speech	3
Elementary Shorthand	6	Advanced Typewriting	2
Elementary Typewriting	1	Advanced Shorthand	4
Intermediate Typewriting	2	Psychology	4
Principles of Accounting	6	Secretarial Practice	3
Orientation	1	Office Machines	2
Physical Education	1	Consumer Education	2
Health	2	Electives	8
Electives	3		
	32		32

COURSES OF STUDY

COURSES OFFERED

Descriptions of the courses offered in 1958-60 are given on the following pages. Unforeseen circumstances may necessitate making changes. Courses with inadequate registration may be cancelled. Students should consult the schedule of classes to determine definitely the current course offerings.

NUMBERING OF COURSES

Odd numbers are used for first semester courses and even numbers for second semester courses. The Roman numerals I, II after the descriptive title also indicate the semester in which the course is to be offered.

Numbers 1 through 49 indicate lower division courses which are primarily for freshmen and sophomores. Numbers 50 through 99 are upper division courses intended for juniors and seniors.

Two course numbers joined by a hyphen (1-2) indicate that the course is a continuation course and both semesters of it must be completed before credit is given. Course numbers separated by a comma (1,2) indicate that it is a year course, but students may receive credit for one semester without completing the other.

CREDITS

Credits shown are in terms of semester credits. For continuation courses, the total credits for the year are given. A two-credit course generally meets twice a week and a three-credit course three times a week. In the case of laboratory courses, the hours of meeting per week are more than the credits given. A semester is approximately 18 weeks in length. The normal load for a student is 16 credit hours per semester.

DIVISIONAL ORGANIZATION

The college courses are organized into four divisions in order to make interdepartmental coordination more convenient and cooperative aims more easily achieved. A chairman is appointed for each division.

Major and minor requirements are indicated in the departmental statements.

DIVISION OF RELIGION AND PHILOSOPHY

Religion

Philosophy

DIVISION OF THE HUMANITIES

Greek, Latin, Hebrew

English, Journalism, Speech

German, Scandinavian, French, Spanish

Music, Art

DIVISION OF THE SOCIAL SCIENCES

History, Political Science, Geography

Sociology

Psychology, Education

Library Science

Business Administration and Economics

Secretarial Studies

Home Economics

DIVISION OF THE NATURAL SCIENCES

Biology

Chemistry

Physics

Mathematics

Health and Physical Education

DIVISION OF RELIGION AND PHILOSOPHY

MR. STENSVAAG, *Chairman*

Through the study of religion and philosophy, the individual is apprised of the central realities of life and encouraged to build on the certainties of the Christian faith. The work proceeds on the assumption that Christianity alone can furnish a unifying principle which gives meaning to human existence. The student is challenged to accept this point of view—to relate himself to Christ as the center, to evaluate all his studies and experiences in the light of revealed truth, and to make consistent use of all his talents and training. The goal to be desired is the development of an informed and integrated Christian personality dedicated to the realization of God's kingdom on earth.

Department of Religion

MR. SONNACK, MR. A. ANDERSON, MR. HELLAND, MR. OLSON
MR. OZOLINS, MR. P. QUANBECK, MR. STENSVAAG, MR. STROMMEN

The courses in Religion 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 fundamental aim in instruction is to lead as many as possible to personal faith in Christ, and to nurture the Christian life.

All full time students are required to register for two class hours per week in one of the courses offered in religion during each semester of their studies. Registration in New Testament Greek satisfies this requirement.

Major, 28 credits. Minor, 22 credits. Credits in New Testament Greek, except the first semester, Course 1, may be applied toward a Religion major or minor.

1, 2. BASIC BIBLE. Fr. I, II.

A brief introduction to the Bible followed by the study of the Gospel of Mark and of one or two books in the Old Testament. The second semester is devoted to the study of two or three books in the New Testament, including Romans, and of brief portions from the Old Testament. Reading assignments include the entire New Testament.

2, 2 Cr.

3. CHURCH HISTORY. I.

A brief survey of the main events in the history of the Church for the purpose of developing a more intelligent and appreciative church membership.

2 Cr.

4. THE CHRISTIAN FAITH IN THE MODERN WORLD. II. 2 Cr.
A study of the Christian faith in its relationship to the secular movements and rival faiths of modern Western civilization. The course is designed to give to the student an understanding, from the standpoint of the Christian faith, of the present conflicts and crises in Western culture.
5. THE MISSIONARY ENTERPRISE. I. 2 Cr.
The missionary motives, means, and results are studied as these are seen in their varied emphases in the history of missionary work in heathen lands. (Offered 1959-1960.)
7. PRINCIPLES OF CHRISTIAN EDUCATION. I 2 Cr.
Seeks to develop a fundamental understanding of Christian Education, its history, objectives, and methods, especially as applied to Sunday School and Vacation Bible School teaching.
8. GREAT MEN AND WOMEN OF THE CHRISTIAN CHURCH. II. 2 Cr.
The lives of outstanding Christian men and women from the days of Christ until the present are studied. Special reports, class discussion.
9. CHRISTIAN ETHICS. I. 2 Cr.
The problems of human duty are studied in the light of various human philosophies of morals. Validity is determined by reference to the Word of God. The main emphasis is on the new life in Christ, its creation, development and preservation, and its manifestation in the various phases of life.
10. HYMNS AND MUSIC OF THE CHURCH. II. 2 Cr.
See Course 10 under the Department of Music.
23. GROUP ACTIVITY. 1 Cr.
See Course 53 under Education.

Upper Division Courses

- 51, 52. COMPARATIVE RELIGION. I, II. 2, 2 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. THE CHRISTIAN CHURCHES. I. 2 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.
54. THE LUTHERAN CHURCH. II. 2 Cr.
A study of the Lutheran Church, its doctrines and practices. Attention is given to Lutheranism in America and to the basic principles of the Lutheran Free Church.
56. YOUTH WORK IN THE CHURCH. II. 2 Cr.
A study of principles, methods, and materials in youth work for the purpose of developing effective Christian leadership in this sphere.

57. PROBLEMS IN CHRISTIAN LIVING. II. 2 Cr.
A consideration of some of the fundamental questions connected with living the Christian life: such as, the assurance of salvation, the devotional life, standards of conduct, the use of the Bible, stewardship, choice of vocation, life in the local congregation. The Epistle to the Philippians is studied.
58. 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 are supplemented by actual field work.
59. GOD AND MAN IN THE OLD TESTAMENT. I. Sr. 2 Cr.
The rich and varied aspects of the Hebrew life with God discovered and made significant for our day through the study of a number of great passages, including selections in Isaiah and the Psalms.
60. THE MESSAGE OF THE NEW TESTAMENT. II. Sr. 2 Cr.
A discovery of the essence of the Christian Faith through a careful study of representative sections, including passages in the Gospel of John and the Letters to the Ephesians and the Hebrews.

Department of Philosophy

MR. A. ANDERSON, MR. COLACCI

The courses in philosophy seek to assist the student in becoming familiar with the thoughts of the great men and intellectual movements in the history of Western civilization, to create an understanding of the principles of sound reasoning, and to develop a Christian philosophy of life.

Major, 24 credits. Minor, 16 credits. Courses 25, 26, 41, 42, 58 are required for the major. Courses 41, 42 are required for the minor.

25. INTRODUCTION TO PHILOSOPHY. So. I. 3 Cr.
By means of reading selected source material, supplemented by classroom lecture and discussion, the student is acquainted with the terminology of philosophical discussion. Selected philosophical problems are treated, including those of ethics, metaphysics, and theory of knowledge.
26. LOGIC. So. II. 3 Cr.
A study of the formal rules governing valid inference. Topics considered include: immediate inference, syllogism, scientific method, and a brief introduction to the notation of symbolic logic.
- 41, 42. HISTORY OF PHILOSOPHY. I, II. 3, 3 Cr.
An historical survey of the outstanding men and movements in the development of philosophical thought from the Greeks through Kant.

Upper Division Courses

- 51, 52. COMPARATIVE RELIGION. I, II. 2, 2 Cr.
See course 51, 52 under Department of Religion.
55. CONTEMPORARY PHILOSOPHY. Prereq. 42. I. 3 Cr.
An historical survey of the main currents of philosophical thought since Kant. Topics dealt with include: German idealism and romanticism, existentialism, Marxism, positivism, and pragmatism. (Offered 1958-59.)
56. KIERKEGAARD. Prereq. 41 or 42. II. 3 Cr.
A study of selected writings of the Danish existentialist with emphasis on his contribution to theory of knowledge as it relates to philosophy of religion and theology. (Offered 1958-59.)
58. PLATO. Prereq. 41. II. 3 Cr.
A careful study and analysis of a number of the dialogues of Plato, including selected portions of the *Republic*. (Offered 1959-60.)
60. FORMS AND PHILOSOPHY OF ART. II. 3 Cr.
The spirit and substance of art and the art experience in their various forms through demonstrations, lectures, and readings in the philosophy of art. (Offered 1959-60.)
61. PHILOSOPHY OF RELIGION. Prereq. 3 credits in Philosophy. I. 3 Cr.
An inquiry into the nature of religious faith and the religious experience from the viewpoint of philosophy and psychology. (Offered 1959-60.)
74. HISTORY OF POLITICAL THOUGHT. Jr., Sr. II. 3 Cr.
See course 74 under Political Science.
- 81, 82. SEMINAR IN PHILOSOPHY. Jr., Sr. I, II. 1, 1 Cr.
An advanced discussion of a thinker or topic chosen by the instructor and students. Arranged when there is sufficient demand. (Offered 1958-59.)

DIVISION OF THE HUMANITIES

MR. THORSON, *Chairman*

It is the purpose of the Division of Humanities to transmit to the students a knowledge of and interest in the cultural heritage of mankind, and to assist the student in finding his place within this culture. The Division seeks to stimulate the student's desire to acquaint himself with the cultural treasures as these are found in language, literature, and the fine arts, and to seek an expression of these upon the basis and within the framework of the Christian faith.

Department of Ancient and Classical Languages

MR. COLACCI, MR. STENSVAAK

The courses in classical and ancient languages aim to give the students a real insight into our classical heritage. Hebrew and New Testament Greek are tools by which a student may gain a more complete understanding of the Scriptures. A knowledge of New Testament Greek is a standard prerequisite for admission to most theological seminaries.

New Testament Greek

Minor, 16 credits.

1-2† ELEMENTS OF NEW TESTAMENT GREEK. I, II. 8 Cr.

In addition to the theoretical and practical study of the grammar of the Greek language of the New Testament, the course will cover the manuscript transmission of the Greek text of the New Testament with the description of the main uncial manuscripts and ancient versions.

51, 52. ADVANCED NEW TESTAMENT GREEK. I, II. 3, 3 Cr.

Selections from the Synoptic Gospels and Acts. Special emphasis is given to parsing and syntax of the Greek text.

53, 54. GREEK EXEGESIS. I, II. 1, 1 Cr.

Selections from the Pauline and Catholic Epistles. Special emphasis is given to the syntactical and exegetical approach to the Greek text.

†Continuation course. To receive credit for this course, a student must complete both semesters.

Latin

- 1-2.† BEGINNING LATIN. Fr. I, II. 8 Cr.
 Grammar, easy prose, composition.
- 3, 4. CÆSAR, AND ST. AUGUSTINE. So. I, II. 3, 3 Cr.
 Continuation of grammar and syntax. Reading from Cæsar's *Gallic War* and
 St. Augustine's *Confessions*. (Offered 1959-60.)

Hebrew

- 83-84.† HEBREW FOR BEGINNERS. I, II. 6 Cr.
 See Course 9-10 under Theological Seminary.
- 85, 86. HEBREW EXEGESIS. I, II. 2, 2 Cr.
 See Course 17, 18 under Theological Seminary.

Department of English

MR. THORSON, MR. DAHLEN, MISS PEDERSON, MR. MICKELSON,
 MRS. NICHOLL, MISS LILLEHEI

The Department of English aims to train students in the proper use of English in oral and written expression; to increase proficiency in reading and in analyzing literary texts; to acquaint the students with the development of the literature of England and America; and to instill a deeper understanding of the fundamental truths and realities of life revealed in great literature.

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

Freshman English is required of all students. The department annually may exempt a few well qualified students from this requirement. Those exempted from Freshman English must register for 6 credits above Freshman English.

Major: 27 credits above Freshman English, including courses 31, 32, 51, 52, 61, 62, 74, and one of the following: 59, 81, 83, or 85.

Minor: 20 credits above Freshman English, including courses 31, 32, 51, 52, 61, and 62.

Teaching major: 27 credits above Freshman English, including courses listed for the non-teaching major plus 71.

Teaching minor: 20 credits above Freshman English, including courses listed for the non-teaching minor plus 71.

A minor in speech, library science, or a foreign language is recommended for those who plan to teach English in high school.

Students who plan to do graduate work in English should include courses 76, 78, and 92.

†Continuation course. To receive credit for this course, a student must complete both semesters.

- A. IMPROVEMENT OF READING. I, II. 0 Cr.
A developmental program for students who wish to improve speed and comprehension in reading. Open to all students.
- 1-2. † FRESHMAN ENGLISH. I, II. 6 Cr.
A study of language, composition, and literature. Themes and a reference paper. Required of all students. Students who do not meet the minimum requirements in the entrance English tests are placed in special sections meeting five hours a week.
21. MASTERPIECES OF WORLD LITERATURE. Prereq. 2. I. 2 Cr.
Reading, analysis, and discussion of some of the world's great classics. Recommended for non-English majors.
25. EXPOSITORY WRITING. Prereq. 2. I. 2 Cr.
Practice in the writing of exposition and argumentation. Reading and analysis of models.
26. CREATIVE WRITING. Prereq. 2. II. 2 Cr.
Writing of description and narration. Study of techniques in the composition of fiction, poetry, and drama. Individual and group projects.
31. FOUNDATIONS OF LITERATURE. Prereq. 2. I. 3 Cr.
Study of Greek and Roman masterpieces, tracing the influence of the classical tradition in modern British and American literature.
32. MEDIEVAL AND RENAISSANCE LITERATURE.
Prereq. 31 or consent of instructor. II. 3 Cr.
English literature from Beowulf through Shakespeare. Some attention paid to non-English works.

Upper Division Courses

50. CORRECTIVE WRITING. Prereq. 2. Offered both semesters. 1 Cr.
Designed to develop correctness in writing and usage. Required of all students who rank low in the sophomore Cooperative English Test.
- 51, 52. AMERICAN LITERATURE. 2, 2 Cr.
Prereq. 31 or consent of instructor. I, II.
The growth of American literature from colonial times to the present. Its themes, techniques, and place in intellectual movements.
55. THE MODERN SCANDINAVIAN NOVEL. I. 2 Cr.
See course 55 under Scandinavian Language and Literature.

†Continuation course. To receive credit for this course, a student must complete both semesters.

56. THE MODERN SCANDINAVIAN DRAMA. II. 2 Cr.
See course 56 under Scandinavian Language and Literature.
57. THE BRITISH NOVEL. Prereq. 31 or consent of instructor. I. 2 Cr.
The development of the novel in England. A study of the major novelists and their novels. (Offered 1959-60.)
59. CONTEMPORARY POETRY. Prereq. 31 or consent of instructor. I. 2 Cr.
Analysis of the techniques of modern poetry. (Offered 1958-59.)
61. BRITISH LITERATURE OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES.
Prereq. 31. I. 3 Cr.
The principal authors from John Donne through Samuel Johnson. Discussion of literary movements and historical backgrounds.
62. BRITISH LITERATURE OF THE NINETEENTH CENTURY. Prereq. 31. II. 3 Cr.
Romantic and Victorian literature in England. Stress placed on major writers of prose and poetry.
71. INTRODUCTION TO MODERN ENGLISH. Prereq. 2. I. 2 Cr.
The study of American English vocabulary, sounds, and grammar. Designed to give prospective high-school English teachers an introduction to the study of language.
72. LITERARY CRITICISM. Prereq. 2. II. 2 Cr.
A study of basic texts, with emphasis on principles and issues which have special relevance for modern thought. (Offered 1959-60.)
74. SHAKESPEARE. Prereq. 32. II. 3 Cr.
Reading of some of the plays. Attention given to the principles of drama and the historical background.
76. MILTON. Prereq. 61. II. 2 Cr.
A study of Milton's major poems and selected prose works in relation to the important intellectual movements of the seventeenth century. (Offered 1959-60.)
78. CHAUCER. Prereq. 32. II. 2 Cr.
Chaucer's poetry in relation to the thought and culture of the Middle Ages. Emphasis on *The Canterbury Tales*. (Offered 1958-59.)
81. MODERN DRAMA. Prereq. 31. II. 2 Cr.
A survey of the chief dramatists from the time of Ibsen. Representative plays studied as literature and as theater. (Offered 1958-59.)
83. MODERN BRITISH LITERATURE. Prereq. 31. I. 2 Cr.
The important literary movements of the present century in England, concentrating on leading authors and notable productions. (Offered 1959-60.)
85. CONTEMPORARY AMERICAN LITERATURE. Prereq. 51, 52. II. 2 Cr.
Major writers since World War I. (Offered 1959-60.)

92. ENGLISH SEMINAR. Prereq. Sr. and English major or minor. II. 2 Cr.
Methods and problems of bibliography and research. Selected topics in American and British literature. Intended for students preparing for graduate study in English.
93. TEACHING OF ENGLISH. I. 2 Cr.
See course 93 under Education.

Journalism

1. FUNDAMENTALS OF JOURNALISM. I. 2 Cr.
An introduction to the theory and practice of journalism, with emphasis on reporting and writing. Some attention given to editing and headline writing.
2. EDITING THE SMALL PAPER. II. 2 Cr.
The mechanics of newspaper production. Designed especially for prospective advisers of high-school publications. (Offered 1959-60.)
- 4, 5. *Echo* STAFF MEETINGS. I, II. 1, 1 Cr.
Students who are regular members of *The Augsburg Echo* staff and who may receive credit for their work must register for the weekly staff meetings. These meetings are also open to members of Course 1. Hour arranged.
- 6, 7. *Augsburgian* STAFF MEETINGS. I, II. 1, 1 Cr.
Students who are regular members of the *Augsburgian* staff and who may receive credit for their work must register for the scheduled weekly staff meetings.

Department of Speech

MR. ANDERSON, MISS COLE, MR. GLOMMEN

This department aims to foster in students those speech skills which contribute to meaningful self-expression and effective leadership. It seeks to develop platform skills, intelligent speech compositions, and critical listening habits. It aims, through courses in interpretative reading and drama, to stimulate an appreciation of fine literature and drama.

The department offers a major in general speech which prepares the student to teach speech in the secondary schools and to take graduate work in speech, radio, theater, or speech pathology.

All students are required to earn 3 credits in speech for graduation. Speech 11 is designed especially for this requirement.

Major: 21 credits above Speech 11, including courses 12, 31, 32, 61, 66, 76. Also required is Phil. 26. English is recommended as a minor.

Minor: 15 credits above Speech 11. For Education students courses 66 and 76, and at least one course from each of the following groups: 12, 51; 31, 32; 61, 62.

Students needing help with speech problems such as stuttering, lisping, foreign dialect, and excessive stage fright should contact the head of the department for individual attention.

11. BEGINNING SPEECH. Fr., So. Offered both semesters. 3 Cr.
A study of basic problems of effective speaking and critical listening, with emphasis on informative speaking.
12. TYPES OF PUBLIC SPEECH. Prereq. 11. Fr., So. II. 3 Cr.
An introduction to argumentation and persuasion, discussion, debate, interpretative reading, and parliamentary procedure. Participation in various speaking activities.
15. STORY TELLING. I. 1 Cr.
Selection and preparation of stories for various age groups. Observation and practice in story telling. (Offered 1958-59.)
- 21-22.† INTERCOLLEGIATE DEBATE. I, II. Open to all students. 2 Cr.
Practice in debating the intercollegiate debate question of the year. Participation in intercollegiate debate tournaments.
- 25, 26. PUBLIC SPEAKING SEMINAR. Open to all students. I, II. 1, 1 Cr.
Advanced work in public speaking. Participation in collegiate oratory contests. Arranged.
29. INTRODUCTION TO DRAMATIC ARTS. Open to all students. I. 3 Cr.
An introduction to the history of the theater and to the theories of drama and dramatic production. (Offered 1958-59.)
31. INTERPRETATIVE READING. So. I. 3 Cr.
Basic principles of oral interpretation of literature. Practice in reading various kinds of prose, poetry, and drama. (Offered 1959-60.)
32. ACTING. So. II. 3 Cr.
An introduction to the art of acting. Practical work in pantomime and improvisation; participation in dramatic presentations.

Upper Division Courses

51. GROUP DISCUSSION. Jr., Sr. I. 2 Cr.
Principles and types of discussion. Practice in group discussion techniques. (Offered 1958-1959.)
53. RADIO SPEECH. Jr., Sr. I. 2 Cr.
Exercises and projects in preparation and production of radio programs. (Offered 1959-60.)

†Continuation course. To receive credit for this course, a student must complete both semesters.

61. ARGUMENTATION AND DEBATE. Prereq. 11. Jr., Sr. I. 2 Cr.
Applications of logic in public address. Preparation and delivery of argumentative speeches and participation in debates. (Offered 1959-60.)
62. PERSUASION. Prereq. 11. Jr., Sr. I. 2 Cr.
Applications of psychology in public address. Preparation and delivery of persuasive speeches. (Offered 1958-59.)
64. STAGECRAFT. Jr., Sr. II. 2 Cr.
A study of stage design, scene construction and theatrical lighting, with emphasis on the problems of the amateur stage. Laboratory exercises. (Offered 1959-60.)
66. STAGE DIRECTION. Prereq. 32. Jr., Sr. II. 3 Cr.
Theory and practice of stage direction with laboratory exercises in planning productions and conducting rehearsals. (Offered 1958-59.)
76. SPEECH PATHOLOGY. Jr., Sr. II. 3 Cr.
Physical and psychological factors underlying normal and abnormal speech. An introduction to principles and methods of speech correction.
95. TEACHING OF SPEECH. Sr. I. 2 Cr.
See course 95 under Education.

Department of Modern Languages

MR. OLSON, MR. LANDA, MRS. KINGSLEY, MR. HELLAND, MR. MIESNIEKS

This Department aims to impart to the student the knowledge of a modern language as a factor in stimulating a sympathetic interest in the people for whom it is the main channel of expression. It also aims to aid the student in developing an understanding of the idiom of a particular language and a mastery of the rules of grammar and pronunciation. It furthermore seeks to develop an interest in the history, literature and life of the people whose language he is learning, and to transmit to American life the best of their cultural and religious heritage. A special aim is to provide language facility and technical training for such a plan to teach, study theology or become candidates for higher academic degrees.

German

Minor, 20 credits.

- 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. 3, 3 Cr.
This course continues to build up the vocabulary of the student through the study of easy prose and poetry.

†Continuation course. To receive credit for this course, a student must complete both semesters.

Upper Division Courses

51, 52. GERMAN LITERATURE. I, II. 3, 3 Cr.
Reading of standard authors. Brief survey of German literature. (Offered 1959-60.)

Scandinavian Language and Literature

Minor, 24 credits.

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. 3, 3 Cr.
Further study of grammar. Reading of standard authors. Brief survey of Norwegian literature. Composition. (Offered 1958-59.)

11. SCANDINAVIAN HISTORY. I. 3 Cr.
A brief survey of the history of the Scandinavian peoples, with history of Norway as the core. (Offered 1959-60.)

16. MODERN SCANDINAVIA. II. 3 Cr.
A survey of social thought and life in Scandinavia since 1814, with special emphasis upon recent developments. (Offered 1959-60.)

Upper Division Courses

55. THE MODERN SCANDINAVIAN NOVEL. Jr., Sr. I. 2 Cr.
The course includes selected novels by Jonas Lie, Sigrid Undset, Selma Lagerlöf, and others. Knowledge of a Scandinavian language not required. (Offered 1958-59.)

56. THE MODERN SCANDINAVIAN DRAMA. Jr., Sr. II. 2 Cr.
The course includes dramas by Bjørnson, Ibsen, and Strindberg. Knowledge of a Scandinavian language not required. (Offered 1958-59.)

French

Minor, 20 credits.

1-2.† BEGINNING FRENCH. I, II. 8 Cr.
The course includes the study of French sounds and their spelling, the essentials of grammar, oral and written work, and the reading of suitable selections from French literature. (Offered 1959-60.)

3, 4. INTERMEDIATE FRENCH. I, II. 3, 3 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. (Offered 1958-59.)

†Continuation course. To receive credit for this course, a student must complete both semesters.

Upper Division Courses

51. SURVEY OF FRENCH LITERATURE. I. 3 Cr.
A study of the authors and literary movements of the seventeenth, eighteenth, and nineteenth centuries. (Offered only as an honors course for selected students.)
52. FRENCH PHONETICS, CONVERSATION, AND COMPOSITION. II. 3 Cr.
A thorough study of French sounds, phonetic symbols, drill on pronunciation, phonetic readings, various types of oral work, memorization, dictation and composition. (Offered only as an honors course for selected students.)

Spanish

Minor, 20 credits.

- 1-2.† BEGINNING SPANISH. I, II. 8 Cr.
Stresses pronunciation, the essentials of grammar, elementary conversation, and background reading in Spanish on the Latin American countries.
- 3, 4. INTERMEDIATE SPANISH. I, II. 3, 3 Cr.
Includes further study of grammar, oral and written work, and the reading of short stories, novels, and plays in the Spanish language.

Upper Division Courses

51. SURVEY OF SPANISH LITERATURE. I. 3 Cr.
A study of Spanish literature from the *Poema del Cid* to modern times. Lectures in Spanish, reading of representative works and reports. (Offered 1959-60.)
52. SPANISH CONVERSATION AND COMPOSITION. II. 3 Cr.
A course aiming to facilitate free expression in Spanish through conversation and composition, including original themes. Laboratory, including audio-visual aids, integrated with classroom work and instruction. (Offered 1959-60.)
73. TEACHING OF MODERN LANGUAGES. Sr. I. 2 Cr.
See course 73 under Education.

†Continuation course. To receive credit for this course, a student must complete both semesters.

Department of Music

MR. SATEREN, MR. SAVOLD, MR. THUT, MR. LANDAHL, MRS. THUT,
MR. GIBSON, MR. FISHER, MR. PETERSON, MR. EAKIN

The Department of Music offers training to students who wish to become teachers of music, soloists, and directors of choral and instrumental ensembles, as well as preparation for those who expect to pursue specialized study in the field of music. General instruction is afforded students who are interested in the appreciation and understanding of the music of the masters. Emphasis is laid upon the rich musical heritage of the Christian Church.

Graduation Major, 36 credits, including courses 1, 2, 7, 8, 15-16, 55-56, 57, 58, 61-62 or 63-64; 4 credits from 10, 77, 78; and 8 credits in applied music, 2 of which must be in piano or organ.

Teaching Major, 32 credits in addition to 88, 89; including courses 1, 2, 7, 8, 15-16, 55-56, 57, 58, 61-62* or 63-64*; 2 credits from 77, 78; and 6 credits in applied music, 2 of which must be in piano or organ.

Two public recitals, at least one of which must be in the junior or senior year, is required of all music majors.

Graduation Minor, 26 credits, including courses 1, 2, 7, 8, 15-16, 78; 4 credits from 10, 55-56, 57, 58, 77 and 2 elective credits; and 6 credits in applied music, 2 of which must be in private lessons in either vocal or instrumental music.

Teaching Minor, 22 credits in addition to 88, 89; including courses 1, 2, 15-16, 55, 57, 58, 61-62 or 63-64; and 4 credits in applied music.

Two credits are given for membership for one year in the Choir or the Concert Band. One credit is given for membership for one year in the Women's Chorus or Male Chorus. Credit in Choir is not granted for less than two complete semesters within an academic year.

One credit per semester is granted to students taking a minimum of sixteen thirty-minute lessons per semester in either voice, piano, organ, brass, or woodwinds. Occasional lessons are available without credit.

For statement of fees see under Financial Information.

1, 2. THEORY, I, II.

2, 2 Cr.

A basic course in the fundamentals of music, including the principles of notation, major and minor scales, intervals, triads, rhythms; aural skills: sight reading, dictation, and part singing. Should be taken concurrently with 15-16 whenever possible.

*A student with a major for teaching should be prepared for both vocal and instrumental work. Unless he takes both technique courses, his work in applied music, excepting the required credits in piano, must be in instrumental music if he registers for Choral Technique, and in vocal music if he registers for Instrumental Technique.

7, 8. HISTORY AND LITERATURE OF MUSIC. I, II. 2, 2 Cr.
An historical approach to the appreciation of the world's greatest music. Supplemented by musical scores and record illustrations. For students with or without a musical background. Students should complete 7 before registering for 8, or have consent of instructor.

10. HYMNS AND MUSIC OF THE CHURCH. II. 2 Cr.
A survey course dealing with the development of the music of the Christian Church, with special attention to Protestant hymnody. Designed for the general student, the course also will prove helpful to organists, choir directors, and pre-theological students. The course is accepted as fulfilling the requirements of a course in religion.

15-16.† 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.

Upper Division Courses

55, 56. ADVANCED HARMONY. Prereq. 2, 16. I, II. 2, 2 Cr.
Continuation of the work begun in Course 15-16, 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.

57, 58. CONDUCTING. Prereq. 2, or 2 Cr. in piano, organ, or equivalent.
Jr. I, II. 2, 2 Cr.

A course designed for students planning to enter the field of public school music, as directors of vocal or instrumental music or both, and for those who wish training in church choir administration and direction. Students in music education are advised to take the course in their junior year.

61-62.† INSTRUMENTAL TECHNIQUE. Prereq. 2. I, II. Sr. 4 Cr.
Class instruction in string, reed, brass, and percussion instruments, preparing the prospective public school music teacher and director for work in band and orchestra.

63-64.† CHORAL TECHNIQUE. Prereq. 2. I, II. Sr. 4 Cr.
Class instruction in the fundamentals of voice as related to singing, preparing the prospective public school music teacher and director for work in vocal music.

77. COUNTERPOINT. Prereq. 55. I. Sr. 2 Cr.
Strict counterpoint in one, two, three and four-part writing in all the species.

†Continuation course. To receive credit for this course, a student must complete both semesters.

78. MUSICAL ANALYSIS. Prereq. 2, 55, and 77 or consent of instructor.

II. Sr. 2 Cr.

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

88. TEACHING OF GRADE SCHOOL MUSIC. Jr. II. 2 Cr.

See course 88 under Education.

89. TEACHING OF HIGH SCHOOL MUSIC. Sr. I. 2 Cr.

See course 89 under Education.

CHOIR. I, II. 2 Cr.

CONCERT BAND. I, II. 1, 1 Cr.

WOMEN'S CHORUS (Cantorian). I, II. 1/2, 1/2 Cr.

MALE CHORUS. I, II. 1/2, 1/2, Cr.

VARSITY BAND. I, II. 0 Cr.

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

PREPARATORY PIANO. I, II. 1, 1 Cr.

Keyboard fundamentals. Major and harmonic minor scales, sight reading, hymns, and simple repertory.

INTERMEDIATE PIANO. Prereq. Prep. Piano or equiv. I, II. 1, 1 Cr.

Melodic minor scales, chords, and arpeggi. Repertory including Bach-Carrol, Burgmuller Opus 100, and Sonatina album.

ADVANCED PIANO. Prereq. Interm. Piano or equiv. I, II. 1, 1 Cr.

Technique as needed, using Cramer, Loeshorn, Bach Two-Part Inventions, Sonatas of Haydn, Mozart, Beethoven, etc. Repertory from Classical, Romantic, and Modern Composers.

ELEMENTARY ORGAN. Prereq. Prep. Piano or equiv. I, II. 1, 1 Cr.

General coordination and technique of playing the organ. Study of the Bach Eight Little Preludes and Fugues, Dupre's 79 Chorales, and hymn playing.

ADVANCED ORGAN. Prereq. Elem. Organ or equiv. I, II. 1, 1 Cr.

Technique as needed. Repertory from pre-Bach, Baroque, Romantic, and modern organ composers.

VOICE. I, II. 1, 1 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 lesson per week.

†Continuation course. To receive credit for this course, a student must complete both semesters.

BRASS INSTRUMENTS. I, II. ½ or 1 Cr.

WOOD-WIND INSTRUMENTS. I, II. ½ or 1 Cr.

Private or class instruction in these instruments is offered as follows:

- a) Private instruction—one thirty-minute lesson per week (or its equivalent) per semester. 1 credit.
- b) Class instruction—one thirty-minute lesson per week (or its equivalent) per semester, in groups of not less than three pupils. ½ credit.

Opportunities for participation in Brass, String, and Woodwind ensembles are offered each year on a non-credit basis.

Art

MR. DOSEFF

1, 2. MODELING AND SCULPTURE. I, II. 2, 2 Cr.
Design in three-dimensional form. Modeling of portraits, human figures and animal forms. Plaster casting.

3. ART IN DAILY LIVING. I. 3 Cr.
See course 3 under Department of Home Economics.

7, 8. PAINTING. I, II. 2, 2 Cr.
Still life and landscape painting. Theory of composition and color. Problems in line, form, space, color mixing, and practical problems.

Upper Division Courses

64. HISTORY AND APPRECIATION OF ART. II. 3 Cr.
See course 64 under Department of Home Economics.

†Continuation course. To receive credit for this course, a student must complete both semesters.

DIVISION OF THE SOCIAL SCIENCES

MR. QUANBECK, *Chairman*

It is the general purpose of the work in this division to improve the student's understanding of human relationships and his appreciation of their importance and value, especially in their Christian interpretation. The work proceeding under the guidance of the faculty in this division is therefore intended to develop a higher grade of citizenship and to improve the individual's adaptation to his vocation.

Department of History and Political Science

MR. KLEVEN, MR. CHRISLOCK, MR. GISSELQUIST

The work of this Department is designed to give the student an understanding and appreciation of the events, functions, motivations, and operations of the phenomena in the fields of History and Political Science. It affords preparation for graduate study and for teaching in secondary schools.

History

Major, 30 credits; minor, 21 credits. Students with a major or minor in history who plan to teach in this field must include History 21 and 22. For non-majors, prerequisites may be waived on consent of the instructor.

1-2.† EUROPEAN CIVILIZATION. Fr. I, II. 6 Cr.
This course is a rapid survey of European history from ancient times and up to the present. Designed to lay the foundation for future work in History.

11. SCANDINAVIAN HISTORY. I. 3 Cr.
See Course 11 under Scandinavian Language and Literature.

21, 22. UNITED STATES HISTORY. So., I, II. 3, 3 Cr.
A survey of the life of the American people, and the development of their ideas and institutions. First semester to 1865, second semester to present.

Upper Division Courses

51. THE RENAISSANCE AND THE REFORMATION. Prereq. 1-2. Jr. I. 3 Cr.
A study of the economic, social, political, cultural, and religious movements that marked the transition from medieval to modern civilization and culture. (Offered 1959-60.)

52. ENGLAND TO 1800. Prereq. 1-2. Jr., Sr. II. 3 Cr.
Emphasis placed upon the constitutional development of England and the factors which shaped the background of U. S. History. (Offered 1958-59.)

†Continuation course. To receive credit for this course, a student must complete both semesters.

53. LATIN-AMERICAN HISTORY. Prereq. 1-2. Jr., Sr. I. 3 Cr.
A study of Latin America and its development. (Offered 1958-59.)
54. MODERN RUSSIA. Prereq. 1-2. Jr., Sr. II. 3 Cr.
Particular emphasis on the period since Peter the Great. (Offered 1958-59.)
55. CONTEMPORARY UNITED STATES. Prereq. 21, 22. Jr., Sr. I. 3 Cr.
The United States from about 1900 to the present. Seminar offered in connection with this course may be taken for one additional credit on approval of instructor. (Offered 1959-60.)
56. AMERICAN DIPLOMACY. Prereq. 6 cr. in Hist. or Pol. Sci. Jr., Sr. II. 3 Cr.
A consideration of foreign relations of the United States from the Revolutionary War to the present. Seminar offered in connection with this course may be taken for one additional credit on approval of instructor. (Offered 1959-60.)
61. ANCIENT HISTORY. Prereq. 1-2. Jr., Sr. I. 3 Cr.
A cultural and political history of ancient civilizations and their contributions to modern cultures. (Offered 1958-59.)
62. HISTORY OF CANADA. Jr., Sr. I. 3 Cr.
The development of Canada from early exploration to the present, with emphasis on Canadian-United States relations. (Offered 1959-60.)
64. MEDIEVAL HISTORY. Prereq. 1-2. Jr., Sr. II. 3 Cr.
The medieval period of Europe and the Mediterranean area. (Offered 1958-59.)
71. FRENCH REVOLUTION AND EARLY NINETEENTH CENTURY EUROPE.
Prereq. 12 credits in Hist. Jr., Sr. I. 3 Cr.
Political, economic, social, and cultural development in Europe from 1789 to 1850. The French Revolution, Napoleon, the Restoration, the Revolution of 1848. (Offered 1959-60.)
72. LATE NINETEENTH CENTURY EUROPE. Prereq. 12 credits in Hist. Jr. Sr. II. 3 Cr.
Political, economic, social, and cultural development in Europe from 1848 to 1914. The national unification of Germany and Italy, the rise of imperialism, and the background of World War I. (Offered 1959-60.)
74. HISTORY OF POLITICAL THOUGHT. Jr., Sr. II. 3 Cr.
Sec course 74 under Political Science.
- 81, 82. THE TWENTIETH CENTURY. Prereq. 12 cr. in Hist. Sr. I, II. 3, 3 Cr.
A survey of recent developments in the world, extending from the outbreak of World War I to the present. Seminar offered in connection with this course may be taken for one additional credit per semester on approval of instructor. (Offered 1958-59.)
99. SEMINAR IN NORTHWEST HISTORY. Jr., Sr. I. Prereq. consent of instructor. 2 Cr.
A study of various areas of the history of Minnesota and the Northwest. A research paper is required of each member of the class. (Offered 1958-59.)

Political Science

Minor, 15 credits.

- 41-42.† AMERICAN GOVERNMENT. I, II. 6 Cr.
 A study of the Constitution; civil rights; federal, state, and local governments; citizenship; and popular control of government. Contemporary issues are stressed.

Upper Division Courses

53. POLITICAL PARTIES OF THE UNITED STATES. Jr., Sr. I. 3 Cr.
 American parties, their organization, methods, functions, pressure groups. (Offered 1958-59.)
56. AMERICAN DIPLOMACY. II. 3 Cr.
 See course 56 under History.
61. PUBLIC FINANCE. Prereq. 41-42 or Econ. 15 for Political Science minors.
 Jr., Sr. I. 3 Cr.
 See course 61 under Business Administration and Economics.
74. HISTORY OF POLITICAL THOUGHT. Jr., Sr. II. 3 Cr.
 A study of political philosophy and its influence and historical significance from ancient Greeks to the present. (Offered 1959-60.)
85. TEACHING OF THE SOCIAL STUDIES. Sr. I. 2 Cr.
 See course 85 under Education.

Geography

14. HUMAN GEOGRAPHY. Fr., So. II. 3 Cr.
 A study of geographical factors affecting mankind.

Combined Major in Social Sciences for Teaching

Requirement: 21 credits in History (including History 21 and 22) and Geography; Sociology 1, 2; Economics 15, 16; Political Science 41-42.

Minor in Social Science

Requirement: 6 credits each in History and Sociology; Political Science 41-42; and 3 credits in Economics.

†Continuation Course. To receive credit for this course, a student must complete both semesters.

Department of Sociology

MR. TORSTENSON, MR. SWENSON, MR. BELGUM

The objectives of this Department are to help students attain a better understanding of society and its social problems, as well as to prepare students for social service, for graduate training in social work, and for graduate study in Sociology. Beyond understanding of society and its problems and beyond academic competence, the Department aims to explore the relevance of Christianity to effective social service.

Major, 24 credits including Sociology 1, 2. Required in addition are History 1-2, or 21, 22.

Minor, 15 credits including Sociology 1, 2. Required in addition are History 1-2, or 21, 22.

Introduction to Statistics is recommended for majors and minors in Sociology. For other recommended courses see under Social Work curriculum.

1. PRINCIPLES OF SOCIOLOGY. Fr., So. I. 3 Cr.
An introduction to the field of Sociology, examining its methods, techniques, and general concepts as they apply to an analysis of American society.
2. SOCIAL PROBLEMS. Fr., So. II. 3 Cr.
The dynamic processes at the root of contemporary problems. Problems of personal, family and community disorganization are selected for special study.
4. INTRODUCTION TO STATISTICS. Fr., So. II. 3 Cr.
See course 4 under Business Administration and Economics.
- 5N. SOCIOLOGY. I. 2 Cr.
A course in general sociology for nurses.
16. MODERN SCANDINAVIA. II. 3 Cr.
See course 16 under Scandinavian Language and Literature.
21. RURAL SOCIOLOGY. So. I. 3 Cr.
Structure, function and change of rural society with special attention to the problems of contemporary rural America.
22. URBAN SOCIOLOGY. So. II. 3 Cr.
Study of the city as to historical background, causes of growth, social communities, maladjustments, urban planning, housing problems, health factors, cultural centers, and rural-urban relationships.
42. MARRIAGE AND FAMILY RELATIONSHIPS. II. 3 Cr.
See course 42 under Department of Home Economics.

Upper Division Courses

51. CRIMINOLOGY. Prereq. 1. Jr., Sr. I. 3 Cr.
A study of the nature of delinquency and crime in our contemporary world. An examination of causal factors, methods of apprehension, treatment, and prevention of delinquency and crime.

52. RACE RELATIONS AND MINORITY PROBLEMS. Prereq. 1. Jr., Sr. II. 3 Cr.
The dynamics of prejudice, racism, and discrimination, together with an examination of social action programs. (Offered 1958-59.)
56. LABOR AND MANAGEMENT RELATIONS. Jr., Sr. II. 3 Cr.
An analysis of the socio-economic roles of labor and management in a dynamic society. (Offered 1959-60.)
57. FIELDS OF SOCIAL WORK. Prereq. 1. Jr., Sr. I. 3 Cr.
An introductory course to acquaint the student with the scope, nature, and functions of social work. A survey of private and public social agencies in the field of family welfare, child welfare, medical social work, group work, and other community agencies.
60. PUBLIC WELFARE. Prereq. 1. Jr., Sr. II. 3 Cr.
An introduction to the historical development, basic concepts, legislative policies, organizational structure, and institutional functions of social welfare, including a survey of contemporary public welfare and social security. (Offered 1958-59.)
61. SOCIAL PSYCHOLOGY. Prereq. 1, Psy. 5, 6. Jr., Sr. I. 3 Cr.
Society and the individual, the socialization process, the development of personality, the impact of group norms. Selected forms of collective behavior such as crowd, rumor, and audiences.
62. ABNORMAL PSYCHOLOGY. 3 Cr.
See course 62 under Psychology.
64. INTRODUCTION TO METHODS OF SOCIAL WORK. Prereq. consent of instructor. II. 3 Cr.
Principles and procedures of case work and group work designed especially for students who anticipate entering the field of social work. (Offered 1959-60.)

Department of Psychology and Education

MR. BERTNESS, MR. QUANBECK, MR. JOHNSON
MR. TRAUTWEIN, MR. HAMMARBERG

Psychology

Courses in orientation are offered to freshmen as a part of the total program to assist in the adjustments that the in-coming student needs to make. The work in psychology is designed to aid the student in more adequately understanding, predicting, and modifying his own behavior as well as that of his fellow men.

1. **ORIENTATION.** Required. Fr. Offered both semesters. 1 Cr.
 Designed to assist freshmen in making the proper adjustment to their work as college students. It includes units on orientation to the college, methods of study, improvement of reading speed and comprehension, and vocational and educational guidance.
- 5, 6. **GENERAL PSYCHOLOGY.** I, II. 2, 2 Cr.
 A study of the basic processes underlying human behavior. The general principles, methods and problems of psychology are discussed. The second semester emphasizes mental health and the application of the principles of psychology to other problems of everyday life.
- 7N. **GENERAL PSYCHOLOGY.** I. 2 Cr.
 An introductory course intended for nurses.

Upper Division Courses

61. **SOCIAL PSYCHOLOGY.** I. 3 Cr.
 See course 61 under Department of Sociology.
62. **ABNORMAL PSYCHOLOGY.** Prereq. 5, 6. Jr., Sr. II. 3 Cr.
 The sociological, psychological, and biological factors involved in neurotic and psychotic behavior. Modern methods of diagnosis, treatment, and prevention. Community organization for mental hygiene.

Education

The education curriculum has been designed primarily for those preparing to do high school teaching, although any student who is preparing to work with youth is encouraged to study in this area. The work in this department will qualify the teaching graduate for a Minnesota Teacher's certificate on the junior and senior high school level, as well as for further study in the field of education.

Admission to the teacher education curriculum requires an application to be approved by the Committee on Teacher Education. Application must be made during the second semester of the sophomore year if the student is to complete the program in the regular time of two years. Approval is granted on the basis of a satisfactory health report, favorable personality characteristics, and a minimum in scholastic achievement of 1.5 honor point ratio in the major, a 1.0 ratio in the minor, and a 1.0 ratio for the over-all average. The applicant should be preparing for competency in at least two subject-matter fields that are also taught on the high school level.

All students admitted to the teacher education curriculum must secure two credits of Group Activity usually to be taken in connection with Ed. 51 and 52. In addition to the regular lower division requirements, students in teacher education are required to have four semester hours in general psychology, these credits to be completed before taking Ed. 51.

No student will be permitted to modify the two-year teacher education curriculum in his program unless that change is approved by the Committee on Teacher Education. All questions regarding the teacher education curriculum should be referred to the Committee on Teacher Education.

51. EDUCATIONAL PSYCHOLOGY. Prereq. Psy. 5, 6. Jr. I. 3 Cr.
A study of human development, learning, and adjustment in order to better understand human behavior, especially the behavior of adolescents in a school context.

52. TEACHING IN SECONDARY SCHOOLS. Prereq. 51. Jr. II. 3 Cr.
This course has three parts: a study of the purposes and programs of secondary schools; developing personal competency in planning instructional activities; and developing the ability to evaluate the outcome of instruction.

53, 54. GROUP ACTIVITY. 1, 1 Cr.
This is not given as a separate course, but offered in connection with Education 51, 52; Religion 7, 57, 58; Physical Education 6, 11, 13, 14, 81, 82. The nature of the experience will vary with the course with which it is associated, and may include such activities as teaching, supervising recreation, and advising clubs. The cooperation of the agencies involved is necessary, with reports from the supervisor and the student to the teacher of the course with which the work is connected. A student may not receive more than 2 credits in Group Activity.

56. PRINCIPLES OF GUIDANCE. Prereq. 51. Sr. II. 3 Cr.
A study of the guidance function of the classroom teacher, tools and techniques used in studying students, and methods appropriate for student guidance, including counseling.

58. ISSUES IN CONTEMPORARY EDUCATION. Sr. II. 3 Cr.
The purpose of the course is to develop skill in perceiving and defining current problems in education, to gain an understanding of possible solutions, and to develop some ability to evaluate the various solutions proposed. The relation of the problems to the development of American education and to a philosophy of education is stressed.

73. TEACHING OF MODERN LANGUAGES. Sr. I. 2 Cr.

79. TEACHING OF NATURAL SCIENCES. Sr. I. 2 Cr.

81. TEACHING OF BUSINESS. Sr. I. 2 Cr.

83. TEACHING OF MATHEMATICS. Sr. I. 2 Cr.

85. TEACHING OF SOCIAL STUDIES. Sr. I. 2 Cr.
87. TEACHING OF HEALTH EDUCATION AND PHYSICAL EDUCATION. Sr. I. 2 Cr.
88. TEACHING OF GRADE SCHOOL MUSIC. Jr. II. 2 Cr.
89. TEACHING OF HIGH SCHOOL MUSIC. Sr. I. 2 Cr.
91. TEACHING OF HOME ECONOMICS. Sr. I. 2 Cr.
92. EVALUATION AND ADULT EDUCATION IN HOME ECONOMICS. Sr. II. 2 Cr.
93. TEACHING OF ENGLISH. Sr. I. 2 Cr.
95. TEACHING OF SPEECH. Sr. I. 2 Cr.

Courses 73 through 95 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. Usually, each student is required to take two of these courses to prepare for student teaching; this means one course related to the major and one to the minor. Prerequisites are a major or a minor in the field and Education 52.

97. STUDENT TEACHING. Prereq. 52. Sr. I. 4 to 5 Cr.
 Observation, participation in teaching activities, and experience in actual control of the classroom situation. Direction of the program is shared by the college supervisor and selected critic teachers.

Library Science

MISS TANJERD, MISS JONES, MISS MARFELL

The following courses prepare the student to meet the state requirements for a minor in library science. 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 school library, and in making intelligent and effective use of library tools for his own needs as a teacher.

Minor, 16 credits.

- 55-56.† BASIC FUNCTIONS OF THE SCHOOL LIBRARY. So., Jr. I, II. 3 Cr.
 Designed to acquaint the student with the place of the library in the school and community; local public, county, state, and national services; standards; relations with school administration, faculty, students, and community; the budget; planning, housing, and equipment; library records; organization of materials; school library administration. Two credits first semester; one credit, second.

†Continuation course. To receive credit for this course, a student must complete both semesters.

57-58.† ELEMENTARY MATERIALS. Jr., Sr. I, II. 4 Cr.
Library materials for the elementary school library; book selection, principles and standard lists; correlating the library holdings with the grade curriculum; reviewing of individual titles. Sources. (Offered 1958-59.)

59-60.† SECONDARY MATERIALS. Jr., Sr. I, II. 6 Cr.
Introduction to book selection; book selection in subject fields, including reference books and related fiction; periodicals and other non-book materials, standard lists for book selection; reviewing of individual titles. Sources. (Offered 1959-60.)

61. PRACTICAL METHODS. Prereq. 56. Sr. I. 1 Cr.
Giving the student practice experience in school libraries; teaching the use of the library; weeding and withdrawal procedures.

62. READING GUIDANCE. Prereq. 56. Sr. II. 2 Cr.
Remedial reading in the school as it relates to the school library, reading ladders; student's personal library; professional literature in the field; lists, testing, and records; guiding individual students in their recreational reading.

Department of Business Administration and Economics, and Secretarial Studies

MR. HEMMINGSON, MISS LUND, MR. RAO

The objective of this department is to help students gain a broad knowledge and sound perspective of business and our economic society. Such knowledge and perspective are necessary for success in specific positions in our complex business world and should provide the background to facilitate advancement, with experience, to positions of responsibility. A degree with a business major is a common requirement of business firms and government agencies.

Together with secretarial studies, the department also provides a teaching major or minor, and it prepares for graduate work in business. Further, it recognizes the need for trained people in the social sciences and presently offers a minor in economics.

Business Administration and Economics

Major in Business Administration, 36 credits, including courses 1, 2, 3, 4, 15, 16, 53, 72.

In addition, History 21, 22 and Psychology 5, 6 are required.

Minor in Business Administration, 21 credits, including courses 1, 2, 3, 15, 16, and six credits in Upper Division courses.

Minor in Economics, 15 credits, including courses 15, 16, and nine credits from 4, 51, 56, 61, 62.

- 1, 2. PRINCIPLES OF ACCOUNTING. Fr. I, II. 3, 3 Cr.
An introduction to the principles of accounting and their application to the single proprietorship, partnership, and corporate forms of business; preparation and analysis of financial statements; procedure in recording business transactions; and an introduction to manufacturing and cost accounting. Two lectures and one double laboratory hour per week.
3. INTRODUCTION TO BUSINESS. Fr. I. 3 Cr.
An introductory survey of business and business management including a study of the variety, nature and interrelationship of problems of business operation. Finance, personnel, production, marketing, internal organization and control, and governmental relationships are a few of the topics covered.
4. INTRODUCTION TO STATISTICS. So. II. 3 Cr.
A course in scientific methods of dealing with the collection, organization, comparison and interpretation of numerical data. The technique of constructing graphs and tables, as well as finding measures of central tendencies, variability, correlation and sound methods of sampling.
- 15, 16. PRINCIPLES OF ECONOMICS. So. I, II. 3, 3 Cr.
The foundations of economic analysis; production, employment and prices; and public policy. The objective is to promote interest in economic problems and the ability to use economic analysis in reaching judgments about economic policy problems.

Upper Division Courses

51. MONEY AND BANKING. Prereq. 2, 4, 15, 16. Jr., Sr. I. 3 Cr.
The influence of money and banking on economic activity and of monetary and fiscal policies which might be adopted to yield a stable general price level with high levels of output and employment. (Offered 1958-59.)
53. BUSINESS LAW. Jr., Sr. I. 3 Cr.
Legal rules relating to contracts, agency, negotiable instruments, property and business organizations.
54. MARKETING. Prereq. 2, 4, 15, 16. Jr., Sr. II. 3 Cr.
Marketing from a businessman's standpoint, with emphasis on ways in which management decisions are made concerning product planning, merchandise selection, channels of distribution, promotional activities, pricing and selling. (Offered 1959-60.)
56. LABOR AND MANAGEMENT RELATIONS. Prereq. 15, 16. Jr., Sr. II. 3 Cr.
See course 56 under Department of Sociology.
58. INDUSTRIAL MANAGEMENT. Prereq. 15, 16. Jr., Sr. II. 3 Cr.
The more important production procedures commonly employed in progressive manufacturing plants, and their relationship to the attainment of management objectives. (Offered 1958-59.)

59. **COST ACCOUNTING.** Prereq. 1, 2. Jr., Sr. I. 3 Cr.
Essential features of accounting for manufacturing concerns with particular reference to the securing of unit costs of manufactured products; order method; process costs; and cost reports. (Offered 1958-59.)
61. **PUBLIC FINANCE.** Prereq. 15. Jr., Sr. I. 3 Cr.
Governmental taxation, spending and borrowing, and the impact of governmental finance on economic activity.
62. **BUSINESS FINANCE.** Prereq. 59. Jr., Sr. II. 3 Cr.
The various objectives in financing of private businesses, with major emphasis on administrative tools of finance and means of financing short-term, intermediate-term, and long-term asset requirements. (Offered 1958-59.)
63. **TAXATION.** Prereq. 1, 2. Jr., Sr. I. 3 Cr.
This course will cover several types of taxation, with particular emphasis on the income tax, attempting to give a knowledge of tax requirements, procedures and problems as they relate to business and individuals. (Offered 1959-60.)
72. **SEMINAR IN BUSINESS ADMINISTRATION.** Sr. II. 3 Cr.
This seminar will cover special problems of concern to business majors which are not considered in the regular curriculum. Lectures will be given by local business leaders. The course will encourage advanced study by students in areas of particular interest to them.

Secretarial Studies

These courses are planned to prepare students for stenographic and secretarial positions in business offices, to assist in the preparation for the teaching of business education in high schools, for parish secretarial work, and to provide an opportunity for the development of business skills for personal use.

Graduation major, 31 credits above 1, including 2, 3-4, 8, 51, 52, 53-54, Business Administration 1, 2, 3, 53. Business education major, 37 credits above 1 including courses listed for graduation major plus Business Administration 15, 16. Minor, 25 credits above 1, including 2, 3-4, 8, 51, 52, 53-54, and Business Administration 1, 2, or 15, 16.

1. **ELEMENTARY TYPEWRITING.** Offered both semesters. 1 Cr.
A course for the development of the fundamental skills of typewriting. Three hours per week.
2. **INTERMEDIATE TYPEWRITING. II** 2 Cr.
Problems in typing tabulations, manuscript typing, use of carbons, addressing envelopes, and in letter arrangements. Four hours per week.
- 3-4.† **ELEMENTARY SHORTHAND. I, II.** 6 Cr.
Fundamentals of Simplified Gregg Shorthand. Dictation and transcription. Four hours per week.

†Continuation course. To receive credit for this course, a student must complete both semesters.

8. OFFICE MACHINES. Prereq. 2. Offered both semesters. 2 Cr.
The operation of the calculator, adding machine, mimeograph, mimeoscope, spirit duplicator, and the transcription machine. Two hours per week.

Upper Division Courses

51. ADVANCED TYPEWRITING. Prereq. 2 or equivalent. I. 2 Cr.
Further development of typewriting technique in business letter arrangement, billing, tabulating, and the typing of legal documents. Open to students having attained a speed of 50 words per minute. Four hours per week.
52. SECRETARIAL PRACTICE. Prereq. 2, 3-4, II. 3 Cr.
Dictation, business letterwriting, filing, telephoning, use of business and legal forms, personality development, writing application letters, and making application for a job. Mimeographing also taught for those who include this as a part of the parish worker's course. Four hours per week.
- 53-54.† ADVANCED SHORTHAND. Prereq. 4 or equivalent. I, II. 4 Cr.
Advanced study of Gregg shorthand. Rapid dictation. Open to students who can take dictation at a minimum of 80 words per minute. Four hours per week.
81. TEACHING OF BUSINESS. Sr. I. 2 Cr.
See course 81 under Education.

Department of Home Economics

MISS SEGOLSON, MRS. PETERSON, MISS SONSTENG, MISS MORTENSEN

The objectives of the department are threefold: first, to provide courses that will help students to solve personal, home, and family living problems; second, to offer training for homemaking; and third, to offer training for the teaching of home economics. Graduates are qualified to teach in federally aided home economics departments. Courses are open to all students and recommended for general education.

Non-teaching major, 33 credits; courses are 1, 2, 3, 8, 39, 40, 42, 44, 57, 66, 67, 71, 73. Also required are Chemistry 4 or 5-6, Physics 3, Economics 15, Sociology 1, Biology 4 or 13-14, and 54, Psychology 5, 6, and 3 additional credits in Social Science.

Non-teaching minor, 22 credits including courses 1, 2, 3, 7, 39, 40, 42, and 44.

Teaching major, 38 credits; courses listed for non-teaching major plus 33 and 75.

1. CLOTHING SELECTION, CARE, AND REPAIR. I. 3 Cr.
A study of the factors involved in the choice, care, and repair of clothing. Beauty in design, becomingness, appropriateness, and some of the textile fabrics suitable for different uses are topics considered.

† Continuation course. To receive credit for this course, a student must complete both semesters.

2. CLOTHING CONSTRUCTION. II. 2 Cr.

This course provides laboratory experience in making simple garments in cotton and rayon. 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 Home Economics education majors. Two double laboratory periods, one lecture discussion period per week.

3. ART IN DAILY LIVING. I. 3 Cr.

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

8. ELEMENTS OF NUTRITION. II. 3 Cr.

Normal human nutrition applied to food selection for the promotion and maintenance of health will be considered; student and recommended dietaries will be analyzed.

33. COLOR AND DESIGN. I. 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 Home Economics majors. Three double laboratory periods per week.

36. CRAFTS. II. 2 Cr.

Laboratory experience in various crafts which can be done at home or at camps with simple equipment. Principles of design and color in their application to crafts will be studied. Two double laboratory periods per week. (Offered 1959-60.)

39, 40. PRINCIPLES OF FOOD PREPARATION AND MANAGEMENT. Prereq. 8 or permission of instructor. I, II. 3, 3 Cr.

Laboratory experience in menu planning, meal service, food purchasing, and food preparation. Three double laboratory periods a week.

42. MARRIAGE AND FAMILY RELATIONSHIPS. II. 3 Cr.

A course applying principles of cultural living to everyday problems of home life. Discussions of personal 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.

44. CHILD 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 period plus one double laboratory period per week.

Upper Division Courses

57. TEXTILES. I. 2 Cr.

Study of textile fibers, fabrics, and finishes with special emphasis on selection, use, and care of common household and clothing textiles. Two double laboratory hours a week. (Offered 1959-60.)

64. HISTORY AND APPRECIATION OF ART. II. 3 Cr.
A study of the historical development of architecture, decoration, costume, furniture, painting, and sculpture. Two regular hours scheduled and field trips arranged. (Offered 1958-59.)
66. HOME PLANNING AND FURNISHING. II. 3 Cr.
This course includes a consideration of housing, an analysis of floor plans, a study of the design of exteriors and interiors, and problems in selecting, arranging, and conserving home furnishings. Home Economics 3 and 33 prerequisite for Home Economics Education majors. Three double laboratory periods per week.
67. FAMILY HEALTH. I. 2 Cr.
Basic facts and practical application of home care of the sick. Problems relating to environmental disease, prevention of illness and safety measures, as well as to individual health problems within the family group.
71. HOME MANAGEMENT PROBLEMS. I. 2 Cr.
Consideration of problems relating to planning, directing, guiding, and coordinating the resources of the home for happy, satisfying family living.
73. HOME MANAGEMENT LABORATORY. I. 2 Cr.
Actual experience in the regular activities of homemaking such as meal preparation and service, entertaining, care of the house and equipment. Also experience in various aspects of management met in home living such as management of money, time, energy, and equipment. Six weeks residence in a home management house with one conference hour per week. Food costs to be determined by the group.
74. CONSUMER EDUCATION AND INCOME MANAGEMENT. II. 2 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.
75. ADVANCED CLOTHING CONSTRUCTION. Prereq. 2. I. 2 Cr.
This course provides laboratory experience in making garments in wool. More advanced problems in fitting and construction are used than those in Course 2. Some experience in planning and constructing garments for children is also given. Two three-hour laboratory periods per week. (Offered 1958-59.)
91. TEACHING OF HOME ECONOMICS. Sr. I. 2 Cr.
See course 91 under Education.
92. EVALUATION AND ADULT EDUCATION IN HOME ECONOMICS. Sr. II. 2 Cr.
See course 92 under Education.

DIVISION OF NATURAL SCIENCES AND MATHEMATICS

MR. NASH, *Chairman*

It is the purpose of the division of Natural Science to provide training in scientific methods and techniques; to interpret Natural Science in the light of the Word of God; to acquaint the student with the significance of Natural Science in a modern, changing world; to emphasize a sound mind and a strong body; to train for vocations in various fields of Natural Science; and to equip the student with a scientific background which will enrich his life and the lives of his fellow men.

Department of Biology

MR. NASH, MR. URDAHL, MR. MICKELBERG

The aim of this Department is to give the student a broader scientific background through the study of Biology, to further the use of leisure time, and to prepare for vocations or graduate study.

Major, 24 credits, at least 8 credits in Upper Division courses; minor, 16 credits. Courses 1-2, 3N, 7N do not count toward the major or minor.

1-2. † THE NATURAL WORLD AND MAN. Fr. I, II. 8 Cr.
The development of scientific foundations in the physical and biological sciences. Five periods per week consisting of lectures, lecture demonstrations, laboratory work, and discussions.

3N. HUMAN ANATOMY AND PHYSIOLOGY. Fr. I. 4 Cr.
A professional course in human anatomy and physiology with special emphasis on structure. Two lectures and two double laboratory periods per week. Students who have credit for Biol. 4 will not receive credit for Biol. 3N.

4. HUMAN ANATOMY AND PHYSIOLOGY. Fr. II. 4 Cr.
A professional course in human anatomy and physiology with emphasis on both structure and function. Two lectures and two double laboratory periods per week. Students who have credit for Biol. 3N will not receive credit for Biol. 4.

7N. GENERAL BACTERIOLOGY. I. 3 Cr.
A course in general bacteriology for nurses. Two lectures and two double laboratory periods per week.

13-14. † GENERAL ZOOLOGY. 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.

† Continuation course. To receive credit for this course, a student must complete both semesters.

- 25, 26. GENERAL BOTANY. So., Jr. I, II. 4, 4 Cr.
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 two single laboratory periods per week.
32. COMPARATIVE ANATOMY OF VERTEBRATES. Prereq. 13-14. II. 4 Cr.
A comparative study dealing with the taxonomy, morphology, and evolution of the larger vertebrate phyla. Two lectures and two double laboratory periods per week.

Upper Division Courses

51. GENETICS. Prereq. 13-14, or 25, 26. 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. (Offered 1959-60.)
52. ECOLOGY. Prereq. 13-14 or 25, 26. So., Jr. II. 4 Cr.
A survey of local ecological communities, and a study of the general principles of biological association and succession. Two lectures and one double laboratory period or field trip per week. (Offered 1959-60.)
53. GENERAL ENTOMOLOGY. Prereq. 13-14. 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. (Offered 1958-59.)
54. GENERAL BACTERIOLOGY. Prereq. Chem. 5-6. II. 4 Cr.
A review of the general field of bacteriology, including the cause, control, and prevention of important diseases. Training in modern laboratory techniques. Two lectures and two double laboratory periods per week.
56. TAXONOMY OF FLOWERING PLANTS. Prereq. 25, 26. Sr. II. 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. (Offered 1958-59.)
60. BIOLOGICAL TECHNIQUES. Sr. II. 1 or 2 Cr.
Practical work in mounting of microscopic slides, photography, and doing projects useful to teachers. (Offered 1958-59.)
79. TEACHING OF NATURAL SCIENCES. Sr. I. 2 Cr.
See course 79 under Education.

Department of Chemistry

MR. HOLUM, MR. ALDRE, MR. BATES

It is the purpose of this department to give students an understanding and an appreciation of the nature of matter and the ways by which this has been elucidated. The curriculum in chemistry provides an opportunity to examine the chemical aspect of the structure, the power and the beauty of one of the great intellectual accomplishments of man—modern science, and it provides dramatic examples of effective ways to handle certain types of problems.

Courses in this department are designed to prepare students for teaching chemistry in secondary schools, to provide background for graduate study in chemistry and further study in medicine, dentistry, engineering, nursing, pharmacy, medical technology, and other related fields.

Major, 25 credits; minor, 16 credits. Courses 1-2, 3N and 4 do not count toward the major or minor.

Pre-medical students are required to complete the following courses and should take them in the order shown: Fr. 5-6; Soph. 53-54; Jr. 61, 66. Medical technologists should complete, in the order shown: Fr., 5-6; Soph., 53-54; Jr., 61. Prospective teachers of chemistry in secondary schools should complete 5-6 and 53-54; 61 and 66 are highly recommended, and may be substituted for 53-54. Prospective chemists and graduate students should complete 5-6, 53-54, 61, 62, 71, 91-92.

1-2. THE NATURAL WORLD AND MAN. Fr. I, II. 8 Cr.

For course description see Department of Biology.

3N. CHEMISTRY FOR NURSES. Fr. I. 3 Cr.

A lecture and laboratory course covering subjects related to nursing in the fields of inorganic, organic, physiological and pathological chemistry. Designed to meet the needs of the Schools of Nursing of Lutheran Deaconess Hospital and Swedish Hospital. Two lectures and two hours of laboratory per week.

4. INTRODUCTION TO CHEMISTRY. Fr. II. Prereq. High School algebra (or permission of instructor). 4 Cr.

A lecture and laboratory course designed for the non-major and to meet the needs of students in home economics. A study of laws and theories of chemistry with descriptive material selected from the fields of inorganic, organic, physiological and physical chemistry. Students who complete 5-6 may not receive credit for Chem. 3N or 4. Students who had chemistry in high school may not receive credit for Chem. 4 except by permission of instructor. Three lectures and two hours of laboratory per week.

5-6. GENERAL CHEMISTRY AND QUALITATIVE ANALYSIS. Prereq. Math. 1 or equiv., or concurrent registration in Math. 1. Fr., So., I, II. 8 Cr.

A study of laws and theories of chemistry and of non-metals and metals and their compounds. Systematic semimicro qualitative analysis of cations. Three lectures and four hours of laboratory per week.

Upper Division Courses

53-54. ORGANIC CHEMISTRY. Prereq. 5-6. So., Jr., Sr., I, II. 8 Cr.

A discussion of the important classes of aliphatic and aromatic compounds. Correlations based on elementary molecular orbital theory and modern concepts of reaction mechanisms. Laboratory work in study of technique and in the preparation and study of typical organic compounds. Three lectures and two two-hour laboratory periods per week.

61. QUANTITATIVE ANALYTICAL CHEMISTRY. Prereq. 5-6 and ability to use logarithms. (Students receiving less than C in 5-6 may register with permission of instructor only.) So., Jr., Sr. I. 5 Cr.

Classical methods of gravimetric and volumetric analysis. Study of ionic equilibrium. Three lectures, one hour of recitation and six hours of laboratory per week.

62. INSTRUMENTAL ANALYSIS. Prereq. 61. (Students receiving less than C in 61 may register with permission of instructor only.) So., Jr., Sr. II. 4 Cr.

Modern methods of analysis. Electrochemical and optical methods; emphasis on use of instruments. Recent developments in analytical methods. Two lectures and six hours of laboratory per week.

66. INTRODUCTION TO PHYSICAL CHEMISTRY. Prereq. Math. 14, Chem. 61 and Physics 6. Jr., Sr. II. 4 Cr.

A course designed to meet the needs of pre-medical students. A kinetic approach to gas laws, liquids, solutions, chemical equilibrium, rates of reactions, colloids, and electrochemistry. Three lectures and one three-hour laboratory period per week. Students completing 91-92 may not receive credit for 66.

71. ORGANIC QUALITATIVE ANALYSIS. Prereq. 53-54. Jr., Sr. I. 4 Cr.

Methods of qualitative analysis of organic compounds and mixtures. A study of theories and mechanisms of substitution and elimination reactions. Two class discussions and six hours of laboratory per week.

91-92. PHYSICAL CHEMISTRY. Prereq. Math. 52, Chem. 61 and Physics 6; Chem. 53-54 is highly recommended. Jr., Sr., I, II. 8 Cr.

A course for prospective graduate students and chemists. An advanced course in physical chemistry emphasizing the thermodynamic approach to the properties of matter. Gas laws, liquids, solids, solutions, phase rule, thermodynamics, kinetics, and electrochemistry. Three lectures and two three-hour laboratory periods per week. (Offered on demand, 1959-60.)

Department of Physics

MR. HANWICK

Recent developments in the field of Physics make it imperative that more than adequate training be provided for those who intend to continue their studies in graduate school or who intend to pursue a career in the teaching of physics. It is the aim of this department to assure the needed training for both of these groups and to provide the non-science major with sufficient background to make it possible for him to follow with some degree of comprehension the developments in the field of science as they come to him from the medium of semi-scientific publications.

Major, 28 credits, including courses 51, 52, 63, 64, 73, 74.

Minor, 16 credits.

1-2. THE NATURAL WORLD AND MAN. Fr. I, II. 8 Cr.
For course description see Department of Biology.

3. PRINCIPLES OF PHYSICS. Prereq. elementary algebra. Fr. I. 4 Cr.
A lecture demonstration-laboratory course in the principles of physics including mechanics, fluids, heat, electricity, magnetism, light and sound. This course is intended for students of home economics but may be taken by others who wish some basic information in the field of Physics. Three lectures, two-hour laboratory. Students with high school physics may not receive credit for Physics 3 except by permission of instructor.

5. GENERAL PHYSICS. Prereq. Math 13 or concurrent registration in Math 13. Fr., So. I. 4 Cr.
A general elementary course in mechanics, sound, and heat. Three lectures, one quiz, and one two-hour laboratory period per week.

6. GENERAL PHYSICS. Prereq. 5. Fr., So. II. 4 Cr.
This course is a continuation of Phys. 5 and covers electricity, magnetism, and light. Three lectures, one quiz, and one two-hour laboratory period per week.

Upper Division Courses

51. INTRODUCTION TO ATOMIC AND NUCLEAR PHYSICS. Prereq. 6, and Math. 51 or concurrent registration in Math. 51. So., Jr. I. 4 Cr.
The hydrogen atom, optical and X-ray spectra determination of "e" and "e"/m, radioactivity, disintegration of nuclei, nuclear fission. Four hours lecture per week.

52. ELECTRICITY AND MAGNETISM. Prereq. 6, and Math. 51 or concurrent registration in Math. 51. So., Jr. II. 4 Cr.
Electric and magnetic fields, potential, D.C. circuits, A.C. circuits, electrical instruments, electronics. Four hours lecture per week.

61. OPTICS. Prereq. 6 and Math. 51 or concurrent registration in Math. 51.
 Jr. I. 4 Cr.
 Geometrical and physical optics dealing with topics such as reflection and refraction by both plane and spherical surfaces, lens aberrations, interference, diffraction, polarized light. (Offered 1958-59.)
62. MECHANICS. Prereq. 6 and Math. 51. Jr. II. 4 Cr.
 Introduction to vector algebra and vector analysis, forces, motion of a particle, motion of a rigid body, work, kinetic energy, vibrations in one dimension, motion in a conservative field. (Offered 1958-59.)
- 63-64. ADVANCED PHYSICS LABORATORY. Prereq. concurrent registration in an upper division physics course. Jr., Sr. I, II. 2 Cr.
 Experiments will be performed in electricity and magnetism, atomic and nuclear physics, optics, heat and mechanics. One three-hour period per week. (Offered 1958-59.)
71. HEAT AND THERMODYNAMICS. Prereq. 6, and Math. 51 or concurrent registration in Math. 51. Jr., Sr. I, II. 4 Cr.
 A study of temperature, heat, expansion, change of state, ideal gases, first and second laws of thermodynamics, heat engines. (Offered 1959-60.)
72. MATHEMATICAL PHYSICS. Prereq. 6, and Math. 51. Sr. II. 4 Cr.
 Discussion of the equations of mathematical physics with applications to various fields such as mechanics, thermodynamics, heat flow, electricity and magnetism, optics. (Offered 1959-60.)
- 73-74. ADVANCED PHYSICS LABORATORY. Prereq. concurrent registration in an upper division physics course. Jr., Sr. I, II. 2 Cr.
 Experiments will be performed in electricity and magnetism, atomic and nuclear physics, optics, heat and mechanics. One three-hour period per week. (Offered 1959-60.)
79. TEACHING OF NATURAL SCIENCES. Sr. I. 2 Cr.
 See course 79 under Education.

Combined Science Major for Teaching

Requirement: 40 credits in Natural Science, including Chemistry 5-6 and either 53-54 or 61, 66; Biology 13-14 and 25, 26; Physics 5 and 6.

Department of Mathematics

MR. SOBERG, MR. DOSEFF

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. It aims 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.

Major, 26 credits; minor, 20 credits.

Courses 1, 2, 5 and 6 do not count toward the major or minor in mathematics, but 1 and 2 must be completed as prerequisites to other courses.

1. SECOND COURSE ALGEBRA. Prereq. elem. algebra. Fr. I. 3 Cr.
Fundamentals of algebra continued and proper foundation laid for more advanced work in mathematics. Four hours per week. Students who had higher algebra in high school may not receive credit for this course.
2. SOLID GEOMETRY. Prereq. plane geometry. Fr. II. 3 Cr.
Geometry applied to solids and planes. Area and volume formulas developed. Spherical triangles and polygons introduced. Four hours per week.
5. ENGINEERING DRAWING. Prereq. 2. 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. II. 3 Cr.
Methods of representation. Graphical and algebraic solutions. Eight hours a week.
- 13, 14. INTRODUCTION TO MATHEMATICAL ANALYSIS. Prereq. Math. 1 or
equivalent. Fr., So. I, II. 5, 5 Cr.
This is an integrated course including college algebra, trigonometry and plane analytical geometry.

Upper Division Courses

- 51, 52. ELEMENTARY CALCULUS AND DIFFERENTIAL EQUATIONS. Prereq. 13,
14. So., Jr. I, II. 5, 5 Cr.
Fundamental concepts are introduced. Formulas for differentiation and integration, and solutions for various types of ordinary differential equations are developed and applications made.
53. SOLID ANALYTICAL GEOMETRY. Prereq. 14. Sr. I. 3 Cr.
Lines and planes in space are studied and their equations developed. Quadratic surfaces and transformation are given their proper emphasis.

54. THEORY OF EQUATIONS. Prereq. Math. 51. Sr. II. 3 Cr.
This course includes the study of complex numbers, determinants and other topics that aid in the solution of equations of higher degree.
83. TEACHING OF MATHEMATICS. Sr. I. 2 Cr.
See course 83 under Education.

Department of Health and Physical Education

MR. ERNEST ANDERSON, MR. NELSON, MRS. PETERSON,
MR. KERSTEN, MR. PEARSON

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

All students are required to take a physical examination by the college physician as a part of the registration procedure before participating in any phase of the physical education program.

One year of physical activities, courses 3 and 4, is required of all students.

Major for men, 32 credits, including courses 2, 3, 4, 5, 6, 8, 11, 12, 23, all upper division courses. Biology 4 also required.

Major for women, 29 credits, including courses 2, 3, 4, 5, 6, 8, 13, 14, 17, 18, 23, 57, 58, 66, 73, 74, 84, 86. Biology 4 also required.

Minor, 21 credits, including courses 2, 3, 4, 5, 6, 8, 11, 12, 51, 73, 74 for men; 2, 3, 4, 5, 6, 8, 13, 14, 17, 18, 73, 74 for women.

2. PERSONAL AND COMMUNITY HEALTH. Fr. Offered both semesters. 2 Cr.
A study of modern concepts and practices of health and healthful living applied to the individual and the community.

3, 4. PHYSICAL ACTIVITIES. (Men). Fr., So. I, II. ½, ½ Cr.

3, 4. PHYSICAL ACTIVITIES. (Women). Fr. I, II. ½, ½ Cr.

5. INTRODUCTION TO HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION. Fr. I. 2 Cr.

A brief preview of the three present day interrelated fields of health education, physical education, and recreation.

6. RECREATIONAL ACTIVITIES. Fr. II. 1 Cr.

Theory and practice in teaching recreational activities, social recreation, quiet games, low organized games, noon hour activities, camp nights, relays, and modified games. Two hours per week.

8. FIRST AID. Fr., So. II. 1 Cr.
American Red Cross First Aid Course.
11. TEAM SPORTS AND LEAD-UP GAMES. (Men). So. I. 2 Cr.
A study of technique, rules, and teaching of lead-up games for soccer, speedball, and volleyball. Team Games: Touch football, softball, speedball, soccer, and volleyball. Three hours per week.
12. INDIVIDUAL AND DUAL SPORTS. (Men). So. II. 2 Cr.
Theory and practice in teaching badminton, shuffleboard, handball, aerial darts, table tennis, horseshoes, tennis, archery, golf, and bowling. Three hours per week.
- 13, 14. TEAM SPORTS FOR WOMEN. So. I, II. 2, 2 Cr.
Theory and practice in the coaching and officiating of field hockey, soccer, basketball, volleyball, and softball. Three hours per week. (Offered 1959-60.)
17. SELF-TESTING ACTIVITIES. (Women). So. I. 1 Cr.
Theory and technique of teaching stunts and tumbling. Two hours per week. (Offered 1958-59.)
18. INDIVIDUAL AND DUAL SPORTS. (Women). So. II. 2 Cr.
Theory and practice in teaching skating, skiing, badminton, table tennis, shuffleboard, archery, tennis, golf, and bowling. Three hours per week. (Offered 1958-59.)
23. RHYTHMS. So. I. 1 Cr.
Folk games and gymnastic rhythms.
29. OFFICIATING. (Men). So. I. 2 Cr.
Instruction and application of technique and rules of officiating in football, hockey, basketball, baseball, and track.

Upper Division Courses

51. SELF-TESTING ACTIVITIES. (Men). Jr. I. 2 Cr.
Theory and practice in teaching individual and dual stunts, apparatus, tumbling, boxing, and wrestling. Three hours per week.
57. KINESIOLOGY. Prereq. Biology 4. So. I. 2 Cr.
This is a study of body movements and the mechanics in the effecting of efficient movements.
58. PHYSICAL EXAMINATIONS AND ADAPTED PHYSICAL EDUCATION. Prereq. Biol. 4, and P.E. 57. Jr. II. 2 Cr.
Procedures and interpretation of physical examinations. Analysis of functional and organic abnormalities and suggested adapted activities for atypical cases.

66. INSTRUCTOR'S COURSE IN FIRST AID. Prereq. 8. Jr. II. 1 Cr.
Methods and materials in teaching the American Red Cross First Aid Course.
73. PRINCIPLES AND CURRICULUM OF HEALTH EDUCATION AND PHYSICAL EDUCATION. Prereq. 5. Sr. I. 3 Cr.
Aims, scope and objectives of health and physical education. Analysis and evaluation of the elementary and secondary school health education and physical education curriculum.
74. ORGANIZATION AND ADMINISTRATION OF HEALTH EDUCATION AND PHYSICAL EDUCATION. Prereq. 5. Sr. II. 3 Cr.
Problems of organization, administration, and supervision of health education and physical education.
81. COACHING OF SPORTS: FOOTBALL AND BASKETBALL. Sr. I. 2 Cr.
Theory and techniques of coaching. Seniors only, or approval of instructor.
82. COACHING OF SPORTS: BASEBALL AND TRACK. Sr. II. 2 Cr.
Theory and techniques of coaching. Seniors only, or approval of instructor.
84. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION. Sr. II. 1 Cr.
A survey and evaluation of tests in physical education. (Offered 1958-59 and 1959-60. Alternate years after 1959-60.)
86. COMMUNITY RECREATION. Jr., Sr. II. 2 Cr.
Problems of community recreation including programs and program planning, a survey of activities, and the organization and administration of recreational work. (Offered 1958-59.)
87. TEACHING OF HEALTH EDUCATION AND PHYSICAL EDUCATION. Sr. I. 2 Cr.
See course 87 under Education.

AUGSBURG THEOLOGICAL SEMINARY

INTRODUCTORY

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

APPLICATION FOR ADMISSION

Application 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, including baptism, confirmation, spiritual experience, doctrinal convictions, and church membership.
2. A transcript of the candidate's record in college.
3. Two letters of recommendation from pastors. Normally one of these should be from the candidate's local church.
4. A certificate of good health.

These documents should be in the hands of the Secretary of the Seminary Faculty before July first.

The Committee on Admissions consists of the Faculty and the Seminary Committee of the Board of Trustees.

The first year of study is always considered a probationary year.

ADMISSION REQUIREMENTS

The normal requirement for admission to the Seminary is the Bachelor's degree from a liberal arts college. The college course must have included the following prerequisite subjects:

Greek	2 years
Philosophy	1 year
German, or	
Latin, or	
Norwegian	2 years

In the case of mature students of outstanding ability and experience, an occasional exception from these requirements may be made by special action of the Committee on Admissions.

SUGGESTED PRE-THEOLOGICAL COURSES

In order that students may 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 and, *in addition to the subjects indicated above*, include as many as possible of the following:

English	2 years
Speech	1 year
Psychology	1 year
History	2 years
Youth Work	1 semester
Natural Science	1 year
Sociology, or Economics, or	
Political Science, or	
Education	1 year
Typewriting	1 year

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

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, when a student applying for admission presents a transcript of credits indicating work done in other theological seminaries of recognized standing.

EXPENSES

Seminary students pay no tuition. They do, however, pay a Seminary fee of thirty dollars (\$30.00) per semester. This includes the general library, health, student activities and mail box fees. Unmarried students living in the dormitory receive a special grant to cover the cost of room rent. The cost of board is the same as for the College students. See under Financial Information. A graduation fee of \$7.50 is payable a month before graduation.

CLASS ATTENDANCE

A student is expected to attend all classes regularly. Unavoidable absences may be excused by the Dean. Attendance at any conference involving absence from classes must have the approval of the Dean well in advance of the conference.

EMPLOYMENT

The work in the Seminary should be regarded as a full time vocation. However, when a student's circumstances require it, a limited amount of remunerative work will be permitted. This must be arranged in consultation with the Dean. Occasional preaching engagements may be accepted, but a student is not allowed to supply a vacant parish more frequently than every other Sunday.

CONDITIONS AND INCOMPLETES

A condition or an incomplete received at the end of the semester must be removed before the end of the following semester or within a year if the student has not re-enrolled. If incompletes and conditions are not removed within the time allowed, the condition automatically becomes a failure and the incomplete will be recorded as a passing grade only if the average of previous work is sufficiently high.

SEMINARY INTERNSHIP

In addition to the three years of theological study in the Seminary each student is required to spend six months in practical service, as

appointed and supervised by the Committee on Service. This work is done during the summer vacations between the beginning and conclusion of the Seminary course.

A limited amount of assigned collateral reading is required during the in-service period.

The Seminary students are also encouraged to engage in a limited amount of practical church work during the school year either in the Twin Cities or in nearby communities.

STUDENT ACTIVITIES

All seminary students are members of the Concordia Society. A principal purpose of this organization is "to promote and strengthen a deeper spiritual fellowship among its members." The weekly meetings are devoted to prayer and to the consideration of student affairs. The Seminary joins with the College in a daily chapel service.

During his seminary years, each student is associated with a specific congregation and is encouraged to serve there. As a united project, the Concordia Society has recently assumed responsibility for conducting Saturday noon services at the Gateway Mission.

The Concordia Society promotes student participation in the Inter-Seminary Movement and in the Association of Lutheran Seminaries in America. On a more local level, the student body participates in a fellowship of five Protestant seminaries in the Twin Cities.

The wives of the seminary students have organized as the Seminettes. They meet once a month for fellowship and for instruction in subjects relevant to their vocation.

The Concordia Society publishes a semiannual magazine called *Concord*.

GRADUATION AND DEGREES

The Seminary course consists of a three-year cycle of lectures and study plus six months of practical service in the congregations. Students who complete all the requirements of the regular course are graduated with the degree of *Bachelor of Theology*. These requirements may be summarized as follows:

1. A minimum of 98 semester credits, including a seminar course in each of the following four major fields: Old Testament, New Testament, Church History, and Systematic Theology.

2. Courses in the Biblical languages, Hebrew and Greek, as regularly offered.

3. The attainment of an honor-point ratio of at least 1.5 (C+ average) throughout the three years of Seminary work.

4. Six months of practical Christian service under the direction of the Faculty Committee on Service.

5. The preparation of a scholarly thesis, approximately 8,000 words in length, on an approved theological subject. The subject must be submitted for faculty approval before April 15 of the Middler year and the thesis must be completed by January 10 of the Senior year.

6. A comprehensive examination, written and oral, in Old Testament, New Testament, Church History, and Systematic Theology taken during the third week of March. Written and oral examination sermons.

The degree of *Graduate in Theology* is conferred upon the students who have fulfilled the requirements listed above with an honor point ratio of not less than 1.0 (C average) in their academic work but who have not met all the normal prerequisites for admission to the Seminary, or who have not attained an honor point ratio of 1.5 in their Seminary studies. Candidates for the Graduate in Theology degree are not required to write a thesis.

COURSES OF STUDY*

Theological Orientation Courses

Junior Year

1. 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.

4. THEOLOGICAL PROPAEDEUTIC. 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.

*With the exception of the Theological Orientation Courses, offered annually for Juniors, the Seminary courses are rotated in a three-year cycle.

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.

Old Testament

MR. STENSVAAG

- 9-10. **HEBREW FOR BEGINNERS.** A study of the essentials of Hebrew grammar, using Creager and Alleman's text, and the reading of selected passages from Deuteronomy. (Offered 1958-59.) 6 Cr.
11. **THE PENTATEUCH.** The course includes a general introduction to the books and a careful exegetical study of selected passages. (Offered 1958-59.) 3 Cr.
12. **THE HISTORICAL BOOKS.** A survey of the history of Israel with emphasis on religious values and the rise of propheticism. Selected passages from the historical books are studied. (Offered 1958-59.) 3 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. (Offered 1959-60.) 3 Cr.
14. **THE PROPHET JEREMIAH.** 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. (Offered 1959-60.) 3 Cr.
15. **THE BOOK OF JOB.** A course which aims to make clear the teaching of the Wisdom Literature of the Old Testament in regard to fundamental problems of life. (Offered 1960-61.) 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. Reading assignments give special attention to the religious developments of the post-Exilic period. (Offered 1960-61.) 3 Cr.
- 17, 18. **HEBREW EXEGESIS.** Review of the grammar followed by an exegetical study of Amos and the cursory reading of selected passages from other books in the Old Testament. (Offered 1959-60.) 2, 2 Cr.
19. **SEMINAR IN BIBLICAL ARCHAEOLOGY.** A study of archaeological discoveries and their significance in relation to the Bible. The course consists of a number of introductory lectures followed by student presentations of assigned topics and class discussion. (Offered 1960-61.) 1 Cr.

New Testament

MR. HELLAND, MR. P. QUANBECK

20-21. **NEW TESTAMENT GREEK.** Two years of Greek is a requirement for admission to the Seminary; in exceptional cases a remedial course may be taken without credit in the Seminary, with no reduction of normal load.

22. **INTRODUCTION TO THE NEW TESTAMENT.** A survey of the contents of the New Testament, together with the authorship, date, and purpose of the various books. The process by which these books became a New Testament Canon will be considered and also the transmission of the text in Greek manuscripts and early versions. (Offered 1959-60.) 3 Cr.

23. **THE GOSPEL OF MARK.** Readings from the Gospel of Mark in Greek, with selections from Luke, considered in the historical frame of Jesus' ministry. Each student will be expected to master a knowledge of the historical outline of Jesus' ministry. (Offered 1959-60.) 3 Cr.

24. **THE GOSPEL OF MATTHEW.** Translation from the Greek text with commentary of the more important discourse passages of this Gospel. Special emphasis on the study of the Jewish background of the times and of this Gospel's appeal to the Jews. (Offered 1958-59.) 3 Cr.

25. **THE GOSPEL OF JOHN.** The purpose and special characteristics of the Fourth Gospel, its authenticity and peculiar value. The latter part of the semester is devoted to the study of the account of Christ's passion, based on the English text with the aid of a Gospel harmony. (Offered 1960-61.) 2 Cr.

26. **THE JEWISH SECTION OF THE APOSTOLIC CHURCH.** Rapid survey of Acts 1-12. 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. (Offered 1960-61.) 3 Cr.

27. **LIFE AND EPISTLES OF PAUL.** A rapid study of the life of Paul as given in Acts, the historical occasion of his epistles, and the study of selected portions in English. (Offered 1958-59.) 3 Cr.

28. **INTERPRETATION OF ROMANS.** Reading of the doctrinal portion in Greek with use of commentaries; the essence of the Gospel as set forth by Paul. The problem of Israel's rejection of Christ (chs. 9-11), and the section on the Christian life (chs. 12-16) will be studied as time permits. (Offered 1960-61.) 2 Cr.

29. **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. (Offered 1959-60.) 2 Cr.

30. **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 Holy Scriptures in general. Special study of the forms of apocalyptic literature. (Offered 1958-59.) 2 Cr.

Church History

MR. SONNACK

40. **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. (Offered 1958-59.) 2 Cr.
41. **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. (Offered 1959-60.) 3 Cr.
42. **THE REFORMATION.** A study of the causes which led to the Protestant Reformation; the Reformation itself and its results, including the Roman Catholic Counter-Reformation. (Offered 1956-57.) 3 Cr.
43. **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. (Offered 1960-61.) 2 Cr.
44. **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. (Offered 1960-61.) 3 Cr.
- 45, 46. **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. (Offered 1958-59.) 2, 2 Cr.
47. **THE LUTHERAN CHURCH IN THE WORLD TODAY.** A study of the constitution and work of the Lutheran Churches in the various countries of the world. Special attention to the work of the Lutheran World Federation. 1 Cr.

Systematic Theology

MR. OLSON

50. **BASIC PRINCIPLES OF THEOLOGY.** An inquiry into the field, sources, and methods of systematic theology. (Offered 1960-61.) 2 Cr.
51. **THEOLOGY AND ANTHROPOLOGY.** A systematic examination of the teachings of the Bible concerning God and man. The course includes a study of the Trinity, creation, and man's fall into sin. (Offered 1960-61.) 2 Cr.
52. **SOTERIOLOGY.** A careful study of the teachings of the Bible concerning Christ—His Person, states, and office; the Person and work of the Holy Spirit; the order of salvation. (Offered 1958-59.) 3 Cr.

53. ECCLESIOLOGY AND ESCHATOLOGY. A study of the nature and function of the Church; the Sacraments; the doctrine of the last things. (Offered 1958-59.) 2 Cr.
- 54, 55. CHRISTIAN ETHICS. A study of the religious and ethical implications of the Christian experience. Special attention is given to the application of Christian ethics to individual, group, and public life. (Offered 1959-60.) 2, 2 Cr.
56. SYMBOLICS. A careful study of the Book of Concord. Attention is given to the genesis and development of each creed, its doctrinal significance, and its place in the present life of the Church. (Offered 1960-61.) 2 Cr.
57. COMPARATIVE SYMBOLICS AND RELIGIOUS CULTS. A comparative study of the creeds of the great divisions of the Christian Church, and the teachings of various modern religious sects and cults. (Offered 1959-60.) 2 Cr.

Practical Theology

All members of the Theological Faculty give instruction in this field.

MR. GUDMESTAD

A. Pastoral Theology

60. 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. (Offered 1960-61.) 2 Cr.
61. SOUL-CARE AND THE SPIRITUAL LIFE. A study of Christian experience and its varied expressions, and of the basic principles of soul-care. Collateral reading from the great classics of the spiritual life. (Offered 1958-59.) 2 Cr.
62. INTRODUCTION TO PASTORAL COUNSELING. A course dealing with the dynamics underlying human behavior. Various pastoral counseling techniques are studied. The course attempts to help the student recognize deviations of personality, and to know which ones he can handle, and which ones should be referred to more competent help. Middlers. (Offered annually.) 1 Cr.
63. CLINICAL PASTORAL TRAINING. The purpose of this course is to provide an opportunity for the student to learn Pastoral Care through interpersonal relations in a hospital setting. It will include ward calling, writing of clinical notes, special seminar and lecture sessions. Middlers. (Offered annually.) 1 Cr.
64. EVANGELISTICS. The propagation of the Gospel in new areas, including a short survey of the methods and history of Foreign Missions, and inner missions, and various types of evangelism. (Offered in 1958-59.) 2 Cr.

B. Homiletics

65. PRINCIPLES AND PRACTICE OF PREACHING. Technical and psychological elements of preaching. Emphasis upon sermons. Juniors. 2 Cr.
66. 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.
67. 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, Worship, and Parish Work

70. 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. (Offered 1960-61.) 2 Cr.
71. 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. (Offered 1960-61.) 1 Cr.
72. PASTORAL PROBLEMS. A series of lectures and discussions dealing with practical problems in the pastor's work in the parish and the local community. The approach to the unchurched. Congregational evangelism. Making the occasional services effective. Problems of pastoral ethics. (Offered 1959-60.) 1 Cr.
73. 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. (Offered 1959-60.) 1 Cr.
74. 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. (Offered 1960-61.) 1 Cr.

D. Christian Education and Sociology

76. METHODS OF PARISH EDUCATION. 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. (Offered 1959-60.)
2 Cr.

78. THE CHURCH AND HUMAN SOCIETY. A study of the relation between the Christian Church and present-day civilization and culture, and of the organized movements in contemporary society with which the Church must deal. Emphasis upon the social duties of Christians and upon the world-wide task of the Church. The Ecumenical Movement.
2 Cr.

79. 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.

BOARD OF TRUSTEES

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- MR. G. S. MICHAELSEN, Minneapolis, Minnesota
Education, University of Minnesota
- The REV. D. W. LYNGBAL, Duluth, Minnesota
Pastor, Trinity Lutheran Church

Term Expires in 1959

- MR. EVEN OSE, Thief River Falls, Minnesota
Contractor (retired)
- The REV. C. T. OLSON, Spicer, Minnesota
Business Manager, Bethesda Homes

Term Expires in 1960

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Real Estate, Pautz-Franklin Realty Company

Term Expires in 1961

- The REV. GEORGE J. KNUDSON, Marinette, Wisconsin
Pastor, Our Savior's Lutheran Church
- MR. L. S. HARBO, Austin, Minnesota
Superintendent of Schools, Austin, Minnesota

Term Expires in 1962

- MR. GILBERT BERG, Seattle, Washington
Business, Berg Fuel Company
- The REV. CLIFFORD M. JOHNSON, Minneapolis, Minnesota
Pastor, Oak Grove Lutheran Church.

Advisory Members

- The REV. DR. T. O. BURNTVEDT, Minneapolis, Minnesota
President, The Lutheran Free Church
- DR. BERNHARD CHRISTENSEN, Minneapolis, Minnesota
President, Augsburg College and Theological Seminary

ADMINISTRATION

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K. BERNER DAHLEN	Dean of Students
GERDA MORTENSEN	Dean of Women
MILDRED JOEL	Registrar; Secretary of the General Faculty
MELVIN A. HELLAND	Secretary of the Theological Faculty
AGNES B. TANGJERD	Librarian
CARL R. HAMMARBERG	Director of Placement and Testing
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RICHARD L. BERG	Assistant Business Manager
AINO SINKO	Director of Food Services
BJARNE LANDA	Curator of the Museum
IVER B. OLSON	Archivist
DONOVAN LUNDEEN	Director of Admissions
BETTY LUNDGREN	Assistant Registrar

ADMINISTRATIVE STAFF

Office Staff: Beatrice Nelson, Secretary to the President; Mrs. Ruth Gamm, Office Manager, Public Relations; Mrs. Mildred Cleveland, Secretary, Public Relations Office; Barbara Cole, Secretary, Admissions Office; Mrs. Valborg Ellingson, Audio-Visual Assistant; Borghild Estness, Secretary, Registrar's Office; Lilly Gerhard, Cashier, Treasurer's Office; Mrs. Mary Jean Holmquist, Recorder, Registrar's Office; Randi Langfeldt, Bookkeeper, Treasurer's Office; Bertha Lillehei, Secretary, Student Personnel Office; Tena Mehus, Clerk, Registrar's Office; Violet Myers, Secretary, Development Office; June Nelson, Secretary to the Dean of the College; Mildred Nelson, Receptionist and Switchboard Operator; Marilyn Petersen, Secretary, Placement Bureau; Lillian Peterson, Faculty Secretary, Mimeographing; Delores Rotramel, Secretary to Business Manager; Mrs. Erna Staub, Clerical Assistant, Library.

Resident Counselors in Dormitories: Memorial Hall, Philip Nelson; Gerda Mortensen Hall, Mrs. Irene G. Wolf, Delores Rotramel, Joanne Rotramel.

Supervisor of Housekeeping: Olga Hermunslie. *Manager of Grill:* Arthur C. Engen.

MEDICAL STAFF

Dr. C. R. Wall and Dr. S. V. Thorson, Physicians; Alice Swensen, R. N., Nurse; Myrna Hundtoft, R. N., Assistant Nurse.

COMMITTEES OF THE FACULTY

--1957-1958--

Administration: Christensen, M. Quanbeck, Stensvaag, Fosse, Dahlen, Miss Mortensen, Miss Joel.

Curriculum: M. Quanbeck, Christensen, Nash, Olson, Stensvaag, Miss Segolson, Miss Joel.

Library: Helland, Nash, Landa, A. Anderson, Chrislock.

Admissions and Scholarship: Miss Joel, M. Quanbeck, J. Thut, Miss Pederson, Hammarberg.

Student Personnel: Hammarberg, Miss Mortensen, Trautwein, P. Quanbeck, E. Anderson, Dahlen.

Athletics: Soberg, E. Anderson, Kleven, Hanwick, Savold.

Social: Mrs. L. Peterson, Miss Mortensen, Miss Tangjerd, Ozolins, Mickelberg.

Institutional Studies: R. Anderson, Kleven, Urdahl, Nelson, Mickelson.

Convocations: Holum, Chrislock, Thut, Miss Mortensen. (Student members also included in this committee.)

Student-Faculty: M. Quanbeck, Miss Mortensen, Torstenson, Miss Cole. (Student members also included in this committee.)

Religious Life: P. Quanbeck, Ozolins, Mrs. L. Peterson. (Student members also included in this committee.)

Teacher Education: Johnson, Thorson, Sateren, Urdahl.

Faculty Council: M. Quanbeck, A. Anderson, Miss Pederson, Landa, Holum, Mickelson, Savold, Hanwick, Ozolins, Urdahl, Chrislock, Thorson, Trautwein.

THE FACULTY

AUGSBURG THEOLOGICAL SEMINARY

BERNHARD M. CHRISTENSEN, Th.M., Ph.D., *President and Professor of Theology*
A.B., Augsburg College, 1922; Augsburg Theological Seminary, 1922-25;
Th.M., Princeton Theological Seminary, 1927; Ph.D., Hartford Seminary
Foundation, 1929. Additional study: Columbia, Chicago, Berlin, Göttingen.
Teaching: Oak Grove Seminary, Fargo, North Dakota, 1925-26. Pastoral
work, 1928-30. At Augsburg since 1930. President since 1938.

MELVIN A. HELLAND, S.T.M., Ph.D., *Professor of New Testament*
A.B., Augsburg College, 1915; C.T., Augsburg Theological Seminary,
1918; S.T.M., Hartford Seminary Foundation, 1919; Ph.D., 1930. Addi-
tional study: Grenoble, Chicago. Educational Missionary in Madagascar,
1921-38; Professor of New Testament, Lutheran Theological Seminary,
Ivory, Madagascar, 1938-40. At Augsburg since 1941.

IVER B. OLSON, A.M., Th.D., *Professor of Systematic Theology*
A.B., Augsburg College, 1935; Th.B., Augsburg Theological Seminary,
1936; A.M., University of Minnesota, 1945; Th.D., Chicago Lutheran
Theological Seminary, 1957. Teaching: Oak Grove Seminary, 1936-39;
University of Minnesota, 1945-46. Pastor, Sand Creek, Wisconsin, 1939-44.
Adviser to SPAN Group in Scandinavia, 1950. At Augsburg since 1945.

PHILIP A. QUANBECK, Th.D., *Assistant Professor of New Testament and
Religion; Colledge Chaplain*
A.B., Augsburg College, 1950; Th.B., Augsburg Seminary, 1951; Th.M.,
Princeton Theological Seminary, 1954; Th.D., 1957. Pastoral work, 1951-53.
Teaching Fellow, Princeton Theological Seminary, 1954-57. At Augsburg
since 1957.

PAUL G. SONNACK, A.B., Th.B., *Associate Professor of Church History*
A.B., Augsburg College, 1942; C.T., Augsburg Theological Seminary, 1945;
Th.B., 1947. Additional study: University of Chicago. Pastor, Moose Lake,
Minn., 1945-47. At Augsburg since 1949.

JOHN M. STENSVAAG, S.T.M., Ph.D., *Professor of Old Testament*
A. B., Augsburg College, 1936; Th.B., Augsburg Theological Seminary,
1939; S.T.M., Hartford Seminary Foundation, 1940; Ph.D., 1941. Addi-
tional study: Johns Hopkins, Oslo. Pastor, Minneapolis, Minn., 1942-46.
At Augsburg since 1942.

DORRIS FLESNER, Ph.D., *Lecturer in Church History (Seminary)*
A.B., Carthage College, 1936; B.D., Hamma Divinity School, 1939; S.T.M.,
Wartburg Lutheran Seminary, 1950; A.M., University of Chicago, 1953;
Ph.D., Hartford Seminary, 1956. Associate Professor of Church History,
Northwestern Lutheran Theological Seminary, 1957.

LAWRENCE M. GUDMESTAD, A.B., S.T.M., *Lecturer in Pastoral Counseling*
 A.B., Augsburg College, 1939; C.T., Augsburg Theological Seminary, 1942;
 S.T.M., Andover Newton Theological Schools, 1955. Pastoral work, 1942-
 1954. Chaplain, Lutheran Deaconess Hospital, 1955—. At Augsburg since
 1955.

AUGSBURG COLLEGE

- MANIVALD ALDRE, M.S., *Assistant Professor of Chemistry*
 Diploma of Chemical Engineer, Estonian State University of Technology,
 Tallin, Estonia, 1941; M.S., University of Minnesota, 1951. Additional
 study: Minnesota. Teaching: Assistant in Chemistry, Estonian State Uni-
 versity of Technology, 1941-42. At Augsburg since 1949.
- ALBERT B. ANDERSON, A.M., Th.B., *Instructor in Philosophy*
 A.B., Concordia College, 1951; Th.B., Luther Theological Seminary, 1956.
 A.M., University of Minnesota, 1957. Additional study: University of
 Copenhagen. Teaching: Concordia College, 1954-55; Luther College,
 1956. At Augsburg since 1956.
- ERNEST W. ANDERSON, M.Ed., *Associate Professor of Health and Physical
 Education, Basketball Coach*
 A.B., Augsburg College, 1937; M.Ed., University of Minnesota, 1947.
 Teaching: High School, 1937-41. U. S. Army, 1941-46. At Augsburg
 since 1946.
- RAYMOND E. ANDERSON, A.M., *Associate Professor of Speech*
 B.S., University of Minnesota, 1946; A.M., 1950. Additional study: Minne-
 sota. Teaching: University of Vermont, 1949. U. S. Navy, 1946. At
 Augsburg since 1949.
- JOHN BATES, M.S., *Instructor in Chemistry*
 B.S., B.S.Ed., Ohio University, 1951; M.S., University of Minnesota, 1952.
 Additional study: University of Minnesota. At Augsburg since 1957.
- HAROLD J. BELGUM, A.M., M. Soc. Work, *Instructor in Sociology*
 A.B., Luther College, Decorah, Iowa, 1933; A.M., University of Iowa,
 1937; M. Soc. Work, University of Minnesota, 1951. Teaching: Mission
 House College, Plymouth, Wis., 1934-38; Elmhurst College, 1938-42; Lake-
 side School for Boys, Seattle, Wash., 1942-44. Assistant Executive Secretary,
 Director of Social Work Services, Lutheran Welfare Society of Minnesota.
 At Augsburg since 1954.
- HENRY J. BERTNESS, Ph.D., *Associate Professor of Education*
 A.B., Augsburg College, 1947; A.M., University of Minnesota, 1948;
 Ph.D., 1955. U. S. Navy, 1943-46. Teaching: Tacoma Public Schools,
 1948-49. Teaching and guidance work: Hyline Public Schools, University
 of Washington, Pacific Lutheran College, Tacoma Public Schools, 1956-58.
 At Augsburg since 1949. (On leave of absence, 1956-58.)

- CARL CHRISLOCK, Ph.D., *Associate Professor of History and Political Science*
A.B., Augsburg College, 1937; A.M., University of Minnesota, 1947;
Ph.D., 1955. Teaching: High School, 1939-44; Tracy Junior College,
1947-48; Augustana College, Sioux Falls, S. D., 1948-51. At Augsburg
since 1952.
- MARIO COLACCI, Th.D., D.Litt., *Associate Professor of Classical Languages*
Pontificium Atheneum Roman Major Seminary, Th.D., 1932; Pontifical
Biblical Institute de Urbe, Rome, L.R.B., 1934; University of Naples,
D.Litt., 1940. Teaching: Regional Seminary, Benevento, Italy, 1935-40;
Mario Pagano College and Normal Institute, Campobasso, Italy, 1941-49.
At Augsburg since 1952.
- AILENE COLE, A.M., *Assistant Professor of Speech*
A.B., Gustavus Adolphus College, 1936; A.M., University of Minnesota,
1949. Additional study: University of Minnesota. Teaching: High Schools,
1936-56. At Augsburg since 1956.
- K. BERNER DAHLEN, A.M., *Associate Professor of English*
A.B., Augsburg College, 1931; A.M., University of Minnesota, 1940. Addi-
tional study: Minnesota. Teaching: High School, 1931-39; Crosby-Ironton
Junior College, 1940-41. U. S. Army Air Forces, 1942-45. At Augsburg
since 1941.
- IVAN DOSEFF, B.S., *Instructor in Art*
B.S., University of Chicago, 1907. Additional study: Art Institute of
Chicago. Teaching: Cornell College, 1918-19; Iowa State Teachers College,
1919-21; Luther College, 1922-23; Minneapolis Art Institute, 1928-30;
University of Minnesota, 1926-53. At Augsburg since 1955.
- CHARLES G. EAKIN, A.M., *Instructor in Music*
A.B., Manhattan School of Music, 1950; A. M. Carnegie Institute of Tech.,
1955. Additional study: University of Minnesota. At Augsburg since 1957.
- JACK FISHER, S.M.M., *Instructor in Organ*
B.M., University of Texas, 1946; S.M.M., Union Theological Seminary,
1948. At Augsburg since 1955.
- BURTON P. FOSSE, B.B.A., B.M.E., *Business Manager*
B.B.A., and B.M.E., University of Minnesota, 1949. U. S. Army, 1943-46.
Industrial Engineering work, 1949-53. At Augsburg since 1953.
- DARYL GIBSON, Ph.D., *Instructor in Brass Instruments*
B.S., University of Minnesota, 1934; A.M., 1941; Ph.D., University of
Iowa, 1947. Member of Minneapolis Symphony Orchestra, 1934-44. Teach-
ing: University of Iowa, 1943; University of Montana, 1947-48; Gustavus
Adolphus College, 1948-52. At Augsburg since 1954.
- ORLOUE GISSELQUIST, A.M., *Instructor in History*
A.B., University of Minnesota, 1943; A.M., University of Minnesota, 1956.
Teaching: Bethel College, 1954-56. At Augsburg since 1956.

HARVEY H. GLOMMEN, A.B., *Instructor in Debate*

A.B., Concordia College. Additional Study: University of Minnesota. Teaching: Oak Grove High School. At Augsburg since 1957.

CARL R. HAMMARBERG, A.M., *Assistant Professor of Psychology*

A.B., Gustavus Adolphus College, 1932; A.M., University of Minnesota, 1948. Additional study: Minnesota. Teaching: Bethany College, Lindsborg, Kan., 1948-53. At Augsburg since 1953.

THEODORE J. HANWICK, Ph.D., *Professor of Physics*

B.E.E., Polytechnic Institute of Brooklyn, 1933; M.S., Polytechnic Institute of Brooklyn, 1937; Ph.D., New York University, 1950. Teaching: Polytechnic Institute of Brooklyn, 1937-38; New York University, 1938-42; U. S. Naval Academy, 1942-46. Rutgers University, 1946-1956. At Augsburg since 1956.

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

For statement of academic preparation and experience, see Theological Seminary Faculty listing.

A. ROBERT HEMMINGSON, A.M., *Instructor in Economics and Business Administration*

A.B., Dana College, 1953; A. M. University of Nebraska, 1957. Teaching: University of Nebraska, 1956-57. At Augsburg since 1957.

JOHN R. HOLUM, Ph.D., *Assistant Professor of Chemistry*

A.B., St. Olaf College, 1950; Ph.D., University of Minnesota, 1954. Teaching Assistant, University of Minnesota, 1950-52. University of Maryland, 1956. U. S. Armed Forces, 1955-57. At Augsburg since 1957.

MILDRED V. JOEL, A.M., *Registrar, with rank of Assistant Professor*

A.B., Augsburg College, 1940; A.M., University of Minnesota, 1947. Additional study: Saskatchewan, Minnesota, Denver. Teaching: High School, 1941-46. At Augsburg since 1947.

ENAR O. JOHNSON, A.M., *Assistant Professor of Education*

A.B., Concordia College, 1938; A.M., University of Washington, 1950. Additional study: University of Oslo, Norway and University of Washington. At Augsburg since 1956.

RALPH KERSTEN, D.D.S., *Instructor in Health*

D.D.S., School of Dentistry, University of Minnesota, 1939. Private practice, 1939-42; Officer, U. S. Navy, 1942-46. At Augsburg since 1955.

MIMI B. KINGSLEY, A.M., *Assistant Professor of Spanish*

A.B., Maryville College, 1936; A.M., University of Mexico, 1944. Additional study: Columbia, Minnesota. Teaching: Wagner College, Staten Island, N. Y., 1941-42; Friends School, Brooklyn, N. Y., 1946-47. At Augsburg since 1947.

BERNHARDT J. KLEVEN, Ph.D., *Professor of History and Political Science*

A.B., Augsburg College, 1922; A.M., University of Minnesota, 1930; Ph.D., 1941. Additional study: Harvard. Teaching: High School, 1922-35; Wheaton College, 1946-47. At Augsburg, 1937-46, and since 1947.

- BJARNE E. LANDA, Ph.D., *Associate Professor of Germanic Languages*
 A.B., Voss State College, Norway, 1925; A.B., University of Southern California, 1928; A.M., 1930; Ph.D., University of Minnesota, 1952. Teaching: High School, 1930-31; University of Minnesota, 1938-42; Fisk University, 1945-47. U. S. Office of Censorship, 1942-45. At Augsburg since 1947.
- CARL W. LANDAHL, M.Mus., *Assistant Professor of Music*
 A.B., University of Minnesota, 1931; B.Mus., Columbia School of Music, Chicago, 1933; M.Mus., 1934; B.D., California Baptist Theological Seminary, 1950. Teaching: Private Teaching, Chicago, 1931-40; Dakota Wesleyan University, Mitchell, S. D., 1940-42; Northwestern Schools, Minneapolis, 1950—. At Augsburg since 1952.
- RAMONA H. LEER, A.B., *Assistant Librarian*
 A.B., Concordia College, 1954. Additional study: University of Minnesota. Teaching: Long Prairie High School, 1954-56. At Augsburg since 1957.
- BERTHA LILLEHEI, A.B. *Instructor in English*
 A.B., Augsburg College, 1934; Additional study: University of Minnesota. At Augsburg 1937-40 and since 1957.
- GERTRUDE S. LUND, A.M., *Assistant Professor of Secretarial Science*
 A.B., Augsburg College, 1936; A.M., University of Minnesota, 1951. Teaching: High School, 1943-45. West Central School of Agriculture, Morris, 1945-47; Duluth Business University, 1947-48; High School, 1948-49. At Augsburg since 1950.
- SUE LUND, A.M., *Instructor in Education*
 A.B., Iowa State Teachers College, 1939; A.M., University of Wisconsin, 1940. Additional Study: University of Minnesota. Teaching: Oregon, Ill. Community High School, Iowa State Teachers College, University of Minnesota General College. At Augsburg since 1958.
- RUTH A. MARFELL, A.M., *Instructor in Library Science*
 B.S., University of Minnesota, 1940; A.M., University of Minnesota, 1954. Teaching: High Schools in Minnesota, 1941-56; University of Minnesota, Summers 1952, 1953. At Augsburg since 1957.
- ERWIN D. MICKELBERG, A.B., *Instructor in Anatomy*
 A.B., Augsburg College, 1954. Additional study: Columbia, Minnesota. Teaching: Atwater High School, 1954-56. At Augsburg since 1956.
- JOEL C. MICKELSON, Ph.D., *Instructor in English*
 A.B., University of Minnesota, 1951; A.M. University of Pennsylvania, 1955; Ph.D., 1956. At Augsburg since 1956.
- RAYMOND MIESNIEKS, A.M., *Instructor in German*
 A.B., Concordia College, 1951; A.M., University of Minnesota, 1953. Teaching: University of Minnesota, 1955-57. At Augsburg since 1957.

- GERDA MORTENSEN, A.M., *Dean of Women with rank of Professor*
B.S., University of Minnesota, 1923; A.M., Columbia University, 1928.
Additional study: Minnesota. Teaching: Junior High School, 1917-21; Hankow Private School, Hankow, China, 1934-35. At Augsburg since 1923.
- ARTHUR NASH, Ph.D., *Professor of Biology*
A.B., Augsburg College, 1922; Ph.D., University of Minnesota, 1938.
Additional study: Minnesota; Seminar to Australia, 1934-35. U. S. Army Air Force, 1942-46. Dean, Augsburg College, 1946-50. At Augsburg since 1922.
- EDOR C. NELSON, M.Ed., *Associate Professor of Physical Education and Coach of Football and Baseball*
A.B., Augsburg College, 1938; M.Ed., University of Minnesota, 1948.
Teaching: High School, 1938-41. U. S. Army, 1941-46. At Augsburg since 1946.
- CATHERINE NICHOLL, A.M., *Instructor in English*
A.B., Hope College, 1953; A.M., University of Michigan, 1954. Teaching: Colby Jr. College, 1954-55; Bradford Jr. College, 1955-56; South Oregon College, 1956-57. At Augsburg since 1957.
- IVER B. OLSON, M.A., Th.D., *Professor of Scandinavian*
For statement of academic preparation and experience, see Theological Seminary Faculty listing.
- KARLIS OZOLINS, A.B., Th.B., *Instructor in Religion*
A.B., Augsburg College, 1951; B.Th., Augsburg Theological Seminary, 1952. Additional study: Minnesota. At Augsburg since 1955.
- HOWARD E. PEARSON, A.M. *Instructor in Physical Education*
A.B., Augsburg College, 1953; A.M., University of Minnesota, 1957. At Augsburg since 1956.
- ANNE PEDERSON, A.M., *Associate Professor of English*
A.B., Augsburg College, 1932; A.M., University of Minnesota, 1945. Additional study: Minnesota, Columbia. Teaching: High School, 1945-46; San Mateo Junior College, California, one semester, 1946. At Augsburg 1932-44, and since 1946.
- KATHERINE PETERSON, M.S., *Assistant Professor of Home Economics*
B.S., South Dakota State College, 1936; M.S., State University of Iowa, 1939. Additional study: University of Minnesota. Teaching: High Schools in South Dakota, 1936-38; University of Minnesota, 1940-56. At Augsburg since 1956.
- LAVONNE PETERSON, A.M., *Assistant Professor of Physical Education for Women*
A.B., Augsburg College, 1950; A.M., University of Montana, 1953. Additional study: Minnesota, Montana, MacPhail School of Music. At Augsburg since 1950.

WALLACE M. PETERSON, A.B., *Instructor in Reed Instruments*

A.B., Minneapolis College of Music, 1935. Teaching: High Schools in Minnesota, 1929-56. At Augsburg since 1956.

MARTIN QUANBECK, Ph.D., *Professor of Education*

A.B., Augsburg College, 1929; A.M., University of Minnesota, 1933; Ph.D., 1952. High School administration, Mantorville, Minn., 1929-36. Teaching: Waldorf College, 1936-38. Registrar, Augsburg College, 1939-46; Dean, 1942-46 and since 1950. At Augsburg since 1938.

PHILIP A. QUANBECK, Th.D., *Assistant Professor of New Testament and Religion; College Chaplain*

For statement of academic preparation and experience, see Theological Seminary Faculty listing.

SYSTLA B. RAO, M.B.A., *Instructor in Business Administration*

B. Com., W.G.B. College (Andhra University), India, 1952; M.B.A. University of Minnesota, 1957. Teaching: Teaching Assistant, University of Minnesota, 1955-57. At Augsburg since 1957.

LELAND B. SATEREN, A.M., *Professor of Music*

A.B., Augsburg College, 1935; A.M. University of Minnesota, 1943. Additional study: Composition with Donald Ferguson (Minneapolis), 1941-43. Teaching: High School, 1935-39. Music Director, Radio Station KUOM, University of Minnesota, 1940-43. Educational Director, Civilian Public Service, 1944-46. At Augsburg 1941-43, and since 1946.

A. MAYO SAVOLD, A.B., *Associate Professor of Music*

A.B., Luther College, 1941. Additional study: North Dakota, Minnesota. Teaching: Benson County Agriculture and Training School, Maddock, N.D., 1934-37; Lamberton Public Schools, 1941-42 and 1946-48. U. S. Armed Forces 1942-45; Glenwood Public Schools, 1948-52. At Augsburg since 1952.

RUTH SEGOLSON, M.S., *Professor of Home Economics*

B.S., University of Minnesota, 1925; M.S., 1938. Additional study: Minnesota and Syracuse University. Teaching: High School, 1925-28; University of Minnesota, 1928-44; Washington State College, Summer 1936. At Augsburg since 1944.

GEORGE SOBERG, A.B., C.T., *Professor of Mathematics*

A. B. Augsburg College, 1926; C.T., Augsburg Theological Seminary, 1950. Additional study: Minnesota. At Augsburg since 1926.

PAUL G. SONNACK, A.B., Th.B., *Associate Professor of Religion*

For statement of academic preparation and experience, see Theological Seminary Faculty listing.

RUTH SONSTENG, A.B., *Instructor in Home Economics*

A.B., Augsburg College, 1954. Additional study: University of Minnesota. Teaching: Hinckley High School, 1955-56; Graduate Assistant, University of Minnesota, 1956-57. At Augsburg since 1957.

JOHN M. STENSVAAG, S.T.M., Ph.D., *Professor of Religion*

For statement of academic preparation and experience, see Theological Seminary Faculty listing.

MERTON P. STROMMEN, A.M., Th.B., *Lecturer in Religion*

A.B., Augsburg College, 1943; C.T., Augsburg Theological Seminary, 1944; Th.B., 1951; A.M., University of Minnesota, 1955. Additional study: Minnesota. Pastor, Mora, Minnesota, 1944-47. At Augsburg since 1947.

OLAF H. SWENSON, A.M., *Assistant Professor of Sociology*

A.B., Gustavus Adolphus College, 1943; A.M., University of Minnesota, 1950. Teaching: Gustavus Adolphus College, 1947-49, 1950-51. Probation Office, Hennepin County, 1951-. At Augsburg since 1953.

AGNES B. TANGJERD, A.M., *Associate Professor of Library Science*

A.B., St. Olaf College, 1920; B.S., in L.S., University of Minnesota, 1939; A.M., 1944. Additional study: Minnesota. Zion Society for Israel, 1922-28. Teaching: High School, 1929-36. Eau Claire Public Library, 1936-38. At Augsburg since 1940.

GERALD H. THORSON, Ph.D., *Associate Professor of English*

A.B., Augsburg College, 1943; A.M., University of Minnesota, 1948; Ph.D., Columbia University, 1957. U. S. Army, 1943-46. Teaching: Wagner College, 1951. At Augsburg since 1946.

JOHN THUT, A.B., M.Mus., *Associate Professor of Voice*

A.B., Goshen College, 1923; B.Mus., American Conservatory of Music, 1929; M.Mus., 1936. Additional study: Minnesota; Northwestern University. Private work in singing with Rollin Pease, Charles LaBerge, Aksel Schiotz. Special studies with Theodore Harrison and Martial Singher. Teaching: Bethel College, 1924-27; American Conservatory of Music, 1931-44; Colorado State College of Education, 1946-47. YMCA War Prisoners Aid, England and Belgium, 1944-46. At Augsburg since 1947.

VERA THUT, B.Mus., *Instructor in Piano*

B.Mus., American Conservatory of Music, 1927. Additional study: American Conservatory of Music and Minnesota; Master Class Work with Silvio Scionti; Robyn Normal Teachers Training Course; studied under Kurt Wanieck. Teaching: American Conservatory of Music, 1926-46; Colorado State College of Education, 1946-47. At Augsburg since 1947.

JOEL S. TORSTENSON, A.M., *Associate Professor of Sociology*

A.B., Augsburg College, 1938; A.M., University of Minnesota, 1940. Additional study: Minnesota. Director of Education and Public Relations, Midland Cooperative Wholesale, 1945-47. At Augsburg 1938-42, and since 1947.

MARVIN E. TRAUTWEIN, A.M., *Associate Professor of Psychology*

A.B., University of Nebraska, 1935; A.M., Columbia, 1940. Additional study: Harvard, Hawaii, Minnesota. Teaching: High School, 1936-42; Dean, Norfolk Junior College, 1942. Staff, Education and Training Officer, V. A., Fort Snelling, 1946-48. Research Assistant and Counselor, University of Minnesota, 1948-50, and 1953-55. U. S. Army Air Force, 1942-46. At Augsburg since 1950.

ERLING J. URDAHL, A.M., *Associate Professor of Biology*

A.B., Concordia College, 1930; A.M., University of Minnesota, 1940. Additional study: Minnesota. Teaching: High School, 1931-35. Principal, Cannon Falls, Minnesota, 1935-41. At Augsburg since 1943.

CAROLL O. SATRE, A.B., Th.B., *Instructor in Religion*

A.B., University of Iowa, 1943; Th.B., Luther Theological Seminary, 1945. Pastor of St. Paul's Lutheran Church, Minneapolis, since 1957. At Augsburg first semester, 1957.

ARLEN STENSLAND, A.B., *Graduate Assistant in Mathematics*

A.B., Augsburg College, 1956. Additional study: Luther Theological Seminary. At Augsburg since 1956.

ALF EIKAAS, A.M., *Instructor in Norwegian*

Statens Lærersk, Oslo, 1946; A.M., University of Minnesota, 1950. Additional study: Oslo University and Minnesota. Teaching: Elementary and high schools in Norway, 1946-48; Adult Ed. Dept., (Evening classes); YWCA, Minneapolis, 1952-56; University of Minnesota, 1948-52. At Augsburg, 1956-57.

MARY HELEN HAAS, M.S., *Assistant Professor of Home Economics*

A.B., Upland College, 1951; M.S., University of California, 1952. Additional study: University of Minnesota. Teaching: Upland Academy, 1951-52; Upland College, 1952-54; University of Minnesota, 1954-56. At Augsburg, 1956-57.

DONALD HELLAND, B.S., *Instructor in Accounting*

B.S., Lewis & Clark College, 1950. Additional study: Augsburg Theological Seminary. At Augsburg, 1956-57.

RADONNA JONES, B.S., *Instructor in Library Science*

B.S., University of Minnesota, 1952. Additional study: University of Colorado. Teaching: Elementary schools, Great Falls, Mont., Edina, Minn. At Augsburg, 1956-57.

BRUCE LUNKLEY, B.S., *Instructor in Music*

B.S., University of Minnesota, 1951. Additional study: Minnesota. At Augsburg, 1955-57.

JOHN MILTON, A.M., *Instructor in English*

A.B., University of Minnesota, 1948; A.M., 1951. Additional study: Minnesota. Armed Forces, 1943-46. At Augsburg, 1949-57.

JAMES W. NOEHL, B.B.A., *Instructor in Business Administration*

B.B.A., University of Minnesota, 1955. Additional study: University of Minnesota. At Augsburg, 1956-57.

ROLFE KERMIT VANDERBILT, Ph.D., *Instructor in English*

A.B., Luther College, 1947; A.M., University of Minnesota, 1949; Ph.D., 1956. Teaching: Wartburg College, 1951-53; University of Minnesota, 1954-57. At Augsburg, 1956-57.

SCOTT D. WALTON, Ph.D., *Assistant Professor of Business Administration and Economics*

B.S., University of Minnesota, 1947; M.B.A., Harvard University, 1949; Ph.D., Iowa State College, 1953. Teaching: Iowa State College, 1949-52. University of Minnesota, 1952-53. At Augsburg, 1953-57.

GRADUATES

COLLEGE, 1956

With the degree of Bachelor of Arts

- Anderson, Curtis R. Minneapolis
 Anderson, Deloris Ann Ogilvie
 Anderson, Norman E. Lambertton
 Anderson, Edward William Ashland, Wis.
 Address, I. Shelby Fargo, N. D.
- Barber, Robert Eugene Saginaw, Mich.
 Bartel, Henry Paul Hastings
 Benson, Dorothy Floistad Minneapolis
 Benson, Thomas Irving Milwaukee, Wis.
 Berkas, Ted Kenyon
 Boraas, J. Sherman Dawson
 Britton, Paul R. Leavenworth, Kansas
 Brodin, Arlen George Minneapolis
 Brue, Donald Wayne Minneapolis
- Carrelli, Robert A. Minneapolis
 Christensen, Orla J. Clarkfield
 Christianson, Mary Joyce Knapp, Wis.
- Dickens, Claire Mae Harrisburg, S. D.
 Dongoske, Robert Frank Mound
 Dreyer, Earl Edwin Ferndale, Wash.
 Dumpys, Hans George Hutchinson
- Eckhoff, Donald E. Osseo
 Enstad, Luther William Grand Forks, N. D.
 Erickson, Leland Frederick Fergus Falls
 Erickson, Rodney Oscar John Glenwood
 Evavold, Charles A. Battle Lake
- Field, Marvin William McGregor
 Fitch, Gary D. Robbinsdale
 Fowlds, Carol Marie Minneapolis
- Gehring, Farolyn Johnson Minneapolis
 Gilbert, Verner Lloyd Duluth
 Gilbertson, Nora M.
 Frontier, Sask., Canada
 Gjengdahl, Robert Allen Minneapolis
 Grinde, Lloyd C. Estherville, Iowa
 Gunderson, Eulah Irene Rugby, N. D.
- Hagen, Elizabeth Gerda Montevideo
 Hagen, Harold L. Minneapolis
 Hanggi, Glen Owen St. Paul
 Hanson, Ruth Ellen Aikin
 Haugen, James S. Minneapolis
 Haynes, John W. Minneapolis
 Helgerson, Laurayne Renora
 Mt. Sterling, Wis.
 Holzinger, Robert A. Minneapolis
- Honstad, Janet Marie Bagley
 Hovden, Robert A. St. James
 Hoversten, Thomas H. Alden, Iowa
 Howard, Charles Henry Lake Crystal
 Hsiao, Andrew Keh-hsieh
 Hongkong, China
- Hunt, Elaine Helen Minneapolis
 Jha, Anil Kumar
 Dingdinga, Assam, India
- Kunkel, Lucille Mae Almena, Wis.
- Larson, Donald Rae Minneapolis
 Larson, Melvin W. Minneapolis
 Larson, Robert Duane
 Newman Grove, Nebr.
- Lee, Russell Curtis Fosston
 Lockwood, Robert Rae Minneapolis
 Lower, Carolyn Elizabeth Minneapolis
 Ludviksen, Stanley B. Portland, Ore.
 Lundin, Harvey Allen Minneapolis
- Main, Ronald C. Portland, Ore.
 Meredith, Patricia Jo-Anne Minneapolis
 Moen, Ardell John Hillsboro, N. D.
 Mortensen, Elizabeth Anne Minneapolis
 Moylan, Robert Laverne Spokane, Wash.
- Nelson, Marlys Elaine Belgrade
 Nevin, LeRoy Elwood Cumberland, Wis.
 Norby, Robert D. Appleton
 Nordling, James B. Marquette, Mich.
- Olson, R. Luther Minneapolis
 Ose, Roger Thief River Falls
 Overlund, Ervin K. Minneapolis
- Pearson, James Kenneth Askov
 Pederson, James Lowell Nye, Wis.
 Petersen, Marilyn J. Minneapolis
 Peterson, Russell Jerome Minneapolis
- Radde, Robert Edward Shakopee
 Reistad, Harold Lloyd Alkabo, N. D.
 Roos, Robert Allen Minneapolis
 Rorvig, Bruce W. McVillie, N. D.
 Rundquist, Bertil Minneapolis
 Rykken, Franklyn E. Roseau
- Saastad, Jerrold A. Thief River Falls
 Sarff, Donohue R. Minneapolis
 Solem, Duane J. Minneapolis
 Sorum, Ann Carlson Minneapolis

Steenberg, Evelyn Chanco	Minneapolis	Thompson, Theodore T.	McGregor
Stensland, Arlen H.	Portland, N. D.	Twiton, Margaret Halen	Madison, Wis.
Stoa, Harold Merlyn	Minneapolis	Warnes, Wanda E.	Stephen
Swanson, Allen John	Cloquet	Wolden, Gerhard P.	Estherville, Iowa
Tader, David Leon	Staples	Ystebøe, Ruth	Fargo, N. D.
Thompson, John	Minneapolis		

COLLEGE, 1957

With the degree of Bachelor of Arts

Anfinsen, Arthur Morris Jr.	Hopkins	Ingebretson, E. Arlene	Minneapolis
Armstrong, James William	St. Paul	Jamieson, Robert Grant	Minneapolis
Aronson, Donald W.	Minneapolis	Jensen, Carl A.	Racine, Wis.
Arvidson, Kenneth	Rockford, Ill.	Jespersen, Morris Gene	St. Paul
Baker, Stanley B.	Minneapolis	Johanson, Eldri Ruth	Dalton
Berg, Richard Lloyd	Minneapolis	Johnson, Marshall Duane	Middle River
Berg, Sidney	Minneapolis	Johnson, Ralph Stanley	Duluth
Bernier, Jack L.	Minneapolis	Johnson, Ronald Clarence	St. Paul
Berntsen, Rita Maxine	Escanaba, Mich.	Johnson, Wilgard G.	Herman
Beyers, James Russell M.	St. Louis Park	Kaltved, Leon M.	Rockford, Ill.
Bockhaus, Mary Gail	Mound	Kaupins, Alfreds Egons	Minneapolis
Borman, Dennes L.	Minneapolis	Knox, Philip S.	Minneapolis
Braseth, Mary Ann	Amery, Wis.	Kolden, Lois Jeanette	Portland, Ore.
Burke, Dorothy Ann	Minneapolis	Laidig, Anneliese	Willmar
Christianson, Harlan Charles	Bagley	Lanning, James William	Minneapolis
Conyers, LeRoy Herbert	Minneapolis	Larson, Patricia Ann	Minneapolis
Cornelius, Jane Collins	St. Paul	Larson, Richard John	Kerkhoven
Dahl, Linnea M.	Minneapolis	Larsson, Nancy Elaine	Wahpeton, N. D.
Emery, Curtis V.	Minneapolis	Laufenburger, Barbara A.	Roseau
Engedal, C. Gayle	Minneapolis	Lecander, Roger V.	Menomonie, Wis.
Faust, Daniel Gordon	Valley City, N. D.	Lee, Harris W.	Fosston
Flann, Duncan D.	Lake Lillian	Lindsley, Dale A.	Minneapolis
Forss, Grace Lois	Minneapolis	Mackey, Roger Clarence	Minneapolis
Franzmeier, Richard Allan	Minneapolis	Main, Christine Munson	Atwater
Freedland, David A. Jr.	Minneapolis	Manguson, Jean Marie	Tracy
Gehring, Virgil Robert	Minneapolis	Martin, Gerald A.	Minneapolis
Gibson, Bruce Allen	Lamberton	Mindrum, Gerald	Minneapolis
Gilbert, Barbara Ann	Minneapolis	Moe, Erwin John	Excelsior
Glasøe, James Lowell	Minot, N. D.	Monson, Harley C.	Minneapolis
Grant, Gloria Helen	Cumberland, Wis.	Moren, Orval Kenneth	Mentor
Graus, Gilbert L.	McGregor	Nelson, David J.	Minneapolis
Grimstad, Jason	Benson	Nelson, Victor E.	Whitehall, Mich.
Grinde, Raymond A.	Minneapolis	Nielsen, Bernard G.	Minneapolis
Gutzmann, Gordon Keith	St. Paul	Norman, James A.	Minneapolis
Hamre, Paul Andrew	Minneapolis	Nyhus, Paul Luther	Cumberland, Wis.
Hofflander, Thomas M.	Minneapolis	Ohlin, John L.	Minneapolis
Holmes, Dean Karstens	Cannon Falls	Olson, Beverly JoAnn	Cottonwood
Holmgren, Charles Gordon	St. Paul	Olson, David W.	New London
Holt, Everett V.	Carver	Olson, Jeanette I.	Minneapolis
		Olson, John H.	Cottonwood
		Olson, Oscar E. Jr.	Mound

Ose, Gaylen	Thief River Falls	Sorenson, Peggy-Joyce	Minneapolis
Oslund, Robert C.	St. Paul	Sunde, John P.	Minneapolis
		Swenson, Darwin Warren	Lake Lillian
Paton, Richard James	Minneapolis		
Peterson, W. Fred	Minneapolis	Tamminen, Joan Katherine	
Pickering, Donald M.	St. Paul		Stambaugh, Mich.
Plumedahl, James Duane	Robbinsdale	Tebben, Peter J.	Sebeka
		Thomassen, Ivar	Bodø, Norway
Rasmussen, Joyce Marie	Minneapolis	Thompson, Rodney F.	Minneapolis
Rodvik, Marvin S.	Minneapolis	Trelstad, Gordon Anthony	Minneapolis
Rokke, Robert John	Strandquist		
Rovick, Doris Jean	Minneapolis	Vevele, Richard Harold	Minneapolis
Sather, Judith Ann	Donnelly	Warme, Thomas Martin	Minneapolis
Schuldt, Kenneth Edward	Minneapolis	Welckle, John Edwin	Wood Lake
Seaver, Raymond E.	Minneapolis	Welde, Ronald B.	Minneapolis
Sherry, Richard J.	Minneapolis		
Skovholt, Verna Joanne	Mooreton, N. D.	Zinn, Wilton Harley	St. Paul
Snider, Neal E.	Pembina, N. D.		

SEMINARY, 1956

With the degree of Bachelor of Theology

Berntson, Rudolph E.	Edinburg, N. D.	Lyngdal, Lloyd W.	Duluth
Carlsen, Glenn T.	Minneapolis	Rimmereid, Arthur V., New Rockford, N. D.	
Goodrich, Quentin A.	Minneapolis		

With degree of Graduate in Theology

Unseth, Malcolm Wulff

Rockford, Ill.

SEMINARY, 1957

With the degree of Bachelor of Theology

Evenson, Leland E.	Hanska	Nyhus, Edward O.	Cumberland, Wis.
Helland, Donald E.	Minneapolis	Sandness, Albert J.	La Moure, N. D.
Huglen, Erling S. B.	Newfolden	Shiell, James L.	Hoffman

With degree of Graduate in Theology

Anderson, Eugene C.

Willmar

Elness, Jerome

Garfield

Nelson, Maynard L.

Salem, Ore.

STUDENT ENROLLMENT, 1956-1957

College

Class	First Semester			Second Semester		
	Men	Women	Total	Men	Women	Total
Senior	73	26	99	67	25	92
Junior	85	37	122	86	39	125
Sophomore	109	59	168	112	59	171
Freshman	181	122	303	168	125	293
Special	37	12	49	33	11	44
Fr. Nurse (S. H.)		90	90			
Fr. Nurse (D. H.)		35	35			
Jr. Nurse (D. H.)		35	35			
Total	485	416	901	466	259	725

Total College Enrollment, 1956-1957

Class	Men	Women	Total
Senior	73	26	99
Junior	91	39	130
Sophomore	118	63	181
Freshman	194	129	323
Special	47	16	63
Fr. Nurse (S. H.)		35	35
Fr. Nurse (D. H.)		35	35
Jr. Nurse (D. H.)		90	90
Total	523	433	956

Theological Seminary, 1956-1957

	Semester I		Semester II		Total
	Men	Women	Men	Women	
Third Year	10		10		10
Second Year	8		8		8
First Year	8		8		8
Special	1	1		1	2
Total	27	1	26	1	28

TOTAL ENROLLMENT, 1956-1957

COLLEGE		
Men Students	523	
Women Students	433	
Total		956
SEMINARY		
Men Students	27	
Women Students	1	
Total		28
Total enrollment		984

STUDENT ENROLLMENT, 1957-1958

Class	First Semester			Second Semester		
	Men	Women	Total	Men	Women	Total
Senior	63	27	90	57	25	82
Junior	91	39	130	93	36	129
Sophomore	122	81	203	125	69	194
Freshman	178	128	306	165	117	282
Special	29	9	38	24	13	37
Fr. Nurse (S. H.)		88	88			
Fr. Nurse (D. H.)		38	38			
Jr. Nurse (D. H.)		32	32			
Total	483	442	925	464	260	724

Total College Enrollment, 1957-1958

Class	Men	Women	Total
Senior	63	27	90
Junior	99	39	138
Sophomore	129	81	210
Freshman	195	130	325
Special	34	16	50
Fr. Nurse (S. H.)		88	88
Fr. Nurse (D. H.)		38	38
Jr. Nurse (D. H.)		32	32
Total	520	451	971

Theological Seminary, 1957-1958

	Semester I	Semester II	Total
	Men	Men	Men
Third Year	8	8	8
Second Year	8	7	8
First Year	7	7	7
Special		2	2
Total	<u>23</u>	<u>24</u>	<u>25</u>

TOTAL ENROLLMENT, 1957-1958

COLLEGE

Men Students	520
Women Students	451
Total	<u>971</u>

SEMINARY

Men Students	25
Women Students	0
Total	<u>25</u>
Total enrollment	996
Deducting those counted more than once	2
	<u>994</u>

SUMMARY OF GRADUATES

SEMINARY

Graduates—1870-1955	648
Graduates—1956	6
Graduates—1957	10
Total	<u>664</u>

COLLEGE

Graduates—1870-1955	2112
Graduates—1956	96
Graduates—1957	109
Total	<u>2317</u>
Total Graduates	<u>2981</u>

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Directions to the Campus

Augsburg College is located on Twenty-first Avenue South between Seventh and Eighth Streets South with administrative offices located in Science Hall on Seventh Street at Twenty-first Avenue South.

The college may be reached, via public transportation on the following lines:

1. The Franklin bus to Twenty-first Avenue South and Franklin
2. The Minnehaha Falls or Fort Snelling bus to Twenty-first Avenue South and Riverside
3. The Plymouth-East Twenty-fifth Street bus to Seventh Street and Cedar Avenue
4. The Olson Highway bus to Seventh Street and Cedar Avenue

Correspondence may be addressed as follows:

ADMISSION TO THE COLLEGE—Requests for bulletins, application blanks, application for employment blanks, information regarding registration and admission procedure and requirements for admission.

Office of Admissions



ADMISSION TO THE SEMINARY—Information and requests for admission to the Theological Seminary.

Secretary of the Theological Faculty



EVALUATION OF CREDITS—Transcripts of credits, requirements for graduation, transfer of credits, scholastic progress, and withdrawal of matriculated students.

Office of the Registrar



HOUSING OF STUDENTS—Questions pertaining specifically to housing and dormitory life.

Dean of Students



For information that does not appear to be covered above

Augsburg College and Theological Seminary

Minneapolis 4, Minnesota

Ainsbury Bulletin

CATALOG NUMBER - 1956-1958

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1958-59 and 1959-60