

*catalog for the
academic years
1964-65 and 1965-66*

AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

*record for the
academic years
1962-63 and 1963-64*

AUGSBURG COLLEGE



profile

Affiliation: Augsburg College is a four-year Liberal Arts College affiliated with The American Lutheran Church. The College offers a broad education in a Christian environment.

Accreditation: Augsburg College is fully accredited by the North Central Association of Colleges and Secondary Schools, the National Council for the Accreditation of Teacher Education (secondary), the American Chemical Society, and the American Association of University Women.

Memberships: Augsburg College holds membership also in the American Council on Education, the Association of American Colleges, the National Lutheran Educational Conference, the Association of Minnesota Colleges, the Minnesota Private College Council and the Association of Protestant Colleges and Universities.

Courses of Study: Augsburg College offers a Liberal Arts education with courses leading to a Bachelor of Arts degree offered in 26 major fields of study. Students are prepared for teaching, business administration, social work, medical technology, secretarial work, parish work, and missions. Students may prepare for further study in the fields of engineering, theology, dentistry, medicine, nursing, and law, and for graduate study in various fields.

Location: Augsburg College is located along Interstate Highway No. 94, just 20 blocks from the downtown loop area of Minneapolis. Students have easy access to libraries, museums and art collections. They also have the opportunity to attend lectures, musical programs and other cultural activities in the Minneapolis-St. Paul area.

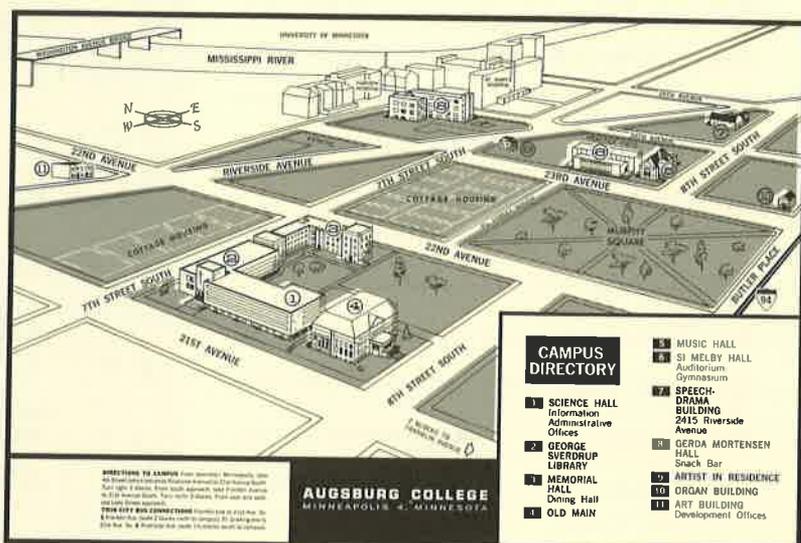
Setting: The eleven-acre Augsburg campus is located in the heart of Minneapolis and is adjacent to the University of Minnesota West Bank campus and two of the city's largest hospitals. In this urban setting, Augsburg students prepare for careers in our increasingly urban society. A friendly atmosphere prevails on the Augsburg campus. Students participate in all phases of campus community life under the direction of a capable, well-prepared faculty.

Development: A comprehensive development program is in operation which will, over the years, add additional land and buildings to the Augsburg College campus.



Augsburg College is located near the Minneapolis loop and the University of Minnesota. The Administrative offices are in Science Hall at the corner of 7th Street and 21st Avenue South.

Prospective students and other interested persons are cordially invited to visit the campus. Visiting hours are 9 a.m. to 5 p.m., Monday through Friday; Saturday by appointment. A letter or telephone call in advance is recommended. Write to the Office of Admissions, Augsburg College, Minneapolis, Minnesota 55404; or telephone FEderal 8-0501.



Fall Semester 1964-65

Sept. 9-15 (Wed.-Tues.) Freshman Days
 Sept. 14, 15 (Mon., Tues.) Registration
 Sept. 16 (Wed.) Classes begin
 Sept. 16 (Wed.) Late registration fee
 Oct. 29-Nov. 1 Homecoming
 Nov. 12 (Thurs.) ... End first half of Semester
 Nov. 25 (12:20 p.m.)-30 (7:45 a.m.)
 Thanksgiving recess
 Dec. 19 (Sat., 12:20 p.m.)
 Christmas recess begins
 Jan. 4 (Mon., 7:45 a.m.) Classes resume
 Jan. 18-26 (Mon.-Tues.) .. Final examinations
 Jan. 26 (Tues.) First Semester ends

Spring Semester 1965

Feb. 2 (Tues.) Registration
 Feb. 3 (Wed., 7:45 a.m.) Classes begin
 Feb. 3 (Wed.) Late registration fee
 Mar. 30 (Tues.) ... End first half of Semester
 April 14 (Wed., 9:00 p.m.)
 Easter recess begins
 April 20 (Tues., 7:45 a.m.). Easter recess ends
 May 19 (Wed.) Reading Day
 May 20-28 (Thurs.-Fri.) .. Final examinations
 May 30 (Sun.) Baccalaureate service
 May 30 (Sun.) Commencement

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Fall Semester 1965-66

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Sept. 8-14 (Wed.-Tues.) Freshman Days

Sept. 13, 14 (Mon., Tues.) Registration

Sept. 15 (Wed.) Classes begin

Sept. 15 (Wed.) Late registration fee

Oct. 28-31 Homecoming

Nov. 11 (Thurs.) .. End first half of Semester

Nov. 24 (12:20 p.m.) -29 (7:45 a.m.)

..... Thanksgiving recess

Dec. 18 (Sat., 12:20 p.m.)

..... Christmas recess begins

Jan. 3 (Mon., 7:45 a.m.) Classes resume

Jan. 17-25 (Mon.-Tues.) .. Final examinations

Jan. 25 (Tues.) First Semester ends

Spring Semester 1966

Feb. 1 (Tues.) Registration

Feb. 2 (Wed., 7:45 a.m.) Classes begin

Feb. 2 (Wed.) Late registration fee

April 1 (Fri.) End first half of Semester

April 6 (Wed., 9:00 p.m.) Easter recess begins

April 12 (Tues., 7:45 a.m.) Easter recess ends

May 25 (Wed.) Reading Day

May 26-June 3 (Thurs.-Fri.)

..... Final examinations

June 5 (Sun.) Baccalaureate service

June 5 (Sun.) Commencement



historical sketch

■ Augsburg was begun as a seminary in 1869, at Marshall, Wisconsin. It was the first theological school 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. In the autumn of 1872 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. Its aim 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 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 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

**GENERAL
INFORMATION**

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 26 majors are offered.

Coeducation was introduced in the College in 1922.

In February, 1963, with the merger of the Lutheran Free Church into The American Lutheran Church, Augsburg College became affiliated with the latter church body. At the close of its ninety-third academic year, in the spring of 1963, Augsburg Theological Seminary merged with Luther Theological Seminary, St. Paul, one of the seminaries of the merged church.

Seven presidents have served Augsburg during the course of its history:

August Weenaas	1869-1876
Georg Sverdrup	1876-1907
Sven Oftedal	1907-1911
George Sverdrup	1911-1937
H. N. Hendrickson (Acting)	1937-1938
Bernhard Christensen	1938-1962
Leif S. Harbo	1962-1963
Oscar A. Anderson	1963-Present

aims and objectives

□ Augsburg College is a Christian liberal arts college of The American Lutheran Church. The faculty and the Board of Regents of the college affirm the following as their understanding of the aims, philosophy, objectives and character of this institution.

Ultimate Aims

To contribute to the true good of human life and society.

To contribute to the building of free and living congregations in the community of the Christian Church.

Basic Philosophy

The Christian message concerning the redemptive act of God in Christ constitutes the greatest potential for good in human life and society; but this potential is realized only insofar as it is actualized in the minds and hearts of individuals.

The redemption of the mind constitutes the unique educational task laid upon the Christian Church; in seeking to

relate all learning to the truth of the Christian faith, the Christian college performs its greatest service both to the Church and to society.

Where there is an atmosphere of free and honest inquiry, truth has the overwhelming advantage; the Christian college, therefore, pursues its purposes not by indoctrination or coercion, but by inviting teachers and students to join in a common search for truth and in a common attempt to see all truth in relation to ultimate Truth.

Primary Objectives

To attract to the college students of high ability and genuine religious concern who can reap the maximum benefit from a program of Christian higher education.

To provide a campus setting that is conducive to the spiritual, mental, moral and physical well-being of its students.

To stimulate its students' intellectual interest, and to assist them to develop the habits and skills necessary for sound academic work.

To acquaint its students with the spiritual, cultural and intellectual riches of mankind, both for the sake of the enrichment of their own lives and, through them, for the enrichment of their homes and communities.

To lead its students to a deeper understanding and experience of the Christian Gospel in its relation to every area of life and learning.

To aid its students in discovering and clarifying their peculiar aptitudes and interests, and to provide training and counsel that will assist them in preparing for a life work appropriate thereto.

To aid its students in the development of Christian attitudes and Christian qualities of character; and to encourage each student to look upon his life as a Christian vocation, and an opportunity for service to God and man.

Distinctive Character

Augsburg College is a Christian community of life and learning.

As a Christian academic community, Augsburg seeks that high level of excellence which is appropriate to such a community.

Augsburg treasures its religious and cultural heritage as an institution founded by Lutheran immigrants from Norway who

sought to play a creative role in American life and society, and seeks to preserve the enduring values of this heritage in the life of the college community today.

the alumni association

□ The Augsburg Alumni Association has as its goal to enable graduates and former students 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. The affairs of the Association are under the leadership of the Board of Directors. The Alumni Office is located in the Art Building on Riverside Avenue.

the physical plant

□ Instructional facilities and student housing at Augsburg are conveniently located in relation to each other.

Old Main, erected in 1900, contains a large number of classrooms and offices.

Science Hall, erected in 1948–49, includes the general administration offices; well-equipped laboratories for chemistry, physics, biology and home economics; the bookstore; a medium-sized auditorium; and several classrooms and faculty offices. A Tower Prayer Chapel is located on the fourth floor. The Lisa Odland Observatory, on the roof of Science Hall, was completed in the summer of 1960.

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, classrooms, and a number of faculty offices. There is stack space for approximately 100,000 volumes.





Si Melby Hall, the new auditorium-gymnasium, was completed in 1961. This building, named in honor of Professor J. S. Melby, dean of men from 1920 to 1942, basketball coach and head of the Christianity department, provides excellent facilities for the health and physical education program, intercollegiate athletics, chapel services and general auditorium purposes.

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

The Speech and Drama Building was acquired in 1959 and remodeled to make an extremely functional building for dramatic and other speech activities.

The Art Building was acquired in 1963 and remodeled to provide excellent space for the art program. It has one large classroom and studio and laboratory facilities for drawing, painting, and sculpture in the rooms on the ground and first floor. The second floor of the building houses the Development Offices.

Sverdrup-Oftedal Memorial Hall



Gerda Mortensen Hall



Sverdrup-Oftedal Memorial Hall, erected in 1938, is a dormitory affording living quarters for about 130 men. On the ground floor of this building is the college cafeteria and dining hall.

Gerda Mortensen Hall, erected in 1955, provides housing for about 175 women students, as well as apartments for the resident head and her assistant. The dormitory incorporates the former Sivertsen Hall, remodeled as a wing of the larger dormitory.

Miriam, Edda, Epsilon, Kappa, Omega, Sigma, Iota, Lambda, Omicron, Zeta, and Theta are small dormitory houses, each accommodating from 8 to 20 women students.

The President's Home, an attractive colonial residence, is located on the West River Road.

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

the archives

□ The Augsburg Archives seeks to gather and make available for use documents, books, and other articles of historical value. The George Sverdrup Library provides adequate, fire-proof quarters for the archives. Here are found a large collection of periodicals, manuscripts, letters, and pictures, affording extensive resources for scholarly research.



library facilities

□ The beautiful and spacious George Sverdrup Library provides a central study-workshop for both faculty and students. It contains about 50,000 volumes, exclusive of pamphlets, and is adding approximately 5000 new volumes each year. Students and faculty working in either of the two large reading rooms find the atmosphere conducive to quiet study and research materials close at hand. All books are kept on open shelves. Reference service, provided by an able and well-trained staff, is available to students.

Special collections have been developed in the Music Library, the Chemistry Library, the Curriculum and Library Science Libraries, and in the Audio-Visual Center. Additional conveniences include conference rooms for larger groups or small classes. A typing corner is provided in the first floor reading room.

The library subscribes to about 410 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. Current issues are displayed in a pleasant browsing area.

The library plays an active role in promoting general reading, presenting regular book displays, and sponsoring monthly book discussions for faculty, staff, and students.

In the Twin City area are other libraries 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.

natural science laboratories

□ The laboratories of the Natural Sciences are located in the Science Hall. Three laboratories and storeroom and office space for Biology are located on the second floor; three larger laboratories and two special research laboratories for Chemistry and two laboratories for Physics are located on the third and fourth floors. A chemistry library is located near the research facilities. Storerooms and faculty offices are also located here.





■ A considerable part of the income on which Augsburg operates is derived from endowment and from gifts. 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.

guaranteed tuition plan

□ In order to assist students and parents in planning ahead for tuition payments, which are the major item of college expense, Augsburg College offers a Guaranteed Tuition Plan that fixes the tuition cost for four years of college. Freshmen enrolling in the fall of 1964, who sign up for the plan, will have their tuition cost guaranteed for eight consecutive semesters at a total cost of \$3,825 (average cost is \$956.25 per year) as follows:

Freshman year	-----	\$1,000.00
Sophomore year	-----	975.00
Junior year	-----	950.00
Senior year	-----	900.00

The larger charges in the first two years build up a reserve available for the last two years. If the student on this plan voluntarily withdraws, he loses his reserve. If he is asked to withdraw, his reserve will be refunded.

Those who do *not* elect to sign up for the Guaranteed Tuition Plan will be enrolled in the fall of 1964 at a tuition charge of \$450 per semester and at whatever level the fee is set in subsequent years.

FINANCIAL INFORMATION

*general expenses per semester**

	<i>Regular Tuition Plan</i>	<i>Guaranteed Tuition Plan</i>
Tuition (includes Student Activity Fee of \$11.00)	\$450.00	\$500.00
Student Union Fee	7.50	7.50
Locker (Optional)	1.00	1.00
TOTAL GENERAL EXPENSES PER SEMESTER	\$458.50	\$508.50
Books are estimated at \$25.00 to \$40.00 per semester		

Students registered for more than the maximum number of credits (17) are charged at the rate of \$20.00 for each additional credit per semester.

Special students will pay at the rate of \$38.00 per credit up to 11 credits. Those who register for 12 or more credits pay the regular tuition charge.

*room and board expenses per semester**

	<i>WOMEN</i>		<i>MEN</i>	
	<i>Min.</i>	<i>Max.</i>	<i>Min.</i>	<i>Max.</i>
Room	\$125.00	\$130.00	\$120.00	\$120.00
Board*	125.00	150.00	175.00	225.00
Key Deposit (refundable)	1.00	1.00	1.00	1.00
Breakage Deposit (refundable)	-0-	-0-	15.00	15.00
TOTAL ROOM & BOARD PER SEMESTER	\$251.00	\$281.00	\$311.00	\$361.00

*Women students in residence are required to buy and use a minimum of \$125.00 meal book coupons per semester, men students \$175.00.

*music fees per semester**

Private lessons -----	\$40.00
Piano studio rental (one hour per day) -----	8.00
Organ rental (one hour per day) -----	20.00
Voice studio rental (one hour per day) -----	8.00

* Subject to change

special fees *

Application fee	\$10.00
Late registration fee per day (after classes begin) ...	1.00
Change of registration after the beginning of the second week of classes	2.00
Placement fee	5.00
Graduation fee	10.00
Final examinations taken at another hour than the one scheduled	5.00
Examination making up an incomplete or a condition ..	5.00
Transcript of credits (after first one which is free) ..	1.00
Student teaching	20.00
Choir tour (minimum)	10.00
Band tour (minimum)	10.00
Comprehensive examination, per credit, for students en- rolled	5.00
Comprehensive examination, per credit, for students not currently enrolled	10.00

estimated expenses per semester **

	WOMEN		MEN	
	Min.	Max.	Min.	Max.
OFF-CAMPUS STUDENTS				
General expenses	\$458.50	\$508.50	\$458.50	\$508.50
Special, music, books	25.00	100.00	25.00	100.00
TOTAL	\$483.50	\$608.50	\$483.50	\$608.50
RESIDENT STUDENTS				
General expenses	\$458.50	\$508.50	\$458.50	\$508.50
Room & Board	251.00	281.00	311.00	361.00
Special, music, books	25.00	100.00	25.00	100.00
TOTAL	\$734.50	\$889.50	\$794.50	\$969.50

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

refunds

Tuition, fees, and room charges for a student cancelling his registration before the middle of any semester will be charged at the rate of 2 per cent per day, except for application and special fees, which are not refundable. There is no fee refund after the middle of the semester. If a student is required to enter the Armed Forces, a full refund is made of tuition.

* Subject to change

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 College, or the student may make the payment when he registers. Checks must be made out to Augsburg College and forwarded directly to the Treasurer's office. For cash payments a receipt must be obtained from the Treasurer's office at the time of payment.

Recognizing that payment of fees in full at registration poses a financial problem in some cases, the College has instituted the following payment plans:

DATE PAYMENT DUE	OFF-CAMPUS STUDENTS		RESIDENT STUDENTS	
	Regular Tuition	Guaranteed Tuition Plan	Regular Tuition	Guaranteed Tuition Plan
On or before registration	\$300.00	\$325.00	\$525.00	\$550.00
Due October 15th	85.00	95.00	125.00	135.00
Due November 15th	85.00	95.00	125.00	135.00
Due December 15th	85.00	95.00	125.00	135.00
Due January 15th	85.00	95.00	125.00	135.00
Due February 15th	85.00	95.00	125.00	135.00
Due March 15th	85.00	95.00	125.00	135.00
Due April 15th	85.00	95.00	125.00	135.00
Due May 15th	Balance	Balance	Balance	Balance

In addition, other arrangements may be made with the Treasurer's office. A carrying charge of \$2.00 a month is added for the payment-plan service. Unless prior arrangement is made, an additional \$1.00 is added for each month that payment is late.

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 preparing for theological study.

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.

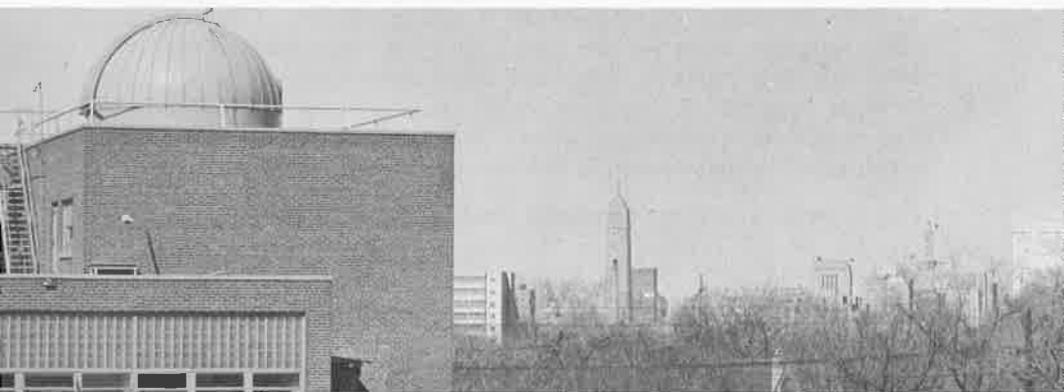
The John and Anna Jorgine Gregory Theological Student Loan Fund is available to students who are preparing for the ministry.

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.

National Defense Student Loans, established by the National Defense Education Act of 1958, are available to students capable of maintaining good standing in their chosen course of study. Special consideration is given to those students who express a desire to teach in elementary or secondary schools and to those whose academic background indicates a superior capacity for preparation in science, mathematics, engineering or modern foreign languages.

United Student Aid Funds is a program of endorsing loans made by local banks to college students requiring financial assistance. A grant to the College by the Gamble and Skogmo Foundations provided the funds to establish the initial reserves required.

Arrangements for the loans are made through a conference with the Dean of Students, chairman of a 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

□ Fifty **Freshman Scholarships** of varying amounts are available to outstanding high school graduates. Some of these scholarships are renewable provided the student's scholastic record is 2.0 or better.

A limited number of **Tuition Scholarships** is awarded to outstanding high school graduates. Students who rank in the upper five per cent of their high school class, perform well on scholastic aptitude tests, and can show good character references are eligible for consideration. These scholarships are renewable if the student maintains a 2.25 scholastic average. **Departmental Scholarships** of variable amounts are awarded each year to students who are highly recommended by the chairman of their major department. These scholarships are renewable if the student maintains a scholastic average of 1.75 or better.

Upper-class Scholarships of \$300 are awarded each year to selected students with an honor point ratio of 2.4 or better who apply to the Student Personnel Committee.

Augsburg awards **Foreign Student Scholarships** each year to deserving students from other countries. These scholarships may be awarded in amounts up to the equivalent of full tuition.

The American Indian Scholarship was established in 1955 by Spring Lake Park Lutheran Church, Minneapolis. It is a scholarship of \$200 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 scholarship 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.

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. The award, in the amount of \$250, is made on the basis of need, scholarship, and interest in Christian service.

The Reverend Olaf Rogne Memorial Scholarships were established in 1958 by two anonymous donors to honor the memory of Reverend Olaf Rogne, business administrator of the college from 1940 to 1952. Three awards of \$500 each are made annually to selected students preparing for Christian service.

The Carl Fosse Memorial Chemistry Scholarship was established in 1960 by the department of chemistry to honor the memory of Carl Fosse, professor of chemistry at Augsburg from 1921 to 1942. The annual award is made to a student whose academic record indicates promise of achievement in the field of chemistry.

The Manivald Aldre Memorial Chemistry Scholarship was established in 1960 by friends and the department of chemistry to honor the memory of Manivald Aldre, assistant professor of chemistry at Augsburg from 1949 to 1958. The annual award

is made to a student whose academic record indicates promise of achievement in the field of chemistry.

The Dr. W. M. Sandstrom Chemistry Scholarship was established in 1963 by a gift from Dr. Sandstrom, retired professor of biochemistry at the University of Minnesota. The annual award is made to a student whose academic background indicates promise of achievement in the field of chemistry.

The Walter E. Thwaite, Jr., Memorial Chemistry Scholarship was established in 1963. This annual award is made to a student whose academic background indicates promising achievement in the field of chemistry.

The Walter Gordon Schnell Memorial Chemistry Scholarship was established by friends and the department of chemistry in 1960 to honor the memory of Walter Gordon Schnell, a student of chemistry at Augsburg until the time of his death in January 1960. The annual award is made to a student whose academic background indicates promise of achievement in the field of chemistry.

The Dr. Frederick C. and Laura E. Mortensen Chemistry Scholarship was established in 1961 by the chemistry staff. The award is made annually to a chemistry student whose record indicates promise in the field of chemistry.

The Magnus A. Kleven Family Scholarship was established in 1956 by members of the family to honor their parents. The scholarship is awarded annually to a student on the basis of academic achievement, personal character and promise of achievement in the field of physical education.

The Professor P. A. Sveeggen Memorial Scholarship was established in 1959 by friends to honor the memory of P. A. Sveeggen, professor of English at Augsburg from 1915 to 1952. The award of variable amount is made annually to an outstanding student in the field of English.

Alumni Achievement Scholarships are awarded to outstanding students in the Freshman, Sophomore, and Junior classes for use the following academic year. The scholarship fund, which is equivalent to three half-tuition scholarships, is awarded on the basis of previous academic performance. No award will be in excess of financial need.

The Alma Jensen Dickerson Memorial Scholarships were established in 1961 by Mrs. Alma Jensen Dickerson, a member of the Augsburg faculty from 1943 to 1954. One or more scholarships are awarded annually to able and deserving junior or senior students.

The Carl W. Landahl Scholarship was established by the family and friends in memory of Professor Carl W. Landahl, a

member of the Augsburg Music Faculty from 1952 until his death in 1961. It is awarded annually to a student on the basis of achievement in the field of music.

The Onesimus Scholarship, established in 1962 by Mr. and Mrs. James Helleckson, is awarded annually in the amount of \$300 to an Augsburg student or graduate who is preparing for service in the Christian ministry.

The Thorvald Olsen Burntvedt Memorial Scholarship Fund was established in 1960 by gifts from the Burntvedt family and through a church-wide offering, to honor the memory of Dr. T. O. Burntvedt who was President of the Lutheran Free Church from 1930 to 1958. One or more scholarships are awarded annually to a student or students in the senior class who are preparing for the ministry.

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 Sharon Lutheran congregation at Lamberton, Minnesota.

The Quanbeck Scholarship Fund was established in 1963 by a bequest of John G. Quanbeck. The income from this fund is awarded annually to freshman students who, without assistance, would be unable to pursue higher education.

The Edward Yokie Memorial Scholarship was established in 1962 by E. Lorraine Yokie and Doris E. Yokie, daughters of Edward Yokie. A scholarship will be awarded annually to an able and deserving junior or senior student recommended by the Scholarship Committee.

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.

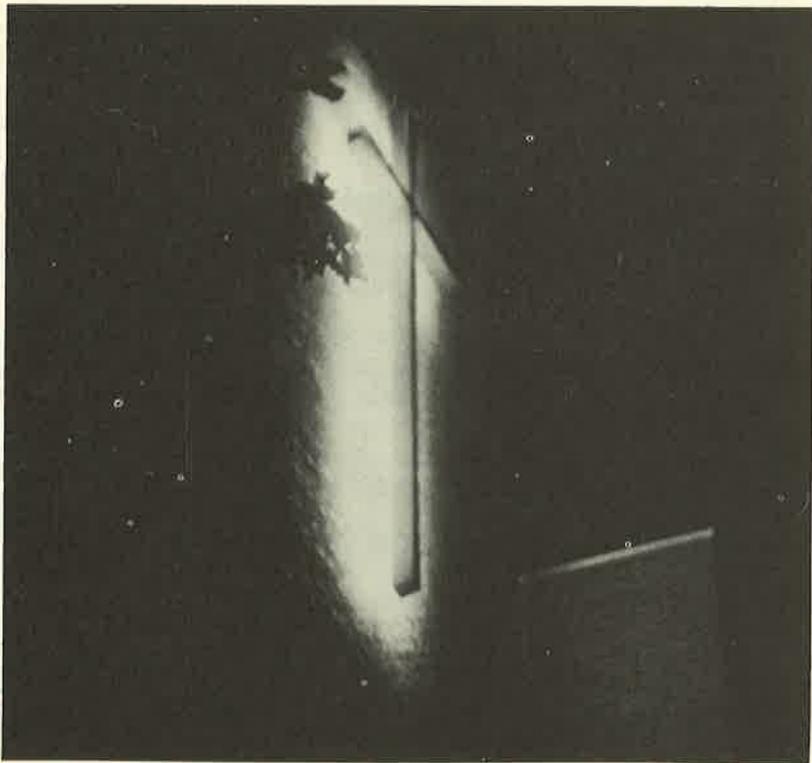
The Harry S. Genung Memorial Scholarship was established in 1963 by De Ette Cenfield Genung in honor of her husband. A scholarship is awarded annually to a deserving student from another country in order to prepare that student to make a contribution in his or her homeland, thereby improving the relationship of that country and the United States.

The De Ette Cenfield Genung Memorial Scholarship was established in 1963 by Harry S. Genung in honor of his wife. Two scholarships are awarded annually to deserving and promising students in the field of English or the language arts.

The Green-Genung Memorial Scholarship was established in 1963 by Harry S. Genung and De Ette Cenfield Genung, his wife, in memory of Jeanette Cenfield Green, sister of Mrs.

Genung, and Arthur E. Genung, father of Mr. Genung. Both the persons memorialized in this scholarship had a special concern about the social and personal consequences of the use of alcoholic beverages and narcotics, and Mrs. Green was especially active in the promotion of alcohol education and legislation. The proceeds of this endowment fund will be used for the scholarship to be awarded annually to one or more qualified students specializing in Sociology and Social Work with special interest in the problems of modern society that are reflected in alcoholism, drug addiction, delinquency, and other personal and social problems, and who plan to direct their efforts toward the prevention and solution of such problems.

Social Service Scholarship Program is sponsored by the Division of Charities of the American Lutheran Church. Two scholarships of \$300 or three scholarships of \$200 will be awarded each year to students at Augsburg College. The recipients must be juniors or seniors of the Lutheran faith who are enrolled in social work courses and plan to continue training in a graduate school of social work. In addition to scholastic achievement, a student's interests, aptitude, and skills in working with people are considered in making this award.





grants-in-aid

□ Grants-in-aid are available to students in good standing who are in special need of financial assistance. In awarding these grants, the Student Personnel Committee gives primary consideration to demonstrated financial need which is determined by examining a statement of the resources and anticipated expenses of both the student and his family.

employment service

□ An employment service, located in the Personnel Office, assists students in obtaining part-time remunerative work. Many students find it possible to pay part of their college expenses with money earned in this way. The types of work available are of various kinds, including recreational leadership, restaurant work, domestic service, sales work, and secretarial and clerical work. The college is concerned that employment not interfere with a student's academic work. Therefore, it is desirable that Freshmen have sufficient funds to pay their entire expenses for at least one semester. Part-time employment may then be secured in accordance with the need of the student and his ability to handle extra work.

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

Assistance in obtaining summer employment is also provided each spring by the Employment Service. Application for part-time or summer employment may be made in the Personnel Office.



application procedure

■ Applications for admission to Augsburg College should be made to the Director of Admissions. Students may apply for admission as soon as they have completed their junior year in high school, and preferably before June 1 preceding the fall in which the student seeks admission. No applications are accepted after September 1. Early applicants gain an advantage both in registration and housing. Notification of admission is normally sent to a student as soon as the application is complete.

Instructions for applying for admission:

- (1) Obtain an application form by writing or visiting:
Office of Admissions
Augsburg College
Minneapolis, Minnesota 55404
- (2) Complete and return the application form with a \$10 application fee (non-refundable) and a photograph.
- (3) Request your high school to send us a copy of your high school record and test results. Transfer students will request the previous college or colleges to send an official transcript of grades together with results of standardized tests taken.
- (4) After acceptance, all new students are required to make a \$50 non-refundable tuition deposit. This deposit may be made any time before July 1; for those admitted thereafter, it is due within two weeks after notification of acceptance.
- (5) An interview on campus is encouraged but not required.

admission requirements

□ The quality of a student's work in high school, type of course program, scores on college aptitude tests, and recommendations are important factors in considering an application. Augsburg College seeks

**ADMISSION
TO THE
COLLEGE**

students who rank high in the high school graduating class, at least in the upper half, and score average or above on college aptitude tests.

It is recommended that a student have at least 12 academic subjects in his college preparatory curriculum, which should include four units of English, and at least two units each of a foreign language, social studies, mathematics, and science. A unit is defined as a course covering one academic year and equivalent to at least 120 hours of classwork.

For entrance to the Freshman Class, either the tests of the American College Testing Program (ACT) or the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board is required.

A recent physical examination is also required. Students will be provided with blanks to be filled out and returned to the Student Personnel Office by August 15. The health report must be received before the student will be permitted to register.

transfer

Students are accepted by transfer from other colleges and universities if their academic record and test results are satisfactory and they are in good standing. College credit is granted for liberal arts courses satisfactorily completed at accredited institutions. For graduation the total honor point ratio is computed on the basis of work transferred together with that taken at Augsburg. A maximum of 64 semester credits is allowed on transfer from a junior college.

advanced placement

Advanced placement is granted to students who qualify, on the basis of work taken in high school or elsewhere, to enroll in courses beyond the beginning course. Placement may be determined by tests, or by the level and length of the course previously completed.

advanced standing

Advanced standing, that is, college credit, is granted to high school students who have successfully completed a college-level course provided they received a grade of 3, 4, or 5 on the Advanced Placement Examinations.





■ 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.

CAMPUS LIFE

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 complete fourteen credit hours in courses offered in Religion. There are numerous voluntary religious activities in which students are encouraged to participate. Faith and Life 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.

recreation standards and discipline

Introduction

□ At Augsburg all the work of the college rests on certain Biblical affirmations about human nature and man's relation to God. The college regards the Christian life as the truly significant life. This life implies an intimate relation to the person of Christ. In the content of this primary relationship, the Christian also lives in a relationship to people, to events, to things. The fact that God not only created the world but became Man gives evidence that life in this world is not to be despised.

The Christian liberal arts college takes seriously these relationships and therefore seeks to educate the whole man. It follows that one of its important responsibilities is to establish recreational programs and policies that contribute to this end. It should be clear, however, that in an age which is much concerned with the pursuit of pleasure, a college like Augsburg should never subordinate its academic program to leisure-time activities. On the contrary, the recreational program must be in the context of, and be congruent with, the major intellectual quests of the college; and both must have as their goal to help the individual to live an effectual Christian life in the world.

The Program

In setting up a recreational and social program, Augsburg is conscious of its position as a coeducational Christian college of liberal arts. The program takes into account the relationship between sexes and seeks to provide normal and healthy opportunities for the expression of the mutual attraction of the sexes. Augsburg offers a varied and selective recreational and social program which gives preference to those activities which are emancipatory rather than restrictive, those which enrich community life rather than those which are divisive or encourage selfish satisfactions.

The college provides a variety of activities designed to meet these requirements. The social program includes a number of organized all-school events combined with many less-structured activities designed for specified smaller groups. In attempting to meet the needs and interests of all Augsburg students, we make use of all existing facilities on campus and many of those which are available in the Twin City area.

In seeking to develop a constructive recreational program, some limitations have been placed upon certain other activities. The college is opposed to all forms of gambling. It 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 found under the influence of liquor is subject to disciplinary action. Social, or ballroom dancing, is not a part of the recreational program of the college. Students are encouraged to be discriminating in all types of recreation in which they engage, that their time may be well spent, and strong moral and ethical values may be developed. Such common activities as television viewing and movie-going, for example, can easily become time-wasting and even detrimental to the development of moral and ethical values.

Without attempting to dictate to the individual conscience, the college regards it as its right to ask its students to adapt themselves to the social program approved by the college and to follow it as members of the college community. Although the college lays down specific rules regarding most matters only with respect to activities centering on the campus, it reserves the right to dismiss any student whose continuation in college is deemed undesirable for social as well as for academic reasons. It is the policy of the college that such action shall not be taken capriciously, but only after the available campus resources of counseling and judicial processes have been utilized. Thus, disciplinary problems are first dealt with through counseling. Those not solved in this way are channeled to a faculty-student Judicial Council through the Office of the Dean of Students. In all such cases, careful investigation and the privilege of a hearing precede any disciplinary action.

religious program

□ The Religious Life Commission, composed of students and faculty, endeavors to promote a religious program that will stimulate growth of Christian life in the Augsburg community. Chairman of this council is the student Commissioner of Religious Activities. Areas for which this committee carries primary responsibility are the Mid-Week services, Faith and Life Weeks, prayer meetings, and informal group meetings and discussions.

This Commission also serves as a coordinating agency for all voluntary Christian organizations on campus. The principal organization is the **Student Christian Association**. The SCA seeks to serve as a stimulus and outlet for Christian faith and life. Students participate in regional and national Lutheran Student Association of America Conferences, and conduct a schedule of meetings on campus.

The Mission Society, the service organization of SCA promotes interest in missions through a program of study, fellowship, worship, and service. A highlight of the year is the Mission Festival, a conference devoted to the study of missionary activity and recruitment of workers.

convocation

□ Regular convocations are held each Thursday 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 Commissioner of Social Activities, assisted by a **Programming Commission**, sponsors a wide variety of activities each month and an all-school 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.

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 for drama productions at the University and Tyrone Guthrie Theaters.

A monthly bulletin, **Augsburg Plus**, listing programs, concerts, art displays and exhibitions is compiled and issued from the Student Personnel Office.

student government

□ The Student Society consists of all full-time and part-time students enrolled at Augsburg College.

The central concern of student government is focused on education to the end that individuals may develop their full capabilities through intellectual growth. The student government relates to this broad objective by assuming responsibilities for furthering student affairs, educating members to the democratic process, developing a sense of community, fostering intellectual activity, and participating in policy making.

The administration, under the direction of the president, resides in the executive branch. The **Executive Council** consists of six commissioners—each responsible to the president for one of the major areas of student life. Eight boards also assist him in his work.

The Student Council, presided over by the vice-president, is the twenty member legislative branch of the government. Each of the college classes has its own officers and participates in student government through its representatives on the council.

The Judicial Council is a student-faculty judiciary, whose rulings are subject to appeal only to the President of the College.

The Student-Faculty Council, composed of students, administration and faculty, discusses campus problems, considers legislation adopted by one group or the other which affects the college as a whole, and promotes cooperation and understanding between the students, the faculty, and the administration.

The Student Society is a member of the National Student Association, the largest representative national union of students in the United States. Through this organization the students receive programming aids for use on the campus, and add their voice to the voice of all American students before the national government and other organizations in matters of student concern.

The Student Government directs several projects of interest to the college community. These projects include the annual One-Appeal Campaign, Leadership Training Workshops, Political Action Week, Homecoming, Student Lecture Series, Academic Freedom Week, College Union Study, and Development Council. Counseling of Freshmen by upper-class students is conducted through a **College Brother-College Sister Program** as a part of **Freshman Orientation**.

Associated Women Students, composed of all the women students, provides opportunity for the women to develop meaningful 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.

Publications

The college newspaper, **The Augsburg Echo**, is published by a student staff. The **Echo** serves as a voice of the student body as well as a medium of information. The **Echo** provides an opportunity for experience in the many phases of journalistic work.

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 **Publication Commission** is comprised of the editors, business managers, and advisers of the **Augsburgian** and the **Echo**. The chief responsibility of the **Commission** is to select editors and business managers for the campus publications.

The **"A" Book** is a student handbook which is compiled by a student editor in conjunction with the Office of Student Personnel Services.

The **Directory** of students, staff, and faculty is published under the direction of the Registrar.

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 classroom. Others are devoted to interests not offered in the curriculum. New clubs are formed as the occasion demands.

The **Art Club** is an informal organization to satisfy the students' creative urge in the field of art and to promote an interest in art.

The **Biology Seminar** furnishes opportunity for informal study in the biological sciences.

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

The **Augsburg Chemical Society** is open to both majors and minors in chemistry. The meetings consist of seminars on current topics in this specific area.

The **Augsburg Forum** affords opportunity for joint student-faculty discussions of vital, controversial issues.

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. Membership in **National Collegiate Players** represents recognition for continued excellence in drama participation. It is open only to qualified upper-classmen.

The **Electronics Club** is open to anyone interested in the field of radio and electronics. Members operate an amateur radio station on the campus.

The **Student National Education Association, 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.

The **Norse Club** is composed of students who are interested in Norwegian culture as reflected in Norwegian literature, music, art and history.

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 **Psychology Club** promotes interest in various fields of psychology.

The **Augsburg Republican Club** and **Democrat Club** aim 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 **Ski Club** is a recreation group promoting interest and developing skills in skiing.

The **Spanish Club** serves as a means of interpreting Spanish culture to students in an informal way.

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

The **Ushers' Club** is a service organization providing trained ushers for public events scheduled for the campus.

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. They publish "The Arkai," a collection of the best creative writing each year.

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."

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

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 Genung Endowment

The Genung Endowment was established in 1963 by Harry S. Genung and De Ette Cenfield Genung to perpetuate their interest, concern, and activity in the improvement of international relations. The income from the fund is made available each year to assist a student group at Augsburg College to carry out a project for the improvement of international relations on a student to student level.

musical organizations

The **Augsburg College 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. A tour of Europe is planned for June, 1965.



The Augsburg College Concert Band makes an annual tour and presents public concerts in Minneapolis. There are also a Collegiate Band and Instrumental Ensembles.

The Augsburg College Cantorians, a women's chorus, participates in school programs and concerts and makes short tours annually.

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

The Augsburg College Orchestra, organized in 1963, performs frequently on campus. The orchestra gives programs of standard repertoire for orchestra alone as well as with soloists and choral groups. The string ensemble class provides opportunity for students interested in improving fundamental string technique.

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.

eligibility requirements

□ In order to participate in certain extracurricular and cocurricular activities, students must meet established eligibility requirements.

Eligibility for participation in intercollegiate athletics is governed by the rules of the Minnesota Intercollegiate Athletic Conference.

A student on academic probation is not eligible to be a candidate for any elected or appointed campus office including Student Council, Commissions, class and organization offices, nor is he eligible for cheerleading or student publication participation. This list is not inclusive and other activities may be designated. The Chairman of the Election Board is responsible for checking the eligibility of all candidates for Student Society and class offices with the Assistant Registrar. Organizations should submit names of candidates for office to the Coordinator of Student Activities for approval.

A student on academic probation may not participate in the Augsburg Choir or the Augsburg Band or in a major role in a dramatic production without special permission from the Committee on Admissions and Student Standing.

honors and awards

□ On the **1927 Class Cup for Scholarship Trophy** is engraved the name of each student who has achieved the highest scholastic standing in his college graduating class. He must have 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 purposes of the **Timia Society**, the Augsburg honor society, are to recognize academic achievement and to promote scholarship. Juniors and Seniors who have earned a 2.5 honor point ratio accumulative are eligible for membership, while Freshmen and Sophomores with a 2.25 honor point ratio may be admitted as pledges. Applications for membership are made at the Registrar's Office at the beginning of the semester in which the student is eligible.

Augsburg has a Chapter of **Pi Gamma Mu**, the National Social Science Honor Society, which is affiliated with the Association of College Honor Societies. A high level of scholarship in the social sciences is required for election to membership.

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.

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.

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 Admissions, 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.

Admissions

Pre-college counseling, educational and vocational, is available from qualified personnel in the Office of Admissions. Counseling can be obtained either on campus or in schools and homes as the counselors travel throughout the Upper Midwest. Prospective students are encouraged to visit the campus if at all possible. Other information concerning admission and entrance requirements can be found in another section of the catalog.

Counseling

Counseling services are maintained in an effort to assist each student to obtain the maximum benefits from the learning experiences offered at Augsburg College. Matters such as uncertainty over vocational choice or educational planning, religious uncertainty, health, financial problems, personal and social adjustment and personal deficiencies can interfere with the learning process and are dealt with in counseling sessions. It is hoped that through counseling, students will develop more realistic conceptions of themselves and the surrounding world, and keener awareness of resources available to them as they meet the problems of daily life.

At Augsburg the counseling process is carried on at several levels. All faculty members participate in the counseling program, and each new student is assigned to a faculty counselor who works with him until he chooses a major field of study. At that time, the major adviser becomes his counselor. In addition, there are faculty members who have specialized training in counseling and techniques for dealing with problems of adjustment. The Dean of Students and the Dean of Women are special counselors to the men and women, respectively. The counseling program is coordinated by the Office of the Dean of Students in accordance with the plans and policies established by the Student Personnel Committee.

Students who have personal problems are encouraged to seek help through counseling conferences. If a serious problem develops which demands professional skill and more time than the professor has to spend in counseling, the student is referred to the Office of the Dean of Students or Dean of

Women. A further referral may be made to the College Chaplain, in the case of spiritual problems, or to the College Physician, in the case of underlying emotional problems. The College Physician works with the Personnel Deans in the latter case.

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. The Sequential Tests of Educational Progress (STEP) are given to all sophomores. Seniors take the graduate record examinations.

Freshman Orientation

Freshmen and other new students participate in Freshman Days before the beginning of classes each semester. The students take tests, attend classes, 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.

A special course in improvement of reading is offered for interested students. Freshmen who expect difficulty with the increased quantity and complexity of the reading material encountered in college are especially urged to enroll in this course.

Records

Individual student records are kept in the Records Office under the supervision of the Registrar. These records include admission 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 student government officers, of clubs and societies, including the constitutions, activities, schedules, and membership rosters.

The Student Health Service

The Student Health Service provides dispensary service with two registered nurses on duty. The college physician has daily office hours for consultation and for emergency treatment.

Infirmery rooms are provided. The Health Service is located in Fairview Hospital, adjacent to the campus.

Physical examinations are given to all seniors. Before registering, each entering student is required to have on file the report of a physical examination given by his family physician. Corrective treatment is prescribed where needed.

Students, faculty, and staff have chest X-rays taken annually through the cooperation of the Hennepin County Tuberculosis Association Mobile Unit.

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. At the same time, the college realizes that students' happiness, comfort, and emotional adjustment in the residence halls are direct influences on their general efficiency in the classroom.

In an effort to provide these opportunities for development while maintaining optimal living conditions, active student residence councils assume the responsibilities for the administration of dormitory life policies in consultation with the Director of Residences for Women, the Head Residents, and Personnel Deans.

Upper-class students serve as counselors in the residences and attempt to help residents with problems of personal adjustment. The Head Residents and Personnel Deans serve as resource people for these counselors and handle cases referred to them.

All women students and freshman men students not living at home are required to live in college-operated housing. Students desiring to reside in the city with relatives must first secure approval for such an arrangement from the Student Personnel Office. All students living in the residences and most students in off-campus housing take their meals in the college dining room. The college also provides two houses for women with a cooperative house plan.

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, blankets, and bedspreads. 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 in Gerda Mortensen Hall. An optional linen service is available to other students.

Students engage a room at the beginning of the fall semester for the entire school year. Room reservations with deposit of \$25 are required of all single students. This deposit is applied to the first semester's room rent. Rooms for new students are assigned in the late summer according to the date of application. Present students must make room application prior to May 15 and submit the room deposit by July 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.

All men living in Memorial Hall are required to pay a \$15 breakage fee at the beginning of each school year. At the end of the year the fee is refunded if the condition of the room and the furniture is satisfactory.

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 Student Personnel Office, assists students in obtaining part-time remunerative work during the school year, Christmas vacation, and summer.

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 advisers to student organizations are approved by the Coordinator.

The program of student activities is a primary responsibility of the **Executive Council** and the **Student Council** which is the legislative body of the **Augsburg Student Society**.

Liaison between the Student Society and Faculty and Administration is the function of the **Student-Faculty Committee**.

A weekly bulletin of events is prepared for the **Echo** by the Student Personnel Office. The college **Master Calendar** is kept by the Coordinator of Student Activities assisted by the chairman of the Commission on Student Organizations.



Augsburg College



ADMINISTRATION

GERDA MORTENSEN HALL →



SI MELBY HALL

registration

■ Students who have been accepted for admission should register on the days designated in the Calendar for this purpose. Those who register late are charged a late registration fee of \$1 per day after classes begin. The last date on which a student may register for or enter a course is two weeks after the beginning of classes.

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

ACADEMIC ADMINISTRATION

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.

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 18 credit hours is granted 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 Committee on Admissions and Student Standing. 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 obtains a form from the Registrar's Office on which he makes application. Approval of the teachers concerned, the student's adviser, and the Registrar must be obtained before a change is permitted. A fee of \$1.00 is charged for each change of registration

after the first week of classes. No course may be added after the first two weeks of classes.

A course which is cancelled during the first six weeks of classes is followed by W. After the first six weeks and before the last four weeks of the semester a course which is cancelled is given a grade of WP if the student is passing and WF if he is failing the course. No course may be cancelled during the last four weeks of the semester.

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 registrations will not be allowed unless the student has a C average 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 regular 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.

Students registered for less than 12 credits are classified as special students.

probation and elimination

□ The Committee on Admissions and Student Standing at the end of each semester, considers the status of students who have done unsatisfactory work. Freshmen who obtain honor point ratios of .5 or below, Sophomores .6 or below, Juniors and Seniors .8 or below, as well as students with 6 or more credits of F, at the end of a semester, are placed on probation. They are removed from probation when they obtain better than C average for a semester. 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 class attendance is required of all students in Lower Division Courses. Attendance in Upper Division Courses is voluntary for Juniors and Seniors unless required by the teacher of the class.

In classes for which attendance is required, a record of attendance is kept and periodic reports on absences are submitted to the Registrar.

Students who find it necessary to be absent because of illness or for other reasons should present to their teachers a written report of the reason for absence. A student will receive a grade of F if the number of absences for which he has not presented acceptable excuses is excessive as defined by the instructor of that class.

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 \$5 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.

comprehensive examinations

Comprehensive examinations may be permitted in courses in which the Committee on Admissions and Student Standing believes 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 (\$10.00 for students not currently enrolled) is charged for each credit hour 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

conditions and incompletes

A condition or an incomplete received at the end of the semester must be removed within the first six weeks of classes 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 \$5.00 is charged for an examination making up an incomplete or a condition received at the end of a semester.

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 deans, and the registrar will gladly assist him in planning his program.

general education requirements

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

Religion ----- **14 credits**
 At least 8 credits in lower division courses and 4 in upper division. A maximum of 3 credits from courses 51, 52, 54 may apply. For transfer students, the requirement is an average of 2 credits per semester of attendance.

Freshman English ----- **6 credits from Eng. 11-12**

Literature or Philosophy ----- **3 credits**

Beginning Speech ----- **2 credits**

Fine Arts ----- **2 credits**

Art 1, 83, 84; H.Ec. 3, 64; Mu. 4, 7; or Sp. 29

Foreign Language ----- **0-14 credits**

0 — If four years of one language have been successfully completed in high school.

6 — If student has sufficient background in the language to enroll in the intermediate course.

14 — If student has only one year or less of a foreign language in high school.

Students with two years of a foreign language in high school should normally be prepared to enroll in the intermediate course in college; if not, they may enroll in the beginning course, but will receive credit only for the second semester of it.

Social Sciences ----- 6 credits

Hist. 1, 2; 21, 22; Soc. 1, 2; or Econ. 15, Soc. 2

Natural Sciences ----- 9 credits

At least 3 credits must be in the biological sciences, and 3 in the physical sciences

Physical Education ----- 1 credit from P.E. 3 and 4

All students are required to take an English test at the end of the sophomore year and must demonstrate a proficiency in writing in order to qualify for the A.B. degree.

Where the demands of special curriculums prevent completion of the general education requirements in four years, exemption or modification of these requirements may be sought through petition.

Major and Minor

All students are required to complete a major 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 lower division courses.

Application for major must be made to the Head of the Department offering the major. Majors are offered in the following areas:

Religion		Business Education
Philosophy	Art	Home Economics
Greek and Latin	History	Medical Technology
English	Sociology	Biology
German	Social Science	Physics
French	Psychology	Chemistry
Spanish	Elementary Education	Natural Science
Speech	Business Administration	Mathematics
Music	Economics	Physical Education



Except with special majors such as music, business education, home economics, and combined natural science, students in the teacher education curriculums should complete a minor as well as a major.

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. A maximum of 40 credits in one department is permitted to count toward graduation. 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 36 credits in the 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 taken. 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.

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.



courses offered

■ Descriptions of the courses offered in 1964-66 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.

symbols

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

Course may be taken with consent of the instructor irrespective of prerequisites.

credits

□ Credits shown are in terms of semester credits. For continuation courses, the total

COURSES OF STUDY

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
English, Speech
German, Scandinavian, French, Spanish
Music, Art

Division of the Social Sciences

History, Political Science, Geography
Sociology
Psychology
Education, Library Science
Business Administration, Economics
Business Education
Home Economics

Division of Natural Sciences and Mathematics

Biology
Chemistry
Physics
Mathematics
Health and Physical Education

division of
RELIGION AND PHILOSOPHY

Mr. P. A. Quanbeck, Chairman



■ Through the study of religion and philosophy, the individual is appraised of those realities which are central to the problem of human existence. The student is encouraged to seek to understand himself and his relation to the world within the framework of the Christian Faith. The goal is the development of an informed and integrated Christian person who is equipped to participate responsibly in the life of the Church and of society.

DEPARTMENT OF RELIGION

**Mr. P. A. Quanbeck, Mr. Sonnack, Mr. Helland, Mr. Halverson,
Mr. Benson, Mr. Mandsager, Mr. W. Johnson, Mr. Strommen.**

The courses in religion are designed to give the student a working knowledge of the Bible and an acquaintance with the life of the Church through the study of its history, its beliefs, and its mission.

The graduation requirement includes 14 credits in religion. Of these credits 8 must be in the lower division, and at least 4 must be upper division. Not more than 3 credits earned in any of the courses numbered 51, 52 and 54 may be applied to this requirement. Freshmen are required

to take courses 1 and 2, and sophomores are required to take courses 3 and 4. Courses 1, 2, 3, and 4 are prerequisites for all upper division courses. Requirements for transfer students will be determined at the time of admission.

A religion major is recommended as preparation for careers in parish education, parish work, youth work, and parish administration. Majors must consult with the chairman of the department regarding their course of study.

Major, 28 credits, Minor, 22 credits. Six upper division credits in Greek may apply toward the major in religion.

See under Curriculums for a suggested course of study.

1, 2. Basic Bible. Fr. I, II.

2, 2 crs.

A brief introduction to the Bible followed by a study of the Old Testament, including the history of Israel and special attention to one or two Old Testament books. The second semester is devoted to the study of the New Testament with special attention to two or three books including Romans. Reading assignments include the entire New Testament. Special section for students selected for the honors program.

3. Church History. I.

2 crs.

A survey of the institutional development of the Christian Church, with the purpose of creating a greater understanding of its historical foundations. Emphasis is on the Reformation.

4. Christian Doctrine. II.

2 crs.

The fundamental doctrines of the Christian Faith and the historical development of some of these doctrines. The significance of the ecumenical creeds and the Lutheran confessional writings.

UPPER DIVISION COURSES

51. Principles of Christian Education. I.

3 crs.

Seeks to develop a fundamental understanding of Christian education, its history, objectives, curriculum, and administration, especially as applied to Sunday School and Vacation Bible School teaching.

52. Parish Work. II.

2 crs.

Seeks to familiarize the student with the work of parish organization and visitation. Class lectures are supplemented by actual field work.

54. Youth Work in the Church. II.

2 crs.

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

61. History of Religions. I.

3 crs.

A survey of some of the major religions of the world. The origin and development of these religions and their influences today. Includes readings in the sacred writings of the religions studied.

62. The Mission of the Church. II.

3 crs.

A study of some of the ways in which the church has sought and seeks to be the church and proclaim the Gospel in the world.

66. Hymns and Music of the Church. II.

3 crs.

See course 66 under the Department of Music.

71. The Early Christian Fathers. I. 3 crs.
The development of certain fundamental theological doctrines from the time of the Apostolic Fathers up to the Ecumenical Councils of the early church.
72. Protestantism in America. II. 3 crs.
The Protestant ethos in the United States. Special attention to the rise of religious liberty, revivalism, the American denominational structure, and the responses of American Protestantism to the challenges of its envioning culture.
81. The Gospels. I. 3 crs.
The nature of the Gospels. The life and work of Jesus. Particular attention to His teaching concerning the Kingdom of God.
82. Life and Epistles of Paul. II. 3 crs.
A survey of the life and work of Paul, with a study of some of the leading ideas that emerge from his writings.
83. The Message of the Old Testament. I. 3 crs.
The various types of Old Testament literature. The distinctive ideas of Hebrew thought with emphasis on the message of the prophets.
91. Introduction to Contemporary Theological Thought. I. 3 crs.
A study of some representative trends in Christian theological thought today, as seen from the perspective of the enduring theological task of the Christian Church.
92. Christian Ethics. II. 3 crs.
The basic principles of ethics from a Christian point of view. Their application to selected personal and social moral problems.
94. The Christian View of Man. II. 3 crs.
The Christian doctrine of man and salvation. Its uniqueness and relevance to certain other contemporary views of the nature and destiny of man.

DEPARTMENT OF PHILOSOPHY

Mr. Halverson, Mr. Johnson

The courses in philosophy seek to assist the student to become conversant with the great men and intellectual movements in the history of Western civilization, to cultivate an understanding of the principles of



sound reasoning, and to develop a mature understanding of the foundations of our knowledge in such areas as science, religion, and morals.

Major, 27 credits. Minor, 18 credits. Courses 21, 23, 51, 52, 53 are required for the major and the minor.

See under Curriculums for a suggested course of study.

21. Introduction to Philosophy. (Offered both semesters.) 3 crs.

Seeks to give the student a basic understanding of the nature and aims of philosophy, an acquaintance with some of its central problems, and a mastery of the terminology employed in philosophical discussion.

23. Logic. (Offered both semesters.) 3 crs.

A study of the formal rules of sound reasoning. Topics discussed include: the nature and functions of language; fallacies in reasoning; definition; principles of deductive reasoning; induction; a brief introduction to the notation of modern symbolic logic.

UPPER DIVISION COURSES

51. History of Philosophy: Ancient and Early Medieval. I. 3 crs.

An historical survey of the outstanding men and movements in the development of philosophical thought from the Greeks through St. Thomas Aquinas.

52. History of Philosophy: Late Medieval and Early Modern. II. 3 crs.

A survey course in which the development of Western philosophical thought is traced from the breakdown of the Medieval synthesis to the systems of Kant and Hegel.

53. History of Philosophy: Recent and Contemporary. I. 3 crs.

A survey of the most important trends in Western philosophical thought in the nineteenth and twentieth centuries. (Offered 1965-66)

54. Seminar in the History of Philosophy. Prereq. #. II. 3 crs.

A careful study of some selected man or movement in the Western philosophical tradition, with heavy emphasis on the careful reading of primary source materials. (Offered 1965-66.)

73. Philosophy of Science. Prereq. #. I. 3 crs.

A study of the meaning, methods, and implications of modern science by means of an analysis of basic concepts, presuppositions, and procedures. (Offered 1965-66.)

85. Philosophy of Religion. Prereq. #. I. 3 crs.

An inquiry into the nature of religious faith and experience, with special attention to the problem of the nature of religious language. (Offered 1964-65.)

86. Ethics. Prereq. #. II. 3 crs.

An inquiry into the nature of moral experience, and an analysis of the language of moral discourse. (Offered 1964-65.)

91, 92. Independent Study. Prereq. #. I, II. 1-3, 1-3 crs.

For philosophy majors. Individual study and research on some philosophical topic of interest to the student, worked out in consultation with the head of the department.

division of
THE HUMANITIES

Mr. Thorson, Chairman



■ It is the purpose of the Division of the 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 NEW TESTAMENT GREEK AND LATIN

Mr. Colacci

The courses in this department aim to give the students a direct insight into our Biblical and classical heritage. New Testament Greek is a tool 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.

Combined Major in Greek and Latin: 20 credits in New Testament Greek and 14 credits in Latin.

See under Curriculums for a suggested course of study.

New Testament Greek

Minor: 20 credits

1-2. † Elements of New Testament Greek. I, II. 8 crs.
Theoretical and practical study of the grammar of the Greek language of the New Testament. Readings and parsing of the Greek text from the Gospel of St. John and the Letter of St. James. The manuscript transmission of the Greek text of the New Testament with the description of the main uncial manuscripts and ancient versions.

UPPER DIVISION COURSES

51, 52. Advanced New Testament Greek. Prereq. 2, I, II. 3, 3 crs.
Selections from the Synoptic Gospels and Acts. Special emphasis is given to parsing and syntax of the Greek text.

53, 54. Greek Exegesis. Prereq. 52, I, II. 3, 3 crs.
Selections from the Pauline and Catholic Epistles. Special emphasis is given to the syntactical and exegetical approach to the Greek text.

Latin

1-2. † Beginning Latin. Fr. I, II. 8 crs.
Grammar and exercises in translation.

3, 4. Intermediate Latin. Prereq. 2, So. I, II. 3, 3 crs.
Continuation of grammar and syntax. Selections from Caesar's *Gallie War*, St. Augustine's *Confessions*, and Medieval Latin writers.

DEPARTMENT OF ENGLISH

Mr. Thorson, Miss Pederson, Mr. Dahlen, Miss Lillehei, Mrs. Livingston, Mr. Nicholl, Mrs. Trautwein, Mr. Bergstrom, Mrs. Cherne, Mrs. Christensen, Mr. Lesh.

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 beginnings of Western literature and its development, chiefly in England and in 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 and elementary schools and for graduate study.

All students, except those exempted from English 12, must complete Freshman English (courses 11 and 12) for graduation. Students of superior rating are placed in special sections of course 11; those superior students who achieve a high level of proficiency at the end of course 11 are exempted from course 12 and placed in course 40 the second semester. Satisfactory completion of course 11 is a prerequisite for course 12. Credit for course 11 without course 12 is given only to students in the affiliated nursing program and those superior students exempted from 12 who complete course 40.

Courses 35, 40, 41, or 42 meet the literature requirement for graduation.

All students must demonstrate a proficiency in writing at the upper division level to qualify for the A.B. degree. This requirement may be met by achievement on the sophomore English test, a satisfactory junior theme test, or completion of course 25, 50, or 55.

Major: 27 credits above course 12, including 40, 41, 42, 61, 62, and 91. Additional courses recommended for those planning on graduate study: 50 or 55; 71 or 73; 82; 84; 86; 88; 93; plus work in German, French, Latin, philosophy, and history.

Teaching major for the secondary school: 33 credits above course 12, including 25, 40, 41, 42, 55, 61, 62, 84, 91; and 35, 73, or 74. Strongly recommended, in addition, are 9 credits from the following: journalism, speech, elementary education 63; library science 59, 60, 63.

Teaching major for the elementary school: 27 credits above course 12, including 25, 40, 41, 42, 91; 50 or 55; 35, 73, or 74; and 61, 62, or 84. Recommended, in addition, are library science 58 and speech 16.

All majors must complete the intermediate year of Latin, German, French, Spanish, or Norwegian. Foreign languages most generally required for graduate study in English are Latin, German, and French.

Minor: 18 credits above course 12, including 40, 41, 42, 91.

Teaching minor, elementary or secondary: 21 credits above course 12, including those listed for the minor, plus 50 or 55.

See under Curriculums for a suggested course of study.

1. Improvement of Reading. (Offered both semesters.) 1 cr.
Designed to improve reading speed and comprehension.

9. Communication. I. 2 crs.
A course including reading of literary selections and practice in the skills of writing, speaking, and listening. For student nurses.

11-12. Freshman English. (Course 11 offered both semesters.) 6 crs.
The study of language, composition, and literature. Superior students are placed in advanced sections of course 11.

14. Journalism. Prereq. 11. II. 3 crs.
An introduction to news, feature, and editorial writing. Some attention given to editing and the mechanics of newspaper production.

25. Expository Writing. Prereq. 12. I. 3 crs.
Practice in the writing of exposition and argumentation. Reading and analysis of models.

35. Literary Classics. Prereq. 12. (Offered both semesters.) 3 crs.
Reading, analysis, and discussion of some of the world's classics from the renaissance to the modern age.

40. The Classical Tradition. Prereq. 12. (Offered both semesters.) 3 crs.
A study of the foundations of literature in the productions of the Greeks and Romans. The influence of the classical tradition in subsequent ages.

41. Medieval and Renaissance Literature. Prereq. 12. I. 4 crs.
The development of Western literature, chiefly British, from the ninth century to the age of Shakespeare.

42. American Literary Developments. Prereq. 12. II. 4 crs.
The growth of American literature from colonial times to the present. Its themes, techniques, and place in intellectual movements.

50. American English. Prereq. 12. (Offered both semesters.) 3 crs.
A study of the structure of Modern English. Grammar and problems of usage.
52. Creative Writing. Prereq. 12. II. 3 crs.
Writing of description and narration. Study of techniques in the composition of fiction, poetry, and drama. Individual and group projects. (Offered 1964-65.)
55. Introduction to Modern English. Prereq. 12. I. 3 crs.
The study of Modern English grammar, vocabulary, and sounds viewed in historical perspective. Acquaintance with some of the recent studies of language. Designed to give prospective teachers of English an understanding of structural linguistics.
61. British Literature, 1616-1800. Prereq. 40. I. 4 crs.
The principal authors from Donne through Blake. Discussion of literary works in relation to historical backgrounds.
62. British Literature since 1800. Prereq. 40. II. 4 crs.
The major writers in England in the nineteenth and early twentieth centuries.
71. American Literature, 1820-1912. Prereq. 42. I. 3 crs.
The development of romanticism and realism in nineteenth-century American writers. (Offered 1964-65.)
73. Modern American Literature. Prereq. 42. I. 3 crs.
Major American writers and movements since 1912. (Offered 1965-66.)
74. Modern Literature. Prereq. 40. II. 3 crs.
The important literary movements of the present century in Europe and in America.
82. The British Novel. Prereq. 40. II. 3 crs.
The development of the novel in England. A study of the major novelists and their works. (Offered 1965-66.)
84. Shakespeare. Prereq. 41. II. 3 crs.
A study of selected plays, with attention given to Shakespeare's development, to dramatic technique, and to the Elizabethan Age.
86. Three Major British Poets. Prereq. 61. II. 3 crs.
A study of the major poems and selected prose works of Milton and two other British poets. (Offered 1965-66.)
88. Chaucer. Prereq. 41. II. 3 crs.
Chaucer's poetry in relation to the thought and culture of the Middle Ages. Emphasis on the *Canterbury Tales*. (Offered 1964-65.)
91. English Seminar. Prereq. Sr. and English major or minor. I. 2 crs.
Methods and problems of bibliography and research. Selected topics in American and British literature. A review of movements and terminology.
- 93, 94. Independent Study. Prereq. Jr. or Sr. major with a grade-point average of 2.0 or better. I, II. 1, 1 cr.

DEPARTMENT OF SPEECH

Mr. Anderson, Miss Cole, Mrs. Olson

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, theater, or speech pathology.

All students are required to earn two credits in speech for graduation. Speech 11 is designed to meet this requirement, but other courses may be substituted where permission is granted on the basis of previous training or experience.

For elementary education students, courses 16 and 76 are recommended. Elementary education students who have had speech in high school may use 16 to fulfil the speech requirement.

Major: 24 credits above Speech 11. For education students courses 12, 29, 31, 32, 51, 66, and 76. In addition, a course in logic is required of all majors.

Minor: 17 credits above Speech 11. For education students courses 12, 29, 31, 32, 51, and 66. In addition, course 76 is strongly recommended.

See under Curriculums for a suggested course of study.

11. Beginning Speech. So. (Offered both semesters.) 2 crs.
Basic problems of effective speaking and critical listening. Three hours a week.

12. Forms of Public Address. Prereq. 11, Fr., So. II. 2 crs.
Public speaking projects with emphasis on style, audience psychology, and adaptation to various situations. Three hours per week.

16. Story Telling and Creative Dramatics. So. II. 3 crs.
Selection of stories for various age groups. Techniques, observation, and practice in story telling and creative dramatics. Recommended for parish workers and elementary school teachers.

21-22.† Intercollegiate Debate. I, II. Open to all students. 2 crs.
Practice in debating the intercollegiate debate question of the year. Participation in intercollegiate debate tournaments.

29. Introduction to Dramatic Arts. Open to all students. I. 3 crs.
An introduction to the history of the theater and to the theories of drama and dramatic production.

31. Interpretative Reading. So. I. 3 crs.
Basic principles of oral interpretation of literature. Practice in reading various kinds of prose, poetry and drama.

32. Acting. So. II. 3 crs.
An introduction to the art of acting. Practical work in pantomime and improvisation; participation in dramatic presentations.

UPPER DIVISION COURSES

- 51. Argumentation. Jr., Sr., I.** 3 crs.
Applications of logic in public speaking, discussion, and debate. Participation in intercollegiate debates. It is recommended that students take logic prior to registering for this course.
- 52. Advanced Public Speaking. Prereq. 11. Jr., Sr., II.** 3 crs.
An introduction to classics in rhetoric; analysis of great speeches; practical work in speech writing. (Offered 1965-66.)
- 56. Group Leadership and Discussion. Jr., Sr., II.** 3 crs.
Theories of group leadership; principles and types of discussion; practice in discussion techniques. (Offered 1964-65.)
- 63, 64. Stagecraft. Jr., Sr. I, II.** 3, 3 crs.
First semester devoted to lighting and design; second semester to scene construction and painting. Students planning to take only one course should register for 64.
- 66. Stage Direction. Prereq. 32. Jr., Sr. II.** 3 crs.
Theory and practice of stage direction with laboratory exercises in planning productions and conducting rehearsals.
- 76. Speech Pathology. Jr., Sr. II.** 3 crs.
Physical and psychological factors underlying normal and abnormal speech. An introduction to principles and methods of speech correction.
- 91, 92. Independent Study. Sr. I, II.** 1, 1 cr.
Selected topics in drama or rhetorical theory; individual projects with emphasis on the use of primary sources and methodology of research.

DEPARTMENT OF MODERN LANGUAGES

Mr. Olson, Mr. Landa, Mrs. Kingsley, Mr. Hatchek, Miss Aaskov, Mr. Hansen, Mr. Cannon, Mrs. Johnson, Mr. Moreno, Mr. Balz, Mrs. Nashan

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 those who plan to teach, study theology, or become candidates for higher academic degrees.

See under Curriculums for a suggested course of study.

German

Major: 24 credits above German 2.
Minor: 16 credits above German 2.

1-2.† Beginning German. I, II. 8 crs.
Pronunciation, grammar, reading, elementary composition and conversation. Audio-oral exercises in laboratory required.

3, 4. Intermediate German. Prereq. 2 or equivalent. I, II. 3, 3 crs.
Emphasizes pronunciation and comprehension. Grammar review, composition, and conversation. Required for teachers and minors. Students who have credit for German 5, 6 will not receive credit for this course.

5, 6. Intermediate German. Prereq. 2 or equivalent. I, II. 3, 3 crs.
Emphasizes reading and interpretation of texts in German. For students who plan to enroll in a theological seminary or graduate school. Students who have credit for German 3, 4 will not receive credit for this course.

UPPER DIVISION COURSES

51, 52. German Literature. Prereq. 4 or 6. I, II. 3, 3 crs.
Selected works of standard German authors. A survey of German literature and culture.

61, 62. Composition and Conversation. Prereq. 4. I, II. 2, 2 crs.
More advanced work in writing and speaking German. Required for teachers and minors.

71. The German Drama of the 19th Century. Prereq. 52 or #. I. 3 crs.
A survey of the field and reading of representative works. (Offered 1965-66.)

72. The German Short Story (Novelle). Prereq. 52 or #. II. 3 crs.
A survey of the genre and reading of works in the field. (Offered 1965-66.)

74. The German Novel of the 19th and 20th Centuries.
Prereq. 52 or #. II. 3 crs.
Discussion and reading of representative works. (Offered 1964-65.)

90. Independent Study. Prereq. #. (Offered both semesters.) 1-2 crs.
Selected topics in German literature. Paper to be written in German.

Scandinavian Language and Literature

Minor, 24 credits.

1-2.† Beginning Norwegian. Fr. I, II. 8 crs.
Reading, translation, spelling, and exercises in writing and in pronunciation.

3, 4. Intermediate Norwegian. So. I, II. 3, 3 crs.
Further study of grammar. Reading of standard authors. Brief survey of Norwegian literature. Composition.

11. Scandinavian History. I. 3 crs.
A brief survey of the history of the Scandinavian peoples, with history of Norway as the core. (Offered 1965-66.)

16. Modern Scandinavia. II. 3 crs.
A survey of social thought and life in Scandinavia since 1814, with special emphasis upon recent developments. (Offered 1965-66.)

UPPER DIVISION COURSES

55. The Modern Scandinavian Novel. Jr., Sr. I. 2 crs.
The course includes selected novels by Jonas Lie, Sigrid Undset, Selma Lagerlöf, and others. Knowledge of a Scandinavian language not required. (Offered 1964-65.)

56. **The Modern Scandinavian Drama. Jr., Sr. II.** 2 crs.
The course includes dramas by Bjørnson, Ibsen, and Strindberg. Knowledge of a Scandinavian language not required. (Offered 1964-65.)
90. **Independent Study. Prereq. #.** (Offered both semesters.) 1-2 crs.
Reading of selected authors. Paper to be written in Norwegian.

French

Major: 24 credits above French 2.

Minor: 16 credits above French 2.

- 1-2. † **Beginning French. I, II.** 8 crs.
Pronunciation, conversation and elementary grammar. Oral, written, and reading practice. Laboratory work an integral part of the course.
- 3, 4. **Intermediate French. Prereq. 2 or equivalent. I, II.** 3, 3 crs.
Further study of grammar involving aural-oral and written practice. Composition. Reading of representative works. Laboratory emphasis on the native voice.

UPPER DIVISION COURSES

- 51, 52. **Survey of French Literature. Prereq. 4. I, II.** 3, 3 crs.
Study of French authors and literary movements. Lecture, reading, and reporting on literary works in the French language.
61. **French Conversation and Composition. Prereq. 4. I.** 4 crs.
Conversation and composition toward facility in the language. Vocabulary enrichment, organization, and correctness of expression.
72. **Modern French Literature: The Novel. Prereq. 4. II.** 3 crs.
Representative works of important French novelists of the modern period. Oral and written reports in French. (Offered 1964-65.)
74. **Modern French Literature: The Drama. Prereq. 4. II.** 3 crs.
Representative works of important French dramatists of the modern period. Oral and written reports in French. (Offered 1965-66.)
90. **Seminar in Literature. Prereq. 51, 52, and 61. II.** 2 crs.
Selected topics in French Literature for the advanced student. Discussion and reports in French. (Offered on demand.)

Spanish

Major: 24 credits above Spanish 2.

Minor: 16 credits above Spanish 2.

- 1-2. † **Beginning Spanish. I, II.** 8 crs.
Aims to develop the ability to speak, write, understand, and read simple Spanish. Laboratory work an essential part of the course.
- 3, 4. **Intermediate Spanish. I, II.** 3, 3 crs.
Further study of grammar; oral work; reading of short stories, novels, and plays. Further laboratory work.

UPPER DIVISION COURSES

- 51, 52. **Survey of Spanish Literature. Prereq. 4. I, II.** 3, 3 crs.
A study of Spanish literature from the *Poema del Cid* to modern times. Lectures in Spanish. Reading of representative works. Written and oral reports. Laboratory work.

61. **Spanish Conversation and Composition. Prereq. 4. I. 4 crs.**
 Aims to facilitate free expression in Spanish through conversation and composition. Laboratory work provides opportunity for hearing native voices.
72. **Hispanic American Writers. Prereq. 4. II. 3 crs.**
 Representative works of Hispanic American writers. Oral and written reports in Spanish. (Offered 1964-65.)
74. **Modern Spanish Writers. Prereq. 4. II. 3 crs.**
 Selected readings of modern Spanish writers. Oral and written reports in Spanish. (Offered 1965-66.)
90. **Seminar in Literature. Prereq. 51, 52 and 61. II. 2 crs.**
 Selected topics in Spanish literature. Discussion and reports in Spanish. For the advanced student. (Offered on demand.)

DEPARTMENT OF MUSIC

**Mr. Sateren, Mr. Savold, Mr. Thut, Mr. Johnson, Mrs. Thut, Mr. Gibson,
 Mr. Lane, Mr. Haugen, Mr. Karlén, Mr. Davenport, Mr. Gabrielsen**

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

Major: 40 credits. Excepting 4 and 66, courses 1 through 69, and 10 credits in applied music, of which 6 must be in private lessons in voice or on an instrument, and 4 as a member of a musical organization. At least 3 credits in private instruction must be earned in the junior and senior years.

One public performance in their area of specialization is required of juniors and seniors. This requirement may be fulfilled by satisfactory participation in the monthly Performance Workshops. Formal public recitals are encouraged and, upon recommendation of the department, may be given in fulfillment of the requirement.

Sophomores, juniors and seniors are required to attend the monthly Performance Workshops. Freshmen are encouraged to attend. The workshops are student recitals which provide opportunity for public performance and acquaint the students with a repertory of musical excellence.

All majors and minors are required to pass a piano proficiency examination, preferably by the end of the sophomore year. It includes: (a) major and harmonic minor scales with triads and inversions, played two octaves, ascending and descending, hands together, at moderate speed; (b) a Bach two-part invention or a classical sonatina; (c) a romantic or modern piece showing expression; and (d) sight reading pieces of hymn-tune grade.

Minor: 26 credits. Excepting 4 and 56, courses 1 through 58, and 6 credits in applied music, 4 of which must be in private lessons in vocal or instrumental music, and 2 in an organization.

A maximum of 10 credits in applied music may count toward the Bachelor of Arts degree.

See under Curriculums for a suggested course of study.

1, 2. Theory. I. Fr., So. I, II. 4, 4 crs.

A basic course in the materials of music: the principles of notation, major and minor scales, intervals, triads and rhythms, and their application in written exercises, including the harmonization of figured bass and given melodies; aural skills, sight reading, dictation, and part-singing.

4. Introduction to Music. (Offered both semesters.) 2 crs.

A course for non-majors. To promote understanding and enjoyment of music. Fulfills the fine arts requirement.

7, 8. History and Literature of Music. I, II. 2, 2 crs.

An historical survey of western music from its beginnings to 1900. Supplemented by musical scores and recorded performances.

UPPER DIVISION COURSES

55, 56. Theory II. Prereq. 2. I, II. 4, 4 crs.

Continuation of 1, 2, with advanced work in harmonization; modulation, advanced chord formations, the use of suspensions, retardations, and ornaments of music. Course 55 includes work in strict counterpoint in one, two, three, and four-part writing in all the species. Course 56 gives special study to the form and structure of music.

57, 58. Conducting. Prereq. 2, or 2 cr. in piano, organ, or equivalent. Jr. I, II. 2, 2 crs.

Techniques of conducting choral and instrumental music; organization and administration of choral and instrumental ensembles in school, church, and community. Students in music education should take the course in junior year.

61, 62. Instrumental Technique.* Prereq. 2. Jr., Sr. I, II. 2, 2 crs.

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. Choral Technique.* Prereq. 2. Jr., Sr. I. 2 crs.

Class instruction in the fundamentals of voice culture as related to choral ensemble. For public school music teachers and directors of vocal music.

66. Hymns and Music of the Church. II. 3 crs.

Development of the music of the Christian Church, with special attention to the Protestant heritage. Designed for the general student, organists, choir directors, and pre-theological students. Fulfills the requirements of a course in religion.

69. Twentieth Century Music. Prereq. 8, 56. Jr., Sr. I. 2 crs.

A survey of western music with emphasis on contemporary trends.

*Students taking Instrumental Technique are not required to take Choral Technique. Those taking Choral Technique must take one semester of Instrumental Technique.

Applied Music

Vocal and instrumental instruction is available to all students. Beginners must complete two semesters of private lessons in order to receive credit. Others receive one credit for a minimum of sixteen thirty-minute lessons per semester. Occasional lessons are available without credit. For statement of fees see under Financial Information.

Piano. I, II. 1, 1 cr.

Technique as needed, repertory, performance, accompanying. Music majors and minors must pass the proficiency examination. Only those credits earned after this examination has been passed apply toward the major or minor.

Organ. Prereq. Basic piano technique and #. I, II. 1, 1 cr.

Technique as needed, repertory, performance, hymn playing, accompanying.

Voice. I, II. 1, 1 cr.

Includes correct habits of pronunciation and articulation, breath control, flexibility, ear training in some cases, and interpretation of song classics, both sacred and secular.

Choir. † I, II. 2 crs.

Concert Band. † I, II. 2 crs.

Wood-wind Instruments, Brass Instruments. 1, 1 cr.

Women's Chorus (Cantorians)†, Male Chorus, Collegiate Band, Orchestra, Brass Ensemble, String Ensemble, Woodwind Ensemble.

$\frac{1}{2}$ credit per semester

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

Performance Workshop. I, II. 0 cr.

DEPARTMENT OF ART

Mr. Thompson, Mr. Molder

The Department of Art endeavors to further the student's technical and conceptual understanding of art. Besides experience in the disciplines of drawing, print making, painting, and sculpture, emphasis is given to the function of art in history and religion. Because of the place art has in contemporary life, students are encouraged to consider the areas of teaching, graduate study, commercial designing, and avocational art.

In addition to the courses offered for credit, students have the opportunity to study and discuss with August Molder, artist in residence, problems of art related to painting and the making of stained glass windows.

The department reserves the right to keep for three years examples of student art work for exhibition purposes.

Major: 32 credits, including 1, 7, 18, 21, 65, 66, 67, 83, 84

Minor: 16 credits, including 1, 18, 21 and 83 or 84

See under Curriculums for a suggested course of study.

1. **Basic Design. Fr. (Offered both semesters.)** **3 crs.**
Theory and application of basic art principles in drawing, painting, sculpture, and design.
3. **Art in Daily Living. I.** **3 crs.**
See course 3 under Department of Home Economics.
7. **Drawing I. Fr. I.** **2 crs.**
Freehand drawing in pencil, charcoal, pastel, ink, and mixed media.
18. **Oil Painting I. Prereq. 1.** **3 crs.**
Investigation of the technical and expressive possibilities of oil paint. Still life, landscape and portrait painting. (Offered semester II, 1964-65; both semesters, 1965-66.)
21. **Sculpture I. Prereq. 1. I.** **3 crs.**
Design in three-dimensional form. Modeling of portraits, human figures, and animal forms. Ceramic design and plaster casting.
32. **Water Color Painting. Prereq. 1 or 7. II.** **2 crs.**
Use of transparent and opaque water color techniques, with emphasis on landscape painting. (Offered 1964-65.)

UPPER DIVISION COURSES

64. **History and Appreciation of Art. II.** **3 crs.**
See course 64 under Department of Home Economics.
- 65, 66. **Composition. Prereq. 1 and 7. I, II.** **3, 3 crs.**
A study of the elements of form and composition. Two and three-dimensional studies executed on a small scale. Semester I: Form and Space. Semester II: Vision. (Offered 1965-66.)
- 67, 68. **Print Making. Prereq. 1. I, II.** **3, 3 crs.**
Principles and methods of color printing and composition. Semester I: Woodcut and the silk screen process. Semester II: Intaglio methods on copper.
76. **Oil Painting II. Prereq. 1, 7, 21.** **3 crs.**
Advanced oil painting. (Offered semester I, 1964-65; semester II, 1965-66.)
78. **Sculpture II. Prereq. 1, 7, 21.** **3 crs.**
Advanced sculpture.
- 83, 84. **Art History and Appreciation. Jr., Sr. I, II.** **3, 3 crs.**
Survey of architecture, sculpture, and painting in Western civilization. Semester I: Prehistoric to Renaissance. Semester II: Renaissance to Modern.
90. **Independent Study. (Offered both semesters.)** **1-2 crs.**
Supervised study in fields of special interest. Problems selected from studio disciplines and art history. Open to seniors with a major in art.

division of
SOCIAL SCIENCES

Mr. Chrislock, 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. Chrislock, Mr. Kleven, Mr. Gisselquist, Mrs. Jensen, Mr. Gustafson,
Mr. Laue

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.

See under Curriculums for a suggested course of study.

1, 2. Western Civilization. Fr. I, II. 3, 3 crs.

A rapid survey of Western history from ancient times and up to the present. An effort is made to place the study of Western Civilization in a world setting.

21, 22. United States History. So. I, II. 3, 3 crs.

A survey of the life of the American people and the development of their ideas and institutions. Special section for students selected for the honors program.

UPPER DIVISION COURSES

52. England to 1832. Prereq. 1, 2. Jr., Sr. II. 3 crs.

Emphasis placed on the constitutional development of England. (Offered 1964-65.)

53. History of Canada. Jr., Sr. I. 3 crs.

The development of Canada from early explorations to the present, with emphasis on Canadian-United States relations. (Offered 1965-66.)

55. Contemporary United States. Prereq. 21, 22. Jr., Sr. I. 3 crs.

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.

56. American Diplomatic History. Prereq. 6 cr. in History or Pol. Sci. or #. Jr., Sr. II. 3 crs.

The history of American foreign policy. The period from 1898 to the present is emphasized. Seminar offered in connection with this course may be taken for one additional credit on approval of instructor. (Offered 1965-66.)

57. Governments and Problems of South and Southeast Asia. Jr., Sr. I. 3 crs.

See course 57 under Political Science.

58. Politics and Problems of the Middle East. Jr., Sr. II. 3 crs.

See course 58 under Political Science.

61. Ancient History. Prereq. 1, 2. Jr., Sr. I. 3 crs.

A cultural and political history of ancient civilizations and their contribution to modern cultures. (Offered 1964-65.)

63. Medieval Europe, 300-1200. Prereq. 1, 2. Jr., Sr. I. 3 crs.

From the decline of Rome, through the political, economic, and cultural revival of 12th century Europe. (Offered 1965-66.)

64. Medieval Europe, 1200-1500. Prereq. 1, 2. Jr., Sr. II. 3 crs.

Medieval culture at its height in the 13th century, the rise of western monarchies, decline of the medieval papacy and empire, late Middle Ages and the Italian Renaissance. (Offered 1965-66.)

65. Early Modern Europe, 1500-1648. Jr., Sr. I. 3 crs.

Emphasizes the religious crises of the Reformation and the religious wars. (Offered 1964-65.)

66. Early Modern Europe, 1648-1789. Jr., Sr. II. 3 crs.

A study of divine-right absolutism of Louis XIV and its influence in Europe, contrasting political pattern of England, scientific developments

and their effects on areas of thought, 18th century background of the French Revolution. (Offered 1964-65.)

67. Commonwealth Countries of South Asia and the South Pacific.

Jr., Sr. I.

3 crs.

A political and economic study of the transition from colonial to commonwealth status of India, Pakistan, Ceylon, Australia, and New Zealand in the nineteenth and twentieth centuries. (Offered 1965-66.)

68. China and Japan, 1850 to Present. Jr., Sr. II.

3 crs.

A survey of the internal developments in China and Japan, their relations with each other and with the West. (Offered 1965-66.)

71. French Revolution and Early Nineteenth Century Europe.

Prereq. 12 credits in History. Jr., Sr. I.

3 crs.

Political, economic, social and cultural development in Europe from 1789 to 1850. The French Revolution, Napoleon, the Restoration, the Revolution of 1848.

72. Late Nineteenth Century Europe. Prereq. 12 credits in History.

Jr., Sr. II.

3 crs.

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.

75. History of Political Theory. Jr., Sr. I.

3 crs.

See course 75 under Political Science.

82. Twentieth Century Europe. Prereq. 12 credits in History. Sr. II.

3 crs.

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 on approval of instructor.

99. Seminar in Northwest History. Prereq. #. Jr., Sr. I.

3 crs.

A study of various areas of the history of Minnesota and the Northwest. A research paper is required. (Offered 1964-65.)

Political Science

Minor: 15 credits.

41-42.† American Government. I, II.

6 crs.

A study of the Constitution; civil right; federal, state, and local governments; citizenship; and popular control of government.

UPPER DIVISION COURSES

56. American Diplomatic History. II.

3 crs.

See course 56 under History.

57. Governments and Problems of South and Southeast Asia.

Jr., Sr. I.

3 crs.

The emergence of the new national states in this area; their political and economic problems. (Offered 1964-65.)

58. Politics and Problems of the Middle East. Jr., Sr. II.

3 crs.

A survey of the contemporary political and economic problems in the Middle East. (Offered 1964-65.)

75. History of Political Theory. Jr., Sr. I. 3 crs.
A survey of the high points in the development of political theory from the Greeks to the present. (Offered 1965-66.)
82. Public Finance. Prereq. 41-42 or Economics 15 for Political Science minors. Jr., Sr. II. 3 crs.
See course 82 under Economics.

Geography

14. Human Geography. Fr., So. II. 3 crs.
A study of geographical factors affecting mankind.

Combined Major in Social Sciences for Teaching: 24 credits in History (including History 21 and 22) and Geography; Sociology 1, 2; Economics 15, 16; Political Science 41-42.

See under Curriculums for a suggested course of study.

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

DEPARTMENT OF SOCIOLOGY

Mr. Torstenson, Mr. Nevaskar, Mrs. Belgum, Mr. Nordlie

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, 27 credits including Sociology 1, 2. Required in addition are History 1, 2, or 21, 22; Psychology 5.

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

See under Curriculums for a suggested course of study.

1. Introduction to Sociology. Fr., So. I. 3 crs.
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 crs.
The dynamic processes at the root of contemporary problems. Problems of personal, family and community disorganization are selected for special study.
8. Sociology. II. 2 or 3 crs.
An introduction to the field of sociology. Designed especially for student nurses.
16. Modern Scandinavia. II. 3 crs.
See course 16 under Scandinavian Language and Literature.
21. Rural Sociology. So. I. 3 crs.
The culture and social organization of American rural life in historical perspective; an examination of social processes and problems of changing rural communities and institutions.

22. **Urban Sociology. So. II.** 3 crs.
The culture and social organization of the city in historical perspective; including an examination of processes and problems related to the development of the modern metropolis.
42. **Marriage and Family Relationships. (Offered both semesters.)** 3 crs.
See course 42 under Department of Home Economics.

UPPER DIVISION COURSES

53. **Introduction to Statistics. Jr. I.** 3 crs.
Scientific methods of dealing with the collection, organization, comparison and interpretation of socio-psychological data. Constructing of graphs and tables, finding measures of central tendencies, variability and correlation.
54. **Social Research. Jr. II. Prereq. 53 or #.** 3 crs.
Methods of investigation in sociology and psychology; an examination of problems and procedures of social research; an analysis of research designs and techniques.
57. **Fields of Social Work. Jr., Sr., I.** 2 crs.
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.
58. **Introduction to Methods of Social Work. Jr., Sr. II.** 2 crs.
Principles and procedures of case work and group work. Designed especially for students who anticipate entering the field of social work. (Offered 1965-66.)
- 59-60.† **Field Experience in Social Work Agencies. Jr., Sr., I, II.** 2 crs.
Provides laboratory experience in the metropolitan community for students preparing for social work. To be integrated with Sociology 57 and 58 or 66.
63. **Criminology. Prereq. I. Jr., Sr. I.** 3 crs.
A study of the nature of delinquency and crime in contemporary society. An examination of causal factors, methods of apprehension, treatment and prevention of delinquency and crime.
66. **Public Welfare. Jr., Sr. II.** 3 crs.
A study of the development of public welfare in the context of historical changes in American society, and an examination of major concomitant social issues. (Offered 1964-65.)
75. **Social Psychology. Prereq. 1, Psy. 5. Jr., Sr. I.** 3 crs.
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.
76. **Race and Minority Group Relations. Jr., Sr. II.** 3 crs.
The cultural, structural and psychological dimensions of minority group relations; major attention is focused on prejudice, racism and civil rights in the American setting.
78. **Labor-Management Relations. Jr., Sr. II.** 3 crs.
An analysis of the socio-economic roles of labor and management in a dynamic society. (Offered 1965-66.)

81. Modern Sociological Theory. Sr. I.

3 crs.

An examination of the nature and major types of contemporary sociological theories in the context of their historical settings in the nineteenth and twentieth centuries.

DEPARTMENT OF PSYCHOLOGY

Mrs. Hinrichs, Mr. Armacost, Mrs. Anderegg

The objectives of this department are: (1) to acquaint the student with the principles and methods in the scientific study of behavior and (2) to enable the student to better understand the processes which influence behavior. Emphasis is on the study of man, so that the student may develop an understanding of himself and his fellow man.

Major: 24 credits, including 5, 61, 62, 64, 81 and 86. In addition, Sociology 53 or Economics 54 is required. Students planning to enter graduate school in psychology should also plan to take Biology 1, 2, or 13-14; Chemistry, 5, 6, or Physics 5, 6; and Philosophy 23 or 73.

Minor: 15 credits, including 5, 62.

See under Curricula for a suggested course of study.

5. General Psychology. So. or #. (Offered both semesters.) **3 crs.**

A study of the basic processes underlying behavior. The general principles and methods of psychology are examined as they apply to the many areas of specialization in psychology. Seminar offered in connection with this course may be taken for one additional credit by students selected for the honors program. It includes advanced readings and discussion on general psychology topics.

7. General Psychology. I. **2 crs.**

A study of the basic processes underlying behavior. The general principles and methods of psychology are examined. For student nurses.

UPPER DIVISION COURSES

53. Human Growth and Development. Prereq. 5. Jr., Sr. or #. I. **3 crs.**

See course 53 under Education.

60. Psychological Measurement. Prereq. 5, and Soc. 53 or Econ. 54.

Jr., Sr. II.

3 crs.

A systematic survey of problems of data collection and analysis. Special attention given to measurement of achievement, aptitudes, interests, attitudes.

61. Psychology of Personality: Normal. Prereq. 5. Jr., Sr. I. **3 crs.**

A study of the dynamics of human adjustment with emphasis on behavior that customarily falls within the normal range. Includes an introduction to major theories of personality.

62. Psychology of Personality: Abnormal. Prereq. 61 or #.

Jr., Sr. II.

3 crs.

A study of the sociological, biological, and psychological factors involved in abnormal behavior. Contains an examination of diagnostic categories, treatment, and research in mental illness.

64. **Experimental Psychology.** Prereq. 5, and Soc. 53 or Econ. 54.
 Jr., Sr. II. 3 crs.
 An introduction to design, execution, and analysis of experiments in psychology. One two-hour lecture and one three-hour laboratory period per week.
71. **Educational Psychology.** Prereq. 5. Jr. I. 3 crs.
 See course 71 under Education.
75. **Social Psychology.** Prereq. 5 and Soc. 1. Jr., Sr. I. 3 crs.
 See course 75 under Sociology.
81. **History of Psychology.** Prereq. 9 hours in Psy. or #. Jr., Sr. I. 3 crs.
 A survey of ideas and events of importance in the development of current points of view in psychology.
84. **Topics in Psychology.** Prereq. #. Jr., Sr. I, II. 1-2 crs.
 Independent study for students desiring to carry out individual research projects. Four credit maximum.
85. **Counseling Psychology.** Prereq. 61. Sr. I. 3 crs.
 An introduction to the basic principles, methods, and techniques of counseling. Consideration given to goals and ethical problems in a counseling relationship.
86. **Seminar in Psychology.** Prereq. 15 hours in Psy. or #. Sr. II. 2 crs.
 A study of psychological problems in the contemporary world.

DEPARTMENT OF EDUCATION

Mr. Johnson, Miss Mattson, Mr. Fardig, Mrs. Anderegg, Mrs. Hanson

The Education curriculum has been designed primarily for those preparing to do public 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 graduate for teaching on the elementary or the junior and senior high school level, as well as for further study in the field of education.

Elementary Education

Students planning for elementary school teaching are required to follow the prescribed course of study. See under Curriculum for Elementary Education.

Formal admission to the program takes place in the sophomore year. During this year the student has regular conferences with the Director for orientation and counseling purposes, and is tested in the subject matter of the fields which are taught in elementary schools. Students with deficiencies may be required to take additional work. Each student wishing to complete the program must make written application on the form provided and must be recommended by the Director and approved by the Committee on Teacher Education.

All students admitted to the Elementary Education program must satisfactorily complete Ed. 57, 58 (Group Activity), usually to be taken in connection with Ed. 51 and 56. Students in elementary education are required to take 3 semester hours in general psychology to be completed as a prerequisite for Ed. 51.

Major: 31 credits, including all courses listed under Curriculum for Elementary Education.

See under Curriculums for a suggested course of study.

- 51. Orientation to Elementary Education. Prereq. Admission to Dept. of Education. Jr. I. 4 crs.**
A study of the qualifications of teachers, the teaching profession, survey of American schools, philosophies, policies and practices. Includes observation of teaching situations.
- 53. Human Growth and Development. Prereq. Psy. 5, Jr. I. 3 crs.**
A study of the growth and development of the human organism from conception through adolescence. Emphasis on process of learning, factors influencing learning.
- 54. Methods and Materials: Art, Health, Physical Education, Music. Prereq. 51, 53. Jr. II. 2 crs.**
Principles, methods and techniques for health and physical education in elementary grades. Philosophy, methods and materials for teaching art and music in the elementary school.
- 56. Methods and Materials: Mathematics, Science. Prereq. 51, 53. Jr. II. 2 crs.**
Principles, aims, methods, techniques of arithmetic and science in the elementary school. Use of instructional materials.
- 57, 58. Group Activity. I, II. 0 cr.**
This is not given as a separate course, but offered in connection with elementary education 51 and 56. Includes 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.
- 61. Methods and Materials: Language Arts. Prereq. 51, 53. Sr. I. 2 crs.**
Aims, methods and techniques of the language arts other than reading; language, spelling and handwriting.
- 62. Methods and Materials: Social Studies. Prereq. 51, 53. Sr. II. 2 crs.**
Objectives, principles, methods and techniques in the social studies. Development of units.
- 63. Teaching of Reading. Prereq. 51, 53. Sr. I. 3 crs.**
Deals with the problems of teaching reading to elementary school children. The methods and materials are studied in the context of learning theory.
- 65. Children's Literature. Prereq. 51, 53 or #. Sr. I. 3 crs.**
This is a study of literature suitable for children of elementary school age. It requires extensive reading and evaluation of books.
- 66. Seminar in Teaching. Prereq. Concurrent registration in 68. Sr. II. 2 crs.**
Deals with the practical problems of teaching as they arise in the student teaching experience.
- 68. Directed Teaching in the Elementary School. Open to seniors in elementary education. II. 8 crs.**
Students spend eight weeks assisting the regular teacher and doing actual teaching in cooperating schools. Supervision is carried out by the classroom cooperating teacher and the college staff.

Secondary Education

Admission to the secondary 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, and 1.0 ratio in the minor, and a 1.0 ratio for the over-all average. Except in special fields the applicant should be preparing for competency in at least two subjects that are taught on the high school level, that is, he should complete a major and a minor or two majors.

All students admitted to the secondary education curriculum must register for Group Activity, usually to be taken in connection with Ed. 71 and 72. They are also required to have a course in health and three semester hours in general psychology, the latter to be completed before taking Ed. 71. For a proposed course of study see Curriculum for High School Teaching.

See under Curriculums for a suggested course of study.

71. Educational Psychology. Prereq. Psy. 5, Jr. I. 3 crs.

A study of human development, learning, and adjustment in order to better understand human behavior, especially the behavior of adolescents in a school context.

72. Teaching in Secondary Schools. Prereq. 71. Jr. II. 3 crs.

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.

73, 74. Group Activity. I, II. 0 cr.

This is not given as a separate course, but offered in connection with Education 71, 72. Includes 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.

76. Principles of Guidance. Prereq. 71. (Offered both semesters.) Sr. 2 crs.

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.

78. School and Society. (Offered both semesters.) Sr. 2 crs.

A course designed to develop skill in perceiving and defining current problems in education and the relation of the American school system to modern society. Included are a study of educational philosophy and the development of American education.

79-95. Special Methods

Courses 79 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. Each student is required to take one course related to the major field to prepare for student teaching. Prerequisites are a major or minor in the field and Education 72.

79. Teaching of Natural Sciences in the Secondary School. Sr. I. 2 crs.

81. Teaching of Business in the Secondary School. Sr. I. 2 crs.

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| 83. Teaching of Mathematics in the Secondary School. Sr. I. | 2 crs. |
| 85. Teaching of Social Studies in the Secondary School. Sr. I. | 2 crs. |
| 87. Teaching of Health Education and Physical Education in the
Secondary School. Sr. I. | 2 crs. |
| 88. Teaching of Music in the Elementary School. Jr. II. | 2 crs. |
| 89. Teaching of Music in the Secondary School. Sr. I. | 2 crs. |
| 91. Teaching of Home Economics in the Secondary School. Sr. I. | 2 crs. |
| 92. Evaluation and Adult Education in Home Economics. Sr. II. | 2 crs. |
| 93. Teaching of English in the Secondary School. Sr. I. | 2 crs. |
| 94. Teaching of Modern Languages in the Secondary School. Sr. I. | 2 crs. |
| 95. Teaching of Speech in the Secondary School. Sr. I. | 2 crs. |
| 97. Student Teaching in the Secondary School. Prereq. 72.
(Offered both semesters.) | 6 crs. |

Student teaching is offered both semesters of the senior year. Two alternative experiences are possible: an eight-week, full-time teaching assignment; or one-half day of each school day for one semester. In addition, the student attends seminar meetings.

99. Topics in Education. Sr. (Offered both semesters.) 1-2 crs.
Independent study offering students an opportunity to explore areas of specialization in education. Each student does research and presents a report of his findings on the requirements, present status, and future possibilities of his own field of interest. Conducted largely on a seminar basis. Open to seniors with the approval of the department.



Library Science

Mrs. Parker

The following courses prepare the student to meet the state requirements for a minor in Library Science. Preparation for selecting books and other library materials, efficient and effective management of library materials as well as the intelligent use of library resources from the standpoint both of the school librarian and the classroom teacher is given. While the minor in Library Science is planned to prepare the graduate in the area of school librarianship, it is also a valuable minor for any student planning a teaching career, since it introduces him to many avenues of curriculum enrichment. The courses provide a foundation for the student who wishes to do advanced work in the field of Library Science.

Minor, 16 credits. Recommended elective, Education 65.

45-46.† Basic Functions of the School Library. So., Jr. I, II. 4 crs.

To orient the student to the role of the library in the school and community. A study of library facilities, standards, book selection policies and buying guides. The second portion of the course concentrates on the organization of library materials, including cataloging and circulation procedures.

UPPER DIVISION COURSES

58. Elementary Materials. Jr., Sr. II. 3 crs.

The characteristics and purposes of an elementary school library. The student is directed through extensive study of book lists, book talks, story-telling and a wise exposure to individual titles to a better understanding of the role books and related library materials play in the development of the church. (Offered 1964-65)

59-60. Secondary Materials. Jr., Sr. I, II. 6 crs.

The characteristics and purposes of a secondary school library. Study of the adolescent and the guidance role of the librarian. The selection and use of reference materials is stressed, as well as a wide exposure to other books in various subject areas. (Offered 1965-66)

63. Library Materials in the Classroom. Jr., Sr. I. 3 crs.

To define and study the role of the library as an instructional materials center in modern educational setting. Involves extensive study of curriculum needs and curriculum enrichment through teacher-librarian cooperation in selection and use of books and audio-visual materials. Library instruction units are included. (Offered 1964-65)

DEPARTMENT OF BUSINESS ADMINISTRATION, ECONOMICS, AND BUSINESS EDUCATION

Mr. Hemmingson, Miss Lund, Mr. Budge

The objective of this department is to help students gain a liberal arts background as well as some specialized knowledge in business and economic affairs. The business administration major concentrates on accounting and provides basic preparation for careers in the accounting field. The economics major concentrates on fundamental analytical and policy matters and serves as a basis for advanced study in economics. Either of these majors can also provide the background needed for

general administrative careers in business, government, or various public and private institutions. In particular, either major could be the basis for graduate study in such fields as hospital or public administration. The business education major and minor prepare students for teaching in secondary schools.

Business Administration

Major: 36 credits, including courses BA 1, 2, 53, 71, 72, 74, 76; Econ. 15, 16, 54, 57, 58.

Minor: 18 credits, including courses BA 1, 2; Econ. 15, 16; and six credits in upper division business administration courses.

Majors will be required to demonstrate by means of a test a minimum ability in mathematics at the time of application for the major which will be ordinarily at the end of the sophomore year.

See under Curriculums for a suggested course of study.

1, 2. Principles of Accounting. Fr. I, II. 3, 3 crs.

An introduction to the principles of accounting and their application to the single proprietorship, partnership, and corporation; preparation of financial statements; and procedure in recording and classifying business transactions. Meets three hours per week.

UPPER DIVISION COURSES

53. Business Law. Jr., Sr. I. 3 crs.

Legal rules relating to contracts, agency, negotiable instruments, property and business organizations.

71. Intermediate Accounting. I. Prereq. 2. Jr., Sr. I. 3 crs.

An analysis of accounting theory pertaining to financial statements, net income concepts, capital stock and surplus accounts, cash, receivables and inventories.

72. Intermediate Accounting. II. Prereq. 71. Jr., Sr. II. 3 crs.

An analysis of accounting theory pertaining to investments, tangible and intangible fixed assets, liabilities and reserves, with additional emphasis on financial statements and various measures of income and operations.

74. Cost Accounting. Prereq. 2. Jr., Sr. II. 3 crs.

Essential features of accounting for manufacturing concerns with particular reference to the securing of unit costs of manufactured products; job order and process costs.

76. Auditing. Jr., Sr. II. 3 crs.

A review of internal and external auditing procedures. Emphasis on internal checks and controls for accounting systems.

Economics

Major: 30 credits, including courses BA 1, 2; Econ. 15, 16, 54, 57, 58, and nine credits from 78, 80, 82, 85. Math. 42 required.

See under Curriculums for a suggested course of study.

15, 16. Principles of Economics. So. I, II. 3, 3 crs.

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. Course 15 designed for students taking only one semester of economics.

UPPER DIVISION COURSES

54. Introduction to Statistics. Jr. II. 3 crs.

A course in scientific methods of dealing with the collection, organization, comparison and interpretation of numerical data. Considerable emphasis on statistical inference.

57. Intermediate Macro-economics. Prereq. 15, 16. Jr. I. 3 crs.

An analysis of the determinants of national income, employment and price levels with particular reference to aggregate consumption and investment. (Formerly Econ. 62.)

58. Intermediate Micro-economics. Prereq. 15, 16. Jr. II. 3 crs.

An analysis of the behavior of business firms under competitive and monopolistic conditions, with particular reference to the firms' decisions in regard to production and prices. (Formerly Econ. 61.)

78. Labor-Management Relations. Jr., Sr. II. 3 crs.

See course 78 under Department of Sociology.

80. Money and Banking. Prereq. 15, 16. Jr., Sr. II. 3 crs.

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.

82. Public Finance. Prereq. 15, 16. Jr., Sr. II. 3 crs.

Governmental taxation, spending and borrowing, and the impact of governmental finance on economic activity.

85. Economic Development. Prereq. 15 or #. Jr., Sr. I. 3 crs.

An examination and analysis of the developmental problems and prospects of the underdeveloped nations including consideration of policies to promote growth. Historic patterns of growth and communist versus non-communist approaches will be examined. Intended as an interdisciplinary social science course.

Business Education

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.

Business education major: 37 credits, including 1, 3, 4, 8, 53, 56, 58; BA 1, 2, 53; and Econ. 15, 16.

Minor: 27 credits, including 1, 3, 4, 8, 53, 56, 58; and BA 1, 2; or Econ. 15, 16.

Seven credits less will be required on the major or minor, if the student can demonstrate satisfactory achievement in courses 1, 3 and 4.

See under Curriculums for a suggested course of study.

1. Elementary Typewriting. (Offered both semesters.) 1 cr.

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

3, 4. Elementary Shorthand. Prereq. 1. I, II. 3, 3 crs.

Fundamentals of Gregg Shorthand. Dictation and transcription. Four hours per week.

8. Office Machines. Prereq. 1. (Offered both semesters.) **3 crs.**
The operation of the calculator, adding machine, mimeograph, mimeoscope, spirit duplicator, and the transcription machine. Three hours per week.

UPPER DIVISION COURSES

53. Advanced Shorthand. Prereq. 4 or equivalent. I. **4 crs.**
Advanced study of Gregg shorthand. Rapid dictation. Open to students who can take dictation at a minimum of 80 words per minute. Five hours per week.

56. Advanced Typewriting. Prereq. 1 or equivalent. II. **3 crs.**
Further development of typewriting technique in business letter arrangement, billing, tabulating, manuscript typing, and the typing of legal documents. Four hours per week.

58. Secretarial Practice. Prereq. 4. II. **3 crs.**
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.

60. Business Seminar. II. **2 crs.**
A study in special problems in the field of business education through research and informal discussion. Special emphasis on general business.

DEPARTMENT OF HOME ECONOMICS

Miss Segolson, Mrs. Peterson, Miss Sonsteng, Mrs. Tester

Home Economics is concerned with the individual, the family, the home, and with the conditions of the society and their impact on the individual, the family, and the home. It seeks to unify knowledge from many fields in the solving of individual and home life problems. Study in home economics includes learning to use one's resources to attain values set



up as most worthwhile in life and acquiring some techniques and skills needed in immediate personal and home living. Courses are open to all students and recommended for general education.

Graduates in Home Economics Education are qualified to teach in federally aided home economics departments.

Non-teaching major: 36 credits; courses are 3, 5, 6, 8, 39, 40, 42, 46, 58, 66, 67, 71, 73, 74. Also required are: Chemistry 5, or 5, 6, or 5, 32; Physics 3; Economics 15; Sociology 1; Biology 1-2 or 4 or 13-14, and 54; Psychology 5, and 3 additional credits in Social Science.

Non-teaching minor: 21 credits, including 3, 5, 8, 39, 40, 42, 46 and one upper division course.

Teaching major: 38 credits above H. Ec. 3; courses listed for non-teaching major plus 33 and 75. Also required of students preparing to teach Home Economics are Education 91 and 92.

Each student who plans for a vocation in this field should consult members of the staff about details of the program when she begins her college work.

See under Curriculums for a suggested course of study.

3. Art in Daily Living. I. 3 crs.

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

5. Clothing Selection, Care and Repair. I. 2 crs.

Line and design in dress, wardrobe planning, clothing costs and budgets, quality in ready-made garments, textile fabrics, problems related to storing and caring for clothing. Two class hours per week.

6. Clothing Construction. II. 2 crs.

Laboratory experience in making three simple garments from fabrics of different fiber content. One lecture and two double laboratory periods per week.

8. Elements of Nutrition. II. 3 crs.

A study of the nutrients necessary for maintenance of good health throughout all of life from prenatal needs through old age. Translating these nutrients into foods for everyday meals. Analyzing diets of class members. Three single class periods per week.

33. Color and Design. I. 3 crs.

Principles of design and color related to selecting and arranging 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 crs.

Laboratory experience in various crafts which can be done at home or at camps with simple equipment. Two double laboratory periods per week. (Offered 1965-66.)

39, 40. Food Preparation and Management. Prereq. 8 or #. 1, II. 3, 3 crs.

Laboratory experience in food preparation, menu planning, and table service. Study of time and money management as related to family meals; food preservation; food costs and purchasing of food. Three double laboratory periods per week.

- 42. Marriage and Family Relationships. (Offered both semesters.) 3 crs.**
 Personal family relationships, preparation for marriage, the Christian home and its influence in the community, and related subjects.
- 46. Child Development. Prereq. Psy. 5 or #. II. 2 crs.**
 The physical, mental and social development of the young child. Observations in local nursery schools; a two-week play school is conducted at the college for ten to twelve children of preschool age. One lecture period plus one double laboratory period per week.

UPPER DIVISION COURSES

- 58. Textiles. II. 2 crs.**
 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.
- 64. History and Appreciation of Art. II. 3 crs.**
 A study of the historical development of architecture, decoration, costume, furniture, painting, and sculpture. Three regular hours scheduled and field trips arranged. (Offered 1964-65.)
- 66. Home Planning and Furnishing. II. 4 crs.**
 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 crs.**
 A study of health problems relating to the family, including: heredity, pregnancy, growth and development, mental health, aging, public health, communicable diseases, non-communicable diseases, safety and home care of the sick. Two single class periods per week.
- 71. Home Management Problems. I. 2 crs.**
 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. 3 crs.**
 Actual experience in the regular activities of homemaking such as meal preparation and service, entertaining, care of house and equipment. Emphasis is placed on management of time, money, and energy for effective family living. Six weeks residence in a home management house. One individual conference and one group meeting per week.
- 74. Consumer Education and Income Management. II. 2 crs.**
 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. 6. I. 2 crs.**
 Laboratory experience in making garments of wool. More advanced problems in fitting and construction are used than those in Course 6. Some experience also given in planning and constructing garments for children. Two three-hour laboratory periods per week.

division of
**NATURAL SCIENCES
AND MATHEMATICS**

Mr. Nash, Chairman



■ It is the purpose of this division to provide training in methods and techniques of natural science and mathematics; to interpret Natural Science in the light of the Word of God; to acquaint the student with the significance of science and mathematics in a modern, changing world; to emphasize a sound mind and a strong body; to train for vocations in various fields; 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, Mr. Frosig, Mrs. Pederson

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, 28 credits, including courses 13-14, 25, and at least 4 Upper Division courses. Also required are Chemistry 5, 6; or 15, 16.

Minor for high school teaching, 20 credits, including courses 13-14, 25, and at least two Upper Division courses, preferably 51 and 64.

For a science major and minor for teaching see page 111.

1, 2. **General Biology. Fr. I, II.** 3, 3 crs.
A study of the broad principles of biology to meet the needs of non-science majors. Two lectures and one double laboratory period per week. This course does not count toward the major or minor.

3. **Human Anatomy and Physiology. Fr. I.** 4 crs.
A professional course in human anatomy and physiology with special emphasis on structure. For student nurses. Three lectures and three hours of laboratory per week. Students who have credit for Biol. 4 will not receive credit for Biol. 3.

4. **Human Anatomy and Physiology. Fr. II.** 4 crs.
A professional course in human anatomy and physiology with emphasis on both structure and function. Three lectures and three hours of laboratory per week. Students who have credit for Biol. 3 will not receive credit for Biol. 4.

8. **Microbiology. II.** 3 crs.
The study of bacteria, yeasts, molds, viruses and other micro-organisms, their characteristics, role and control, especially in the fields of sanitation and medicine. Designed especially for student nurses. Two lectures and three hours of laboratory per week.

13-14.† **General Zoology. Fr. I, II.** 8 crs.
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.

25. **General Botany. So. I.** 4 crs.
A survey of the plant kingdom with special emphasis on the vegetative and reproductive structures of the various plant groups. Three lectures and two single laboratory periods per week.

UPPER DIVISION COURSES

51. **Genetics. Prereq. 13-14, or 25. So., Jr. I.** 4 crs.
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.

56. **Ecology. Prereq. 13-14, and 25. So., Jr. II.** 4 crs.
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 1965-66.)

58. **General Entomology. Prereq. 13-14. Sr. II.** 3 crs.
A study of the habitat, morphology, physiology, reproduction, and classification of insects. Two lectures and one double laboratory period per week. (Offered 1965-66.)

64. **Microbiology. Prereq. Chem. 6 or 16. II.** 4 crs.
The study of bacteria, yeasts, molds, viruses and other micro-organisms; their characteristics, role, and control in the home, medicine, agriculture, and industry. Two lectures and three laboratory periods per week.

66. Taxonomy of Flowering Plants. Prereq. 25. Sr. II. 3 crs.
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 1964-65.)
68. Comparative Anatomy of Vertebrates. Prereq. 13-14. II. 4 crs.
A comparative study dealing with the taxonomy, morphology, and evolution of the larger vertebrate phyla. Two lectures and two double laboratory periods per week.
71. The Cell. Prereq. 13-14, 25; and Chem. 6 or 16. Sr. I. 4 crs.
The ultrastructures of the cell and their physiological processes.
- 91, 92. Biology Seminar. Jr., Sr. I, II. $\frac{1}{2}$, $\frac{1}{2}$ cr.
Required for the biology major.

DEPARTMENT OF CHEMISTRY

Mr. Agre, Mr. Alton, Mr. Holum, Mr. Jorenby

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 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 chemistry are offered not only as part of a liberal arts education, but also to prepare for: (1) high school teaching, (2) the study of medicine, dentistry, pharmacy, medical technology, nursing, and allied professions, (3) graduate study, and (4) the chemical profession.

The chemistry department is certified by the American Chemical Society for the preparation of chemistry majors.

Students planning chemistry majors for pre-graduate training, high school teaching, or pre-medical work are urged to consult with the chemistry staff at the earliest possible time.

Major: 27 credits. Minor: 16 credits. Also strongly recommended are: Physics 5, 6; Mathematics 41, 42. Course 3 does not count toward the major or minor.

For those planning to teach chemistry in high school, the major will include Math. 13, 14; Physics 5, 6; Chem. 15, 16 (or 5, 6); 53, 54; 61; 82, and one of 83, 88, or 91. A teaching minor must include Chem. 15, 16 (or 5, 6) and other courses to complete 16 credits. Chem. 32 and 61 are strongly recommended.

Recommended for pre-medical students: 15, 16, 53, 54, 61, 82, and 83; for pre-dental students: 15, 16 (or 5, 6), 53, 54; for graduate study: 15, 16, and all courses above 50.

Majors participate in informal, weekly seminars during the junior and senior years in Chem. 93, 94, 95, and 96.

See under Curriculums for a suggested course of study.

3. Elementary Chemistry. Fr. I. Prereq. H. S. Chem. or #. 3 crs.
Study of inorganic, organic, physiological, and pathological chemistry. Designed especially to meet the needs of the Schools of Nursing of Lutheran Deaconess, Swedish, Fairview, and Methodist Hospitals. Two lectures and two hours of laboratory per week.

5, 6. Introductory Chemistry and Qualitative Analysis. Fr. I, II. 4, 4 crs.
For pre-dental, home economics, elementary education, medical technologists, and other students not majoring in chemistry. Laws and theories of chemistry and of non-metals and metals and their compounds. Organic chemistry is considered. Systematic semimicro qualitative analysis of cations is the main laboratory work the second semester. Three lectures and four hours of laboratory per week.

15, 16. Inorganic and Qualitative Chemistry. Fr. I, II. 4, 4 crs.
For majors in chemistry, including pre-medical students; others by permission of instructor. An intensive course. First semester devoted to fundamental principles and second to inorganic chemistry and qualitative analysis. Three lectures and four hours of laboratory per week. Prereq.: high school chemistry, elementary algebra, and geometry.

32. Elementary Organic Chemistry. Prereq. 5 or 15. So. II. 4 crs.
Designed for medical technology and home economics students. Aliphatic and aromatic compounds with frequent reference to bio-chemistry. Three lectures and three hours of laboratory per week.

UPPER DIVISION COURSES

53, 54. Organic Chemistry. Prereq. 6 or 16. So. I, II. 4, 4 crs.
The important classes of aliphatic and aromatic compounds. Correlations based on elementary molecular orbital theory and modern concepts of reaction mechanisms. Laboratory work is study of technique and the preparation and study of typical organic compounds. Three lectures, one recitation, five hours of laboratory per week.

61. Quantitative Analytical Chemistry. Jr. I. 3 crs.
Gravimetric and volumetric analysis. Ionic equilibria with many problems to solve. Some contact with instrumental analysis. Three lectures and four hours of laboratory per week.

72. Advanced Organic and Qualitative Chemistry. Prereq. 54, 61; some reading knowledge of German (or concurrent registration). Jr. II. 4 crs.
Lectures stress mechanism of organic reaction. Laboratory is qualitative analysis of organic compounds and mixtures. The ultraviolet and infrared spectrophotometers are utilized. Two lectures and six hours of laboratory per week.

82, 83. Physical Chemistry. Prereq. 61 and Math. 42 (or concurrent registration). Jr. II, Sr. I. 4, 4 crs.
For prospective graduate students and industrial chemists. Atomic structure, states of matter, gas laws, thermodynamics, thermochemistry, equilibrium, solutions, phase rule, electrochemistry, kinetics, colloids. Three lectures and four hours laboratory per week.

86. Advanced Physical Chemistry. Prereq. 83. Sr. II. 3 crs.
Topics introducing statistical thermodynamics, introductory quantum chemistry, and theories of chemical binding. Three lectures per week.

88. Advanced Analytical Chemistry. Prereq. 61 and 82. Jr., Sr. II. 3 crs.
A laboratory course designed to acquaint students with some of the important optical and electrochemical methods of chemical analysis. Three hours lecture and four hours of laboratory per week.

91. Advanced Inorganic Chemistry. Prereq. 61. I. 4 crs.

Review of atomic structure. Nuclear chemistry, the periodic table, hydrides, and coordination chemistry. Preparations of inorganic compounds utilizing hot-tube reactions, air free systems, and similar techniques. Three lectures and three hours of laboratory per week.

93, 94, 95, 96. Chemistry Seminars. Jr., Sr. I, II. 0 cr.

During the junior and senior years all chemistry majors will participate in these informal weekly seminars to discuss topics of general interest.

97, 98. Chemistry Research. Sr. I, II. Cr. arr.

During the senior year each chemistry major preparing for graduate study in chemistry, may participate in independent research in cooperation with a staff member. By staff permission only.

DEPARTMENT OF PHYSICS

Mr. Hanwick, Mr. Baker

Recent developments in the field of physics make it imperative that excellent 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: 27 credits including courses 53, 54.

Minor: 16 credits.

Courses 2 and 3 do not apply toward the major or minor.

See under Curriculums for a suggested course of study.

2. Descriptive Astronomy. Fr. II. 3 crs.

A study of our galaxy with particular emphasis on the origin of our solar system and the distribution and composition of the planets and stars. The location of some of the more prominent constellations and the use of the telescope and spectroscope will be studied. Two lectures per week. Periodic evening meetings to observe the sky.

3. Principles of Physics. Prereq. elementary algebra. Fr. I. 3 crs.

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 in home economics and elementary education, and others who wish some basic information in the field of physics. Three lectures, one two-hour laboratory.

5. General Physics. Prereq. Math. 13 or concurrent registration
in Math. 13. Fr., So. I. 4 crs.

A general 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 crs.

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

52. Introduction to Atomic and Nuclear Physics. Prereq. 6, and Math. 41
or concurrent registration in Math. 41. So., Jr. II. 3 crs.
The hydrogen atom, optical and X-ray spectra determination of "e"
and "e"/m, radioactivity, disintegration of nuclei, nuclear fission. Three
hours lecture per week.
53. Electricity and Magnetism. Prereq. 6, and Math. 41 or
concurrent registration in Math. 41. So., Jr. I. 3 crs.
Electric and magnetic fields, potential, D.C. circuits, A.C. circuits,
electrical instruments. Three hours lecture per week.
54. Electricity and Magnetism. Prereq. 53, and Math. 42 or
concurrent registration in Math. 42. So., Jr. II. 3 crs.
Continuation of Physics 53, including also electronics and field theory.
57. Optics. Prereq. 6, and Math. 42 or concurrent registration 3 crs.
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 1964-65.)
61. 62. Mechanics. Prereq. 6 and Math. 41. Jr. I, II. 3, 3 crs.
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.
- 63, 64. Advanced Physics Laboratory. Prereq. concurrent registration
in an upper division physics course. Jr., Sr. I, II. 1, 1 cr.
Experiments will be performed in electricity and magnetism, atomic
and nuclear physics, optics, heat and mechanics. One three-hour period
per week.
65. Nuclear Laboratory. Prereq. 3 or equivalent, or #. I. 1 cr.
A two-hour laboratory course dealing with methods of detecting and
measuring radiations from radioactive substances. Experiments include
the use of geiger tubes, windowless counters, scintillation counter.
Measuring equipment includes a variety of scaling circuits, electroscopes,
and a gamma ray spectrometer. Open to all students who have had
at least a course corresponding to Principles of Physics.
71. Heat and Thermodynamics. Prereq. 6, and Math. 41 or
concurrent registration in Math. 41. Jr., Sr. I. 3 crs.
A study of temperature, heat, expansion, change of state, ideal gases,
first and second laws of thermodynamics, heat engines. (Offered
1965-66.)
72. Mathematical Physics. Prereq. 6, and Math. 41. Sr. II. 3 crs.
Discussion of the equations of mathematical physics with applications
to various fields such as mechanics, thermodynamics, heat flow,
electricity and magnetism, optics. (Offered 1965-66.)
- 73, 74. Advanced Physics Laboratory. Prereq. concurrent registration
in an upper division physics course. Jr., Sr. I, II. 1, 1 cr.
Experiments will be performed in electricity and magnetism, atomic
and nuclear physics, optics, heat and mechanics. One three-hour period
per week.

DEPARTMENT OF MATHEMATICS

Mr. Soberg, Mr. Haugsby, Mr. Follingstad, Mr. Johnson

The Department of Mathematics aims to develop the student's knowledge and skill in the major branches of elementary and higher mathematics, an appreciation of its cultural and practical values, and the background for teaching and for professional and graduate study.

Major: 15 credits above 42. For those preparing to teach in the secondary schools, courses 60, 71, 72, and 74 are required.

Minor: 6 credits above 42.

See under Curriculums for a suggested course of study.

13, 14. Introduction to Mathematical Analysis. Prereq. higher algebra and placement test. Fr., So. I, II. 4, 4 crs.

An analysis of algebraic, trigonometric, logarithmic, and exponential functions. Derivatives and integrals. Introduces set and function theory, complex numbers, determinants, theory of equations, probability, and analytical geometry. Students in course 13 whose backgrounds call for additional work are placed in sections meeting five hours a week.

41, 42. Analytical Geometry and Calculus. Prereq. 14 or equivalent. So. I, II. 5, 5 crs.

Study of analytical geometry and calculus. Includes some work in solid analytical geometry. Open to freshmen with four years of high school mathematics who qualify on the basis of the mathematics placement test.

UPPER DIVISION COURSES

56. Foundations of Arithmetic. Jr., Sr. II. 2 crs.

A treatment of basic arithmetical concepts and number theory. For students preparing for elementary school teaching only.

60. Basic Concepts of Mathematics. Prereq. 42. Jr., Sr. II. 3 crs.

A study of the foundations of number theory, algebra, and analysis, with recent developments in these subjects.

67. Probability and Statistics. Prereq. 42. Jr., Sr. I. 3 crs.

An analytic study of probability, distribution, random sampling estimation of parameters, central limit theorem, tests of hypotheses, regression, and other topics in statistics. Calculus and set theory are stressed as tools for modern mathematical approach.

71, 72. Modern Algebra. Prereq. 41. Jr., Sr. I, II. 3, 3 crs.

An introduction to abstract algebra, with topics including theory of equations, determinants, matrices, groups, rings, fields, and vectors.

73. Differential Equations. Prereq. 42. Jr., Sr. I. 3 crs.

Ordinary differential equations with applications, series solutions, systems of differential equations; solution by special transforms; numerical methods; and an introduction to partial differential equations.

74. Modern Geometry. Prereq. 42. Jr., Sr. II. 3 crs.

An analytic study of advanced Euclidian, projective and non-Euclidian geometries. Parabolic, hyperbolic and elliptic geometries are introduced using an axiomatic and analytic approach.

83, 84. Advanced Calculus. Prereq. 42. Jr., Sr. I, II. 3, 3 crs.

A study of the fundamental notions of limits, continuity, differentiation and integration for functions of one or more variables. Differentials and Jacobians, partial differentiation, transformation of coordinates and of multiple integrals, line and surface integrals, vector analysis, infinite series and improper integrals.

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Mr. Ernest Anderson, Mr. Nelson, Mrs. Peterson, Mr. Pearson,
Mr. Saugestad, Mrs. Schlorf, Mr. Gimse

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 as a part of the registration procedure before participating in any phase of the physical education program.

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

Major: 30 credits, including courses 7, 12, 21, 22, 53 or 54, 71, 72, 73, 76, 78, 81, and 87. Biology 4 also required.

Minor: 19 credits, including courses 7, 12, 21, 22, 72, 73, and 87.

Non-teaching majors and minors are not required to take 87.

See under Curriculums for a suggested course of study.

COACHING ENDORSEMENT:

Coaches entering their first head-coaching assignment in Minnesota Public Schools as of September 1, 1966, will be required to have at least a coaching endorsement in the field of physical education. Sports included under this requirement are football, basketball, track, hockey, wrestling, and baseball.

The following courses will meet the coaching endorsement requirement: Biology 4; P.E. 7, 71, 72, 85, and one of 83, 84, or 86.

3, 4. Physical Activities. Fr. I, II. $\frac{1}{2}$, $\frac{1}{2}$ cr.

Two hours per week. Meets the general education requirement.

7. Health and First Aid. Fr. (Offered both semesters.) 3 crs.

A study of modern concepts and practices of health and healthful living applied to the individual and the community. Includes also the American Red Cross First Aid Course.

12. Individual and Dual Sports. Fr. II. 3 crs.

Theory and practice in teaching individual and dual sports. Separate sections for men and women. Meets six hours per week.

21. Team Sports. So. I. 3 crs.

Theory and practice in teaching and officiating team sports. Separate sections for men and women. Meets six hours per week.

22. Recreational Activities and Rhythms. So. II. 2 crs.
Theory and practice in teaching recreational activities, social recreation, quiet games, low organized games, noon-hour activities, camp nights, relays, modified games, simple rhythmic games, folk and square dancing. Four hours per week.

UPPER DIVISION COURSES

53, 54. Swimming and Aquatics. Jr. I (Women), II (Men). 1, 1 cr.
Theory and practice in teaching swimming. Acquaints students with life-saving and water safety work. Open only to majors and minors. Two hours per week.

71. Kinesiology and Adapted Physical Education. Jr. I. 3 crs.
A study of body movements and the mechanics in the effecting of efficient movements. Analysis of functional and organic abnormalities. Suggested activities for atypical cases.

72. History and Principles of Physical Education. Jr. II. 3 crs.
History, principles, and philosophy of physical education.

73. Physical Education Program in the Secondary Schools. Sr. I. 3 crs.
Curriculum analysis and preparation. Administrative techniques and procedures.

76. School Health Education. Sr. II. 3 crs.
Principles and curriculum of school health education.

77. Community Recreation. Jr., Sr. I. 2 crs.
Problems of community recreation including programs and program planning, a survey of activities, and the organization and administration of recreational work. (Offered 1964-65.)

78. Instructor's Course in First Aid. Sr. II. 1 cr.
Methods and materials in teaching the American Red Cross First Aid Course. Prereq.: evidence of a currently valid standard First Aid card.

81. Self-Testing Activities and Evaluation. Sr. I. 3 crs.
Theory and techniques of teaching stunts, tumbling, and special fitness activities. Also a survey and evaluation of tests in physical education. Five hours per week. Men and women meet separately except one hour per week.

83. Coaching of Football. Sr. I. 1 cr.

84. Coaching of Basketball. Sr. II. 1 cr.

85. Prevention and Care of Injuries. Sr. I. 1 cr.

86. Coaching of Baseball. Sr. II. 1 cr.

87. Teaching of Health Education and Physical Education in
the Elementary and Secondary Schools. Sr. I. 2 crs.

See under Education 87. Separate sections for men and women.

special programs of study

Affiliation with Schools of Nursing

Student nurses in the Schools of Nursing at the Lutheran Deaconess, Swedish, Fairview, and Methodist Hospitals in Minneapolis receive some of their 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 one of the two 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.

Junior Year Abroad

An arrangement has been made with the University of Oslo in Norway under which students entering their junior year in college may spend this year at that University. Students may also participate in other approved programs, such as those of the Institute for European Studies. Applications must be approved by the Committee on Admissions and Student Standing. The plan is available only to students with good scholastic records whose special field of study can be followed satisfactorily at the institutions chosen. Some possible fields are Norwegian language and literature, history, religion, and philosophy.

Corrective Therapy

A program in Corrective Therapy worked out in cooperation with the Veterans Administration Hospital is available to students who complete a major in Physical Education at Augsburg. The program requires 250 hours of clinical observation, practice, and orientation under the direction of the Chief of Physical Medicine and Rehabilitation Service at the Veterans Hospital. The work may be done either during the senior year or after graduation. It carries no college credit.

Honors Program

For superior students, special sections or seminars are offered in Basic Bible, Freshman English, General Psychology, and United States History. Students of high ability are invited to make application for honors courses, and are selected on the basis of previous academic achievement and test results.

CURRICULUMS



■ The following courses of study are outlined as guides for the student and his adviser in planning a program for a selected major, or a particular vocational objective.

General Liberal Arts

The course of study given below suggests a sequence which may be followed to include the required general education courses. For electives, students should take care to include all courses required for the major field of study. Requirements for the major are listed under departmental headings.

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
History or Sociology	3	3	Social Science	3	—
Foreign Language	4	4	Natural Science	—	3
Natural Science	3 or 4	3 or 4	Electives	9	9
Physical Activities	½	½			
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
Religion	3	3	Fine Arts	3	—
Beginning Speech	—	2	Literature or Philosophy	—	3
Social Science or History	3	—	Electives	14	14
Electives	10	12			

Pre-Seminary Curriculum

Completion of the pre-seminary curriculum is intended to prepare the student for admission into a theological seminary. The following program gives the approximate pre-seminary course. It does not specify 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.

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Fine Arts	—	3
Foreign Language	4	4	Natural Science	—	3
Western Civilization	3	3	General Psych.	3	—
Physical Activities	½	½	Foreign Language ..	3	3
Natural Science	3	3	History of Philosophy ..	3	3
Electives	2	2	Electives	5	3
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
New Testament Greek ..	4	4	Religion	3	3
Speech	2	3	Philosophy	3	3
History	3	3	English Literature ..	3	3
Sociology or Economics or Political Science	3	3	Advanced N.T. Greek ..	3	3
Electives	5	4	Electives	5	4

The foreign language requirement includes 14 semester credits in Greek, and 14 semester credits in Latin, German, Norwegian, or French.

Parish and Church Workers

The purpose of this course is to train men and women for effective service in the church, as teachers in vacation, week-day, and Sunday schools, as youth leaders, and as parish workers. The suggested schedule provides for a major in religion. Students interested in becoming parish workers should consult with the head of the Department of Religion.

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Speech 11, 12	2	2
Natural Science	3	3	Foreign Language ..	3	3
Foreign Language	4	4	General Psych.	3	—
Sociology 1, 2	3	3	Natural Science	3	—
Physical Activities	½	½	Story Telling	—	3
			Fine Arts	—	2
			Electives	3	3
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
Prin. of Christian Ed. ..	3	—	Parish Work	—	2
Mission of the Church ..	—	3	Youth Work in the Church	—	2
The Gospels	3	—	Early Christian Fathers	3	—
Protestantism in America	—	3	The Christian View of Man	—	3
Social Psych. or Urban Soc.	3	—	Educational Psychology .	3	—
Crafts	—	2	Literature and Philosophy	3	3
Recr. Activities & Rhythms	—	2	Fields of Social Work ..	2	—
Electives	7	7	Electives	6	6

Philosophy Major

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
Foreign Language	4	4	Hist. of Phil. 51, 52	3	3
Western Civilization	3	3	Natural Science	3 or 4	3 or 4
Intro. to Philosophy	3	—	Fine Arts	3	—
Logic	—	3	Beginning Speech	—	2
Physical Activities	½	½	Electives	2 or 3	2 or 3
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
Religion	3	—	Religion	—	3
History of Phil. 53	3	—	Philosophy Electives	3	3
Philosophy Electives	3	3	Independent Study	1 to 3	—
Natural Science	—	3	Electives	10 to 12	10
Electives	7	10			

Because of the non-vocational character of the Philosophy major, students with a major in this field are encouraged to complete a major or a minor in some other field as well.

Greek-Latin Major

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Elements of N.T. Greek	4	4
Beginning Latin	4	4	Foreign Language	4	4
Natural Science	3 or 4	3 or 4	Latin 3, 4	3	3
Western Civilization	3	3	Literary Classics	3	—
Physical Education	½	½	The Classical Tradition	—	3
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
Advanced N.T. Greek	3	3	Greek Exegesis	3	3
Ancient History	3	3	History of Philosophy	3	3
Religion	3	3	Religion	3	3
Speech	2	2	Medieval Europe	3	3
Fine Arts	3	—	Electives	4	4
Natural Science	—	3			
Electives	3	3			

English Major

1. Graduate Major

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Freshman English	3	3	Classical Tradition	3	—
Basic Bible	2	2	American Lit. Dev.	—	4
Natural Science	4	4	Med. & Ren. Lit.	4	—
Foreign Language	4	4	Religion 3, 4	2	2
Western Civilization	3	3	Foreign Language	3	3
Physical Activities	½	½	Beginning Speech	2	—
			Fine Arts	2	—
			Natural Science	—	3
			Electives	—	4
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
British Literature	4	4	English Seminar	2	—
English Elective	3	3	Electives	14	16
Religion	3	3			
Electives	6	6			

Students planning on graduate study should include in their electives: American English or Introduction to Modern English; The British Novel, Shakespeare, Chaucer, Three Major British Poets, Independent Study, and an additional course in American literature; and German, French, Latin, philosophy, and history.

2. In preparation for Secondary-school Teaching

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Freshman English	3	3	Classical Tradition	3	—
Natural Science	3	3	American Lit. Dev.	—	4
Basic Bible	2	2	Med. & Ren. Lit.	4	—
Foreign Language	4	4	Expository Writing	3	—
Western Civilization	3	3	Natural Science	—	3
Physical Activities	½	½	Fine Arts	2	—
			Religion 3, 4	2	2
			Foreign Language	3	3
			General Psych.	3	—
			Beg. Speech	2	—
JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
British Literature	4	4	English Seminar	2	—
Intro. to Mod. Eng.	3	—	Prin. of Guid.	2	—
English (Mod. Lit.)	—	3	School and Soc.	2	—
Educ. Psych.	3	—	Tchg. Eng. in Sec. Sch.	2	—
Religion	3	3	Stud. Tchg. Sec. School	6	—
Tchg. in Sec. Sch.	—	3	Shakespeare	—	3
Group Activity	0	0	Health & First Aid	—	3
Electives	3	4	Electives	—	10

At least nine hours of electives are recommended in speech, journalism, or library science.

3. In preparation for Elementary-school Teaching

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Freshman English	3	3	Classical Tradition	3	—
Foreign Language	4	4	Med. & Ren. Lit.	4	—
General Biology	3	3	Foreign Language	3	3
Western Civilization	3	3	Religion 3, 4	2	2
Basic Bible	2	2	Prin. of Physics,		
Physical Activities	½	½	Astronomy	3	3
Intro. to Music	2	—	Basic Design	3	—
Human Geog.	—	3	General Psych.	—	3
			American English	—	3
			Amer. Lit. Development	—	4
JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Orient to Elem. Ed.	4	—	English Seminar	2	—
Human Growth & Dev.	3	—	Meth. & Mat. (Lang. Arts)	2	—
Meth. & Mat. (54)	—	2	Teaching of Reading	3	—
Meth. & Mat. (56)	—	2	Children's Lit.	3	—
US History	3	3	Religion	3	—
Religion	3	—	Expository Writing	3	—
Amer. Govt.	3	3	Health & First Aid	3	—
Literary Classics	3	—	Meth. & Mat.:		
Brit. Lit. Since 1800	—	4	Social Studies	—	2
Found. of Arith.	—	2	Seminar in Teaching	—	2
			Directed Teaching in		
			Elem. School	—	8
			Beginning Speech	—	2
			English 94	—	—
			Independent Study	—	1

Speech Major for Secondary School Teaching

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Literary Classics	3	—
Natural Science	3	3	Foreign Language	3	3
Foreign Language	4	4	Logic	—	3
History or Sociology	3	3	Speech 11, 12	2	2
Physical Activities	½	½	Speech 31, 32	3	3
			General Psychology	3	—
			Electives	—	3

JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Composition	3	3	Oil Painting II	3	—
Art History	3	3	Sculpture II	—	3
Religion	3	3	Independent Study	2	—
Beginning Speech	—	2	Printmaking II	—	3
Social Science or History	3	—	Literature or Philosophy	—	3
Natural Science	—	3 or 4	Electives	12	8
Electives	5	2			

History Major

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
Western Civilization	3	3	U.S. History	3	3
Foreign Language	4	4	Natural Science	3	—
Natural Science	3 or 4	3 or 4	General Psychology	—	3
Physical Activities	½	½	Sociology 1, 2	3	3
			Prin. of Economics	3	3

JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	3	3	History	3	3
Beginning Speech	—	2	Literature or Philosophy	3	—
Foreign Language	3	3	Fine Arts	—	3
History	6	6	Electives	11	11
American Government	3	3			
Literature or Philosophy	3	—			

Combined Social Science Major for Teaching

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
Western Civilization	3	3	U.S. History	3	3
Foreign Language	4	4	Natural Science	3	—
Natural Science	3 or 4	3 or 4	General Psychology	—	3
Physical Activities	½	½	Sociology 1, 2	3	3
			Economics 15, 16	3	3

JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	—	3	Religion	3	—
Educational Psych.	3	—	Student Teaching	6	—
Teaching in Secondary Schools	—	3	Guidance	2	—
Group Activity	0	0	School and Society	2	—
History	3	3	Methods	2	—
Health & First Aid	—	3	Literature or Philosophy	—	3
American Government	3	3	Human Geography	—	3
Speech	2	—	History	—	3
Electives in Minor	6	3	Fine Arts	—	3
			Electives in Minor	—	5

Major in Sociology in Preparation for 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 and the National Council 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.

In consultation with the department head, students may obtain a sociology major without the social-work sequence.

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	American Government ..	3	3
Western Civilization	3	3	Natural Science	3	3
Foreign Language	4	4	General Psychology	—	3
<i>Introduction to Sociology</i>	3	—	Principles of Economics	3	—
<i>Social Problems</i>	—	3	Rural Sociology	3	—
Physical Education 3, 4 ..	½	½	Urban Sociology	—	3
			Foreign Language	3	3
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
Religion	3	—	Religion	3	—
<i>Soc. 57, 59, Fields of</i> <i>Social Work</i>	3	—	<i>Criminology</i>	—	3
<i>Soc. 58, 60, Methods of</i> <i>Social Work</i>	—	3	<i>Social Psychology</i>	3	—
Fine Arts	—	3	<i>Psych. 62, Abnormal</i> ..	—	3
Beginning Speech	2	—	Public Welfare	—	3
<i>Intro. to Statistics</i>	3	—	Electives in Upper Division Courses	10	8
<i>Social Research</i>	—	3			
Electives	5	7			

Major in Psychology

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
Western Civilization	3	3	General Psychology	3	—
Foreign Language	4	4	Chemistry or Physics ..	4	4
General Zoology	4	4	Sociology 1, 2	3	3
Physical Activities	½	½	Beginning Speech	2	—
			Logic	—	3
			Fine Arts	—	2
JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
Religion	3	3	History of Psych.	3	—
<i>Intro. to Statistics</i>	3	—	<i>Social Psychology</i>	3	—
<i>Psych. of Personality</i> ..	3	3	Topics in Psych.	—	1 to 2
Experimental Psych.	—	3	Seminar in Psych.	—	2
<i>Psych. of Measurements</i> ..	—	3	Electives	10	12
Electives	7	4			

Elementary Education

Students planning for elementary school teaching are required to complete the following curriculum. Except where a choice is indicated, substitutions can be made only upon the approval of the Director of Elementary Education. As with other students, certain exemptions are possible. Since the optional subjects and free electives are so limited, the program must be followed carefully from the first year. The major in this program is Elementary Education; each student is required to

take a minor in at least one of the subject matter fields taught in the elementary schools. Variations in the requirements of the minor from those described by the department may be permitted subject to special departmental approval.

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	General Biology	3	3
Western Civilization	3	3	General Psychology	3	—
Modern Foreign Language	4	4	Human Geography	—	3
Physical Science	3 or 4	3 or 4	U.S. History	3	3
Selected from Physics, Astronomy, Chemistry 5, 6)			Modern Foreign Language	3	3
Physical Activities	½	½	Health and First Aid ...	—	3
			Electives in Minor	3	—

JUNIOR	I Sem. Cr.	II Sem. Cr.	SENIOR	I Sem. Cr.	II Sem. Cr.
Religion	—	3	Religion	3	—
American Government	3	3	Ed. 61, Meth. & Mat. ...	2	—
Ed. 51, Orientation	4	—	Ed. 62, Meth. & Mat. ...	—	2
Ed. 53, Human Growth & Development	3	—	Ed. 63, Tchg. of Reading	3	—
Ed. 54, 56, Meth. & Mat.	—	4	Children's Literature ...	3	—
Group Activity	0	0	Ed. 66, Seminar in Teaching	—	2
Basic Design	3	—	Ed. 68, Directed Tchg.	—	8
Intro. to Music	—	2	Literature	3	—
Foundations of Arith. ...	—	2	Beginning Speech	—	2
Electives in Minor	4	3	Electives in Minor	3	—

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. Except with special majors such as music, home economics, combined natural science, and business education, students should usually prepare for competency in at least two subject-matter fields in which high schools offer work. Areas in which they may obtain teaching majors or minors include English, German, Spanish, French, speech, music, art, history, social science, business education, home economics, biology, physics, chemistry, natural science, mathematics and physical education. Minors are also offered in Scandinavian language and literature, political science and library science.

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
History or Sociology	3	3	General Psychology	—	3
Foreign Language	4	4	Natural Science	3 or 4	—
Natural Science	3 or 4	3 or 4	Fine Arts	—	3
Physical Activities	½	½	Health and First Aid ...	3	—
			Electives	5	6

JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	—	3	Religion	3	—
Education 71, 72	3	3	Education 76	2*	—
Education 73, 74	0	0	Education 78	2*	—
Beginning Speech	2	—	Special Methods	2 or 4	—
Electives in Major			Education 97	6*	—
or Minor	10	10	Literature or Philosophy	—	3
			Electives in Major		
			or Minor	—	13
			*May be taken II Sem.		

Students preparing for secondary school teaching whose programs prevent the completion of the full requirements in the regular four years, may be allowed certain modifications in the general education requirements. They are required to complete courses in general psychology, 3 credits, and health, 3 credits. On the recommendation of their registration adviser and the approval of the Committee on Admissions and Student Standing, they may secure exemption from one or more of the following, not to exceed a total of 9 credits: Freshman English, 3 credits; literature or philosophy, 3 credits; speech, 2 credits; fine arts, 2 credits; natural science, 3 credits; social science, 3 credits; foreign language, 6 credits. (At least one year of foreign language must be taken in college, unless the student completed four years of a language in high school.) To be valid, approval of exemption must be filed in the Registrar's office prior to registration for the junior year.

Major in Business Administration

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
Foreign Language	4	4	Prin. of Economics	3	3
History or Sociology	3	3	Natural Science	3 or 4	3 or 4
Principles of Accounting	3	3	Beginning Speech	2	—
Physical Activities	½	½	Electives	3	3 to 6
JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Intermediate Accounting	3	3	Religion	—	3
Religion	—	3	Auditing or Cost Acc.	—	3
Economics 57, 58	3	3	Business Law	3	—
Intro. to Statistics	—	3	Literature or Philosophy	—	3
Science	3 or 4	—	Electives	15	6 to 8
Fine Arts	2 or 3	—			
Auditing or Cost Acc.	—	3			
Electives	3 to 5	3			

Major in Economics

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	3	3
Foreign Language	4	4	Prin. of Economics	3	3
History or Sociology	3	3	Natural Science	3 or 4	3 or 4
Principles of			Beginning Speech	2	—
Accounting	3	3	Electives	3	6
Physical Activities	½	½			

JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	3	—	Religion	—	3
Literature or Philosophy	—	3	Anal. Geom. and Calculus	5	5
Economics 57 58	3	3	Fine Arts	2 or 3	—
Intro. to Statistics	—	3	Electives	9	9
Natural Science	3 or 4	3			
Intro. to Math. Analysis	4	4			
Electives	3	3			

Recommended elective fields: Psychology, Sociology, Political Science, History.

Major in Business Education in Preparation for Teaching in Secondary Schools

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Gen. Psychology	3	—
Foreign Language	4	4	Prin. of Accounting	3	3
History or Sociology	3	3	Elem. Shorthand	3	3
Physical Activities	½	½	Foreign Language	3	3
Elem. Typewriting	1	—	Natural Science	3	—
Natural Science	3	3	Beginning Speech	—	2
			Office Machines	—	3

JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Prin. of Economics	3	3	Student Teaching	6	—
Adv. Shorthand	4	—	Special Methods	2	—
Educational Psychology	3	—	Prin. of Guidance	2	—
Teaching in Secondary Schools	—	3	School and Society	2	—
Group Activity	0	0	Religion	3	3
Business Law	3	—	Literature or Philosophy	—	3
Fine Arts	—	2	Secretarial Practice	—	3
Adv. Typewriting	—	3	Business Seminar	—	2
Health & First Aid	—	3	Electives	—	5
Electives	3	3			

Home Economics

Work in the Department of Home Economics is intended to equip students for the teaching of home economics in high school, to prepare them for homemaking, 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 (Smith-Hughes). Courses in *italics* are not required for a general home economics major.

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Physical Activities	½	½	Gen. Psychology	3	—
Freshman English	3	3	Foreign Language	4	4
Sociology	3	3	Prin. of Physics	3	—
Biology 1-2, or 4 or 13-14*	0 or 4	4	Marriage & Family Relationships	—	3
Art in Daily Living	3	—	Child Development	—	2
Nutrition	—	3	Food Preparation & Management	3	3
Clothing Selection	2	—	Electives	3	3
Clothing Construction	—	2			
Chemistry 5 or 5, 6 or 5, 32*	4	0 or 4			
JUNIOR			SENIOR		
	I Sem.	II Sem.		I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	—	3	Religion	—	3
Foreign Language	3	3	Literature or Philosophy	—	3
Beginning Speech	2	—	Microbiology	—	4
Prin. of Economics	3	—	Education 76,78	2	2
Color and Design	3	—	Education 92	—	2
Home Planning & Furnishing	—	4	Student Teaching	6	—
Family Health	2	—	Home Management Prob.	2	—
Textiles	—	2	Home Management Lab.	3	—
Educational Psychology	3	—	Consumer Educ.	—	2
Teaching in Secondary Schools	—	3	Teaching of Home Ec. 2	2	—
Group Activity	0	0			
Clothing Construction	2	—			

*Recommended for students planning to do graduate work in nutrition, foods, textiles or equipment, as well as for any who plan to transfer to institutions offering special training in dietetics. These students may take the biology course in the sophomore year.

Students preparing for secondary school teaching whose program prevent the completion of the full requirements in the regular four years, may be allowed certain modifications in the general education requirements.

Biology Major

The following course of study is recommended for a major in biology. Physics 6 and Chemistry 54 are strongly recommended for students who plan on graduate work in biology.

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Beginning Speech	2	—
History or Sociology	3	3	General Botany	4	—
General Zoology	4	4	Human Anatomy	—	4
Foreign Language	4	4	Intro. to Math. Analysis	4	4
Physical Activities	½	½	Foreign Language	3	3
			Electives	—	3
JUNIOR			SENIOR		
	I Sem.	II Sem.		I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	3	3	Taxonomy	—	3
Chemistry 5, 6 or 15, 16	4	4	The Cell	4	—
Literature or Philosophy	—	3	General Entomology	—	3
Genetics	4	—	Physics 5, 6 or Chemistry 53, 54	4	4
Biology 64 or 68	—	4	Biology Seminar	½	½
Fine Arts	3	—	Electives (upper division)	8	6
Electives	2	2			

Biology Major for Secondary School Teaching

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	General Botany	4	—
History or Sociology	3	3	Human Anatomy	—	4
General Zoology	4	4	Foreign Language	3	3
Foreign Language	4	4	General Psychology	3	—
Physical Activities	½	½	Chemistry 5, 6 or 15, 16	4	4
			Electives	—	3
JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Biology 64 or 68	—	4	Religion	3	3
Genetics	4	—	Fine Arts	—	3
The Cell	4	—	Biology 58 or 66	—	3
Educational Psych.	3	—	Tchg. of Natural Sciences	2	—
Tchg. in Sec. School	—	3	Prin. of Guidance	2	—
Biology Seminar	—	½	School & Society	2	—
Group Activity	0	0	Student Teaching	6	—
Health and First Aid	—	3	Literature or Philosophy	—	3
Beginning Speech	—	2	Biology Seminar	½	½
Electives	6	5	Electives	—	4

Chemistry Major

The following course of study meets the requirements for the Bachelor of Arts degree at Augsburg College and is approved by the American Chemical Society for students who plan to do graduate study in chemistry.

Students who satisfactorily complete this curriculum are exempt from the graduation requirement of a course in the biological science and the second year of a foreign language.

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Chemistry 15, 16	4	4	Organic Chemistry (53, 54)	4	4
Intro. to Math. Analysis	4	4	Anal. Geom. & Calculus	5	5
Basic Bible	2	2	General Physics (5, 6) ..	4	4
Freshman English	3	3	Religion 3, 4	2	2
History or Sociology	3	3	Beginning Speech	2	—
Physical Activities	½	½	Literature or Philosophy	—	3
JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Chemistry 61, 72	3	4	Physical Chemistry (83, 86)	4	3
Physical Chemistry (82)	—	4	Adv. Anal. Chemistry (88)	—	3
Chemistry Seminars			Adv. Inorg. Chemistry (91)	4	—
(93, 94)	0	0	*Chemistry 97, 98	Arr.	Arr.
Beginning German	4	4	Chemistry Seminars		
*Advanced Calculus	3	3	(95, 96)	0	0
*Physics 53, 63, 52	4	3	Religion	3	3
Fine Arts	3	—	German or French	3 or 4	3 or 4
*Recommended					

The summer following the junior year is frequently spent on chemical research under departmental sponsorship.

Physics Major

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Anal. Geom. and Calculus	5	5
History or Sociology	3	3	Intro. Atom. &		
Intro. to Math. Analysis	4	4	Nuclear Phys.	—	3
General Physics (5, 6) ..	4	4	Electr. & Magnetism		
Physical Activities	½	½	(53, 54)	3	3
			*Optics	3	—
			German or French	4	4

JUNIOR		I Sem.	II Sem.	SENIOR		I Sem.	II Sem.
		Cr.	Cr.			Cr.	Cr.
Fine Arts		3	—	Advanced Calculus		3	3
Differential Equations ..		—	3	Religion		3	3
Mechanics		3	3	*Heat & Thermodynamics		3	—
Adv. Physics Lab.				Adv. Physics Lab.			
(63, 64)		1	1	(73, 74)		1	1
Literature or Philosophy		3	—	Mathematical Physics		—	3
German or French		3	3	Electives		6	6
Chemistry 5, 6, or 15, 16		4	4				
Beginning Speech		—	2				

*Offered alternate years

Combined Science Major for Teaching: 46 credits, including Chemistry 5, 6 (or 15, 16), 32, 61; Biology 13-14 and 25; Physics 5, 6, and 6 credits in upper division courses.

Science minor for elementary school teaching: 3 credits each of physics, astronomy, chemistry; 6 credits of biology; and 9 additional credits in one area of science, at least 3 of which must be in upper division courses.

Mathematics Major

The following course of study meets the requirements for the Bachelor of Arts degree and is recommended for students who plan to do graduate work in Mathematics.

FRESHMAN		I Sem.	II Sem.	SOPHOMORE		I Sem.	II Sem.
		Cr.	Cr.			Cr.	Cr.
Intro. to Math. Analysis		4	4	Anal. Geom. & Calculus		5	5
Freshman English		3	3	General Physics		4	4
Beginning German		4	4	Intermediate German ..		3	3
Basic Bible		2	2	Religion 3, 4		2	2
History or Sociology		3	3	Fine Arts		2	—
Physical Activities		½	½	Beginning Speech		—	2

JUNIOR		I Sem.	II Sem.	SENIOR		I Sem.	II Sem.
		Cr.	Cr.			Cr.	Cr.
Modern Algebra		3	3	Advanced Calculus		3	3
Probability and Statistics		3	—	Differential Equations ..		3	—
Basic Concepts of Math.		—	3	Modern Geometry		—	3
Religion		3	3	Electives		10	10
Biological Science		3 or 4	—				
Literature or Philosophy		—	3				
Electives		4	4				

Mathematics Major for Secondary School Teaching

FRESHMAN		I Sem.	II Sem.	SOPHOMORE		I Sem.	II Sem.
		Cr.	Cr.			Cr.	Cr.
Intro. to Math. Analysis		4	4	Anal. Geom. & Calculus		5	5
Freshman English		3	3	Natural Science		4	4
Foreign Language		4	4	Foreign Language		3	3
Basic Bible		2	2	Religion 3, 4		2	2
History or Sociology		3	3	General Psychology		3	—
Physical Activities		½	½	Beginning Speech		—	2

JUNIOR		I Sem.	II Sem.	SENIOR		I Sem.	II Sem.
		Cr.	Cr.			Cr.	Cr.
Modern Algebra		3	3	Student Teaching		6	—
Advanced Calculus		3	3	Teaching of Mathematics		2	—
Religion		—	3	School and Society		2	—
Educational Psych.		3	—	Prin. of Guidance		2	—
Teaching in Sec. Schools		—	3	Religion		3	—
Group Activity		0	0	Basic Concepts of Math.		—	3
Electives		7	4	Modern Geometry		—	3
				Natural Science		—	3 or 4
				Fine Arts		—	2
				Health and First Aid		—	3
				Electives		—	3

Health and Physical Education Major

The following course of study is designed to prepare students for teaching health and physical education in the secondary schools, for working in the related fields of health and recreation, and to assist in qualifying them for the field of corrective therapy.

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Foreign Language	4	4
History or Sociology	3	3	General Psychology	—	3
General Zoology	4	4	Chemistry 5 or 15	4	—
Physical Activities	½	½	Beginning Speech	2	—
Health and First Aid	3	—	Human Anat. & Physiology	—	4
Individual & Dual Sports	—	3	Team Sports	3	—
			Rec. Act. & Rhythms	—	2
			Electives in Major or Minor	2	2
JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	3	3	Literature or Philosophy	3	—
Foreign Language	3	3	*Prin. of Guidance	—	2
*Educational Psychology	3	—	*School and Society	—	2
*Teaching in Sec. Schools	—	3	*Student Teaching	—	6
*Group Activity	0	0	P.E. Program in Sec. Sch.	3	—
Swimming and Aquatics	1	1	School Health Educ.	—	3
Kinesiology & Adapted P.E.	3	—	Instructor's First Aid	—	1
Hist. & Prin. of P.E.	—	3	Self-Testing Activities	3	—
Electives in Major or Minor	4	4	*Methods in P.E. and Minor	4	—
			Fine Arts	3	—

*Not required for non-teaching majors.

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. The following program prepares them for examination for certification in Medical Technology, and it includes the requirements for the degree. Students planning to enter this program should take higher algebra in high school.

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Elem. Organic Chem. 32	—	4
Chemistry 5, 6, or 15, 16	4	4	General Zoology	4	4
History or Sociology	3	3	Foreign Language	4	4
Intro. to Math. Analysis	4	—	Literature or Philosophy	3	—
Beginning Speech	—	2	*Electives	3	3
Fine Arts	—	3			
Physical Activities	½	½			
JUNIOR	I Sem.	II Sem.	SENIOR	Lectures, laboratory and practical work at General or Swedish Hospital for 12 months	
	Cr.	Cr.			
Religion	3	3			
Microbiology	—	4			
Foreign Language	3	3			
Quant. Anal. Chem. (61)	4	—			
Biology Elective	4	—			
*Electives	3	6			

*Physics strongly recommended. Other recommended electives: English, social sciences, arts, humanities.

In the senior year, students taking this program must register at Augsburg as well as at the affiliated hospital.

Medicine

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

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	Beginning German	4	4
Chemistry 15, 16	4	4	General Zoology	4	4
Intro. to Math. Analysis	4	4	Organic Chem. (53, 54)	4	4
Physical Activities	½	½	*Mathematics 41, 42	5	5
History or Soc. Science	3	3			
JUNIOR	I Sem.	II Sem.	SENIOR	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Religion	3	3	Social Science or Hist.	3	3
Intermediate German ...	3	3	Fine Arts	—	3
Quant. Anal. Chem. (61)	4	—	Beginning Speech	2	—
General Physics (5, 6)	4	4	Genetics	4	—
Literature or Philosophy	3	3	General Psychology	—	3
Chem. Seminars (93, 94)	0	0	Electives	7	7
Elective	—	3	Chem. Seminars (95, 96)	0	0
			*Physical Chem. (83)	—	—

*Recommended

Dentistry

Students planning to enter the pre-dental curriculum should take geometry, trigonometry, and higher algebra in high school. Courses in physics and chemistry are highly desirable.

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. Prospective dental students, however, should inquire of the dental schools in which they are interested about specific requirements. The Department of Chemistry is prepared to offer assistance in placing qualified students in dental school.

FRESHMAN	I Sem.	II Sem.	SOPHOMORE	I Sem.	II Sem.
	Cr.	Cr.		Cr.	Cr.
Freshman English	3	3	Religion 3, 4	2	2
Basic Bible	2	2	General Physics (5, 6) ..	4	4
Intro. Chem. & Qual. Anal. (5, 6) ...	4	4	*Organic Chem. (53, 54) ..	4	4
Intro. to Math. Anal. ...	4	4	Electives	7	7
General Zoology	4	4			
Physical Activities	½	½			

*Chem. 61, 32 may be substituted for Chem. 53, 54, but the latter is recommended.

Nursing

Many 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	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2
Freshman English	3	3
Foreign Language	4	4
Sociology	3	3
Chemistry 5	4	—
Psych. or Geography ...	—	3
Art or Music	—	2

Students enrolled in the Schools of Nursing at Lutheran Deaconess, Swedish, Fairview, and Methodist Hospitals, Minneapolis, take some of their course work at Augsburg College. Applications for admission to this program should be made directly to these hospitals.

Law

Most law schools require, for admission, at least three years of prelegal education at the college level. The student is advised to select a broad program of study including courses in the humanities, the social sciences, and the natural sciences. A suggested three-year curriculum is given below:

FRESHMAN	I Sem. Cr.	II Sem. Cr.	SOPHOMORE	I Sem. Cr.	II Sem. Cr.
Basic Bible	2	2	Religion 3, 4	2	2
Freshman English	3	3	English 25, 40	3	3
Foreign Language	4	4	Foreign Language	3	3
Western Civilization	3	3	Logic	—	3
Natural Science	4	4	Social Science	3	3
Physical Activities	½	½	Natural Science	3	—
			Electives	3	3
JUNIOR	I Sem. Cr.	II Sem. Cr.			
Religion	3	3			
Beginning Speech	—	2			
Fine Arts	—	2			
Electives	12	10			

Engineering

A student may take two years of pre-engineering at Augsburg before transferring to a school of engineering. The following curriculum is recommended. Students planning to enter this program should have completed four years of high school mathematics and qualified by the Mathematics Placement Test to enter Mathematics 41.

FRESHMAN		SOPHOMORE	
I Sem.	II Sem.	I Sem.	II Sem.
Cr.	Cr.	Cr.	Cr.
Basic Bible	2	2	2
Freshman English	3	3	3
Anal. Geom. & Calculus	5	5	3
General Physics	4	4	3
Social Science	3	3	—
Physical Activities	½	½	4
		Religion 3, 4	2
		English 40, 42	3
		Advanced Calculus	3
		Physics 52, 53	3
		Differential Equations ..	—
		Inorg. & Qual. Chemistry	4

Students who plan to transfer to the Institute of Technology at the University of Minnesota will also need, in some cases, a course in Rigid Body Mechanics (Statics) and Engineering Graphics. It is recommended that these be taken in summer session at the U. of M.

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 Business Education.

A Secretarial-Work Certificate is awarded on completion of the two-year program.

FIRST YEAR		SECOND YEAR	
I Sem.	II Sem.	I Sem.	II Sem.
Cr.	Cr.	Cr.	Cr.
Basic Bible	2	2	2
Freshman English	3	—	2
Elementary Typewriting	1	—	3
Office Machines	—	3	—
Elementary Shorthand ..	3	3	3
Physical Activities	½	½	3
Electives	8	6	—
		Religion 3, 4	2
		Beginning Speech	—
		Advanced Typewriting ..	—
		Advanced Shorthand	4
		Prin. of Accounting	3
		Secretarial Practice	—
		General Psychology	3
		Electives	5



PERSONNEL



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Personnel Director, Mayo Clinic, Rochester, Minnesota

Term Expires 1966

Mr. Ruben G. Hovland, Northfield, Minnesota
Education, Northfield Public Schools, Farming

Mrs. George Nelson, Minneapolis, Minnesota
Homemaker

Mr. Cyrus Rachie, Minneapolis, Minnesota
Vice-President, Gamble Skogmo, Inc.

Term Expires 1967

Mr. R. E. Myhre, Minneapolis, Minnesota
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Vice-President, Northwestern National Bank of Minneapolis

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Clifford M. Johnson	Vice President for Development
Martin Quanbeck	Dean of the College
Burton P. Fosse	Business Manager
Peter Armacost	Dean of Students
Gerda Mortensen	Dean of Women, Associate Dean of Students
Glen W. Johnson	Assistant to Dean of the College
Mildred Joel	Registrar, Secretary of the General Faculty
Mrs. Jean Christian	Assistant Registrar
Karlis Ozolins (on leave 1963-64)	Librarian
Mrs. Marjorie Sibley	Acting Librarian 1963-64
Carl R. Hammarberg	Director of Placement and Testing
S. V. Hjelmeland	Associate Director of Development
Donald Sorlien	Director of Public Relations
Jeroy Carlson	Director of Alumni Relations

Donovan Lundeen	Director of Admissions
Mark Johnson	Assistant Director of Admissions
Arthur Nelson	Supervisor of Plant Services
Richard L. Berg	Comptroller
Mrs. Elaine Swanson	Director of Food Services
Bjarne Landa	Curator of the Museum
Agnes Tangjerd	Archivist
Vernon Chilgren	Manager of Housing Service
Eugene Ecklund	Manager of Special Events
Mrs. Ruth Gamm	Director of News Bureau
Mrs. Jacquelyn Gimse	Director of Women's Residences
Frank A. Gruver, M.D.	College Physician

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Admissions and Student Standing: Miss Joel, Lundeen, M. Quanbeck, Saugestad, Miss Cole, P. Thompson, Budge

Student Personnel: Armacost, Miss Mortensen, Torstenson, P. Quanbeck, Mrs. Hinrichs

Teacher Education: E. Johnson, Dahlen, Agre, Miss Mattson, Miss Segolson, Miss Cole, Savold

Library: Mrs. Sibley, Sateren, Colacci, Mrs. Jensen, Alton, Benson

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

***Convocations:** Urdahl, E. Johnson, Miss Pederson, Thut, Ecklund

Faculty Personnel Policies: Budge, Sonnack, Mrs. E. Olson, Thompson, Fosse, Holum

Institutional Studies: Holum, Pearson, Mrs. Anderegg, G. Johnson, Chrislock

***Religious Life:** Mandsager, Sonnack, Gisselquist

Social Functions: Mrs. L. Peterson, Miss Mortensen, Miss Lillehei, Miss Sonsteng, Hatchek

***Student Activities:** Armacost, Miss Mortensen, M. Quanbeck, Follingstad, Mickelberg

***Student Conduct:** E. Nelson, Mrs. K. Peterson, Thut, Miss Lund

Nominations: Kleven, Urdahl, Hammarberg

Administrative: O. Anderson, C. Johnson, M. Quanbeck, Armacost, Fosse

Foreign Students: Miss Joel, Hansen, G. Johnson, Miss Segolson

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THE FACULTY

Ruth Aaskov, A.M., Instructor in French (on leave 1963-64)

A.B., Augsburg College, 1963; A.M., Middlebury College, 1960. Additional study: University of Grenoble, Boston University, University of Wisconsin. Teaching: High School, 1954-60. At Augsburg 1960-63.

Courtland L. Agre, Ph.D., Professor of Chemistry

B.Ch.E., University of Minnesota, 1934; Ph.D., University of Minnesota, 1937; Research Chemist, 1937-40; U.S. Army, 1940-41; Research Chemist, 1941-46. Teaching: St. Olaf College, 1946-58; University of California, Berkeley, Visiting Professor, National Science Foundation Fellowship, 1958-59. At Augsburg since 1959.

Earl Alton, Ph.D., Assistant Professor of Chemistry

A.B., St. Olaf College, 1955; M.S., University of Michigan, 1958; Ph.D., 1961. Teaching: Teaching Fellow and pre-doctor instructor, University of Michigan, 1955-58. At Augsburg since 1960.

Lyla Mae Anderegg, A.M., Instructor in Education

A.B., University of Minnesota, 1945; A.M., Northwestern University, 1947. Additional study: Minnesota, Chicago, California. Teaching and Counseling, High School, 1945-46, 1951-53; Teaching: East Washington College, 1948-49; University of Minnesota, 1950-51; Oakland Junior College, 1954-56; San Francisco State College, 1957-58; St. Olaf College, 1958-59. At Augsburg since 1959.

Ernest W. Anderson, M. Ed., 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.

Oscar A. Anderson, LL.D., President of the College

A.B., St. Olaf College, 1938; B.D., Luther Theological Seminary, 1942; LL.D., Concordia College, 1963. Additional study: Union Theological Seminary. Pastoral work, 1942-48, 1954-63; Executive Secretary, Young People's Luther League (ELC), 1948-54. At Augsburg since 1963.

Raymond E. Anderson, Ph.D., Associate Professor of Speech

B.S., University of Minnesota, 1946; A.M., 1950; Ph.D., University of Minnesota, 1959. Teaching: University of Vermont, 1949. U.S. Navy, 1946. At Augsburg since 1949.

Peter H. Armacost, Ph.D., Assistant Professor of Psychology and Dean of Students (on leave 1961-63.)

A.B., Denison University, 1957. Ph.D., University of Minnesota, 1963. Additional study: Union Theological Seminary. Teaching Assistant at University of Minnesota. At Augsburg since 1959.

Manmohan S. Arora, M.A., Instructor in Economics

B.S., Ranja's College, India, 1957; M.A., Delhi School of Economics, India, 1959; Additional study: University of Minnesota. Teaching Assistant, University of Minnesota, 1962-63. At Augsburg since 1963.

Leroy A. Baker, A.B., Instructor in Physics

A.B., Northwest Nazarene College, 1960. Additional study: University of Minnesota. Research Physicist, Minneapolis Honeywell. At Augsburg 1960-62 and since 1963.

Emil Balz, Akad. Geprüfter Übersetzer, Instructor in Spanish
Abitur, Friedrich Schiller Oberschule, Germany, 1937; Akad. Geprüfter Übersetzer, Heidelberg University, 1949. Additional study: University of Minnesota. Teaching: Prof. Language School, Germany, 1949-50. At Augsburg since 1963.

Waltraud Balz, Akadem. Übersetzer, Instructor in Modern Languages
Abitur, Victoria Oberschule, Germany, 1942; Akadem. Übersetzer, Heidelberg University, 1947. Teaching: private lessons, 1960-63. At Augsburg since 1963.

Merrilyn Belgum, M.S.W., Instructor in Sociology
A.B., University of Minnesota, 1946; M.S.W., University of Denver, 1956. Chisago County Welfare, 1948-49; Lutheran Welfare Society, Iowa, 1949-52; Department of Public Welfare, Anchorage, Alaska, 1952-54; University of Denver, Field Instructor, 1956-57; Denver Public Schools Social Worker, 1957-60. At Augsburg since 1960.

John Benson, M.A., Instructor in Religion
B.A., Augsburg College, 1955; B.D., Luther Theological Seminary, 1959; M.A., Columbia University, 1961. Additional study: Columbia University. At Augsburg since 1963.

William Bergstrom, M.A., Instructor in English
B.A., University of Minnesota, 1950; M.A., University of Minnesota, 1952. Additional study: University of Minnesota. Teaching: Bethel College, 1950-55, University of Minnesota, 1955-63. At Augsburg since 1963.

Nelly T. Blackburn, B.A., Instructor in French
B.A., Earlham College, 1949. Additional study: Oberlin College. Teaching: Macalester College, 1962-63. At Augsburg since 1963.

Oscar Blegen, Jr., B.A., Assistant Football Coach and Head Wrestling Coach
B.A., Augsburg College, 1961. Teaching: High School, 1961-63. At Augsburg since 1963.

Bruce P. Budge, M.S., Assistant Professor of Business Administration
B.S., University of Idaho, 1953; M.S., 1957. Additional study: University of Minnesota. Teaching: University of Idaho, 1955-57. Weyerhaeuser Company, 1953-55, 1957-60. At Augsburg since 1960.

Harold Cannon, B.A., B.S., Instructor in Spanish
B.A., B.S., University of Minnesota, 1962. Additional study: University of Minnesota. Teaching: High School, 1961-62. At Augsburg since 1962.

Jacquelyn L. Cherne, A.B., Instructor in English
A.B., Augsburg College, 1958. Additional study: University of Minnesota. At Augsburg 1960-62 and since 1963.

Carl Chrislock, Ph.D., 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. Dak., 1948-51. At Augsburg since 1952.

C. Winston Chrislock, M.A., Instructor in History
B.A., University of Minnesota, 1962; M.A., Indiana University, 1964. At Augsburg since 1964.

Bernhard Christensen, Th.M., Ph.D., Professor of Christian Education
(on leave 1962-64)

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, N. Dak., 1925-26. Pastoral work, 1928-30. At Augsburg since 1930. President 1938-61.

Gracia Christensen, A.M., Instructor in English

A.B., Hunter College, 1932; A.M., Radcliffe College, 1935. Additional study: University of Chicago. At Augsburg 1959-60, 1961-62, and since 1963.

Nadia Christensen, B.A., Instructor in Spanish

B.A., Augsburg College, 1959. Additional study: University of Minnesota, University of San Carlos, Guatemala. At Augsburg since 1963.

Mario Colacci, Th.D., D.Litt., Professor of New Testament Greek and Latin

Pontificium Atheneum Roman Major Seminary, Th.D., 1932; Pontificium Institutum Biblicum 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., Associate 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. Additional study: Minnesota. Teaching: High School, 1931-39; Crosby-Ironton Junior College, 1940-41. U.S. Army Air Forces, 1942-45. At Augsburg since 1941.

Kenneth L. Davenport, M.M., Instructor in Strings

B.M., Hamline University, 1932; M.M., Minneapolis College, 1938. Teaching: St. Olaf College, Carleton College, Gustavus Adolphus College; St. Paul Public Schools; Anoka Public Schools since 1953. Member of the Minneapolis Symphony Orchestra for 14 years. At Augsburg since 1962.

Sheldon Fardig, M.M., Associate Professor of Education

B.A., Carleton College, 1940; M.M., Northwestern University, 1952. Additional study: University of Minnesota; Dalcroze School of Music, New York. Teaching: High School, 1940-46; Olivet College, 1949-54; Moody Bible Institute, 1954-56; Bethel College, 1956-62. At Augsburg since 1962.

Henry G. Follingstad, B.E.E., C.D.T. diploma, Instructor in Mathematics
B.E.E., University of Minnesota, 1947; C.D.T. diploma, Bell Telephone Laboratories, Inc., 1950. Additional study: Rutgers University, University of Minnesota. Teaching: University of Minnesota, 1947-48; U.S. Armed Forces Institute, 1945-46; Bell Telephone Laboratories, Inc., 1948-62. At Augsburg since 1962.

Burton P. Fosse, B.B.A., B.M.E., Business Manager
B.B.A., B.M.E., University of Minnesota, 1949. U.S. Army, 1943-46.
Industrial Engineering work, 1949-53. At Augsburg since 1953.

Stephen Gabrielsen, B.A., Director of Male Chorus
B.A., Augsburg College, 1963. Additional study: University of Minnesota.
At Augsburg since 1963.

Daryl Gibson, Ph.D., Associate Professor of Music (Brass Instruments)
B.S., University of Minnesota, 1934; A.M., 1941; Ph.D., University of
Iowa, 1947. Member of Minneapolis Symphony Orchestra, 1934-44. Teaching:
University of Iowa, 1943; University of Montana, 1947-48; Gustavus
Adolphus College, 1948-52. At Augsburg since 1954.

Jacquelyn L. Gimse, B.S.N., Director of Women's Residence and Social
Coordinator

R.N., Moline Public Hospital, 1957; B.S.N., Gustavus Adolphus College,
1960. Moline Public Hospital, 1957-58; Gustavus Adolphus College, As-
sistant Dean of Students, 1960-61. At Augsburg since 1961.

A. Malcolm Gimse, B.A., Instructor in Swimming
B.A., Macalester College, 1962. Additional study: University of Minne-
sota. At Augsburg since 1961.

Orloue Gisselquist, A.M., Assistant Professor of History
A.B., University of Minnesota, 1943; A.M., University of Minnesota, 1956.
Teaching: Bethel College, 1954-56. Additional study: Minnesota. At
Augsburg since 1956.

Frank A. Gruver, M.D., College Physician and Assistant Professor of
Psychology

B.S., University of New Mexico, 1954; M.D., University of Utah, 1959;
PARS Certificate, Union Theological Seminary, 1963. Private practice,
1960-62. At Augsburg since 1963.

Donald R. Gustafson, A.M., Instructor in History (on leave 1963-64)
A.B., Gustavus Adolphus College, 1955; A.M., University of Wisconsin,
1956. Additional study: Indiana; California, Berkeley; Minnesota; Wis-
consin. Teaching: Gustavus Adolphus College, 1960-61. At Augsburg
1961-63.

William H. Halverson, Ph.D., Associate Professor of Philosophy and
Religion

A.B., Augsburg College, 1951; B.Th., Augsburg Theological Seminary,
1955; Th.M., Princeton Theological Seminary, 1957; A.M., Princeton
University, 1959; Ph.D., 1961. Teaching: Princeton Theological Semi-
nary, 1957-59. At Augsburg 1955-56 and since 1959.

Carl R. Hammarberg, A.M., Assistant Professor of Psychology and
Director of Placement and Testing

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

Leif E. Hansen, A.M., Instructor in Modern Languages
A.B., Concordia College, 1947; A.M., University of Minnesota, 1950.
Additional study: Michigan, Stetson University, Wisconsin. Teaching:
High School, Norway, 1959-60; University of Wisconsin, 1960-61. At
Augsburg since 1961.

Irene Hanson, M.S. in Ed., Assistant Professor of Elementary Education
B.S. in Ed., Temple University, 1946; M.S. in Ed., Temple University, 1948. Additional study: University of Minnesota. Teaching: High School, 1946-49, 1957-59; University of Minnesota, 1960-63. At Augsburg since 1963.

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, 1946-56. At Augsburg since 1956.

George W. Hatchek, LL.D., Instructor in Modern Languages
LL.D., Law School of Vienna, Austria, 1938. Additional study: University of Minnesota, Middlebury College. Interpreter at United States Surplus Depot, France, 1944-46; Teaching: International Institute and YWCA, 1954-60. At Augsburg since 1960.

Ruben G. Haugen, M.M., Instructor in Woodwinds
B.M., MacPhail School of Music, 1950; M.M., MacPhail School of Music, 1951. Additional study: University of Kyoto, Japan. Teaching: Minneapolis Junior Academy, 1950-52; Breck Military Academy, 1952-55; MacPhail School of Music since 1950. At Augsburg since 1958.

Orvald B. Haugsby, A.B., Assistant Professor of Mathematics
A.B., Wisconsin State College, 1952. Additional study: Minnesota. Teaching: High School, 1953-56; Wisconsin State College, 1956-59; University of Minnesota, Teaching Assistant, 1959-61. At Augsburg since 1961.

Melvin A. Helland, S.T.M., Ph.D., Professor of Religion (on leave 1960-63)
A.B., Augsburg College, 1915; C.T., Augsburg Theological Seminary, 1918; S.T.M., Hartford Seminary Foundation, 1919; Ph.D., 1930. Additional study: Grenoble, Chicago. Educational Missionary in Madagascar, 1921-38; Professor of New Testament, Lutheran Theological Seminary, Ivory, Madagascar, 1938-40 and 1960-63. At Augsburg since 1941.

A. Robert Hemmingson, A.M., Assistant Professor of Economics and Business Administration (on leave 1963-64)
A.B., Dana College, 1953; A.M., University of Nebraska, 1957. Additional study: University of Minnesota. Teaching: University of Nebraska, 1956-57. At Augsburg since 1957.

Grace Hinrichs, Ph.D., Assistant Professor of Psychology
B.A., University of Minnesota, 1957; Ph.D., University of Minnesota, 1963. Teaching: Wisconsin State College, 1960-62. At Augsburg since 1962.

John R. Holum, Ph.D., Associate Professor of Chemistry
A.B., St. Olaf College, 1950; Ph.D., University of Minnesota, 1954. Additional study: California Institute of Technology. Teaching: University of Minnesota, 1950-52; University of Maryland, 1956; Pacific Lutheran College, 1958-59. U.S. Armed Forces, 1955-57. At Augsburg 1957-58 and since 1959.

Irene Khin Khin Jensen, Ph.D., Instructor in History and Political Science
A.B., Rangoon University, Burma, 1949; A.M., Bucknell University, 1951; Ph.D., University of Wisconsin, 1956. Teaching: Rangoon University, Burma, 1949-50. At Augsburg 1955-56 and since 1959.

John Jensen, A.M., Assistant Librarian

A.B., Augsburg College, 1955; A.M., University of Minnesota, 1957. U.S. Navy, 1957-61. At Augsburg 1956-57 and since 1961.

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.

Clifford Johnson, C.T., Vice President in Charge of Development

B.A., Augsburg College, 1934; C.T., Augsburg Theological Seminary, 1939. Pastoral work, 1939-1953, 1954-1962. At Augsburg 1953-54 and since 1962.

Einar O. Johnson, Ph.D., Professor of Education

A.B., Concordia College, 1938; A.M., University of Washington, 1950; Ph.D., 1961. Additional study: University of Oslo, Norway. Teaching: Elementary and High School, 1933-40; University of Washington, 1953-54; Luther College, 1954-56. At Augsburg since 1956.

Glen W. Johnson, B.S.E., B.D., Instructor in Mathematics and Philosophy

B.S. Engr., University of Nebraska, 1952; B.D., Luther Theological Seminary, 1959. Additional study: University of Minnesota. At Augsburg since 1961.

James Johnson, A.M., Instructor in Piano

A.B., University of Minnesota, 1956; A.M., Julliard School of Music, 1958. At Augsburg since 1961.

Mary E. Johnson, M.A., Instructor in French

B.A., Smith College, 1947; M.A. in Christian Education, Columbia University, 1950. Additional study: Michigan, Oslo, Minnesota. Teaching: High School, 1962. Dean of Women, Luther College, 1954-55. At Augsburg since 1963.

Winfield Johnson, A.M., Instructor in Religion

A.B., St. Olaf College, 1939; C.T., Luther Theological Seminary, 1943; A.M., New York University, 1954. Additional study: University of Minnesota. At Augsburg since 1961.

Donald E. Jorenby, M.S., Instructor in Chemistry

B.A., Augsburg College, 1959; M.S., University of Minnesota, 1962. At Augsburg since 1962.

Robert Karlen, A.M., Instructor in Music

B.M., New England Conservatory, 1950; A.M., University of Minnesota, 1959. Additional study: Berkshire Music Center, Massachusetts; Morzar-teum, Salzburg, Austria; Conservatoire Nationale, Paris, Nadia Boulanger. Teaching: Public Schools, 1950-53; St. Agatha's Conservatory, 1958-59; University of Minnesota, 1957-59. At Augsburg since 1959.

Mimi B. Kingsley, A.M., Associate 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., 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 Uni-
versity, 1945-47. U.S. Office of Censorship, 1942-45. At Augsburg since
1947.

Dennis Lane, B.S., Instructor in Organ
B.S., University of Minnesota, 1943. Additional study: University of
Minnesota. Teaching: High School, 1943-46; University of Minnesota,
1942-43; McCPhail School of Music, 1945-51; private organ and piano
instructor. Church organist and choirmaster. At Augsburg since 1960.

Richard Laue, M.A., Instructor in History
B.A., University of Minnesota, 1950; M.A., 1955. Additional study:
University of Minnesota. Teaching: Huron College, 1961-63. At Augsburg
since 1963.

Frederick Z. Leshner, M.A., Instructor in English
B.A., Carthage College, 1958; M.A., State University of Iowa, 1962.
Teaching: Luther College, 1961-63. At Augsburg since 1963.

Bertha Lillehei, A.M., Instructor in English
A.B., Augsburg College, 1934; A.M., University of Minnesota, 1960.
Additional study: Minnesota, Columbia. At Augsburg 1937-40 and since
1957.

Lorraine K. Livingston, A.M., Instructor in English
A.B., University of Minnesota, 1930; A.M., 1932. Additional study: Min-
nesota. Teaching: University of Minnesota, 1932-35; 1952-60. At Augsburg
since 1960.

Gertrude S. Lund, A.M., Assistant Professor of Business Education
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.

Orlin L. Mandsager, B.D., Campus Pastor and Instructor in Religion
B.A., St. Olaf College, 1956; B.D., Luther Theological Seminary, 1961.
Teaching: High School, 1959-61; Pastoral work: 1956-58, 1961-62. At
Augsburg 1960-61 and since 1962.

Martha M. Mattson, A.M., Associate Professor of Education
A.B., Augsburg College, 1928; A.M., University of Minnesota, 1932.
Additional study: Boston University; University of Wisconsin. Teaching:
Elementary Schools, 1922-36; Elementary Supervisor, 1939-60. At Augs-
burg since 1960.

Erwin D. Mickelberg, A.B., Assistant Professor of Biology
A.B., Augsburg College, 1954. Additional study: Columbia, Minnesota.
Teaching: High School, 1954-56. At Augsburg since 1956.

August Molder, LL.M., Artist in Residence and Instructor in Art
Graduated, University of Tartu, Estonia, 1938; Master of Law, University of Tartu, 1944. Teaching: University of Tartu, Estonia, 1942-44. At Augsburg since 1963.

Ernesto E. Moreno, Dr. en Pedagogia, Instructor in Spanish
Diploma, Escuela Normal Para Maestros, Cuba; Dr. en Pedagogia, University of Havana, 1945. Additional study: University of Minnesota. Teaching: Rural school, Cuba; Chandler College, Cuba, 1947-59; Havana Military Academy, 1951-60; High School, 1961-63. At Augsburg since 1963.

Gerda Mortensen, A.M., Dean of Women, Associate Dean of Students 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.

Emma L. Nashan, A.M., Instructor in German
A.B., Duke University, 1953; A.M., Indiana University, 1963. Teaching: Sweet Briar College, 1956-57. At Augsburg since 1964.

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.

Glenn I. Nelson, A.M., Instructor in Sociology
A.B., St. Olaf College, 1955; A.M., University of Minnesota, 1960. Additional study: Minnesota. At Augsburg since 1961.

Grier Nicholl, A.M., Instructor in English
A.B., Wesleyan University, 1951; A.M., Columbia Teachers College, 1956. Additional study: University of Minnesota, University of London. Teaching: High School, 1954-55; Southern Oregon College, 1955-57; University of Minnesota, 1958. At Augsburg since 1960.

David Nordlie, A.B., Instructor in Sociology
A.B., Augsburg College, 1960. Additional study: Minnesota. At Augsburg since 1961.

Esther J. Olson, Ph.D., Associate Professor of Speech
B.S., University of Minnesota, 1945; A.M., 1945; Ph.D., 1956. Teaching: University of Minnesota, 1945-56; Luther College, 1956-60; Luther Theological Seminary, 1960-62. At Augsburg since 1960.

Iver B. Olson, A.M., S.T.D., Professor of Scandinavian
A.B., Augsburg College, 1935; Th.B., Augsburg Theological Seminary, 1936; A.M., University of Minnesota, 1945; S.T.D., Chicago Lutheran Theological Seminary, 1957. Teaching: Oak Grove Seminary, 1936-39; University of Minnesota, 1945-46. Pastor, Sand Creek, Wisconsin, 1939-44. At Augsburg since 1945.

Karlis Ozolins, A.M., Th.B., Librarian with rank of Assistant Professor (on leave 1963-64)

A.B., Augsburg College, 1951; B.Th., Augsburg Theological Seminary, 1952; A.M., University of Minnesota, 1961. Additional study: University of Marburg, Germany. At Augsburg since 1955.

Patricia A. Parker, A.M., Instructor in Library Science

B.S., Eastern Michigan College, 1949; A.M., University of Michigan, 1952. Teaching: University of North Dakota, 1949-51; University of Michigan, 1951-52; University of Minnesota, Librarian, 1954-56; Minneapolis Public Library, 1956-59. At Augsburg since 1960.

Howard E. Pearson, A.M., Assistant Professor of Physical Education

A.B., Augsburg College, 1953; A.M., University of Minnesota, 1957. At Augsburg since 1956.

Anne Pederson, A.M., Professor of English

A.B., Augsburg College, 1932; A.M., University of Minnesota, 1945. Additional study: Minnesota, Columbia, Pennsylvania. 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, 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: Universities of North Dakota, Minnesota, and Montana; MacPhail School of Music. At Augsburg since 1950.

Martin Quanbeck, Ph.D., Professor of Education and Dean of the College

A.B., Augsburg College, 1929; A.M., University of Minnesota, 1933; Ph.D., 1952. High School administration, Mantorville, Minnesota, 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., Associate Professor of Religion

A.B., Augsburg College, 1950; Th.B., Augsburg Seminary, 1951; Th.M., Princeton Theological Seminary, 1954; Th.D., 1958. Pastoral work, 1951-53. Teaching Fellow, Princeton Theological Seminary, 1954-57. At Augsburg since 1957.

Lawrence Rogers, Laboratory Instructor in Astronomy

University of Minnesota, 1942. Diploma, Cal Aero Technical Institute, 1948. At Augsburg since 1962.

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.

Edwin J. Saugestad, A.B., Instructor in Physical Education and Biology

A.B., Augsburg College, 1959. Additional study: Minnesota. At Augsburg since 1959.

A. Mayo Savold, M.Mus. Ed., Associate Professor of Music
A.B., Luther College, 1941; M.Mus. Ed., MacPhail School of Music,
1964. Additional study: North Dakota, Minnesota. Teaching: Benson
County Agriculture and Training School, Maddock, N. Dak., 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.

Donna L. Schlorf, A.B., Instructor in Physical Education
A.B., Augsburg College, 1954; Additional study: Minnesota, Colorado,
Oslo. Teaching: Junior and Senior High School, 1955-61. At Augsburg
since 1961.

Ruth Segolson, M.S., Professor of Home Economics
B.S., University of Minnesota, 1925; M.S., 1938. Additional study:
Minnesota, Syracuse University. Teaching: High School, 1925-28;
University of Minnesota, 1928-44. At Augsburg since 1944.

Marjorie H. Sibley, A.M., Assistant Librarian (Acting Head Librarian,
1963-64)

A.B., University of Illinois, 1942; A.M., 1943. Additional study: Minnesota.
Teaching: Elementary, 1940-41; University of Illinois, 1945-46; Acqui-
sitions Librarian, Macalester College, 1959-61. At Augsburg since 1961.

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.

Ruth Sonsteng, A.M., Instructor in Home Economics
A.B., Augsburg College, 1954; A.M., University of Minnesota, 1960. Addi-
tional study: University of Oslo. Teaching: High School, 1955-56; Grad-
uate Assistant, University of Minnesota, 1956-57. At Augsburg 1957-60
and since 1961.

Merton P. Strommen, Th.B., Ph.D., Lecturer in Religion
A.B., Augsburg College, 1943; C.T., Augsburg Theological Seminary,
1944; Th.B., 1951; A.M., University of Minnesota, 1955; Ph.D., 1960.
Pastor: Mora, Minnesota, 1944-47. Youth Director (LFC), 1944-60;
Director, Lutheran Youth Research 1961-. 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., Archivist
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.
Librarian, Augsburg College, 1940-1960.

Joyce Tester, A.M., Instructor in Home Economics
B.S., University of Minnesota, 1955; A.M., 1959. Teaching: High School,
1955-57; University of Minnesota, 1957-59 and spring quarter, 1963.
At Augsburg since 1963.

Phillip J. Thompson, M.F.A., Assistant Professor of Art
A.B., Concordia College, 1955; M.F.A., State University of Iowa, 1958.
Teaching: State University of Iowa, 1957-58; Kokomo Extension of
Indiana University, 1958-59. At Augsburg since 1959.

Paul G. Sonnack, Th.B., A.M., Professor of Religion
A.B., Augsburg College, 1942; C.T., Augsburg Theological Seminary, 1945;
Th.B., 1947; A.M., University of Chicago, 1960. Pastor, Moose Lake, Minne-

Gerald H. Thorson, Ph.D., Professor of English

A.B., Augsburg College, 1943; A.M., University of Minnesota, 1948; Ph.D., Columbia University, 1957. U.S. Army, 1943-46. Additional study: Grenoble, Oslo, Wisconsin. Teaching: Wagner College, 1951. Visiting Professor, University of Reykjavik, Iceland, 1961-62. At Augsburg since 1946.

John Thut, A.B., M.Mus., Associate Professor of Music

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, Eksel 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, Ph.D., Professor of Sociology

A.B., Augsburg College, 1938; A.M., University of Minnesota, 1940; Ph.D., 1959. Director of Education and Public Relations, Midland Cooperative Wholesale, 1945-47. At Augsburg 1938-42 and since 1947.

E. Margaret Trautwein, A.M., Instructor in English

A.B., Augsburg College, 1937; A.M., University of Minnesota, 1953. Teaching: High School, 1937-47. At Augsburg 1950-54 and since 1961.

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.

Jesus Zarandin, A.M., Instructor in Economics

B.S., University of Negros Occidental, Philippines, 1956; A.M., University of Minnesota, 1961. Additional study: University of Minnesota. Teaching: University of Negros Occidental, Philippines, 1957-59; University of Minnesota, 1962-63. At Augsburg since 1963.

Waneta Blackburn, A.M., Assistant Professor of English

A.B., Milton College, 1930; A.M., University of Wisconsin, 1942. Additional study: Pennsylvania State University. Teaching: High School, 1930-46; Stout State College, 1946-61. At Augsburg 1961-63.

Mary A. Hinderlie, A.M., Instructor in English

A.B., St. Olaf College, 1935; A.M., University of Minnesota, 1937. Additional study: University of Oslo, Norway. Teaching: St. Olaf College, 1937-39. At Augsburg 1961-63.

Kathryn Jurkovic, B.S., Instructor in Logic

B.S., St. Olaf College, 1957. Additional study: Northwestern University, Drake University, University of Minnesota. At Augsburg 1962-63.

Harold M. Kambak, A.B., Director of Public Relations

A.B., Augsburg College, 1959. Additional study: University of Minnesota; American Academy of Art; Graphic Arts Institute of Illinois. Director of Public Relations, Augustana College, 1956-58. At Augsburg 1958-63.

Benjamin T. McClure, Ph.D., Instructor in Physics

B.A., University of Minnesota, 1945; A.M., University of Minnesota, 1947; Ph.D., Harvard University, 1952. Teaching: Research Assistant, Harvard; Teaching Assistant, Minnesota. At Augsburg 1962-63.

Rod Myers, M.A., Assistant Professor of Education

A.B., University of California, 1955; M.A., Reed College, 1960. Additional Study: University of Minnesota. Teaching: Elementary schools, 1954-61. Research Assistant, University of Minnesota, 1961-62. At Augsburg 1962-63.

Kristoffer F. Paulson, M.A., Instructor in English

A.B., St. Olaf College, 1956; M.A., University of Minnesota, 1963. Additional study: University of Oslo, Norway; University of Heidelberg, Germany; George Washington University; Minnesota. At Augsburg 1960-63.

Jack Ross, M.S., Instructor in Sociology

B.S., University of California, 1949; M.S., George Williams College, 1954. Additional study: University of Minnesota. Teaching Assistant, Minnesota, 1960-61. Teaching: University of Minnesota, 1961-62. Social work, 1952-60. At Augsburg 1962-63.

Robert T. Sandin, Ph.D., Lecturer in Philosophy

B.A., Bethel College, 1949; B.D., Bethel Theological Seminary, 1954; M.A., University of Minnesota, 1956; Ph.D., 1963. Teaching: Bethel College, 1952-55; Teaching Assistant, University of Minnesota, 1955-57; University of Minnesota, 1957-58. At Augsburg 1958-59 and 1962-63.

Donald G. Shamblin, A.M., Assistant Professor of Spanish

A.B., Marshall University, 1952; A.M., Universidad Nacional, Mexico, 1957. Additional study: University of Minnesota. Teaching: High School, 1954; Colegio Mexico, 1955; University of Minnesota, 1958-61; Macalester College, 1961-62; NDEA Institute, summers 1961, 1962. At Augsburg 1962-63.

John M. Stensvaag, Ph.D., Professor of Religion

A.B., Augsburg College, 1936; B.Th., Augsburg Seminary, 1939; Ph.D., Hartford Seminary Foundation, 1941. Additional study: Johns Hopkins University. Teaching: Augsburg Seminary, 1942-59; Dean, 1953-59; Northwestern Lutheran Theological Seminary, 1945-46. At Augsburg 1942-62.

Talvryn Tischer, B.A., Teaching Fellow in Physical Education

B.A., Augsburg College, 1959. At Augsburg 1962-63.

Harold Tollefson, A.B., M.Th., Instructor in Religion

A.B., Augsburg College, 1950; B.Th., Augsburg Theological Seminary, 1953; M.Th., Princeton Theological Seminary, 1955. Additional study: University of Heidelberg. At Augsburg 1959-63.

A. Bruce Wrightsman, B.S., Instructor in Mathematics and Religion

B.S., University of Wisconsin, 1958. Additional study: Luther Theological Seminary. Teaching: University of Wisconsin, 1957-58. At Augsburg 1960-63.

Haack, Harlin H.	Minneapolis	O'Brien, Sharon K.	Milaca
Haglund, Lyle W.	Minneapolis	Olsen, Diane Lee	Minneapolis
Halverson, Frederick S.	Minneapolis	Olson, Kenneth H.	Watson
Hanenburg, Kay L.	Mora	Olson, Marilyn Carol ..	LaCrosse, Wis.
Hanse, Bonnie Jean	Morris	Olson, Roger C.	Minneapolis
Hanson, Dale Edward	Minneapolis	Oppegard, Milo M.	Albert Lea
Hanson, Patricia K.	Aitkin	Osberg, John Wilson ..	Minneapolis
Hassing, Joan Eileen	Minneapolis	Ose, Julia E.	Thief River Falls
Heikkila Alice J.	Pelkie, Mich.	Ost, David H.	Parkers Prairie
Helgeson, Rodney A.	Lamberton	Overmoen, Sonia R.	Minneapolis
Helland, Claire Elaine	Minneapolis	Ovikian, Michael O.	Jerusalem, Israel
Hoversten, Lorna Lavonne	Radcliffe, Iowa	Patton, Jeanne A.	Minneapolis
Hovland, Peter C.	Mora	Paulson, Betze Karen	Hills
Hugo, John Robert	Minneapolis	Paulson, Kermit Earl ..	Clayton, Wis.
Hunt, Duane R.	New Brighton	Pedersen, Elaine Ruth ..	Minneapolis
Istrup, Robert J.	Minneapolis	Peterson, Donna M.	Minneapolis
Jacobsen, Cynthia Ann ..	Scarsdale, N.Y.	Pferson, Waldo Allen ..	Minneapolis
Johannsen, Clair A.	Huntley	Pommerenke, James Warren ..	Belgrade
Johnson, David William ..	Manitowoc, Wis.	Quitno, James Charles	Minneapolis
Johnson, Jennelle Kay	Minneapolis	Ring, Ann Louise	Wanamingo
Johnson, Judy D.	Minneapolis	Rolloff, Elizabeth I.	New Ulm
Joing, Roger Harry	Minneapolis	Ronholdt, Tamara A.	Murdock
King, Charles W., Jr.	Minneapolis	Sather, Arne C.	Minneapolis
Knutson, Lois Ann	Sunburg	Schmidt, Marilyn F.	Darwin
Korsmo, Gayler Leland	Northwood, N. Dak.	Scholten, Harold Bernard ..	Holland
Kronstad, Ingolf Berge	Minneapolis	Schwartz, Roger Dudley	St. Paul
Kubota, Cynthia	Gun Chiba, Japan	Scott, Ronnie Lee	Minneapolis
Kuzler, Karen R.	Minneapolis	Soberg, George, Jr.	Minneapolis
Kuyper, Jerrold E.	Northfield	Sorensen, Mary Ann E.	Hutchinson
Kyllo, Eunice	Wanamingo	Sorensen, John David	Eleva, Wis.
Larson, Budrow C.	Minneapolis	Stahlke, Richard D.	Minneapolis
Larson, Dean Ernest	Fargo, N. Dak.	Stierna, Gale Melodie	Bloomfield Hills, Mich.
Larson, Marilyn Virginia	St. Paul	Stockman, Earl Allyn	Stewart
Lasley, James George	Fairmont	Strand, Eugene Mathias	Braham
Lerstad, Judith Ann	Minneapolis	Stuber, Sally Marie	Minneapolis
Lindeman, Ronald	Hopkins	Sundquist, Lewis J.	Minneapolis
Lindstrom, Richard Milton	Welch	Svendsen, Karen Elizabeth ..	Minneapolis
Lorents, Olivia Gordon	Minneapolis	Swanson, Paul Steven	Kerkhoven
Lystig, J. David	Minneapolis	Taylor, Kathleen Ann	Shell Lake, Wis.
Madison, Ina Jo	Donnelly	Tengwall, Sandra Joan	Willmar
Malmsten, Theodore R.	Minneapolis	Tjon, Twylah Ann	Rugby, N. Dak.
Matson, Elizabeth Joyce	Virginia	Tracy, Kay Frances	Hutchinson
Mattison, Phillip LeRoy	Lamberton	Tveite, Allan Peter	Minneapolis
Moldrem, Ariel Robert	Minneapolis	Tweiten, Roger Allen	Fargo, N. Dak.
Mortenson, Gerald W.	Minneapolis	Veien, Richard D.	Ellendale
Nelson, Kendall Peter ..	Minot, N. Dak.	Vomhof, Daniel W.	Tucson, Ariz.
Nelson, Ronald C.	Minneapolis	Wallin, Mary Ann C.	Minneapolis
Newsom, Edwin L.	Minneapolis	Zahl, Carol Jean	Minneapolis
Nordin, Rose Marie	Lake Lillian		

graduates

AUGSBURG COLLEGE, 1963

With the Degree of Bachelor of Arts

Almlie, Vernon Edward ...	Minneapolis	Bakken, Faith Elizabeth	St. Paul
Alstead, Jerry A.	Excelsior	Batalden, Joyce Ann	Lamberton
Amundsen, Duane George ..	Minneapolis	Batalden, Paul B.	Minneapolis
Anderson, A. Lois Grossman ..	St. Paul	Beckman, Ronald R.	Minneapolis
Anderson, Carol Jean	Minneapolis	Beglinger, Barbara Joy	Moorhead
Anderson, Helen Elizabeth	Climax	Berglund, Kenneth Lee	Minneapolis
Anderson, Luther Alfred	Hoffman	Bevis, Roger A.	Excelsior
Anderson, R. Charles	Minneapolis	Bjurlin, Morris A.	Farwell
Apold, Carol Ann D.	Austin	Bloomfield, Nancy Helen	Isanti
Arndt, Charles Fred	Cosmos	Botten, Einar Nelvin	Minneapolis
Bagley, Carol Jean	Zimmerman	Brecht, Dwayne Elwood	Minneapolis
Bailey, David Arnold	St. Paul	Brown, Earlene L.	Minneapolis
		Bryan, Constance Jean	Wicklund
			Minneapolis

Carlson, Kenneth Joseph Willmar
 Carlson, Richard Melvin Willmar
 Carlson, Wendell E. Cokato
 Carlstedt, Linda Marie Minneapolis
 Christensen, Mary Thorynne Minneapolis
 Christiansen, Wayne G. Minneapolis
 Clauson, Reta R. Yorkville, Ill.
 Cowan, William Owen Minneapolis

DeBar, Bernard Edwin St. Paul
 Deen, Ermon Louis Minneapolis
 Detjen, Ronald Dean Wells
 Donald, James Marr Minneapolis
 Droegemueller, Beryl D. Minneapolis
 Dygert, Robert V. Minneapolis

Ecklund, Eugene R. Minneapolis
 Erickson, Carol Virginia Minneapolis
 Erickson, William I. Minneapolis
 Evenson, Alice Amandia Minneapolis
 Evenson, Janet Ingrid Menomonie, Wis.

Farmer, Lannell John Madison, Wis.
 Franzen, Richard Keith Minneapolis

Gabrielsen, Stephen Fertile
 Gans, Carl W. Minneapolis
 Gilomen, C. Donald Minneapolis
 Gjerd, Phillip O. Sundberg
 Gjesfled, Donald Milton St. Paul Park
 Gronner, David C. Blanchardville, Wis.
 Gulden, Dean B. Minneapolis
 Gustafson, Joyce Marion Granite Falls

Hagen, Joyce Marilyn Minneapolis
 Hagenson, Ronald Thomas St. Louis Park

Halvorson, Sara Jane Rochester
 Hanson, George Ordean Savage
 Hanson, Harlan E. Minneapolis
 Hanson, Mary M. Parkers Prairie
 Heggen, Gaylen K. Estherville, Iowa
 Helmstetter, David W. Newport
 Herickson, Brenda Joyce Hutchinson
 Hermstad, Richard P. Aurora, Colo.
 Heryla, Peter T. Minneapolis
 Hess, Judith A. Northfield
 Holm, Paul B. St. Paul
 Holt, Bradley Paul Willmar
 Howe, Lauralee Kathleen St. Paul
 Hughes, David Lester Minneapolis
 Humphrey, Linda Elaine Minneapolis

Jeckell, Carol Nancy Lamberton
 Jensen, Harold C. Vining
 Jerve, Rochelle Francene Watson
 Jiran, William Rudolph Minneapolis
 Johnson, Carolyn E. Alexandria
 Johnson, Grace Hilma Sandstone
 Johnson, Linda Margaret Beloit, Wis.
 Johnson, Trudy Ilean Sharon, N. Dak.
 Jones, Carolyn Margrethe Minneapolis
 Joubert, Nancy M. Minneapolis

Kallestad, William Bruce Minneapolis
 Keller, Lee Elmer Neillsville, Wis.
 Koss, Kenneth Francis Minneapolis

Lading, David William Robbinsdale
 Lapham, James Sigurd Flushing, N.Y.
 Larson, Jean R. Amherst Jct., Wis.
 Larson, Wallis N. Cumberland, Wis.
 Lassila, Bonnie Elaine Minneapolis
 Lee, LeRoy Edward Minneapolis
 Legaarden, Elaine Louise Montevideo
 Leverentz, Alice J. Minneapolis
 Lielkoks, Anna J. Minneapolis
 Lillestol, Judith C. Minneapolis
 Lindberg, Diane L. Minneapolis
 Linden, Charles L. Grantsburg, Wis.
 Lindquist, Sheryl Joy Parkers Prairie
 Lower, Mary Margaret Minneapolis

Marks, Myra Lester Prairie
 Meena, Joshua Sisia Moshi, Tanganyika
 Meffert, Robert Lee Gaylord
 Meister, Jerelyn Hovland St. Paul
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 Monson, Paul S. Savage
 Mortrud, David Lloyd Minneapolis
 Nelson, Andre Jon St. Paul
 Nelson, Carol Ann Erickson Minneapolis
 Nelson, Dallas S. Minneapolis
 Nelson, Lola Mae Roseau
 Nelson, Richard Cris Minneapolis
 Noe, Ronald LeRoy Minneapolis
 Nygaard, Jon I. Minneapolis

Olson, Gordon Hanley Minneapolis
 Olson, LaVonne Marie Cumberland, Wis.
 Olson, Robert James Minneapolis
 Osterberg, Russell D. Watkins

Pankuch, Leonard Edward Minneapolis
 Paulson, Gary Ward Minneapolis
 Peterson, Glenn D. Garvin
 Peterson, Jeffrey Gordon Minneapolis
 Peterson, Marilyn R. Kerkhoven
 Petrik, Diane Marie Minneapolis
 Petroskey, Yvonne Marie Virginia
 Petterson, Jerome Glendon Minneapolis
 Proctor, David D. Minneapolis

Rasmussen, Paul E. Cumberland, Wis.
 Raymond, Lloyd Edward Jasper
 Reynolds, Susan Locke St. Paul
 Rinde, Richard Andrew White Bear Lake
 Roback, James D. Minneapolis
 Roebke, Leland M. St. Paul
 Roth, Richard I. Rulhton
 Rud, Jeanne Mavis Minneapolis
 Rupp, Darold C. Tracy
 Ruud, Ruth Anne Minneapolis
 Ryski, John F. Chaska

Sandbo, Hans Knutson Minneapolis
 Sandgren, Carol Ferris Minneapolis
 Sandgren, David Peter Minneapolis
 Sather, Ruth L. Franklin
 Satter, Allen A. Minneapolis
 Schober, Albert G. Robbinsdale
 Schroeder, Arvid C. Minneapolis
 Schwalm, Clair Jerome Minneapolis
 Sidney, Philip Oliver Grafton, N. Dak.
 Soice, Virginia Mabel Minneapolis
 Soli, Robert Francis Minneapolis
 Spjut, Paul Leander Roseau
 Staff, Clarice New York, N.Y.
 Starkey, Ronald Harry Minneapolis
 Steenson, David K. Minneapolis
 Stinson, Patricia Louise Columbia Heights
 Stromberg, Paul William Minneapolis
 Szepanski, Donald Michael Minneapolis

Tangen, Karen M. Minneapolis
 Taylor, LaVonne Helen Minneapolis
 Teppen, Frederick A. Minneapolis
 Thompson, Alan Ross Minneapolis
 Thompson, Steven John Minneapolis
 Torstenson, Ordean L. Dawson
 Triden, Karen Gayle Wayzata
 Tufford, Robert David, Jr. Minneapolis

Vaala, John Leland Stuart Minneapolis
 Velde, Ellen Ida Granite Falls

Wagner, Christopher Ross La Mirada, Calif.

Wanglie, Ruth Martine Katherine Minneapolis

Wanner, John E. Almena, Wis.
 Weigman, Roland Charles, Jr. Minneapolis

Wilkins, Doris May Rochester
 Wilsey, Duane N. St. Paul
 Wockenfuss, Lois Irene Minneapolis

Augsburg Theological Seminary, 1962

With the Degree of Bachelor of Theology

Almquist, Paul Hempel	Spicer
Ichiyama, Ken	Shizuoka-Ken, Japan
Moen, Thomas Harold	Minneapolis
Nelson, Hubert J.	Minneapolis
Nystuen, Joseph Philip	Northfield

With the Degree of Graduate in Theology

Peterson, Eugene S.	Jackson
Svanoe, Rennard Gale	Minneapolis

Augsburg Theological Seminary, 1963

With the Degree of Bachelor of Theology

Haller, James Howard	Wanamingo
Husfloen, Richard Lowell	Fargo, N. Dak.
Juntunen, Wayne Roger	Cloquet
Ose, Roger	Thief River Falls
Parker, Keith Clyde	Seattle, Wash.
Pederson, Wallace Dennis	Willmar

With the Degree of Graduate in Theology

Christianson, Harlan Charles	Minneapolis
Hatland, Kenneth Howard	Minneapolis
Peterson, Philip Thomas	Minneapolis
Stevens, Robert Clark	St. Paul

Summary of Graduates

Seminary

Graduates — 1870–1961	693
Graduates — 1962	7
Graduates — 1963	10
	710

College

Graduates — 1870–1961	2811
Graduates — 1962	130
Graduates — 1963	171
	3112
Total	3822

enrollment summary

Augsburg College, 1962-1963

Class	FIRST SEMESTER			SECOND SEMESTER		
	Men	Women	Total	Men	Women	Total
Senior	102	50	161	94	57	151
Junior	115	83	198	116	84	200
Sophomore	162	134	296	158	135	293
Freshman	207	204	411	207	197	404
Special	44	29	73	37	32	69
Fr. Nurse (D.H.)	0	44	44	0	41	41
Fr. Nurse (F.H.)	0	47	47	0	37	37
Fr. Nurse (M.H.)	0	27	27	0	26	26
Fr. Nurse (S.H.)	0	76	76	0	74	74
Total	630	703	1333	612	683	1295

Total Academic Year

Class	Men	Women	Total
Senior	102	60	162
Junior	124	86	210
Sophomore	167	137	304
Freshman	224	210	434
Special	54	40	94
Fr. Nurse (D.H.)	0	45	45
Fr. Nurse (F.H.)	0	49	49
Fr. Nurse (M.H.)	0	27	27
Fr. Nurse (S.H.)	0	76	76
Total	671	730	1401

Augsburg Theological Seminary, 1962-1963

	SEM. I	SEM. II	TOTAL
	Men	Men	Men
Third Year	10	9	10
Second Year	13	12	13
First Year	4	3	4
Special	5	4	5
Total	32	28	32

Total Student Enrollment, 1962-1963

COLLEGE		
Men Students		671
Women Students		730
Total		1401

SEMINARY

Men Students	32
Women Students	<u>0</u>
Total	32
Total Enrollment	1433
Deducting those counted more than once	<u>4</u>
	1429

Augsburg College, 1963-1964

Class	FIRST SEMESTER			SECOND SEMESTER		
	Men	Women	Total	Men	Women	Total
Senior	91	73	164	84	68	152
Junior	148	101	249	148	100	248
Sophomore	136	134	270	137	134	271
Freshman	226	183	409	215	181	396
Special	45	38	83	37	25	62
Fr. Nurse (D.H.)	0	42	42	0	41	41
Fr. Nurse (F.H.)	0	46	46	0	37	37
Fr. Nurse (M.H.)	0	40	40	0	35	35
Fr. Nurse (S.H.)	0	92	92	0	91	91
Total	<u>646</u>	<u>749</u>	<u>1395</u>	<u>621</u>	<u>712</u>	<u>1333</u>

Total Academic Year

Class	Men	Women	Total
Senior	92	74	166
Junior	154	106	260
Sophomore	143	138	281
Freshman	238	186	424
Special	56	42	98
Fr. Nurse (D.H.)	0	43	43
Fr. Nurse (F.H.)	0	46	46
Fr. Nurse (M.H.)	0	40	40
Fr. Nurse (S.H.)	0	92	92
Total	<u>683</u>	<u>767</u>	<u>1450</u>

Total Student Enrollment, 1963-1964

Men Students	683
Women Students	<u>767</u>
Total	1450
Deducting those counted more than once	<u>1</u>
	1449

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UNIVERSITY
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MARY'S HOSPITAL

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notes

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation.

The second part of the document outlines the various methods used to collect and analyze data. It emphasizes the need for a systematic approach to data collection and the importance of using reliable sources of information. The document also discusses the challenges of data collection and the need for careful planning and execution.

The third part of the document describes the different types of data that can be collected and the methods used to analyze them. It discusses the advantages and disadvantages of each method and provides examples of how they can be used in practice. The document also discusses the importance of interpreting the results of data analysis and the need for a clear understanding of the research objectives.

The fourth part of the document discusses the ethical considerations that must be taken into account when conducting research. It emphasizes the need for transparency and honesty in all aspects of the research process and the importance of protecting the privacy and confidentiality of the data. The document also discusses the need for informed consent and the right to withdraw from the study.

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■ Augsburg College is now in the "centennial phase" of its development program, pointing toward the 100th anniversary of the college in 1969. The centennial phase program, covering the years 1964-1969, is the second phase of a 20-year development program begun in 1959 in which objectives are timed to five-year phases.

The college has the following centennial goals for the current five-year period:

Facilities — To construct an art building, a 600-bed high-rise dormitory and a college center; to remodel Science Hall, Old Main, and Memorial Hall; to complete Si Melby Hall and to acquire additional athletic field space.

Enrollment — To increase enrollment to 1600 students.

Faculty — To increase by ten the number of full-time faculty members.

Tuition — To maintain tuition at levels judged to keep the cost of education at Augsburg within the range of its constituency.

Library — To increase the holdings of George Sverdrup library by 50%.

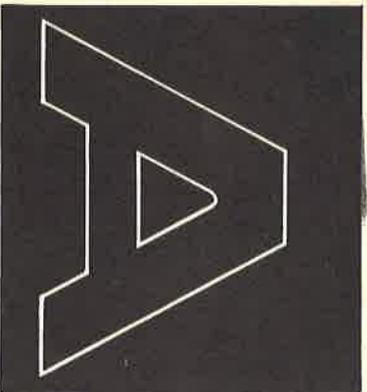
Budget — To increase the educational budget to \$2,000,000.

Student aid — To increase expenditures for scholarships and grants to \$209,000.

Endowment — To establish a fund of \$50,000 per year for endowed scholarships.

DEVELOPMENT PROGRAM

AUGSBURG COLLEGE CONTACT



CATALOG ISSUE
for the
academic years
1964-5 and 1965-6

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