

AUGSBURG COLLEGE / MINNEAPOLIS, MINNESOTA
CATALOG FOR THE ACADEMIC YEARS 1966-67 AND 1967-68



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, 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 American Association of Colleges for Teacher Education, 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 28 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

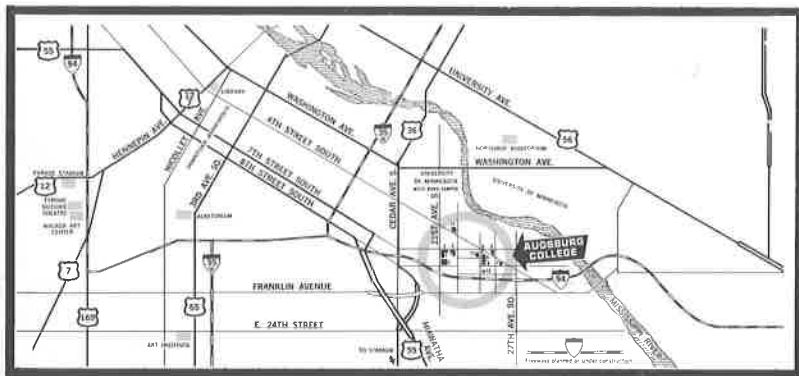
Augsburg College is located along Interstate Highway No. 94, just 20 blocks from the downtown loop area of Minneapolis. Students have easy access to libraries, museums, and art collections. They also have the opportunity to attend lectures, musical programs and other cultural activities in the Minneapolis-St.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

SETTING

The thirteen-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

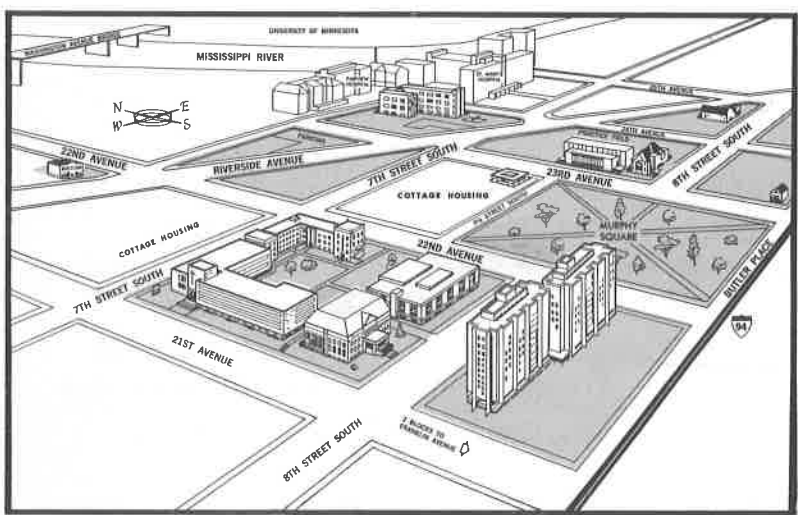
A comprehensive development program is in operation which will, over the years, add additional land and buildings to the Augsburg College campus.



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 cor-

dially 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 338-0501.



21
27
25 - Semester
30 - October

Oct 1 - 1966 - 1967
mid-semester terms
report on Freshmen

ACADEMIC CALENDAR, 1966-1967

Sept. 2 - Reg. for Nurses

AUGUST 1966	SEPTEMBER 1966	OCTOBER 1966	NOVEMBER 1966	DECEMBER 1966
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Term 1966-1967

- Aug. 31-Sept. 5 ... (Wed.-Mon.) Freshman Welcome Week
- Sept. 3, 5 (Sat., Mon.) Registration
- Sept. 6 (Tues.) Classes begin
- Oct. 20-23 Homecoming
- Nov. 14-19 (Mon.-Sat.) Final examinations

er Term 1966-1967

- Nov. 28 (Mon.) Registration
- Nov. 29 (Tues.) Classes begin
- Dec. 21, 9 p.m. Christmas recess begins
- Jan. 4, 7:45 a.m. (Wed.) Classes resume
- Feb. 20-25 (Mon.-Sat.) Final examinations

g Term 1966-1967

- March 6 (Mon.) Registration
- March 7 (Tues.) Classes begin
- March 22, 9 p.m. Easter recess begins
- March 28, 7:45 a.m. (Tues.) Classes resume
- May 22-27 (Mon.-Sat.) Final examinations
- May 28 (Sun.) Baccalaureate Service
- May 28 (Sun.) Commencement

ange - Feb. 2, 3
ange - Feb. 5, 9
Bend - Feb. 10
- Feb. 6, 7

May 4 - Pre-registration

ACADEMIC CALENDAR, 1967-1968

AUGUST 1967	SEPTEMBER 1967	OCTOBER 1967	NOVEMBER 1967	DECEMBER
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Fall Term 1967-1968

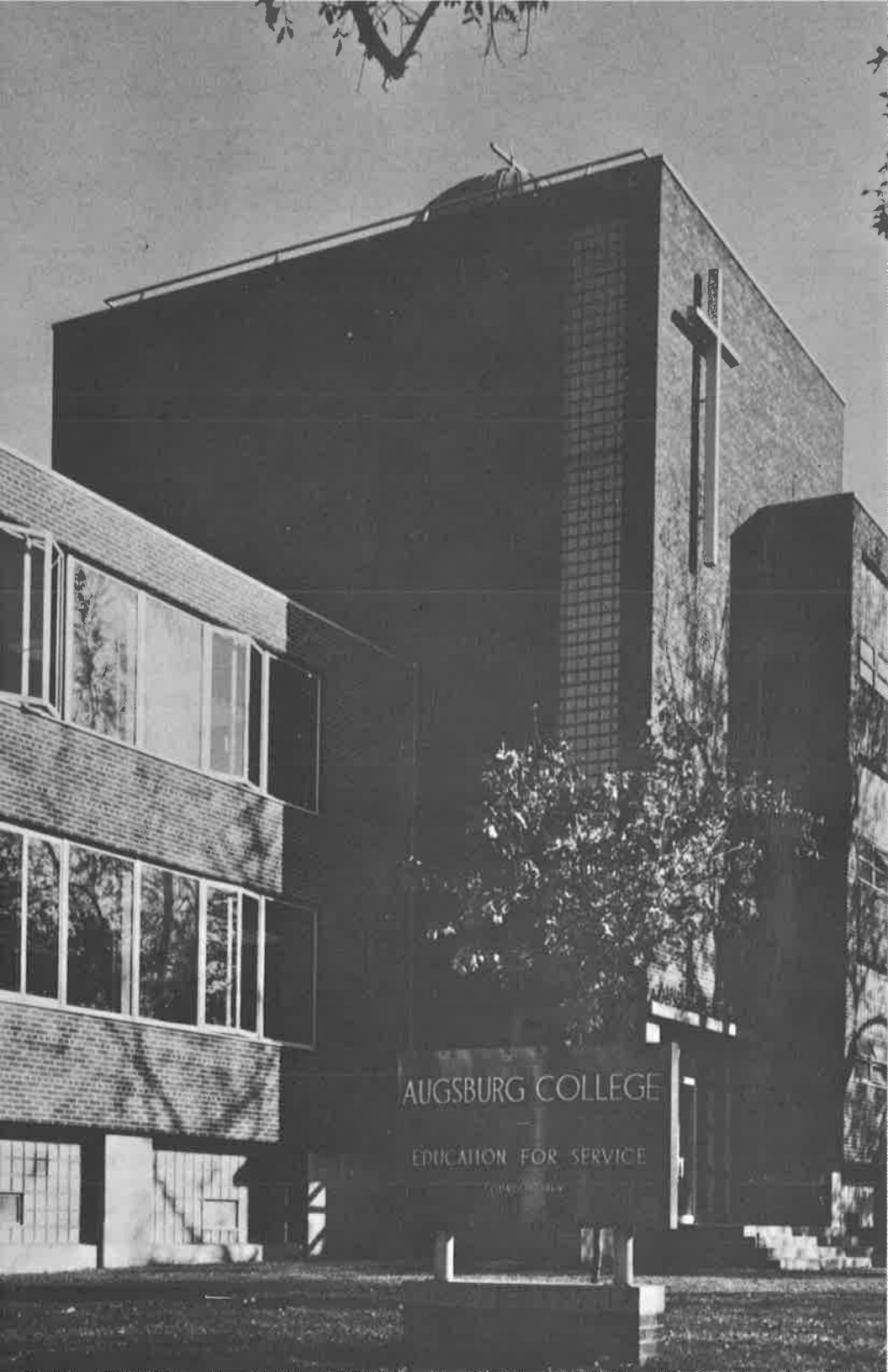
Aug. 30-Sept. 4 (Wed.-Mon.) Freshman Welcome
 Sept. 2, 4 (Sat., Mon.) Registration
 Sept. 5 (Tues.) Classes begin
 Oct. 19-22 Homecoming
 Nov. 13-18 (Mon.-Sat.) Final examinations

Winter Term 1967-1968

Nov. 27 (Mon.) Registration
 Nov. 28 (Tues.) Classes begin
 Dec. 20, 9 p.m. Christmas recess begins
 Jan. 3, 7:45 a.m. ... (Wed.) Classes resume
 Feb. 19-24 (Mon.-Sat.) Final examinations

Spring Term 1967-1968

Mar. 4 (Mon.) Registration
 Mar. 5 (Tues.) Classes begin
 April 10, 9 p.m. Easter recess begins
 April 16 (Tues.) Classes resume
 May 20-25 (Mon.-Sat.) Final examinations
 May 26 (Sun.) Baccalaureate Service
 May 26 (Sun.) Commencement



AUGSBURG COLLEGE

EDUCATION FOR SERVICE

FOUNDED 1862

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 thorough-

ly revised. As a result of this and of subsequent growth, the earlier classical course was greatly modified and supplemented by social and scientific studies and a more general emphasis upon the study of the humanities. In recent years there has been continuous study and modification of the curriculum including the introduction of a number of new majors to meet the developing needs of the students. The divisional organization was adopted in 1945. At the present time 28 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.

Augsburg is making plans to celebrate its Centennial in 1969. Dr. Luthard O. Gjerde, Executive Director of Lutheran Social Service of Minnesota and vice chairman of the Board of Regents, heads the Centennial Steering Committee. A Centennial Commission of eminent people around the world who are interested in Augsburg has been formed with Dr. Theodore Blegen, Dean Emeritus of the Graduate School, University of Minnesota and distinguished alumnus of Augsburg College, as Honorary Chairman. Actual observance of the Centennial will take place in the fall of 1969.

Seven presidents have served

Augsburg during the course of its history:

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

To confront our students with the problems and benefits of living and serving in an increasingly urbanized culture.

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.

As a metropolitan college, Augsburg attempts to relate its faculty and students to an urban culture by utilizing the educational, social, cultural and religious resources of the growing metropolitan community in which it is located.

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, and biology; the bookstore; a medium-sized auditorium; and several classrooms and faculty offices. The Lisa Odland Observatory, on the roof of Science Hall, was completed in the sum-

mer 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.

Theta, previously a small dormitory house, was remodeled in the summer of 1965 and contains a number of offices.

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, 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.

The Studio Building was erected in 1964-65 as temporary Student Center. It will house the art department after completion of the college center.

Alpha Pi, Beta Phi, Chi, Delta, Edda, Epsilon, Iota, Kappa, Lambda, Miriam, Omega, Omicron, Pi Mu, Rho, Sigma, Tau, Xi Phi and **Zeta** are small dormitory houses, each accommodating from 8 to 20 women students. 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 President's Home, an attractive colonial residence, is located on the West River Road.

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 65,000 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 500 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.

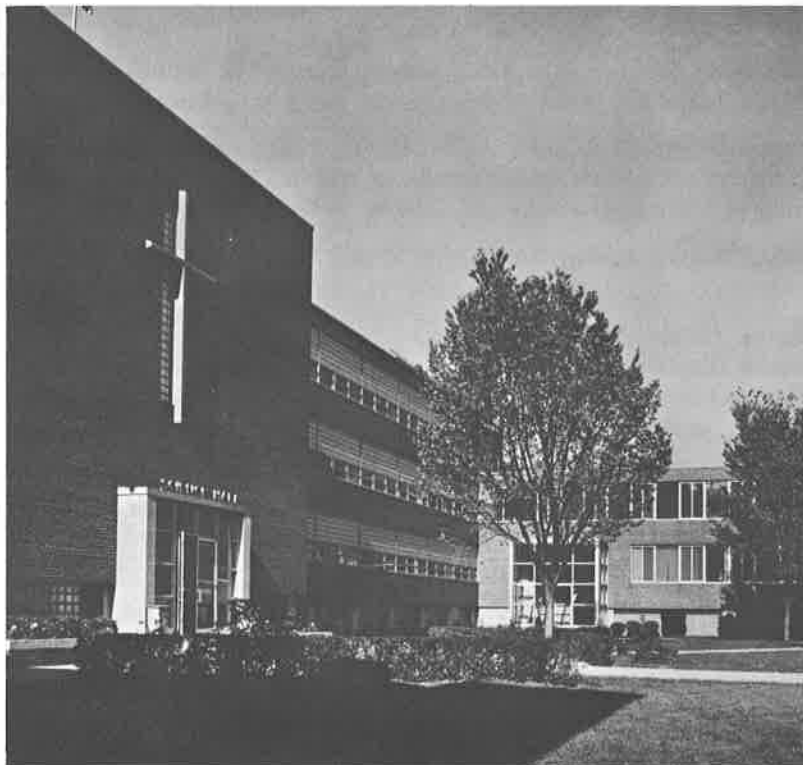
The library plays an active role in promoting general reading, presenting regular book displays, and sponsoring monthly book discussions for faculty, staff, and students.

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. Four 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.



FINANCIAL INFORMATION

A considerable part of the income on which Augsburg operates is derived from endowments 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.

TUITION

The tuition charge for freshman students enrolling at Augsburg for the fall of 1966 will be \$1,250. In order that students and their parents may plan their expenditures for tuition with certainty, the college will guarantee the tuition rate at \$1,250 for each year the student is enrolled up to five years from the date of enrollment. With normal progress the student can expect to complete his work in four years. However, the plan has been extended to five years to guarantee the tuition rate in the event that the student may lose up to a year for illness, accident, or other causes.

The tuition rate for 1966-67 for returning students is \$1100, except for those on the prior years' Guaranteed Tuition Plan. Transfer students classified with sophomore standing or higher have the option of \$1175 guaranteed tuition or \$1100 rate.

Students registered for less than 36 credits per year are charged \$34 per credit. A student registered for more than 49 credits in the academic year is charged at the rate of \$25 for each additional credit.

OTHER COSTS

A Student Union fee of \$15 a year is required of all full-time students. Part-time students are charged on a proportionate basis.

Personal expenses, such as books, clothing, entertainment, and transportation, vary from student to student. In planning a yearly budget, a student should add \$300.00 to \$400.00 for such items.

BOARD AND ROOM RATE FOR 1966-67

	WOMEN	MEN
Room (September through May)	\$260.00	\$240.00
Board (September through May)	250.00*	350.00*
Key and breakage deposit (refundable)	1.00	16.00
TOTAL ROOM AND BOARD	\$511.00	\$606.00

* The charges for board, indicated above, are minimal charges. For those students who take most or all of their meals in the cafeteria, it may cost up to \$325 for women and \$450 for men.

SPECIAL FEES

Locker (per term)	\$ 1.00
Application fee	10.00
Change of registration (after first three days of classes)	2.00
<u>Late registration fee per day (after classes begin)</u>	<u>1.00</u>
Placement re-registration fee	5.00

*rate for registration
freshman
st. - taking
entry course
0.00 per cr.
7-08 academic*

Graduation fee	15.00
Improvement of reading course	25.00
Final examination taken at an hour other than the one scheduled	5.00
Examination making up an incomplete on a condition	5.00
Transcript of credits (after first one, which is free)	1.00
Student teaching	20.00
Comprehensive examination, per credit, for students enrolled	5.00

Comprehensive examination, per credit, for students not currently enrolled

10.00

*Elem. of Computer Sci. }
Computer Sci. }*

\$ 20.00

lab fee 1.00

MUSIC FEES PER TERM

Music majors: See under Department of Music

Private lessons (~~6~~¹⁰ per term)

~~\$36.00~~ 40.00

Organ rental (one hour per day)

12.00

Piano or voice studio rental (one hour per day)

5.00

METHODS OF PAYMENT

Each student's charges for the academic year are determined in advance of the fall registration with deposits, scholarships, grants, and loans credited against the total bill. The remaining balance is paid as follows: $\frac{1}{3}$ at the time of fall registration, $\frac{1}{3}$ at the beginning of the winter term, and $\frac{1}{3}$ due at the beginning of the spring term.

A time-payment plan is available for those who prefer more frequent and smaller payments. On this plan, after deposits, scholarships, grants, and loans have been deducted from the total charges for the year, 20% of the remaining balance is due by September 2. The remaining 80% is due as follows: 10% on October 1 and 10% on the first of each subsequent month with the balance due May 1. The service charge for this plan is \$15. There is a fee of \$1.00 for late payments.

A student's transcript of credits and diploma are issued only after all bills are paid. Registration for a term is not permitted if there is a balance due from a previous term.

REFUNDS

If a student must cancel his registration, refunds of term fees, tuition and room charges are allowed as follows: during the first week of classes, 80%; during the second week, 70%; during the third week, 60%; during the fourth week, 50%; and during the fifth week, 40%. No allowance is given after the fifth week. Refunds for board are made on unused meal-book coupons.

If a student is forced to cancel his registration because of accident or illness during the first five weeks of the term, the charge is one-half of the rate indicated above.

Students required to enter military service will receive a full re-

fund of fees and a proportionate refund on board and room charges.

FINANCIAL ASSISTANCE

Financial aids in the form of loan funds, scholarships, and part-time employment are available at Augsburg College.

Augsburg participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists the college's financial aid officer in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service, designating Augsburg College as one of the recipients, by March 15. The PCS form may be obtained from a secondary school or the College Scholarship Service, P.O. Box 176, Princeton, New Jersey.

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 will be given to all students with a superior academic background. Loans will normally be granted for the academic year, September through June, or the remaining balance thereof. Re-application will be necessary for each succeeding loan period.

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 the faculty committee on financial aid. 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. Freshmen are not eligible for this program.

SCHOLARSHIPS

SCHOLARSHIPS AVAILABLE TO FRESHMEN

Foundation Fellowships are offered to students with outstanding high school records and high scores on the Scholastic Aptitude Test of the College Entrance Examination Board. Recipients are guaranteed enrollment in honors course work. These awards range in amount from \$100 to full tuition and are renewable for four years for students with a grade point average of 3.0 (B average). To qualify for a Foundation Fellowship a student should rank in the upper five percent of his high school class and have a combined score of 1200 or higher on the Scholastic Aptitude Test. The scholarship committee also considers an individual's interests, abilities, and character.

Honor Scholarships are offered to good students who have strong potential for academic success at Augsburg College. These awards range in amount from \$100 to full tuition and may be renewed for four years for students with a grade point average of 2.75 (B minus average). Students who rank in the upper fifteen percent of their high school class and have above average scores in the Scholastic Aptitude Test are eligible for Honor Scholarships.

Chemistry Scholarships and Research Awards are offered each year by the Department of Chemistry to students strongly interested in chemistry or medicine. The six awards vary in amount from \$2,000 to \$4,000 over four years. A student qualifies for a Chemistry Scholarship on the basis of his high school performance, a special chemistry examination, financial need, and vocational objective. Summer Research Awards are also available to students in chemistry. With this award a stipend of \$600 is provided for each student to do research under the guidance of the chemistry department.

Academic Grants are awarded to students on the basis of financial need as demonstrated by the College Scholarship Service. Students who are admitted to Augsburg College but do not qualify for a scholarship may be considered for an academic grant or financial award. These awards range in amount from \$100 to \$600 and may be renewable for four years with a grade point average of 2.0 (C average).

SCHOLARSHIPS AVAILABLE TO UPPERCLASSMEN

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 2.75 or better.

Upper-class Scholarships of \$300 are awarded each year to selected students with a grade point average of 3.4 or better who apply to the Student Personnel Committee.

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 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 Peggy Christensen Benson Memorial Scholarship was established in 1965 by her husband, Thomas I. Benson. The Scholarship is awarded annually to a student studying choral music.

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 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.

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 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.

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 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 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.

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.

David Mathre Memorial Scholarship for Student Teachers is available to qualified full-time students in need of financial assistance during the term in which they are doing student teaching.

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 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 in the field of music.

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 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 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 Marlys Johnson Simengaard Memorial Scholarship was established in 1964 by her family and friends to honor her memory. As an expression of Christian concern for the problems of social injustice, this scholarship is awarded periodically to an American Negro student.

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.

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 Marguerite Hamilton Storley Memorial Scholarship was established in 1965 by her family and friends to honor her memory. A scholarship of \$300 will be awarded annually to an able and deserving junior or senior student recommended by the scholarship committee.

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.

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.

Memorial Scholarship Foundation. Undesignated memorial gifts are placed in the Foundation Fund. Income from these endowment gifts is used to provide scholarships of varying amounts. The scholarship committee selects students who are able and deserving.

The Gamble-Skogmo Foundations' Scholarship Fund, established in 1965, makes possible the awarding of one or more scholarships each year to upperclass male students interested in careers in the field of business.

The Reader's Digest Endowed Scholarship Fund, established in 1965, provides an annual scholarship for a deserving and able upperclassman.

The Crown Prince Harald Scholarship was created by the Augsburg College Board of Regents on the occasion of the visit by Crown Prince Harald of Norway to the Augsburg campus in October, 1965. This annual scholarship provides one year's full tuition for a student from Norway who wishes to study at Augsburg. The recipient is chosen from applicants by a committee in Norway set up for this purpose.

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 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 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 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 stu-

dent whose academic background indicates promise of 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 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.



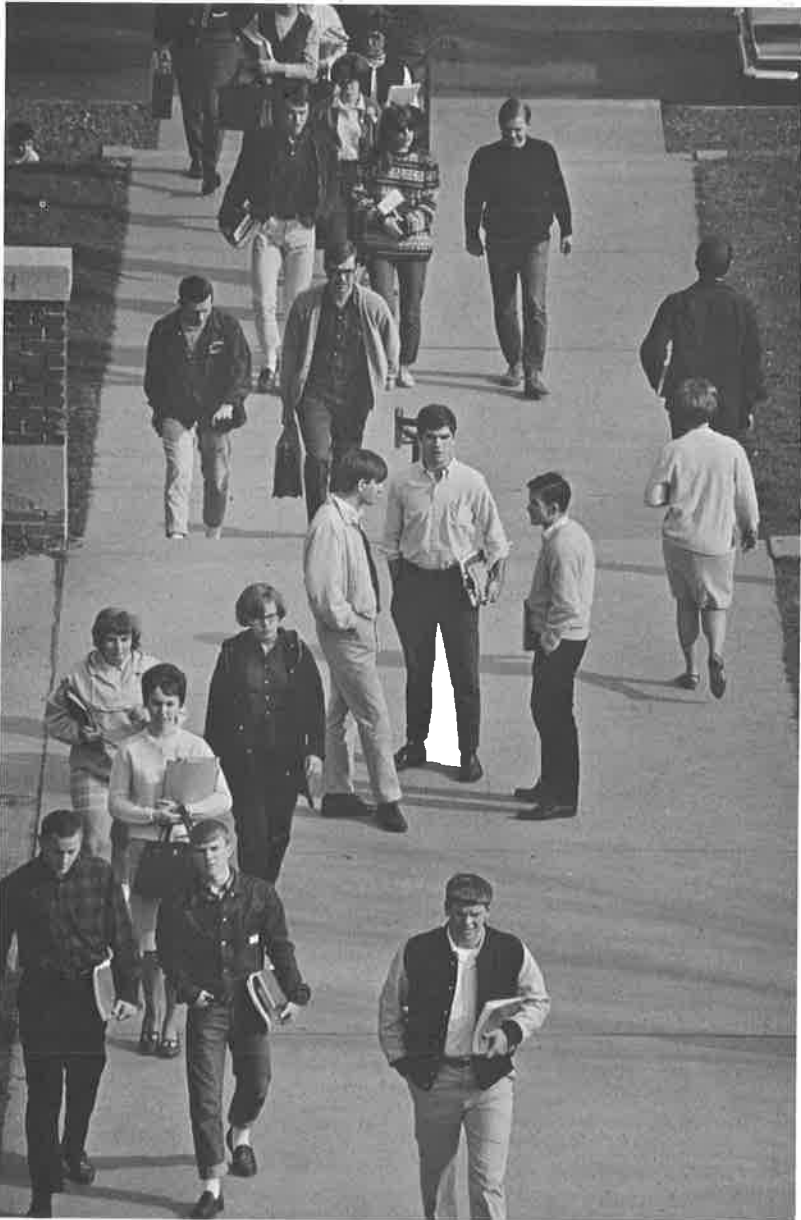
GRADUATE SCHOLARSHIPS

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 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.

**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.



**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.

Augsburg College seeks to enroll students who are genuinely interested in and can benefit most from the program of Christian higher education which it offers.

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 April 1 preceding the fall in which the student seeks admission. The closing date for making application for the fall term is August 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 for admission by writing or visiting:
Office of Admissions
Augsburg College
Minneapolis, Minnesota 55404
Complete and return the application form with a **\$10 application fee (non-refundable)** and a photograph.
- (2) Request your counselor or principal to send us a transcript of your high school record and all 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.
- (3) The Scholastic Aptitude Test (SAT) of the College Entrance Examination Board is required for admission. The test should be taken early in the senior year. See your counselor or principal about registering for the SAT or write to College Entrance Examination Board, c/o Educational Testing Service, Box 592, Princeton, New Jersey. Transfer students are not required to take the SAT.
- (4) **After acceptance, you are required to make a \$100 non-refundable tuition deposit. This deposit may be made any time before May 1.** For those admitted thereafter, it is due within two weeks of notification of acceptance. Preference in the assignment of campus housing will be determined by the order in which the \$100 tuition deposits are received.
- (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, extra-curricular participation, and recommendations are important factors in considering an application for admission. Augsburg College seeks students who rank high in their high school graduating class, at least in the upper half, and who have satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board.

It is recommended that a student have a 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.

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 1. 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 grade point average is computed on the basis of work transferred together with that taken at Augsburg. A maximum of 95 quarter 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.

CAMPUS
LIFE

There are many influences which mould life and character in college. 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 climate of an institution. At Augsburg definite emphasis is placed upon the maintenance of a wholesome spirit of Christian community living.

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.

work as credit!
1. Pro. recorded
in transferred
current
- Commerce
student
spring term
(fall) -



□ 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 not only a relationship to the person of Christ, but also a relationship to people, to events, and 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. The recreational program must be in the context of, and congruent with, the major intellectual quests of the college; and both must have as their goal to help the individual to live an effective 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 and seeks to offer a varied recreational and social program.

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, use is made of all existing facilities on campus and many of those which are available in the Twin Cities area.

In seeking to develop a constructive recreational program, some limitations have been placed upon certain activities. The college is opposed to all forms of gambling. It forbids the possession or consumption of alcoholic beverages in residence halls, in any college-approved place of residence, or at any college-sponsored event. Students are encouraged to be discriminating in all types of recreation in which they engage.

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. It reserves the right to dismiss any student whose continuation in college is deemed un-

desirable for social as well as for academic reasons. It is the policy of the college that such action shall be taken 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 Fellowship**. The SCF 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.

CONVOCATION

Convocations are held on Wednesdays 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 are given many opportunities for a varied social and recreational program at Augsburg. Teas, banquets, all-school parties, dances, picnics, and talent shows are some of the activities students enjoy throughout the year. Traditional highlights of the social program are Homecoming, Sno Days, and the formal Junior-Senior Banquet.

The major social planning for the campus is handled by the Program Commission of the Student Society.

Many students take part in the social society system at Augsburg by joining either a men's or women's society. These societies are small groups which provide a natural contact between upperclass students and freshmen, and commuter and residence students, as they plan activities. The society system is governed by the Inter-Society Council which, in turn, is responsible to the Student Council.

Recreational facilities such as pool, table games, and ping-pong are available in the Studio Building.

Student Activity Cards permit students to attend home athletic events, and all on-campus dramatic and musical programs performed by Augsburg College groups.

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, the Walker Art Center and several other art galleries. The Twin Cities 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 Theater.

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 seven 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.

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. It provides an opportunity for experience in the many phases of journalistic work.

PUBLICATIONS

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 **Auggie** is a directory of students, staff, and faculty and is published under the direction of the Office of Public Relations.

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.

CO-CURRICULAR PROGRAM

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 **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 College Association for Childhood Education** is an organization especially for students in the elementary education program. It is concerned primarily with professional standards in the teaching profession, educational changes, and needs of children in the field of elementary education.

Augsburg College Children's Groups involves students who meet weekly with a group of neighborhood children. The students provide such activities as games, crafts, field trips, and sports as they show their concern for these children by their own personal involvement.

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

The **Debate Club** fosters debate activity at Augsburg as it meets to develop skills necessary in debating. Members of the club represent Augsburg in the Twin Cities Debate League and other inter-collegiate tournaments.

The French Club is composed of students interested in the French language and culture.

The German Club is open to all students who are studying or have studied German. In addition to providing opportunity for conversational practice, the club also promotes understanding and appreciation of the German people, their achievements and customs.

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

The Pre-Sem Club, composed of all pre-seminary students at Augsburg, is an organization that expresses concern for spiritual life at Augsburg, as well as acquaints its members with the vocation of the Christian ministry.

The Psychology Club promotes interest in various fields of psychology.

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 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 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 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.

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. In 1965 it toured Norway and other countries in Europe.

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

MUSICAL ORGANIZATION

The Augsburg College Choral Club participates in school programs and concerts, sings at various churches in the Twin Cities area, and makes short tours in the vicinity. Membership is by audition or consent of the director.

The Augsburg College Orchestra performs frequently on campus. The orchestra gives programs of standard repertoire for orchestra alone as well as with soloists and choral groups.

**PHYSICAL
EDUCATION
AND
RECREATION**

Under the direction of the Department of Health and 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.

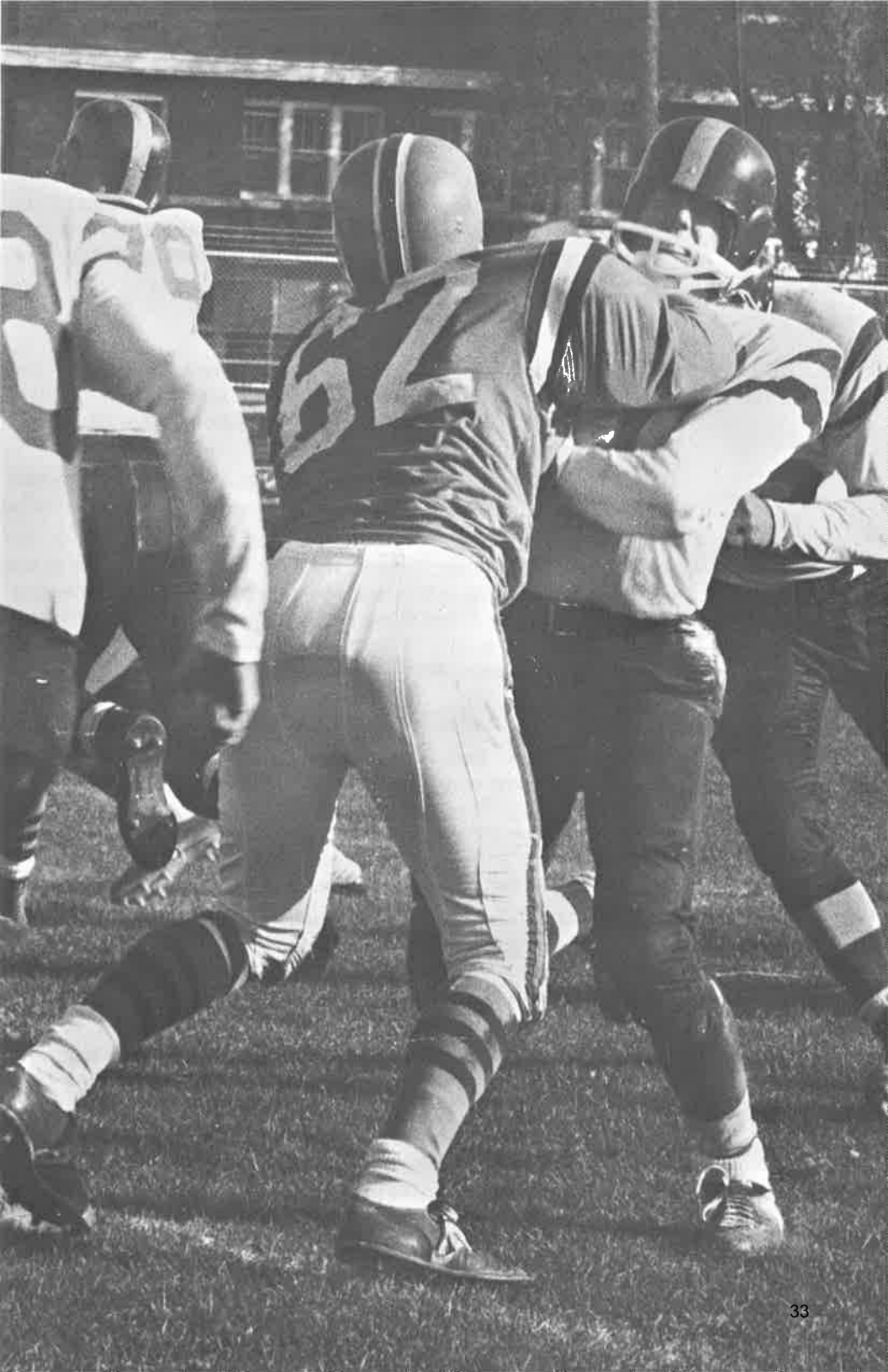
INTERCOLLEGIATE ATHLETICS

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 extra-curricular activities, students must meet established eligibility requirements. Organizations should check eligibility of candidates by submitting a list to the Director of Student Activities for approval.

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

A student on academic probation may not be a member of the Augsburg College Choir, Concert Band, or the Orchestra. He is not eligible to participate in a major dramatic production, cheerleading, student publications, societies, or to accept elected or appointed student-government offices or chairmanships. This list is not inclusive and other activities may be designated.

HONORS AND AWARDS

The purpose of **Beta Chi Epsilon** is to honor those senior women who have maintained a high level of academic achievement and who have shown loyalty by giving service and leadership to the college community. In turn, it is the responsibility of these women to foster the development of academic excellence, leadership, and service among women students of Augsburg College.

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 students with a major or minor in English or a foreign language, 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 3.5 grade point average accumulative are eligible for membership, while freshmen and sophomores with a 3.25 grade point average may be admitted as pledges. Applications for membership are made at the Registrar's Office at the beginning of the ~~semester~~ *Term* 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 a grade point average of 3.5 or better in the previous ~~semester~~
term 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 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.

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 a more realistic understanding 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 personnel deans serve as special counselors. 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, the student is referred to the offices of the personnel deans. Referrals may be made to the College Chaplain, or the College Physician.

FRESHMAN ORIENTATION

Freshmen and other new students participate in Freshman Days before the beginning of classes each year. The students take tests, attend classes, inspect the college facilities, and become acquainted

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with their fellow students, with the faculty, and especially with their own faculty counselors. The faculty counselors and students have several conferences during which they plan the student's program of study.

All new students are given a battery of tests during Freshman Days. Scholastic Aptitude Test scores and special placement test scores are used by counselors to help students plan their initial programs. Personality inventories and the vocational interest profiles help the students to know more about themselves, in order to make a good choice of subjects and occupational goals.

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.

Infirmary 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.

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, 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 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 a number of 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 term for the entire school year. A \$25 room deposit is required of each student to hold a room. This fee is payable at the Treasurer's Office by May 15. Those who cannot pay the fee by that time must be sure to make arrangements with the Treasurer's Office by May 15 for later payment of the room deposit. Students who have not paid the room deposit by this date are automatically removed from the housing roster. No refunds are made after August 1.

All men living in Memorial Hall are required to pay a \$16 key and 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 furniture is satisfactory and the key is returned.

GRADUATE PLACEMENT

The Placement Bureau assists seniors and alumni in securing positions. Continuous contact is maintained with business, governmental, welfare, and educational institutions at the local, state, and national levels. The services of the Placement Bureau are free to graduating seniors. Alumni seeking the services of the Placement Bureau will be charged a re-registration fee of \$5. There is no placement fee.

COORDINATION OF STUDENT ACTIVITIES

The Director 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**.

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



GRADUATION REQUIREMENTS

ACADEMIC ADMINISTRATIVE

Following are the requirements for graduation with the Bachelor of Arts degree from Augsburg College:

1. Satisfactory completion of the General Education Requirements described below.
2. Completion of a major.
3. A total of 180 quarter credits.
4. At least 54 credits in courses numbered above 50.
5. A minimum of "C" average in all courses taken.
6. Proficiency in English.
7. The last year of course work at Augsburg.

GENERAL EDUCATION REQUIREMENTS

The general education program at Augsburg College consists of core and distribution requirements as follows:

- | | |
|--|--------------|
| 1. English 11, 12 | 9 credits |
| 2. History 1 or 2 or 3 | 4 credits |
| 3. Religion 11 | 5 credits |
| 4. Sociology 11 | 4 credits |
| 5. Physical Education 1, 2, 3 | 1 credit |
| 6. Fine Arts | 4 credits |
| 7. Philosophy | 4 credits |
| 8. Religion 21 | 5 credits |
| 9. Foreign Language | 0-18 credits |
| 10. Natural Science or Mathematics | 8-12 credits |
| 11. Political Science or Economics | 4 credits |
| 12. Speech or Literature | 4 credits |
| 13. Religion (upper division) | 8 credits |

The first five courses listed above should be taken in the freshman year. Religion 21 is required in the sophomore year. It is recommended that the general education requirements be completed in the first two years of college, except item 13 above. One upper division religion course should be taken in each of the junior and senior years.

Students who enter college with a high proficiency in English will enroll in English 15 instead of English 11 and will substitute a literature course for English 12.

The number of credits required in a foreign language is determined by proficiency examinations. The student is required to have the equivalent of four terms of a foreign language for graduation, that is, two terms of the beginning course and two terms of the intermediate level course.

In the natural sciences, two courses in biology, chemistry, mathematics, or physics satisfy the requirement. It is recommended that the two courses be taken in the same department. Students who obtain a grade of A or B in the first course of science have

*1 year of 100
no grade re
3 terms*

*Computer Science
count as*

*18 cr.
* Students who
major in
chem. or m.
may postp
history or
course re
Soph. year*

the option of taking Philosophy of Science for the second course.

For the fine arts requirement, students may select Music 30 or Art 1.

Philosophy 21 is designed to meet the philosophy requirement.

Students may choose from Political Science 20, 21, 22 or Economics 22 for the requirement in political science or economics.

The general education requirement in speech or literature may be satisfied by: Speech 11 or 51; English 35, 40, or 45. Upon request a student may substitute another literature course by permission of the instructor.

major - fine arts need Art 1
30
22 or 23

28

MAJORS AND MINORS

The following majors are offered:

Art	Greek	*Physical Education
Biology	Health and	Physics
Business Administration	Physical Education	Political Science <i>new</i>
Business Education	History	Psychology
Chemistry	Mathematics	Religion
Economics	Medical Technology	Scandinavian Studies <i>new</i>
Elementary Education	Music	Social Sciences
English	Natural Science	Sociology
French	Philosophy	Spanish
German		Speech

Students are required to make application for the major to the head of the department offering the major. This is normally done in the spring term of the sophomore year.

A student may earn a minor in any of the fields listed above except Elementary Education and Medical Technology. Minors are also offered in Library Science and Latin.

For major and minor requirements, see departmental statements.

ELECTIVE CREDITS

Most courses of study are designed to give the student an opportunity to elect credits beyond those which are required for the major and for general education.

To ensure a broad range of electives, a limitation of 60 credits has been set as the maximum number of credits from one department which may count toward the Bachelor of Arts degree. A student may earn up to five credits in independent study courses in one year. A maximum of ten credits earned by independent study may be applied toward the 180 credits required for the degree.

Bus. Ad. may of the 15 cr. 51 cr. required major, at least must be economics. majors may in music.

PROFICIENCY IN WRITING

All students are required to take an English test at the end of the

maximum in each major: Bus. Ad.

sophomore year and must demonstrate a proficiency in writing in order to qualify for the A.B. degree. See under Department of English.

DEGREE WITH DISTINCTION

Graduation with distinction is determined as follows:

Summa Cum Laude	3.8-4.0 grade average
Magna Cum Laude	3.5-3.79+ grade average
Cum Laude	3.1-3.49+ grade average

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.

GRADE VALUES

A	Superior, 4 grade points per credit
B	Very good, 3 grade points per credit
C	Satisfactory, 2 grade points per credit
D	Passable, 1 grade point per credit
F	Failure, 0 grade points per credit
E	Condition
I	Incomplete
WP	Withdraw—Passing
WF	Withdraw—Failing
W	Course withdrawn during first four weeks; or student withdrew from college.

CONDITIONS AND INCOMPLETES

A condition or an incomplete received at the end of a term must be removed within the first five weeks of classes of the following term. If conditions and incompletes are not removed within five weeks of the following term, the condition automatically becomes a failure and the incomplete becomes the grade submitted by the teacher along with the Incomplete. The final grade after the condition examination is taken may not be higher than D. A fee of \$5 is charged for an examination making up an incomplete or a condition received at the end of a term.

REPEATING COURSES

A course which has been failed may be repeated for credit. Courses which have been passed may not be repeated for credit. They may, however, be audited.

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

Students repeat "F" courses
all "F"s are in the HPR which the post are not taken upon the repetition
Repeated are taken

per
 minimum
 to be earned
 graduation
 Only 5 may be
 earned in one
 academic
 year

classes begin. The last date on which a student may register for or enter a course is one week after the beginning of classes.

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

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 15 credit hours. A credit hour is normally defined as one recitation period a week throughout a term. The privilege of registering for more than 17 credit hours is granted to students who have gained an average record of B, or three grade points per credit, in their previous college studies. No student is permitted to carry work for more than 19 credits per term. Students working part-time are urged to arrange the amount of their registration accordingly.

□ CHANGE OF REGISTRATION AND CANCELLATION

A student who desires to make a change in his registration should obtain a form from the Registrar's Office. The approval of the teachers concerned, the student's adviser, and the Registrar are needed. A fee of \$2 is charged for each change of registration after the first three days of classes. No course may be added after the first week of classes.

(See back of Catalog)

A course which is cancelled during the first four weeks of classes is followed by W. After the first four weeks and before the last three weeks of the term, 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 three weeks of the term.

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

□ CLASSIFICATION

In order to be classified in one of the regular college classes, a student must be carrying a minimum of 12 hours of work in which college credit is given. Classification is based on the attainment of the following number of credit hours with at least twice that number of grade points:

	Credits	Grade Points
Sophomore	36	72
Junior	84	168
Senior	130	260

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 DISMISSAL

A student is placed on scholastic probation at the end of any term in which his achievement is unsatisfactory. The following guidelines are used in placing a student on probation:

- First-year students with a grade point average of 1.5 or below
- Second-year students with a grade point average of 1.6 or below
- Third-year students with a grade point average of 1.8 or below
- Fourth-year students with a grade point average of 1.8 or below
- All students with 7 or more credits of F.

*Will go to
of student
determined
not by
attendance*

In order to be removed from probation, a student must achieve a grade point average of 2.1 or better for at least one term.

A student **may** be allowed to continue on probation for two terms. If his academic achievement has continued to be unsatisfactory, he will be dropped for low scholarship.



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 report the reasons for the absence to their teachers. For prolonged absence of over one week due to illness, the student may obtain an excuse signed by the Health Service if this is requested by the teacher.

Students with an excessive number of absences not excused by the teacher may be dropped from the course with a grade of F.

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, but the student is still responsible for any work missed.

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 each term. In the middle of the fall term, reports of the grades attained by freshmen are made to the Registrar who forwards them to the counselors, parents, and students. Final reports are sent at the end of each term to the parents and students.

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

Absence from a final examination will result in a grade of failure unless the student presents a reasonable excuse immediately to the teacher concerned.

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 (\$10 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.

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 term must not exceed 17. The credits thus gained at the University may be transferred to Augsburg College and counted towards graduation.



COURSES OF STUDY

Descriptions of the courses offered in 1966-68 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

Courses numbered below 50 are lower division courses; those numbered above 50 are classified as upper division. In general, courses numbered 1-19 are primarily for freshmen; 20-49 for sophomores; 50-74 for juniors; and 75-99 for seniors.

SYMBOLS

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

CREDITS

Credits shown are in terms of quarter credits. Unless otherwise stated a four-credit course meets four times a week and a five-credit course five times a week. A term or quarter is 11 weeks in length, and the normal load for a student is 15 credit hours per term.

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 for each division is appointed for a two-year term.

Major and minor requirements are indicated in the departmental statements.

DIVISION of the HUMANITIES

Mr. Raymond E. Anderson, Chairman

Department of Art

Department of Classical Languages

Greek; Latin

Department of English

Department of Modern Languages

French; German; Scandinavian Studies; Spanish

Department of Music

Department of Speech

DIVISION of NATURAL SCIENCES and MATHEMATICS

~~Mr. Courtland Agre~~, Chairman

Mr. T. Hanwick

Department of Biology

Department of Chemistry

Department of Health and Physical Education
Department of Mathematics
Department of Physics

DIVISION of RELIGION and PHILOSOPHY

Mr. Paul G. Sonnack, Chairman

Philip Quanbeck, Chairman

Department of Philosophy
Department of Religion

DIVISION of the SOCIAL SCIENCES

Mr. Einar O. Johnson, Chairman

Department of Business Administration, Economics, and Business Education
Department of Education
 Elementary Education
 Secondary Education
 Library Science
Department of History
 Geography
Department of Political Science
Department of Psychology
Department of Sociology

-67-68 Chairman

MR. THOMPSON, chairman, MR. HOLEN, MR. MOLDER

DEPARTMENT OF ART

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, sculpture, and ceramics, 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: 46 credits, including 7, 12, 18, 21, 67, 83, 84, 94.

Minor: 26 credits, including 7, 12, 18, 21 or 50, and 83 or 84.

Majors preparing for teaching in secondary or elementary schools are required to take 50.

It is recommended that art majors and minors take Introduction to Fine Arts under the Department of Music.

■ I INTRODUCTION TO FINE ARTS

4 crs.

Historical and topical studies in fine arts. The visual arts seen in relation to music. Participation in the cultural life of the community leading towards appreciation and criticism. [3 lect., 1 disc. **Fall, Spring, 1966-67. Winter, 1967-68.**]

7 DRAWING I

Drawing in pencil, charcoal, pastel, ink, and mixed media. [4 double periods. **Fall, Spring, 1966-67. Fall, Winter, 1967-68.**]

2
4 crs.

12 COMPOSITION

A study of the elements of form and composition. Two- and three-dimensional studies executed on a small scale. [4 lect., 2 double labs. **Winter, 1966-67. Fall, Winter, 1967-68.**]

6 crs.

18 PAINTING I

Painting in aqueous media and oil. Emphasis on still-life, landscape, and figurative painting [4 double labs. **Prereq.: 7. Fall, 1966-67. Fall, Spring, 1967-68.**]

4 crs.

21 SCULPTURE I

Modeling head studies, figures, and animal forms in terracotta and plaster. [4 double labs. **Prereq.: 7. Fall.**]

4 crs.

50 CERAMICS I

An introduction to the making of pottery with an emphasis on hand-building and glazing. [4 double labs. **Winter.**]

4 crs.

51 CERAMICS II

A continuation of hand-building and glazing with an introduction to throwing techniques. [4 double labs. **Prereq.: 7. Spring.**]

4 crs.

55 PAINTING II

Further study of painting in oil and aqueous media. [4 double labs. **Prereq.: 12, 18. Spring, 1966-67.**]

4 crs.

58 ART IN ELEMENTARY SCHOOLS

Theory, methods and materials of art in elementary education. [2 lect., 2 double labs. **Spring.**]

4 crs.

67 PRINT MAKING I

Principles and methods of color printing and composition. Emphasis on the woodcut. [4 double labs. **Prereq.: 7. Fall.**]

4 crs.

68 PRINT MAKING II

Serigraphy and intaglio methods in plastic and copper. [4 double labs. **Prereq.: 12, 67. Spring.**]

4 crs.

78 SCULPTURE II

Three major works in any three of the following media: steel (welding), plaster, lead, wood, or fiberglass. [4 double labs. **Prereq.: 7, 21. Winter, 1966-67. Spring, 1967-68.**]

4 crs.

83 ART HISTORY I

Survey of architecture, sculpture, and painting in western civilization. Prehistoric to Renaissance. [**Fall.**]

4 crs.

84 ART HISTORY II

Continued historical survey. Renaissance to modern. [**Winter, 1966-67. Spring, 1967-68.**]

4 crs.

94 STUDIO III

Advanced study in either painting, sculpture, print making, or ceramics. Art major will be granted up to 8 credits in this course. [4 double labs. **Prereq.: second course in the studio area and #.**]

4 crs.

UPPER DIVISION
COURSES

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ing I

It is intended that the offerings of the Department of Biology should be extensive enough to meet the needs and interests of a wide variety of students. For the non-science major the aim is to provide a reliable basic understanding of biological science and, more generally, of the character of scientific knowledge. The more advanced courses are designed to provide a good preparation for students who elect to pursue the study of biological science for a career in the profession of biology or in a related area such as the medical profession.

All students who plan to complete a major or minor in biology should plan their program carefully with specific reference to their intended career. It is important that a prospective biology major consult with the biology staff concerning this planning as soon as possible. In general, a broad background in the supporting sciences and in mathematics is essential. The graduation major given below requires a minimum number of these supporting courses. Students who intend to enter graduate or medical school or to teach secondary school upon graduation should follow the appropriate recommendations. Recommended specific four-year programs for such students are given under Curriculums in this catalog as are programs for pre-dental, pre-nursing, and medical technology students.

Major: 46 credits, including 11, 12, 51, 68 or 74, 71 or 73, 91; and 16 additional credits in biology; Chem. 15, 16 (or 5, 6), 51, 52; Math. 13, 14 or equivalent.

For students preparing for graduate school: The graduation major plus Physics 21, 22, 23; Math. 41, 42.

For students preparing for medical school: 36 credits, including 11, 12, 51, 91; and at least three of 64, 68, 71, 73, 74. Also required: Chem. 52, 53, 61; Math. 41, 42; Physics 21, 22, 23.

For students preparing for secondary school teaching: ⁴⁰~~46~~ credits, including 11, 12, 51, 56, 67, 91; and ¹⁸~~16~~ additional credits in biology; ^{+27 cr in} Chem. ~~23-53~~. This gives the recommended chemistry minor. A chemistry or other science minor is required with a biology major for a Minnesota Teacher's Certificate.

Minor: 30 credits, including: 11, 12; and 18 additional credits in biology; Chem. 15, 16 (or 5, 6).

Biology 1, 2, 3, 4, 6, and 8 do not count toward a major or minor in biology.

■ 1, 2 PRINCIPLES OF BIOLOGY 5, 5 crs.

The basic concepts of biology. A general education course, not intended for majors in science or mathematics. Credits do not apply toward a major or minor in biology. [4 lect., 1 double lab. Must be taken in sequence. 1, Fall, Spring. 2, Winter.]

■ 3, 4 HUMAN ANATOMY AND PHYSIOLOGY 4, 4 crs.

A professional course in the structure and function of the human body. Designed for student nurses. [2 lect., 2 double lab. 3, Fall. 4, Winter.]

■ 6 HUMAN ANATOMY AND PHYSIOLOGY 5 crs.

Designed to make the student aware of the structure and function of the human body. [4 lect., 2 double lab. Spring.]



■ **8 MICROBIOLOGY** **4 crs.**

The study of bacteria, viruses and a few other human pathogens, their characteristics, role and control, especially in the fields of medicine and sanitation. For student nurses. [3 lect., 2 double lab. **Prereq.:** Chem. 3. Winter, Spring.]

■ **11, 12 GENERAL BIOLOGY** **6, 6 crs.**

A comprehensive introduction to biological science. For science and mathematics majors. First term: cellular and molecular biology, vertebrate anatomy and physiology, genetics, and evolutionary mechanisms. Second term: relationships of organisms. [5 lect., 2 double lab. Must be taken in sequence. **Prereq.:** Chem. 5 or 15. 11, Winter. 12, Spring.]

UPPER DIVISION
COURSES

■ **51 GENETICS** **5 crs.**

The principles of heredity with emphasis on recent advances in molecular, cellular and human genetics. Laboratory, with work on *Drosophila* and certain micro-organisms, is optional for one additional credit. [5 lect., 1 double lab. **Prereq.:** 12. Spring.]

■ **53 INVERTEBRATE ZOOLOGY** **5 crs.**

The major invertebrate types stressing classification, morphology, behavior, life history, and evolutionary relationships. [4 lect., 2 double lab. **Prereq.:** 12. Fall, 1966-67.]

■ **56 ECOLOGY** **5 crs.**

A survey of representative biological communities, a reciprocal relationship between organism and environment. [4 lect., 2 double lab. Saturday field trips required. **Prereq.:** 12. Spring, 1966-67.]

■ **64 MICROBIOLOGY** **6 crs.**

An introduction to the study of micro-organisms with emphasis on bacteria and viruses. Microbial taxonomy, morphology, physiology, genetics, and pathogenicity are considered as well as certain methods. [5 lect., 2 double lab. **Prereq.:** 12. Chem. 23 or 51 strongly recommended. Fall.]

■ **66 MINNESOTA FLOWERING PLANTS** **6 crs.**

Field collecting and classifying some of the flowering plants indigenous to our state. [4 lect., 2 double lab. Saturday field trips required. **Prereq.:** 12. Spring, 1967-68.]

■ **67 PLANT MORPHOLOGY AND MORPHOGENESIS** 5 crs.

The structure, reproduction, and development of the major taxonomic plant groups. [4 lect., 2 double lab. Prereq.: 12. Fall, 1967-68.]

■ **68 COMPARATIVE ANATOMY OF VERTEBRATES** 6 crs.

A comparative study dealing with the taxonomy, morphology, and evolution of the larger vertebrate phyla. [4 lect. 2 double lab. Prereq.: 12. Winter.]

■ **71 CELLULAR BIOLOGY** 6 crs.

A study of the ultrastructure, function, and genetics of cells. Laboratory work includes microtechnique. [5 lect., 2 double lab. Prereq.: 12, and Chem. 23 or 52. Fall.]

■ **73 GENERAL PHYSIOLOGY** 6 crs.

A study of physical and chemical processes occurring in animals with emphasis on the vertebrates. [5 lect., 2 double lab. Prereq.: 12, and Chem. 23 or 52. Winter.]

■ **74 DEVELOPMENTAL BIOLOGY** 6 crs.

A consideration of the experimental as well as descriptive approach to the development of animals with emphasis on the vertebrates. [5 lect., 1 double lab. Prereq.: 12. Spring.]

■ **91 SEMINAR** 0 crs.

Juniors and seniors working toward a major in biology are required to participate in bi-weekly discussions on topics of current biological interest. [Fall, Winter, Spring.]

94 Problems in Bio.

*1-2 cr. w/w.
67-68 Chairman*

**MR. HEMMINGSON, chairman, MR. BUDGE, MR. HADJIYANIS,
MISS LUND**

**DEPARTMENT
OF
BUSINESS
ADMINISTRATION
ECONOMICS,
AND
BUSINESS
EDUCATION**

Majors in this department supplement the liberal arts program with general and specialized knowledge in business and economic affairs. The business administration major offers a basic core of courses, and then allows the student to choose a limited specialization in accounting or finance, and hence to prepare for careers in these fields. The economics major concentrates on fundamental theoretical and policy matters so that the student learns to analyze economic issues. He is prepared thereby for graduate study in economics. Either of these majors also can 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 and public administration, industrial relations, or law.

*60 cr. min
in applied
major - bus*

BUSINESS ADMINISTRATION

Econ.

Major: 51 credits, including Bus. Ad. 1, 2, 31; Econ. 22, 23, 51, 53 or 91 or 92; and either Bus. Ad. 62, 63, 81, 83 for the accounting specialization, or 41, 73, 78, 79 for the finance specialization. Soc. 61 also required.

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Minor: 26 credits, including Bus. Ad. 1, 2; Econ. 22, 23; and two courses from Bus. Ad. 41, 62, 63, 73. Other combinations may be allowed by permission.

■ **1, 2 PRINCIPLES OF ACCOUNTING** 4, 4 crs.

Basic concepts of accounting, accounting for individual proprietorships, partnerships, and corporations. Special topics including manufacturing accounting, taxes, and budgeting. [1, Fall. 2, Winter.]

■ 31 BUSINESS LAW

5 crs.

Legal rules relating to contracts, agency, negotiable instruments, property and business organizations under the Uniform Commercial Code. [Fall.]

■ 41 FUNDAMENTALS OF FINANCE

5 crs.

Capital structures of business organizations, use of financial statements, cash flow, raising and control of short- and long-term funds for a business enterprise. [Prereq.: 1, 2. Fall.]

UPPER DIVISION
COURSES

■ 62 INTERMEDIATE ACCOUNTING

5 crs.

An analysis of accounting theory pertaining to financial statements, income concepts, capital stock and surplus accounts, current and long-term assets. [Prereq.: 1, 2. Winter.]

■ 63 INTERMEDIATE ACCOUNTING

5 crs.

An analysis of accounting theory pertaining to investments, tangible and intangible fixed assets, liabilities and reserves, actuarial topics. Additional emphasis on income determination considering price level changes. [Prereq.: 62. Spring.]

■ 73 FINANCIAL MANAGEMENT

5 crs.

Financial problems relating to budgeting, short- and long-term fund requirements, debt and equity choices, mergers and reorganizations presented in case materials. [Prereq.: 41. Spring.]

■ 78 INVESTMENTS

5 crs.

The nature of various types of securities. Analysis of securities of industrial, utility, and financial enterprises and various governmental units. Portfolio management. [Prereq.: 41. Winter, 1967-68.]

■ 79 MATHEMATICS OF FINANCE

5 crs.

Basic mathematical techniques used in financial analysis. [Spring, 1967-68.]

■ 81 COST ACCOUNTING

5 crs.

Essential features of accounting for manufacturing concerns with emphasis on management control. [Prereq.: 1, 2. Fall, 1967-68.]

■ 82 TAX ACCOUNTING

5 crs.

The more common and important provisions of federal income taxes for individuals and various forms of business enterprises. [Prereq.: 1, 2. Winter.]

■ 83 AUDITING

5 crs.

Internal and external auditing procedures. Emphasis on internal checks and controls for accounting systems. [Prereq.: 63. Spring.]

□ ECONOMICS

Major: 40 credits, including Bus. Ad. 1, 2; Econ. 22, 23, 51, 58, and three courses from 52, 53, 91, 92. Soc. 61 also required. Mathematics through course 43 is highly recommended for those planning on graduate study in economics.

Minor: 22 credits, including Econ. 22, 23, and three courses from 51, 52, 53, 58, 91, 92.

■ **22 PRINCIPLES OF ECONOMICS I** **4 crs.**

Analysis of economic institutions, problems, and policies. Emphasis upon the foundations of economics, economic systems, and specific issues, such as unemployment, poverty, monopoly, inflation, role of government. [**Fall, Winter, Spring.**]

■ **23 PRINCIPLES OF ECONOMICS II** **4 crs.**

Micro- and macroeconomic theory examined with the analytical tools of economics. Topics include determination of the level of national income and employment, money and banking, monetary-fiscal policy, economics of the firm, product and resource pricing and allocation, etc. [~~Prereq.: 22.~~ **Spring.**]

■ **51 INTERMEDIATE MICROECONOMICS** **5 crs.**

Theory of demand, theory of the firm, price and output determination under various market conditions, factor price determination. [**Prereq.: 23. Fall.**]

■ **52 ECONOMIC DEVELOPMENT** **5 crs.**

Determinants of growth, theories, and historic patterns. Analysis of the present developing nations as to characteristics, problems, and policies to promote growth. [**Prereq.: 22 or #. Winter, 1966-67.**]

■ **53 LABOR ECONOMICS** **4 crs.**

Economics of the labor market. Wage determination, collective bargaining, role of unions, level of total employment, economic security, and governmental activity. [**Prereq.: 22 or #. Spring.**]

■ **58 INTERMEDIATE MACROECONOMICS** **5 crs.**

Determinants of national income, employment, and price level analyzed via a macro-model. Some consideration of macro-measurement, the business cycle, growth, monetary-fiscal policy. [**Prereq.: 23. Winter, 1967-68.**]

■ **91 PUBLIC FINANCE** **5 crs.**

Governmental taxation, spending, borrowing, and the impact of governmental finance on economic activity. [**Prereq.: 22 or #. Fall.**]

■ **92 MONEY AND BANKING** **5 crs.**

Functioning of the monetary and banking system, particularly commercial banks, the Federal Reserve and its role in relation to aggregate economic activity. Emphasis upon monetary theory and policy. [**Prereq.: 23. Winter.**]

■ **95 INDEPENDENT STUDY** **1-2 crs.**

Individual supervised projects designed to give the student opportunity to analyze some topic or issue in depth. [**Prereq.: #. Fall, Spring.**]

UPPER DIVISION
COURSES

BUSINESS EDUCATION

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

Major: 51 credits, including 8, 10, 21, 22, 50, 53, 63; Bus. Ad. 1, 2, 31; Econ. 22, 23.

Minor with secretarial emphasis: 26 credits, including 8, 10, 21, 22, 50 and 53.

Minor with accounting emphasis: 25 credits, including 8, 50; Bus. Ad. 1, 2; and Econ. 22, 23.

For those who have had elementary shorthand in high school, the major may be 47 credits and the minor, 22 credits. Students with two years of shorthand from high school may be exempted from a total of 8 credits in shorthand, but they must elect four other credits in the business field.

■ 1 ELEMENTARY TYPEWRITING 2 crs.

The fundamental skills of typewriting. Emphasis on personal use. Not open to students who have had one year of high school typewriting. [5 hours. **Fall.**]

■ 8 CALCULATING MACHINES 4 crs.

Operation of ten-key and full-key adding machines and the rotary calculator. Introduction to automation. [4 hours. **Fall, Winter.**]

■ 10 DUPLICATING, TRANSCRIPTION, AND RECORDS MANAGEMENT 4 crs.

Operation of transcription machines, stencil and spirit duplicating machines. An introduction to and application of basic principles of filing and organization of records in the office. [4 hours. **Prereq.: 1 or equiv. Spring.**]

■ 21 ELEMENTARY SHORTHAND 4 crs.

Fundamentals of Gregg shorthand (Diamond Jubilee) with emphasis on theory, reading and writing shorthand. Introduction to transcription. Not open to students who have had one year of shorthand in high school. [5 hours. **Prereq.: 1 or equiv. Fall.**]

■ 22 INTERMEDIATE SHORTHAND 4 crs.

Review for those with previous shorthand instruction. Development of speed and accuracy in taking and transcribing material dictated at speeds of 80-100 words a minute. [5 hours. **Prereq.: 21 or equiv. Winter.**]

PPER DIVISION COURSES

■ 50 ADVANCED TYPEWRITING 5 crs.

Further development of typewriting technique in business letter arrangement, billing, tabulating, manuscript typing, and the typing of legal documents. [**Prereq.: 1 or equiv. Winter.**]

■ 53 ADVANCED SHORTHAND 5 crs.

Advanced study of Gregg shorthand. Rapid dictation and transcription of material dictated at speeds of 100-120 words a minute. [**Prereq.: 22 or equiv. Spring.**]

■ 63 SECRETARIAL PROCEDURES 4 crs.

Dictation, business letter writing, telephoning, use of business and legal forms, personality development, writing application letters, and making applications for a job. An introduction to automation. [**Prereq.: 22 or equiv. Spring.**]

■ 65 BUSINESS SEMINAR 3 crs.

A study in special problems in the field of business education through research and informal discussion. Special emphasis on general business. [**Spring.**]

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

Courses in 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 to major in chemistry in preparation for graduate school, medical school, or high school teaching, are urged to consult with the chemistry staff at the earliest possible time.

Major: 41 credits. Strongly recommended are Physics 21, 22, 23; Math. 41, 42.

For those planning to teach chemistry in high school, the major will include Math. 13 and 14, or 19; ^{51, 52} Physics 21, 22, 23; Chem. 15, 16 (or 5, 6), 51, 52, 53, 61, and one of 62, 81, or 83.

Recommended for pre-medical students: 15, 16, ^{51, 52} 53, 61, and 62; for pre-dental students: 15, 16 (or 5, 6), 51, 52; for graduate study: 15, 16, and all courses above 50. ^{+ Math 41}

Majors participate in informal, weekly seminars during the junior and senior years in Chem. 91.

Minor: 23 credits.

A teaching minor must include Chem. 15, 16 (or 5, 6) and other courses to complete ³⁷ credits. Chem. 23 and 53 are strongly recommended.

Course 3 does not count toward the major or minor.

See under Curriculums for a suggested course of study.

■ 3 ELEMENTARY CHEMISTRY 4 crs.

Selected elements of general, organic, and biological chemistry are organized around the theme: the molecular basis of life. Designed for prospective nurses from Lutheran Deaconess, Fairview, Methodist, and Swedish Hospitals. [3 lect., 1 double lab. Prereq.: H.S. Chem. Fall.]

■ 5, 6 PRINCIPLES OF CHEMISTRY 6, 6 crs.

For non-majors. The concepts and laws underlying chemistry illustrated by examples from inorganic and organic chemistry. Semimicro qualitative analysis included in the laboratory. [5 lect., 2 double labs. 5, Fall. 6, Winter.]

■ 15, 16 GENERAL AND QUALITATIVE CHEMISTRY 6, 6 crs.

An intensive course for majors in chemistry and pre-medical students; others only by permission of instructor. First term devoted to fundamental principles, and second to inorganic chemistry and qualitative

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analysis. [5 lect., 2 double labs. Prereq.: H.S. Chem., elem. alg., plane geom. 15, Fall. 16, Winter.]

■ 23 ELEMENTARY ORGANIC CHEMISTRY

6 crs.

Designed for medical technology and other students who desire less than the very intensive year-course. Aliphatic and aromatic compounds with frequent reference to bio-chemistry. [5 lect., 3 hrs. lab. Prereq.: 5 or 15. Spring.]

UPPER DIVISION COURSES

■ 51, 52 ORGANIC CHEMISTRY

6, 6 crs.

Important classes of organic compounds with special emphasis on types of mechanisms and multi-step syntheses. Descriptive material is correlated by means of modern theories of chemical bonds, energy-relationships, and reaction mechanisms. Laboratory work is a study of techniques while synthesizing or identifying typical compounds. Normally taken in the sophomore year. [5 lect., 2 three-hour labs. Prereq.: 6 or 16. 51, Fall. 52, Winter.]

■ 53 QUANTITATIVE ANALYTICAL CHEMISTRY

5 or 6 crs.

Gravimetric and volumetric analysis with some instrumental analysis. Ionic equilibria and treatment of data. Normally taken in the sophomore year. [4 lect., 2 three-hour labs. Prereq.: 6 or 16. Spring.]

■ 61, 62 PHYSICAL CHEMISTRY

6, 6 crs.

Atomic structure, states of matter, gas laws, thermodynamics, thermochemistry, equilibrium, solutions, phase rule, electrochemistry, kinetics, and colloids. [3 lect., 2 four-hour lab. Prereq.: 53, Math. 44, 61, Fall. 62, Winter.] *3* *42, 44p. 73*

■ 63 ADVANCED ORGANIC CHEMISTRY

5 crs.

Organized around the problems of identifying organic compounds in the laboratory, the lecture topics include: structure-spectra correlations for IR, UV, NMR, and mass spectroscopy; classical methods; use of the literature (inc. *Beilstein*); and further study in reaction mechanisms. IR and UV spectra routinely used; gas chromatography introduced. [4 lect., 2 four-hour labs. Prereq.: 53, 62, and some reading knowledge of German. Spring.]

■ 72 QUANTUM MECHANICS

4 crs.

Classical mechanics, uncertainty principle, *Schrödinger's* equation, approximate methods of solution, commutators, conservation laws, electron spin, angular momentum, the hydrogen atom, many electron problems, magnetic resonance. [4 lect. Prereq.: 61 or #. Winter.]

■ 81 ADVANCED INORGANIC CHEMISTRY

5 crs.

Correlation of inorganic chemistry using the electrostatic, valence bond, and molecular orbital models. Coordination compounds are discussed using the ligand field theory. Preparations of typical inorganic compounds using a variety of techniques including vacuum manipulations. [4 lect., 1 four-hour lab. Prereq.: 62 or #. Fall.]

■ 83 ADVANCED ANALYTICAL CHEMISTRY AND SPECTROSCOPY

5 crs.

Principles of atomic and molecular spectroscopy and their application to modern analytical methods. Includes instrumental methods, such as spectro photometric, electro-analytical, and chromatographic techniques. [3 lect., 2 three-hour labs. Prereq.: 53, 62. Spring.]

■ 91 CHEMISTRY SEMINAR

0 crs.

During the junior and senior years all chemistry majors will participate in weekly seminars to present and discuss research papers of general interest. [Fall, Winter, Spring.]

■ 97 CHEMISTRY RESEARCH

Cr. arr.

During the summer after the junior year or during the senior year, each chemistry major preparing for graduate study in chemistry may participate in independent research in cooperation with staff members. By staff permission only. [Fall, Winter, Spring.]



MR. COLACCI, chairman, MR. HELGELAND

DEPARTMENT OF CLASSICAL LANGUAGES

The purpose of the courses offered in the department is two-fold; first to provide the students with a linguistic foundation in order that they may have a direct approach to the classical tradition which is an essential part of our Western literary heritage; second, to introduce the students to some of the major works of the Greek and Latin world in the original language. Courses 11 through 52 are designed to meet the two-year requirement in New Testament Greek of most theological seminaries.

GREEK

Major: 42 credits in Greek. Also required: Latin 1, 2.

Special arrangements will be made for students who intend to major in Greek. If the number of students is not large enough to permit regular offering by the College, provisions will be made so that they may complete the major at the University of Minnesota. When this is the case, in addition to courses 11, 12, 13, 51, 52, 59, they are required to take at the University, five courses to be chosen from those listed under Classics, 61 to 163.

Minor: 27 credits.

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major*

■ 11, 12 BEGINNING GREEK 5, 5 crs.

Theoretical and practical study of Greek grammar, with special emphasis on morphology. Translation exercises from and into Greek. [Prereq.: Latin 2 or 2 yrs., H.S. Latin or #. 11, Fall, 12, Winter.]

■ 13 INTERMEDIATE GREEK 5 crs.

Continuation of grammar with special emphasis on syntax. Reading and parsing of easy selections from classical and New Testament Greek writings. [Prereq.: 12. Fall, Spring, 1966-67. Spring, 1967-68.]

UPPER DIVISION
COURSES

■ 51, 52 NEW TESTAMENT GREEK 4, 4 crs.

Selections from the synoptic Gospels and the book of Acts. Special emphasis is given to parsing and syntax of the Greek text. [Prereq.: 13. 51, Winter, 52, Spring, 1966-67. 51, Fall, 52, Winter, 1967-68.]

■ ~~53~~ 54, 55 GREEK EXEGESIS 3-3, 3 crs.

Selections from the Pauline and Catholic Epistles. Special emphasis is given to the synactical and exegetical approach to the Greek text. [1966-67.]

■ 59 CLASSICAL GREEK 4 crs.

Selections from classical Greek prose and poetry. Survey of the classical period. [Prereq.: 52. Spring.]

LATIN

Minor: 28 credits. Also required: Eng. 35.

Courses 52, 53 offered only if there is sufficient enrollment. If they are not offered, a minor may be completed at the University of Minnesota. Consult the department chairman at Augsburg.

Students who wish to major in Latin may complete all courses in Latin offered at Augsburg, plus 61, 62, 63 and 9 additional credits in courses numbered above 63 at the University of Minnesota.

■ 1, 2 BEGINNING LATIN 5, 5 crs.

Theoretical and practical study of Latin grammar, with special emphasis on morphology. Exercises in translation from and into Latin. [1, Fall, 2, Winter.]

■ 3, 4 INTERMEDIATE LATIN 4, 4 crs.

Continuation of grammar. Reading and parsing of selections from Caesar's "Gallic War," St. Augustine's "Confessions" and Medieval Latin writers. [Prereq.: 2 or equiv., determined by placement test. 3, Fall, Spring; 4, Winter, 1966-67. 3, Spring, 4, Fall, 1967-68.]

UPPER DIVISION
COURSES

■ 52 VIRGIL 5 crs.

Selections from Virgil's "Aeneid" and pastoral poems. [Offered on demand.]

■ 53 CICERO 5 crs.

Selections from Cicero's works. [Offered on demand.]

ECONOMICS

See under Department of Business Administration, Economics, and Business Education.

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 the 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. The program is accredited by the State of Minnesota, the North Central Association of Colleges and Secondary Schools, and the National Council for Accreditation of Teacher Education.

Admission to the 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. Approval is granted on the basis of a satisfactory health report, favorable personality characteristics, and a minimum in scholastic achievement. Elementary candidates are required to have a 2.5 grade point average in their area of concentration and a 2.0 overall average. Secondary candidates must have 2.5 in their proposed major and a 2.0 overall average. Candidates for certification in elementary and secondary education are also required to make application for student teaching during the junior year. Requirements for student teaching are: 2.5 grade point average in the major and 2.0 overall.

ELEMENTARY EDUCATION

Major: ⁵⁰~~54~~ credits in professional education courses. In addition, the following general education courses are required: Psych. 5; Hist. 21, ²²~~21~~; ~~P. E. 10~~; Math. 56; Geog. 14; and three terms of Group Activities (Ed. 52, 53, 54).

See under Curriculums for a suggested course of study.

■ 52, 53, 54 GROUP ACTIVITIES I, II, III 0 crs.

Required without academic credit as a laboratory experience in connection with Education 55 and 56. Includes such experience as teaching, supervising recreation, advising clubs in cooperation with city organizations and agencies. Three terms required. [Fall, Winter, Spring.]

■ 55 HUMAN GROWTH AND DEVELOPMENT 4 crs.

The growth and development of the human organism from conception through adolescence. Emphasis on process of learning, factors influencing learning. [Prereq.: Psych. 5. Fall.]

■ 56 ELEMENTARY SCHOOL TEACHING 5 crs.

The qualifications of teachers; the teaching profession. Survey of American schools: philosophies, curricula, policies, and practices. Learning theory and tests and measurements. Includes observation of teaching situations. [Prereq.: Admission to Elementary Education. Fall.]

■ 57 METHODS AND MATERIALS:

HEALTH, PHYSICAL EDUCATION, MUSIC 4 crs.

Principles, methods and techniques for teaching health and physical education at the elementary school level. Methods pertaining to rote singing, notation, rhythm, part singing. Integration of music in total elementary program. [Prereq.: 55, 56. Winter.]

■ 58 ART IN ELEMENTARY SCHOOLS 4 crs.

See under Department of Art.

■ **63 METHODS AND MATERIALS:**

MATHEMATICS, SCIENCE

4 crs.

Principles, methods and techniques of teaching arithmetic and science in the elementary school. Use of instructional materials. [Prereq.: 55, 56. Spring.]

■ **64 METHODS AND MATERIALS: LANGUAGE ARTS**

6 crs.

Objectives and techniques in the language arts: listening, speaking, writing, and reading. Application of principles of learning in acquisition of skills, interests, attitudes. Examinations of modern methods and materials. [Prereq.: 55, 56. Fall, Spring, 1966-67. Spring, 1967-68.]

■ **65 METHODS AND MATERIALS: SOCIAL STUDIES**

4 crs.

Objectives, principles, methods and techniques in the social studies. Development of units. [Prereq.: 55, 56. Spring.]

■ **77 PROFESSIONAL LABORATORY EXPERIENCE**

15 crs.

Student spends ten weeks in the classroom, assisting the regular teacher, and doing actual teaching. Supervision is carried out by the cooperating teacher and the college staff. This is followed by one week of seminar with discussion of problems encountered in the classroom. [Prereq.: #. Winter, 1966-67. Fall, Winter, 1967-68.]

■ **79 CHILDREN'S LITERATURE**

4 crs.

Study of literature suitable to the elementary school child. Role of literature in the classroom, in life outside of school. Extensive reading and evaluation of children's books, compiling bibliography. [Prereq.: 55, 56 or #. Fall, Spring, 1966-67. Spring, 1967-68.]

■ **87 SCHOOL AND SOCIETY**

4 crs.

Problems in education and the relation of the American school system to modern society. A study of educational philosophy and the development of American education. [Winter, Spring.]

□ **SECONDARY EDUCATION**

For the Minnesota teacher's certificate students are required to complete 28 credits in professional education courses including 50, 52, 53, 54, 59, 83, 84, 87. All students must register for three terms of Group Activity (Education 52, 53, 54). Secondary education students must take Phy. Ed. 10 and Psych. 5 in addition to other general education requirements.

■ **50 EDUCATIONAL PSYCHOLOGY**

4 crs.

Physical, mental, social and emotional development of adolescents with special emphasis placed on educational implication. The nature and conditions of learning. [Prereq.: Psych. 5 and junior standing. Fall, Winter.]

■ **52, 53, 54 GROUP ACTIVITY I, II, III**

0 cr.

Required without academic credit as a laboratory experience in connection with Education 50 and 59. Includes such experience as teaching, supervising recreation, advising clubs in cooperation with city organizations and agencies. Three terms required. [Fall, Winter, Spring.]

■ **59 METHODS IN SECONDARY EDUCATION**

5 crs.

Teaching procedures, materials and problems at the secondary level. Three class sessions per week will be devoted to general methods and two class sessions to the specific methods and materials of the student's major field. [Prereq.: 50. Spring.]

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■ **68 TEACHING OF MUSIC IN ELEMENTARY AND JUNIOR HIGH SCHOOLS**

4 crs.

Materials, organization, and teaching procedures in the field of music at the elementary and junior high school levels. For music majors. [Prereq.: 50. Spring.]

■ **83 SEMINAR FOR STUDENT TEACHING**

5 crs.

Preparation for the student teaching experience including observation and planning. Special attention will be given to tests and measurements. [Prereq.: Admission to student teaching. Fall, Winter.]

■ **84 STUDENT TEACHING**

10 crs.

Experience in observing and directing learning experiences at the secondary school level under supervision of college and high school personnel. Course fee \$20.00. [Prereq.: Admission to the student teaching program. Fall, Winter.]

■ **87 SCHOOL AND SOCIETY**

4 crs.

Problems in education and the relation of the American school system to modern society. A study of educational philosophy and the development of American education. [Winter, Spring.]

■ **88 GUIDANCE**

4 crs.

The guidance function of the classroom teacher; tools and techniques used in studying students; and methods appropriate for student guidance, including counseling. [Fall.]

■ **91 TEACHING OF HOME ECONOMICS IN THE SECONDARY SCHOOL**

3 crs.

Materials, organization, and teaching procedures in the field of home economics. [Fall, 1966-67.]

■ **99 TOPICS**

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. [Fall, Winter, Spring.]

LIBRARY SCIENCE □

The following courses prepare the student to meet the state requirements for a minor in library science. Preparation for selection of books and related materials, efficient and effective management of library materials, intelligent use of library sources are included. 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: 23 credits.

■ **45 FUNCTIONS OF THE SCHOOL LIBRARY**

5 crs.

The role of the library in the school and community. Types of library services and activities; methods of evaluation. Organization of library materials, including cataloging and circulation. [Fall.]

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- **46 SELECTION OF LIBRARY MATERIALS** **4 crs.**
 Theory, principles and techniques of selection. An introduction to basic selection tools; analysis of book reviews and annotations. [3 lects., 1 disc. **Spring.**]

UPPER DIVISION
COURSES

- **58 THE ELEMENTARY SCHOOL LIBRARY:
MATERIALS SELECTION AND GUIDANCE** **5 crs.**
 Characteristics and purposes of an elementary school library. Extensive study of book lists, book talks, story-telling and a wide exposure to individual titles of books and related materials. Emphasis on preparation of papers and bibliographies. [3 lects. **Fall.**]

- **59 INTRODUCTION OF REFERENCE MATERIALS** **4 crs.**
 Intensive study of outstanding and useful reference books most frequently used by students and librarians; bibliographies, indexes, and periodical guides. Development of skills in the performance of reference duties of a librarian. Laboratory work. [3 lects. **Winter.**]

- **75 THE HIGH SCHOOL LIBRARY:
MATERIALS SELECTION AND GUIDANCE** **5 crs.**
 Survey and evaluation of library materials on the secondary level, with attention to their use in relation to school curricula as well as for personal interests and needs of young adults. Emphasis on preparation of papers and bibliographies. [3 lects. **Prereq.: 45. Spring.**]

DEPARTMENT
OF
ENGLISH

MR. GRAY, chairman, MR. BERGSTROM, MRS. CHRISTENSEN,
 MR. DAHLEN, MR. HANSON, MISS LARSON, MISS LILLEHEI,
 MRS. LIVINGSTON, MR. NICHOLL, MR. PALOSAARI,
 MISS PEDERSON, MRS. TRAUTWEIN

67-68 Chairman

The aim of the Department of English is to develop the student's ability in oral and written expression, to increase his proficiency in reading and analyzing literature, to acquaint him with the beginnings of Western literature and its development, especially in England and America, and to stimulate his appreciation and understanding of the fundamental human problems and situations revealed in great literature.

The department prepares for the teaching of English in the elementary and secondary school and for graduate study.

Major: 46 credits above 15, including 31, 35, 45, 47, 61, 62, 84, plus one seminar, one modern literature course, and electives.

Teaching major for secondary schools: 54 credits above 15, including course 55 in addition to those listed for the major. Credits in speech are also required for certification.

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Students preparing for graduate study should include 86, 88, and at least one term of Independent Study. Proficiency in one or more foreign languages is recommended. Foreign languages most generally required for graduate study in English are Latin, German, French.

Minor: 32 credits above 15, including 31, 35, 45, 47 or 61 or 62, 84, plus one seminar course and electives.

Teaching Minor: 32 credits including course 55 in addition to those listed for the minor.

Sec. School

Concerning English Proficiency: Juniors who do not have a satisfactory grade on the sophomore English Test must improve their use of English in preparation for a second test. The English Department will, upon request, advise the student how to direct his studies in preparation for the second test.

Course 11 is prerequisite to 12; course 12 or 15 is prerequisite to all other English courses.

■ 11 COMPOSITION AND LITERATURE 4 crs.

The study of language and composition with emphasis on expository writing. Attention to correct usage, logical organization, reading and analysis of expository essays and selected short stories. [Fall, Winter, Spring.]

■ 12 COMPOSITION AND LITERATURE 5 crs.

Continued stress on expository writing, including the reference paper, the study and analysis of such types of literature as drama, poetry, novel. [Fall, Winter, Spring.]

■ 15 COMPOSITION AND LITERATURE 5 crs.

Honors course for students with high proficiency in English. Covers basically the material listed under 11 and 12 with more emphasis on critical analysis. Students completing this course meet the freshman English requirement by completing English 35 or 40 or 45. [Fall.]

■ 21 INTRODUCTION TO JOURNALISM 4 crs.

A brief survey of the ethics and history of journalism, with emphasis on the techniques and practices in news, feature, and editorial writing. [Winter.]

■ 31 EXPOSITORY WRITING 4 crs.

An advanced course in expository and argumentative writing, including reading analysis of selected models. [Fall, Winter, Spring.]

■ 35 THE CLASSICAL TRADITION 5 crs.

Study of the works of selected Greek and Roman writers in the various genre, and the influence of the classical tradition on later Western literature. [Fall, Winter, Spring.]

Teaching Minor for Elem. Educ. majors: 24 crs. included. 31 47 or 55

■ 40 LITERARY CLASSICS 4 crs.

Reading, analysis, discussion of selected European classics from the Renaissance to the Modern Age, chiefly non-English writers. [Fall, Winter, Spring.]

■ 45 MAJOR AMERICAN WRITERS 5 crs.

Works of selected American writers from Colonial times to the present, noting their contribution to the historical development and the literary movements of American literature. [Fall, Winter, Spring.]

■ 47 MEDIEVAL AND RENAISSANCE LITERATURE 5 crs.

The development of Western literature, chiefly British, from "Beowulf" to Shakespeare through study of significant works and their relation to the literary and historical context. [Prereq.: 35. Fall.]

11 + 12, or 15

UPPER DIVISION
COURSES

■ 52 CREATIVE WRITING 4 crs.

Study of the techniques of descriptive and narrative writing, both prose and poetry. Class discussion and evaluation of the student's work. [Fall.]

■ 55 INTRODUCTION TO MODERN ENGLISH 5 crs.

A study of modern English structure, viewed from a historical perspective, with extensive reading in recent linguistic studies. Designed to give the student an introduction to structural linguistics. [Spring.]

■ 61 BRITISH LITERATURE, 1616-1800 5 crs.

Reading, analysis, and discussion of works of selected writers from the metaphysical poets through Blake, with attention to the historical, intellectual, and social influences and the major literary movements. [Prereq.: 35. Fall.]

■ 62 BRITISH LITERATURE OF THE NINETEENTH CENTURY 5 crs.

Study of the works of the major Romantic and Victorian poets, critics, essayists and novelists and of the major literary movements of the century. [Prereq.: 35. Winter.]

■ 72 MODERN FICTION 4 crs.

Significant works of selected prose writers, chiefly British and American, of the twentieth century. [Winter, 1967-68.]

■ 74 MODERN POETRY 4 crs.

Study of the work of selected twentieth century poets, chiefly British and American, with attention to recent criticism. [Winter, 1966-67.]

■ 80 THE BRITISH NOVEL 4 crs.

Survey of the development of the novel in England through study of the work of selected major novelists from the eighteenth century to the present. [Spring, 1967-68.]

■ 82 THE AMERICAN NOVEL 4 crs.

A study of major and representative works of selected American novelists from the beginning to the present. [Spring, 1966-67.]

■ 84 SHAKESPEARE 5 crs.

Study of ten or twelve major plays—comedies, histories, tragedies—with attention to the development of Shakespeare's dramatic and poetic art. Other plays assigned for reading. [Prereq.: 47. Spring.]

■ 86 MILTON 4 crs.

A study of major poems and selected prose with reference to the in-

Intellectual and historical background of Milton's works. [Prereq.: 61. Spring, 1967-68.]

■ 88 CHAUCER

4 crs.

Study of Chaucer's works and language, with emphasis on "The Canterbury Tales." [Prereq.: 47. Spring, 1966-67.]

■ 90, 91, 92 ENGLISH SEMINAR

3, 3, 3, crs.

Course 90, methods and problems of bibliography and research; 91, American studies; 92, studies in criticism. 90 and 92 open to English majors and minors of junior or senior rank; 91 open, with limited enrollment, to any junior or senior with permission of the instructor. [90, Fall. 91, Winter. 92, Spring.]

■ 95 INDEPENDENT STUDY

2-5 crs.

Open to junior or senior English majors with a grade of B or above. Provides directed independent study in the area of the student's choice. [Fall, Winter, Spring.]

As an aid to students who are handicapped in their college work by inefficient reading skills, Augsburg College offers a non-credit class in Improvement of Reading. The fee for the class is \$25 per term. Arrangements to take the course must be made at the time of registration for the fall term.

FRENCH AND GERMAN

See under Department of Modern Languages.

GREEK

See under Department of Classical Languages.

MR. ANDERSON, chairman, MR. NELSON, MISS OLSON, MR. PEARSON, MRS. PETERSON, MR. PFEFFER, MR. SAUGESTAD

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

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 1, 2, 3, is required of all students.

Physical Education major: 40 credits including 1, 2, 3, 11 or 13, 23, 31, 32, 43, 51, 52, 71, 72.

Broad teaching major in Health and Physical Education: 68 credits including 1, 2, 3, 10, 11 or 13, 31, 32, 43, 50, 51, 52, 57, 59, 62, 71, 72, 73, Biol. 6, plus P.E. 82 for men, and Soc. 31 for women.

Physical Education teaching major: 53 credits including 1, 2, 3, 10, 11 or 13, 23, 31, 32, 43, 51, 52, 59, 71, 72, and Biol. 6.

Physical Education teaching minor: 29 credits including 1, 2, 3, 10, 23, 31, 32, 43, and 72.

Health teaching minor: 31 credits including 10, 31, 32, 52, 73, and Soc. 31, and Biol. 6.

92 - Poe

should 67 50, 5

Coaching endorsement: 25 credits including 10, 43, 51, 82, and Biol. 6.

Coaches entering their first head-coaching assignment in Minnesota Public Schools are 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.

■ **1, 2, 3 PHYSICAL ACTIVITIES** 1/3, 1/3, 1/3 crs.

Two hours per week. Meets the general education requirement. [1, Fall, 2, Winter, 3, Spring.]

■ **10 HEALTH AND FIRST AID** 5 crs.

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. [Fall, Spring.]

■ **11, 13 SWIMMING AND AQUATICS** 1, 1 cr.

Theory and practice in teaching swimming, life-saving and water safety. Open only to majors and minors. [2 hrs. per wk. 11, (Women), Fall, 13 (Men), Spring.]

■ **23 TEAM SPORTS** 5 crs.

Theory and practice in teaching and officiating team sports. Separate sections for men and women. [10 hrs. per wk. Spring.]

■ **31 INDIVIDUAL AND DUAL SPORTS** 5 crs.

Theory and practice in teaching individual and dual sports. Separate sections for men and women. [10 hrs. per week. Fall.]

■ **32 RECREATIONAL ACTIVITIES AND RHYTHMS** 4 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. [8 hrs. per wk. Winter.]

■ **43 HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION** 5 crs.

History, principles, and philosophy of physical education. [Spring.]

UPPER DIVISION
COURSES

■ **50 INSTRUCTOR'S COURSE IN FIRST AID** 1 cr.

Methods and materials in teaching the American Red Cross First Aid Course. [Prereq.: Currently valid Standard First Aid card. Winter.]

■ **51 KINESIOLOGY AND PHYSIOLOGY OF EXERCISE** 6 crs.

Mechanics of movement with special emphasis upon the action of the muscular system. The major effects of exercises upon the systems of the body. [5 lect. and 1 hr. arr. Prereq.: Biol. 6. Fall.]

■ **52 ADAPTED PHYSICAL EDUCATION AND EVALUATION** 4 crs.

Physical education for the exceptional child with special reference to the analysis of functional and organic abnormalities and the role of physical education. Survey of basic statistical procedures and evaluation of tests in physical education. [Winter.]

■ **57 TEACHING OF HEALTH EDUCATION AND PHYSICAL EDUCATION IN ELEMENTARY SCHOOLS** 2 crs.

Methods and materials. Offered in connection with course 57 under Department of Education. [Winter.]

See under Educ.



- See under
Credits.*
- **59 TEACHING OF HEALTH EDUCATION AND PHYSICAL EDUCATION IN SECONDARY SCHOOLS** 2 crs.
Methods and materials. Offered in connection with course 59 under Department of Education. Separate sections for men and women. [Spring.]
 - **62 COMMUNITY RECREATION** 4 crs.
Problems of community recreation including programs and program planning, a survey of activities, and the organization and administration of recreational work. [Fall.]
 - **71 PHYSICAL EDUCATION PROGRAMMING** 5 crs.
Curriculum analysis and preparation. Administrative techniques and procedures. [Fall.]
 - **72 SELF-TESTING ACTIVITIES** 4 crs.
Theory and techniques of teaching stunts, tumbling, and special fitness activities. Men and women meet separately. [8 hrs. per wk. Winter.]
 - **73 SCHOOL HEALTH AND SAFETY EDUCATION** 5 crs.
Principles and curriculum of school health and safety education. [Spring.]
 - **82 COACHING OF SPORTS** 4 crs.
Theory and techniques of coaching. Prevention and care of athletic injuries. [Winter.]

67-68 Chairman

DEPARTMENT OF HISTORY

MR. CHRISLOCK, chairman, **MR. GISSELQUIST**, **MR. GUSTAFSON**, **MRS. JENSEN**, **MR. LAUE**, **MR. OLSON**

The Department of History aims to introduce students to the study of history as an intellectual discipline; to prepare students for secondary teaching and graduate work; to deepen students' understanding and appreciation of their own and other civilizations; and to enhance students' effectiveness as contributing members of society.

Major: 49 credits. Minor: 33 credits. Both the major and minor require History 1, 2, 3, 21, 22, and 3 credits of seminar work.

- **1, 2, 3 WESTERN CIVILIZATION IN A WORLD SETTING** 4, 4, 4 crs.

Western civilization from its beginnings in the Ancient Near East to the present. Other great world civilizations and their relationship to the West are surveyed. Course 1 carries the survey to 1300; course 2, to 1815; and course 3, to the present, becomes a survey of world civilization. Students may take any one, any two, or all three courses. [All offered each term.]

- **21, 22 UNITED STATES HISTORY** 5, 5 crs.
The development of the ideas, institutions, and culture of the American people. Special seminar for one additional credit for students selected for the honors program. [21, Fall, Winter. 22, Winter, Spring.]

- **25 SCANDINAVIAN HISTORY** 5 crs.
See under Department of Modern Languages.

UPPER DIVISION COURSES

- **55 CONTEMPORARY UNITED STATES** 4 crs.
The United States from 1900 to the present. [Fall.]

■ **56 AMERICAN DIPLOMATIC HISTORY** 4 crs.

The development of American foreign policy. The period from 1898 to the present is emphasized. [Spring.]

■ **57 HISTORY OF SOUTH AND SOUTHEAST ASIA** 4 crs.

Modern period since 1800. Historical survey of cultural and political institutions. Expansion and consolidation of European power in the area, Western impact on non-European societies, nationalist movements and emergence of independent governments after World War II. [Fall.]

■ **58 THE MODERN MIDDLE EAST** 4 crs.

Breakup of the Ottoman Empire, rise of Arab nationalism and modern Zionism, and development of new national states. Survey of cultural institutions. Continued interest of the major world powers in this area. [Spring.]

■ **61 ANCIENT HISTORY** 4 crs.

A cultural and political history of ancient civilizations and their contributions to modern cultures. [Fall.]

■ **62 ENGLAND TO 1714** 4 crs.

Emphasis is placed on constitutional development. [Winter.]

■ **66 EUROPE IN THE SEVENTEENTH CENTURY** 4 crs.

The main emphases are: the study of this century as the most critical period in the emergence of the modern state; and the beginning of a secular and scientific world view. [Spring.]

■ **68 HISTORY OF CHINA AND JAPAN SINCE 1850** 4 crs.

The traditional institutions within Chinese and Japanese societies, Western impact, political and social changes, diplomatic and military crises of the twentieth century. [Winter.]

■ **EUROPE IN THE AGE OF REVOLUTION, 1780's to 1850** 4 crs.

The period in which major revolutionary movements periodically erupted in Europe. Population movements and economic changes which contributed to the "isms" that articulated the demands for change. [Fall.]

■ **74, 75 EXPANSION OF EUROPE** 4, 4 crs.

The spread of European people, ideas, and power into the non-Western world and the impact on non-Western peoples. Case studies from Africa, South America, and Asia are used to illustrate exploration, trading post empires, the plantation system, adaptation and rejection by non-European peoples, colonization, and economic and territorial imperialism. [74, Winter. 75, Spring.]

■ **82 TWENTIETH CENTURY EUROPE** 4 crs.

Europe from the outbreak of World War I to the present. [Spring.]

■ **95 SEMINAR OR ADVANCED READINGS** 3 crs.

Topics will vary from year to year. Students may earn up to 9 credits in this course. [Prereq.: #. Fall, Winter, Spring.]

GEOGRAPHY □

■ **14 HUMAN GEOGRAPHY** 4 crs.

An introduction to the basic concepts and tools of geography followed by a survey of the distribution patterns to be found in our physical and human environment. [Winter, Spring.]

LATIN □

□ LIBRARY SCIENCE

See under Department of Education.

Dean Gulden - 67-68 Chairman

**DEPARTMENT
OF
MATHEMATICS**

MR. HAUGSBY, chairman, MISS DURKEE, MR. FOLLINGSTAD

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: 24 credits above 43, including 58, 67, 72, 73, 83, 84.

Teaching major: 32 credits above 43, including 58, 64, 67, 72, 73, 80, 83, 84.

Minor: 12 cr. above 43.

Recommended for those considering further study: 36 credits above 43, including 58, 64, 67, 72, 73, 83, 84, 85, 92.

See under Curriculums for suggested course of study.

■ **13, 14 INTRODUCTION TO COLLEGE MATHEMATICS 5, 5 crs.**

A terminal course in mathematics with sufficient content to prepare for calculus. Analytic geometry, abstract algebra, logic, mathematical statistics, differential and integral calculus. [Prereq.: 3 years of high school mathematics. 13, Fall, Winter. 14, Winter, Spring.]

■ **19 MATHEMATICAL ANALYSIS 5 crs.**

Treatment of college algebra with work in analytic geometry, modern algebra and mathematical statistics. Intended for students with a good mathematical background but who do not enter calculus directly. Students may not receive credit for this course if they have credit for 13, 14. [Prereq.: Higher Algebra and mathematics placement test. Fall, Winter.]

■ **41, 42, 43 CALCULUS AND ANALYTIC GEOMETRY 5, 5, 5 crs.**

Topics of the elements of plane and solid analytic geometry integrated with differential and integral calculus including calculus of several variables, applications, and series. [Prereq.: 14 or 19 or 4 yrs. H.S. math. and math. placement test. 41, Fall, Winter. 42, Winter, Spring. 43, Spring, Fall.]

**UPPER DIVISION
COURSES**

■ **56 BASIC CONCEPTS OF ARITHMETIC 4 crs.**

Presents the patterns of mathematics underlying arithmetic and geometry. Emphasis is placed on the inductive techniques of discovery of such patterns. Includes the ideas of modern elementary school mathematics curricula. Primarily for elementary education majors. [Fall.]

■ **58 DIFFERENTIAL EQUATIONS 4 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. [Prereq.: 43. Winter.]

■ **64 MODERN GEOMETRY 4 crs.**

An analytic study of advanced Euclidean, projective, non-Euclidean, and finite geometries. An introduction to the geometry of transformations of the plane. [Prereq.: 43. Spring.]

■ 67 PROBABILITY AND STATISTICS

4 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. [Prereq.: 43. Spring.]

■ 72, 73 MODERN ALGEBRA

4, 4 crs.

The basic algebraic systems presented from an abstract point of view. Topics include the theory of groups, rings, fields, vector spaces and modules, and linear transformations. A development of the real and complex number systems. [Prereq.: 43. 72, Winter. 73, Spring.]

■ 80 FOUNDATIONS OF MATHEMATICS

4 crs.

The underlying structure of mathematics considering set theory, mathematical logic and the axiomatic method. Applications are made to various branches of mathematics such as number theory, algebra, geometry, and topology. [Prereq.: 43, Winter.]

■ 83, 84, 85 ADVANCED CALCULUS

4, 4, 4 crs.

Considers the fundamental notions of calculus for functions of several variables. A treatment of differentiable forms and manifolds in n-dimensional Euclidean space as well as a more traditional vector analysis approach. Stress is placed on the theory of functions of real and complex variables especially during the last term. [Prereq.: 43. 83, Fall. 84, Winter. 85, Spring.]

■ 92 INDEPENDENT STUDY

2-4 crs.

Student chooses an area to study independently; meets with a mathematics faculty member at least one hour per week. [Prereq.: 73 and 85. Fall, Winter, Spring.]

Spring 1966-67

Elements of Computer Sci. \$ 20.00 lab. fee per sec. (1967-68)
Computer Science

MEDICAL TECHNOLOGY MAJOR

See under Curriculums.

MR. LANDA, chairman, MISS AASKOV, MISS ANDERSON,
MISS BINFORD, MR. CANNON, MR. CREPEAU, MR. HANSEN,
MRS. JAUNLININS, MRS. JOHNSON, MRS. KINGSLEY,
MRS. NASHAN, MISS ROZENTALS

DEPARTMENT
OF
MODERN
LANGUAGES

The Department of Modern Languages seeks to give the student a knowledge of a modern language: its pronunciation, its structure, and its idiomatic expression, in terms of listening, speaking, reading and writing skills. At the same time it aims to develop in the student a sympathetic interest in the history and life of the people whose language he is learning, transmitting the best of their literary, cultural and religious heritage.

The department prepares specifically for communication skills, for teaching at the junior and senior high school level and for graduate study.

The beginning and intermediate courses of a second modern language are needed for graduate study. Two terms of Latin are also recommended.

Students may not receive credit for both 3, 4 and 5, 6 in the same language.

*U of M
Lang.
Coop. E.
Mod. L.*

□ FRENCH

Major: 30 credits above 6, including 55, 63, 64, 72 or 74, 84.

Minor: 15 credits above 6, including 55, and two of 63, 64, 84.

■ 1, 2 BEGINNING FRENCH

5, 5 crs.

Provides basic experience in understanding, speaking, and reading French with oral and writing practice in the basic structural patterns of the language, both in class and laboratory assignments. [1, Fall, Winter. 2, Winter, Spring.]

■ 3, 4 INTERMEDIATE FRENCH

4, 4 crs.

Continues training in aural-oral skills, structure of the language and reading comprehension that will lead to cultural appreciation and the reading knowledge needed for general pursuits. Grammar review, selected reading, and laboratory practice included. [Prereq.: 2 or equiv. 3, Fall, Spring. 4, Winter, 1966-67. Fall, Winter, 1967-68.]

■ 5, 6 INTERMEDIATE FRENCH

4, 4 crs.

Continues training in comprehension, conversation and reading skills with grammar review as a means to accuracy and facility in oral and written expression. Class discussion, selected reading, and laboratory material with cultural emphasis. Required for continuing study in French. [Prereq.: 2 or equiv. 5, Fall, Spring. 6, Winter, 1966-67. Fall, Winter, 1967-68.]

*5 Fall only
in 1966-67*



UPPER DIVISION
COURSES

■ 55 FRENCH CONVERSATION AND COMPOSITION 5 crs.

Thorough practice in correct oral and written expression with the aims of both fluency and facility. Classroom and laboratory emphasis on vocabulary enrichment, organization of materials, accuracy of pronunciation and grammatical refinement. Required for majors and minors. [Prereq.: 6 or #. Fall, Spring, 1966-67. Spring, 1967-68.]

■ 63, 64 SURVEY OF FRENCH LITERATURE

5, 5 crs.

The study of major French authors and literary movements in France, with the reading of whole literary works where possible. Lectures, discussion, oral and written reports in the language. Both terms required for the major; one term minimum for the minor. [Prereq.: 55 or equiv. 63, Fall, 64, Winter.]

■ 72 THE FRENCH NOVEL

5 crs.

Significant and representative French novels that show the evolution of this prose form to the present. Emphasis on literary works with lec-

ture, discussion, reports in the language. [Prereq.: 63, 64 or #. Spring, 1966-67.]

■ 74 THE FRENCH DRAMA

5 crs.

Significant and representative French plays that show the evolution of this genre from the classical to the modern period. Emphasis on the literary works with lectures, discussion, reports in the language. [Prereq.: 63, 64 or #. Spring, 1967-68.]

■ 84 ADVANCED FRENCH CONVERSATION AND COMPOSITION

5 crs.

Extensive training in accurate and effective speech and writing, with attention in listening and reading to the characteristic levels of French expression. Emphasis on refinement in style, organizational techniques, variety in form and subject. For majors and those intending to teach French. [Prereq.: 55. Fall, 1967-68.]

■ 91 DIRECTED READINGS

1-3 crs.
4-5 crs.

Study within a given topic or genre for enrichment or, if necessary, to replace French 72 or 74. Offered in any term, but no more than 3 credits may be earned in a given term. [Prereq.: 63, 64, or #. Fall, Winter, Spring.]

GERMAN

Major: 30 credits above 6, including 55, 63, 64, 72, 74, 84.

Minor: 15 credits above 6, including 55, and two of 63, 64, 84.

■ 1, 2 BEGINNING GERMAN

5, 5 crs.

Provides basic experience in speaking, understanding, and reading the German language, and comprehension of its structure through the acquisition of basic patterns of expression. Laboratory experience in the language is an integral part of the course. [Fall, Winter, Spring.]

■ 3, 4 INTERMEDIATE GERMAN

4, 4 crs.

A terminal course for students not intending to continue in German. Provides a foundation for a reading knowledge adequate for cultural and professional purposes. Some experience in oral expression and understanding of spoken German. [Prereq.: 2 or equiv. 3, Fall, Winter, 4, Winter, Spring.]

■ 5, 6 INTERMEDIATE GERMAN

4, 4 crs.

Continued conversation and composition to further comprehension and facility in expression. Selected readings for class discussion in the foreign language, with cultural emphasis. Laboratory work required. [Prereq.: 2 or equiv. 5, Fall. 6, Winter.]

■ 55 GERMAN CONVERSATION AND COMPOSITION 5 crs.

UPPER DIVISION
COURSES

Intensive practice in the spoken word, with emphasis on pronunciation and original composition. Audio-oral exercises in language laboratory recommended. Required for teachers, majors, and minors. [Prereq.: 6 or equiv. Fall, Spring, 1966-67. Spring, 1967-68.]

■ 63, 64 SURVEY AND REPRESENTATIVE READING 5, 5 crs.

From the beginnings up to modern times. Reading of significant authors in German, supplemented by lectures on the history and development of German literature and culture. Reports and discussion of selected works. Both terms for majors; one minimum for minors. [Prereq.: 55 or equiv. 63, Fall. 64, Winter.]

■ 72 GERMAN NOVEL AND NOVELLE

5 crs.

Reading in German and discussion of well-known prose writers representing various periods and movements in German literature. For teachers and majors. [Prereq.: 63, 64. Spring, 1966-67.]

■ 74 GERMAN DRAMA

5 crs.

Reading in German and discussion of outstanding dramatic works in the various representative periods (classical, 19th century, naturalism, impressionism, expressionism). For teachers and majors. [Prereq.: 63, 64 or equiv. Spring, 1967-68.]

■ 84 ADVANCED GERMAN CONVERSATION AND COMPOSITION

5 crs.

This course aims to give the major and prospective teacher more intensive training in oral expression, with stylistic refinement and organizational practice in writing. Laboratory work required. [Prereq.: 55. Fall, 1967-68.]

■ 91 INDEPENDENT STUDY

1-3 crs.

1-5 crs.

May serve as substitute for German 72 or 74, if necessary, and for enrichment. It is suggested that no student register for all five credits within one term. [Fall, Winter, Spring.]

more than

□ SCANDINAVIAN STUDIES

Major: 30 credits above 6, including 25, 26, 55, 72, 74, 84.

Minor: 19 credits above 6.

Teaching minor: 19 credits, including 55, 72 or 74, 84.

■ 1, 2 BEGINNING NORWEGIAN

5, 5 crs.

Introduction of the four basic language skills: speaking, listening, reading, and writing. Stress on spoken rather than literary Norwegian. Laboratory work and regular class attendance expected. [1, Fall, Winter, Spring. 2, Winter, Spring.]

■ 3, 4 INTERMEDIATE NORWEGIAN

4, 4 crs.

A terminal course for students not intending to continue with Norwegian language study. Vocabulary building and study of syntax through extensive readings in Norwegian literature. Some experience in oral expression. [Prereq.: 2 or equiv. 3, Fall, 4, Winter.]

■ 5, 6 INTERMEDIATE NORWEGIAN

4, 4 crs.

Continued conversation and composition to further comprehension and facility of expression. Selected readings in Norwegian used as basis for class discussion and exercises. Brief literature survey. Laboratory work expected. [Prereq.: 2 or equiv. 5, Fall. 6, Winter.]

■ 25 SCANDINAVIAN HISTORY

5 crs.

A survey of the history of Norden, including Finland and Iceland, with particular attention given to the historical development of political democracy. Knowledge of a Scandinavian language not required. [Fall, 1967-68.]

■ 26 MODERN SCANDINAVIA

5 crs.

A broad survey of Scandinavian culture with special emphasis on conditions and developments in the twentieth century. Knowledge of a Scandinavian language desirable but not required. [Spring, 1967-68.]

add only
1, Winter
1966-67

■ 55 NORWEGIAN CONVERSATION AND COMPOSITION

5 crs.

Intensive practice in spoken Norwegian with emphasis on pronunciation and original composition. Some attention given to regional variations in spoken Norwegian and to differences between the two official languages of Norway. Laboratory work expected. [Prereq.: 6 or equiv. Spring.]

■ 62 SCANDINAVIAN MUSIC

4 crs.

See description under Department of Music. This course may substitute for 25 or 26 for the major or minor by permission of the department chairman. [Spring.]

■ 72 THE MODERN SCANDINAVIAN NOVEL

5 crs.

Lectures will give a survey of the Scandinavian novel. Class discussion based on assigned reading of selected novels by **Jonas Lie**, **Sigrid Undset**, **Selma Lagerlöf**, **Pär Lagerkvist**, **Knut Hamsun**, **Haldor Laxness**, and others. Knowledge of a Scandinavian language desirable. Language majors and minors will be required to do assigned readings and written work in the Norwegian language. [Fall, 1966-67.]

■ 74 THE MODERN SCANDINAVIAN DRAMA

5 crs.

Assigned readings will include dramatic works by **Ibsen**, **Bjornson**, **Strindberg**, **Lagerkvist**, **Munk**, and other twentieth century dramatists. Lectures will stress Ibsen and Strindberg. Knowledge of a Scandinavian language desirable. Language majors and minors will be required to do assigned readings and written work in the Norwegian language. [Spring, 1966-67.]

■ 84 ADVANCED NORWEGIAN CONVERSATION AND COMPOSITION

5 crs.

Further intensive training in oral and written expression in Norwegian. Some attention given to the other Scandinavian languages and to the historical development of Norwegian. Laboratory work. Required for all majors and teaching minors. [Prereq.: 55 or equiv. Fall, 1967-68.]

■ 91 INDEPENDENT STUDY

1-5 crs.

This is primarily intended as an enrichment course, though it may serve as a substitute for 72 or 74 under special conditions. Paper must be written in Norwegian. Available any term to majors and minors. [Fall, Winter, Spring.]

*not offered
1966-67*

SPANISH

Major: 30 credits above 6, including 55, 63, 64, 72 or 74, 84.

Minor: 15 credits above 6, including 55, and two of 63, 64, 84.

■ 1, 2 BEGINNING SPANISH

5, 5 crs.

Aims to develop the four basic skills: understanding, speaking, reading, and writing of elementary Spanish. Laboratory work an integral part of the course. [Fall, Winter, Spring.]

■ 3, 4 INTERMEDIATE SPANISH

4, 4 crs.

Grammar review with emphasis toward reading comprehension and cultural appreciation. Further laboratory work. [Prereq.: 2 or equiv. 3, Fall, Winter, Spring. 4, Winter, Spring.]

*3 offered in
Fall, Winter*

■ 5, 6 INTERMEDIATE SPANISH

4, 4 crs.

Continued conversation, composition, and review of grammar to further comprehension and facility in expression. Selected readings with cultural emphasis for class discussion in Spanish. Further laboratory work.

Required for the major and minor. [Prereq.: 2 or equiv. 5, Fall, 6, Winter.]

UPPER DIVISION
COURSES

■ 55 SPANISH CONVERSATION AND COMPOSITION 5 crs.

Thorough oral and written practice in correct expression with the aims of fluency and facility. Enrichment of vocabulary. Extensive laboratory work. [Prereq.: 6 or equiv. Fall, Spring, 1966-67. Spring, 1967-68.]

■ 63, 64 SURVEY OF SPANISH LITERATURE 5, 5 crs.

A study of representative authors in Spanish literature, supplemented by lectures on the literary movements and development of Spanish literature. Lectures, discussion, written and oral reports in the language. Laboratory work. Both terms required for the major, one term minimum for the minor. [Prereq.: 55 or equiv. 63, Fall, 64, Winter.]

■ 72 THE SPANISH NOVEL 5 crs.

Study of the outstanding novelists in Spain. Emphasis on the Golden Age and the modern period. Oral and written reports in the language. [Prereq.: 63, 64. Spring, 1966-67.]

■ 74 SPANISH DRAMA 5 crs.

Study of the masterpieces of dramatic literature in Spain. Emphasis on the Golden Age and the contemporary period. Oral and written reports in the language. [Prereq.: 63, 64 or #. Spring 1967-68.]

■ 84 ADVANCED SPANISH CONVERSATION AND COMPOSITION 5 crs.

Aims to give an extensive training in oral expression, organizational practice in writing with stylistic refinement. Appreciation of differences in speech existent in the Spanish-speaking countries. Laboratory work required. For majors and those intending to teach Spanish. [Prereq.: 55. Fall, 1967-68.]

■ 91 INDEPENDENT STUDY ^{1-3 crs.} ~~1-5 crs.~~

Study of representative Hispanic American writers. Available any term. May serve as substitute for Spanish 72 or 74, if necessary. It is suggested that no student register for all five credits within one term. [Prereq.: 63, 64, or #. Fall, Winter, Spring.]

DEPARTMENT
OF
MUSIC

MR. SATEREN, chairman, MR. DAVENPORT, MR. GABRIELSEN,
MR. GIBSON, MR. JOHNSON, MR. KARLEN, MR. SAVOLD,
MR. SUTYAK, MRS. THUT, MR. THUT

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 the study of music on the graduate level.

General instruction is afforded other students who wish to broaden their cultural background with an understanding of and appreciation for the music of the masters.

Major: 68 credits. Courses 1 through 22, 50 or 53, 54, 57, 58, 60-62, and 76; 12 credits in applied music, and two years as a member of one of the college music organizations.

Teaching major: 57 credits. Courses 1 through 22, 50 or 53, 54, 58, 60, and 61; 9 credits in applied music, and two years as a member of one of the college music organizations.



Minor: 27 credits. Courses 1-3, 20, 57, and 4 elective credits; 3 credits in applied music, and one year as a member of one of the college music organizations.

One public performance in their area of specialization is required of majors during either the junior or senior year. 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.

All majors and minors are required to pass a piano proficiency examination 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 and with correct fingering, at moderate speed and from memory; (b) a Bach two-part invention or a classical sonata; (c) a romantic or modern piece showing expression; and (d) sight reading pieces of hymn-tune grade. One of the pieces (b or c) must be played from memory.

During his junior and senior years, a student who has been certified as a music major by the Department of Music is given required applied music lessons in the area of his concentration without extra cost provided such study is with a member of the Augsburg College music faculty. The total of applied music credits earned under this provision may not exceed six.

See under Curriculums for suggested courses of study.

*Voice, voice
organ,
not Voc
Instrument*

■ **1 THEORY 1** 4 crs.

Principles of notation, major and minor scales, intervals, triads and rhythms, and their application in written exercises; aural skills, sight reading, dictation, and part-singing. [5 lect. **Prereq.:** Passing theory entrance test. **Fall.**]

■ **2 THEORY 2** 5 crs.

The use of scales, intervals, and chord formations in written exercises. Harmonization of figured and unfigured bass and melody. [**Prereq.:** 1. **Winter.**]

■ **3 THEORY 3** 4 crs.

Sixteenth century vocal counterpoint with examples from the music of **Palestrina** and **di Lasso**. Writing two-, three-, and four-part polyphony in the church modes. [**Prereq.:** 2. **Spring.**]

■ **20 THEORY 4** 4 crs.

Advanced work in harmonization; modulation, advanced chord progressions, suspensions, retardations, and ornaments of music. [**Prereq.:** 3. **Fall.**]

■ **21 THEORY 5** 4 crs.

Eighteenth century counterpoint with examples from the music of **J. S. Bach**; synthesis of tonal harmonic and contrapuntal writing. Writing two- and three-part inventions, a four-voice fugue, and a chorale prelude. [**Prereq.:** 20. **Winter.**]

■ **22 THEORY 6** 4 crs.

Form and structure in music; harmonic analysis. [**Prereq.:** 21. **Spring.**]

■ **30 INTRODUCTION TO THE FINE ARTS** 4 crs.

The development of music from 1600 to the present through the study of selected works of great composers from each period. Emphasis is placed upon relationships between music and the other fine arts. Participation in the cultural life of the community leading towards appreciation and criticism. For the non-music major. [**Winter, 1966-67. Fall, Spring, 1967-68.**]

UPPER DIVISION
COURSES

■ **50 CHORAL TECHNIQUE** 4 crs.

Fundamentals of voice culture as related to choral ensemble; methods, materials, and techniques. [**Spring.**]

■ **53 INSTRUMENTAL TECHNIQUE** 4 crs.

Class instruction in the techniques of playing reed and string instruments. [**Fall.**]

■ **54 INSTRUMENTAL TECHNIQUE** 4 crs.

Class instruction in the techniques of playing brass and percussion instruments. [**Winter.**]

■ **57 CONDUCTING** 3 crs.

Techniques of conducting, preparation of and conducting choral scores, organization and administration of choral ensembles. [3 double periods. **Prereq.:** 22 or #. **Winter.**]

■ **58 CONDUCTING** 3 crs.

Preparation of and conducting instrumental and combined vocal-instrumental scores, organization and administration of instrumental ensembles. [3 double periods. **Prereq.:** 57 or #. **Spring.**]

- **60 HISTORY AND LITERATURE OF MUSIC** 5 crs.
Music of the Renaissance, Baroque, and Classical eras. [Fall.]
- **61 HISTORY AND LITERATURE OF MUSIC** 4 crs.
Music of the Romantic and Modern eras. [Winter.]
- **62 SCANDINAVIAN MUSIC** 4 crs.
The music of Scandinavia since 1700. [Spring.]
- **70 HYMNS AND MUSIC OF THE CHURCH** 4 crs.
Development of the music of the Christian church, with special attention to the Protestant heritage. Designed for the general student as well as for organists, choir directors, and pre-theological students. [Fall, 1966-67.]
- **76 ORCHESTRATION AND CHORAL ARRANGING** 4 crs.
The craft of orchestrating and arranging music for instrumental and vocal ensembles of varying sizes and types. [4 lect.-labs., 1 disc. Prereq.: 22, 53, 54, 58. Fall.]
- **87 PERFORMANCE WORKSHOP** 0 cr.
Student recitals affording opportunity for public performance. Acquaints students with a repertory of musical excellence. [One evening per month. Fall, Winter, Spring.]

APPLIED MUSIC

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

- **PIANO** 1 cr.
Technique as needed, repertoire, performance, accompanying. Only those credits earned in piano **after** the piano proficiency examination has been passed may be applied toward the music major or minor. [Fall, Winter, Spring.]
- **ORGAN** 1 cr.
Technique as needed, repertoire, performance, hymn-playing, accompanying. [Prereq.: Basic piano technique and #. Fall, Winter, Spring.]
- **VOICE** 1 cr.
Correct habits of pronunciation and articulation, breath control, flexibility, ear-training as needed, interpretation of song classics—both sacred and secular. [Fall, Winter, Spring.]
- **WOODWIND INSTRUMENTS, BRASS INSTRUMENTS** 1 cr.
Technique as needed, repertoire, performance. [Fall, Winter, Spring.]

MUSIC ORGANIZATIONS

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

- **CHOIR**
Membership is by audition and restricted to 65 singers. [4 rehearsals per wk. Fall, Winter, Spring.]
- **CONCERT BAND**
Membership is by audition. [4 rehearsals per wk. Fall, Winter, Spring.]

will acc for fine requirements

will go to meeting Re reqs upper div requirements

Suggest (Music 0) 39 68

add: Violin

add: Str Instr

Reading O Fall

■ ORCHESTRA

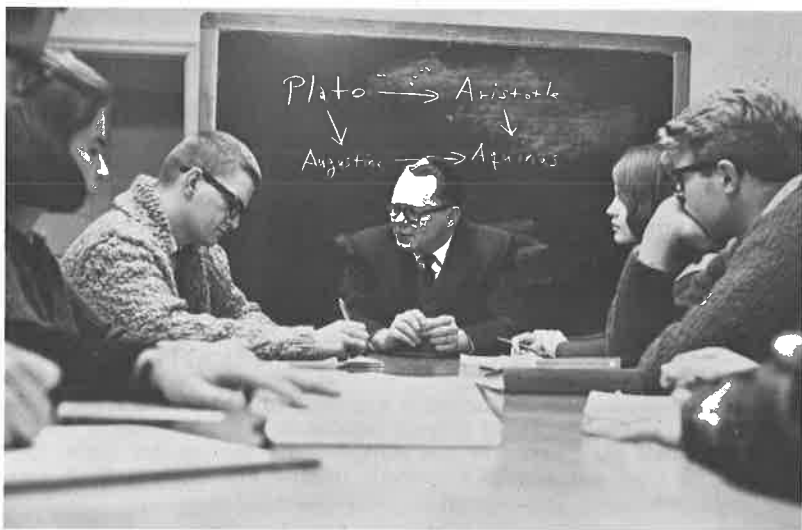
Membership is by audition. [3 rehearsals per wk. **Fall, Winter, Spring.**]

■ CHORAL CLUB, REPERTOIRE BAND, INSTRUMENTAL ENSEMBLE

Membership is by audition or consent of director. [2 rehearsals per wk. **Fall, Winter, Spring.**]

□ NATURAL SCIENCE MAJORS

See under Curriculums.



DEPARTMENT OF PHILOSOPHY

MR. HALVERSON, chairman, **MR. BAILEY**, **MR. JOHNSRUD**,
MR. SCHMIEGE

Mr. Sandin - 67-68 Chairman

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 ethics.

Major: 46 credits, including 21, 23, 41, 42, 43.

Minor: 32 credits, including 21, 23, 41, 42, 43.

See under Curriculums for a suggested course of study.

■ 21 PROBLEMS OF PHILOSOPHY

4 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.

[**Fall, Winter, Spring.**]

■ 23 LOGIC

5 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. [**Fall, Spring.**]

■ 41 ANCIENT AND EARLY MEDIEVAL

4 crs.

A historical survey of the outstanding men and movements in the

development of philosophical thought from the Greeks through St. Thomas Aquinas. [Prereq.: 21 or #. Fall.]

■ 42 LATE MEDIEVAL AND EARLY MODERN 4 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. [Prereq.: 21 or #. Winter.]

■ 43 RECENT AND CONTEMPORARY 4 crs.

A survey of the most important trends in Western philosophical thought in the nineteenth and twentieth centuries. [Prereq.: 21 or #. Spring.]

■ 61 PHILOSOPHY OF RELIGION 5 crs.

An enquiry into the nature of religious faith and experience, with special attention to the problem of the nature of religious language. [Prereq.: 43 or #. Fall, 1966-67.]

■ 63 PHILOSOPHY OF SCIENCE 5 crs.

A study of the meaning, methods, and implications of modern science by means of an analysis of basic concepts, presuppositions and procedures. [Prereq.: 23 or #. Winter.]

■ 71 ETHICS 5 crs.

An enquiry into the principles of morals and ethics, the nature of moral experience, and an analysis of the language of ethical discourse. [Prereq.: 43 or #. Winter, 1966-67.]

■ 73 METAPHYSICS 5 crs.

An enquiry into the nature of metaphysics, the function of metaphysical language, and an examination of major historical and contemporary views. [Prereq.: 43 or #. Winter 1967-68.]

■ 75 EPISTEMOLOGY 5 crs.

An enquiry into the bases of claims to knowledge of various sorts and into the possibility of general criteria of truth and falsity. [Prereq.: 43 or #. Fall, 1967-68.]

■ 81 SEMINAR IN PHILOSOPHY 5 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. [Prereq.: 43 or #. Spring.]

■ 91 INDEPENDENT STUDY 2-5 crs.

For philosophy majors. Individual study and research on some philosophical topic of interest to the student, worked out in consultation with the faculty advisor. [Prereq. 43 or #. Fall, Winter, Spring.]

PHYSICAL EDUCATION

See under Department of Health and Physical Education.

MR. HANWICK, chairman, MR. MOYER

DEPARTMENT
OF
PHYSICS

Recognizing the importance of physics in contemporary life and realizing that keeping abreast of the rapid advances in some areas is almost impossible, although necessary, it is the desire of the department to bring to the students not only the basic concepts, but also insights into recent developments. By so doing it is hoped that challenges will

arise, be met, and so stimulate sound thinking, perceptive judgment, and an interest in experimental techniques. To this end the department prepares some students for graduate studies and some for the teaching profession. The liberal arts tradition is served by offering courses that will enable a student to follow developments with some degree of comprehension.

Major: 48 credits, including 21, 22, 23, 51, 52, 61, 62, 63, 81, 82, and 5 credits of 77.

Recommended for graduate school: 53, 70, 75, 83 in addition to courses listed for the major.

Minor: 29 credits.



■ **1 ASTRONOMY**

4 crs.

A descriptive course requiring only elementary mathematics. Our solar system, the stars, and galaxies. The necessary optical instruments are explained, and use is made of a 12" reflecting telescope. Occasional night viewing. [Fall, Winter.]

■ **3 INTRODUCTION TO PHYSICS**

4 crs.

A survey of physics, touching on some aspects of mechanics, heat, sound, electricity and magnetism, optics and atomic physics. The goals, methods and concepts are studied in a historical and contemporary context. Not intended for majors in physics. [4 lect., 2 hrs. lab. Spring.]

■ **21, 22, 23 GENERAL PHYSICS**

5, 5, 5 crs.

A rigorous study of the concepts of mechanics, fluids, heat, sound, optics, electricity, and magnetism, and some aspects of modern physics. For majors in physics and other specified fields. Must be taken in sequence. [5 hrs. lect.-recit., 2 hrs. lab. Prereq.: Math. 41, 21, Fall. 22, Winter. 23, Spring.]

■ 50 NUCLEAR LABORATORY

1 cr.

For non-physics majors who have the equivalent of Course 3. Dealing with methods for detecting and measuring radiations from radioactive substances using geiger tubes, windowless counter, gamma ray spectrometer, and scaling circuits. [2 hrs. per wk. **Winter.**]

■ 51, 52 MECHANICS

4, 4 crs.

The classical equations of motion are presented for a single particle, a system of particles, and for rigid bodies. Stationary and moving frames of reference are used. Must be taken in sequence. [**Prereq.:** 23, **Math. 58. 51, Fall. 52, Winter.**]

■ 53 MECHANICS

4 crs.

A restatement of classical mechanics employing **Lagrange's** equations. Rigid body mechanics and small oscillations are included. [**Prereq.:** 52, **Math. 58. Spring.**]

■ 61 ELECTRONICS

4 crs.

A review of D.C. and A.C. circuits before introducing the electron tube and some circuit applications. The study of solid state diodes and transistors with applications to certain circuits. [**Prereq.:** 23, **Math. 43. Fall.**]

■ 62, 63 ELECTRICITY AND MAGNETISM

4, 4 crs.

Treats the classical electromagnetic theory using vector calculus throughout. Topics include electrostatics, magnetostatics, solutions of **Laplace's** and **Poisson's** equations and the use of **Maxwell's** equations to the solution of problems in electromagnetic wave phenomena. [**Prereq.:** 61, **Math. 58. 62, Winter. 63, Spring.**]

■ 70 OPTICS

4 crs.

Both geometrical and physical optics are presented with the greater emphasis on the latter. Reflection and refraction, interference, diffraction and polarization. [**Prereq., 23, Math. 43. Spring.**]

■ 75 MODERN PHYSICS

4 crs.

A phenomenological introduction to modern physics that includes the Special Theory of Relativity, atomic theory, radiation, particles and nuclear models. [**Prereq.:** 23, **Math. 43. Fall.**]

■ 77 ADVANCED PHYSICS LABORATORY

1 cr.

Independent laboratory investigations. Numerous experiments including mechanics, electricity, optics, nuclear physics. Students may take this course five times for credit with the last term devoted to some research project. [3 hrs. per wk. **Prereq.:** 23. **Fall, Winter, Spring.**]

■ 81, 82 THERMAL PHYSICS

4, 4 crs.

Study of thermal properties, using as illustrative material the properties of gases, low temperature phenomena, and **Curie's** law substances. Three main divisions: classical thermodynamics, kinetic theory, and an introduction to statistical mechanics. [**Prereq.:** 52, **Math. 84. 81, Fall. 82, Winter.**]

■ 83 INTRODUCTION TO SOLID STATE PHYSICS

4 crs.

A study of the physical properties of solids, particularly the properties exhibited by atoms and molecules by virtue of their location in a regular crystal lattice. [**Prereq.:** 82, **Math. 84. Spring.**]

**DEPARTMENT
OF
POLITICAL
SCIENCE**

MR. STENSHOEL, chairman, MRS. NOONAN

Augsburg's offerings in political science are intended to facilitate an understanding of the processes, concepts, and institutions of governance; to provide an intellectual basis for effective and informed citizenship; and to help prepare interested students for additional work at the graduate or professional level, in such areas as law, political science, public administration, and international relations.

Major: 45 credits, including 20, 21, 22; and at least one course in each of the four areas indicated by the numbering. Courses numbered in the 50's are in the area of Comparative Government; 60's, International Relations; 70's, Public Law; and 80's, Political Theory.

Minor: 27 credits, including 20, 21, 22; and at least one course in each of three of the four areas indicated above.

A maximum of nine credits toward a political science major may be earned from among certain specific courses offered by the departments of history and economics. For information, see the Chairman of the Department of Political Science.

Course 20, 21, or 22 will meet the general education requirement in political science or economics.

■ **20 AMERICAN GOVERNMENT I:**

FOUNDATIONS OF AMERICAN DEMOCRACY 5 crs.

Introductory exploration of the nature, assumptions, and conditions of democratic development in the United States. Historical, economic, social, ideological and legal factors are considered. The American system is compared with democratic and non-democratic alternatives, including Communism. [Fall.]

■ **21 AMERICAN GOVERNMENT II:**

AMERICAN NATIONAL GOVERNMENT 5 crs.

A descriptive, analytical, and critical approach to the roles and functions of the Presidency, the bureaucracy, the Congress, and the Supreme Court in the American political system. [Winter.]

■ **22 AMERICAN GOVERNMENT III:**

POLITICS AND THE FEDERAL SYSTEM 5 crs.

The political process is explored in the working of the two-party system and in the impact of pressure groups in the determination of public policy. The problems of state and local governments and the changing patterns of intergovernmental relationship are examined. [Spring.]

**UPPER DIVISION
COURSES**

■ **50 WESTERN EUROPEAN GOVERNMENTS 4 crs.**

A comparative analysis of the respective political theories, institutions, and processes of selected European states. [Prereq.: 20, 21, or 22, or #. Winter, 1966-67.]

■ **51 CONTEMPORARY COMMUNIST GOVERNMENTS 4 crs.**

The political processes of the Soviet Union and other Communist states are analyzed in terms of ideological assumptions, the party role and institutional forms. Communist practices are compared with those of democratic governments. [Prereq.: 5 crs. in Am. Gov't, or #. Offered on demand, Winter.]



■ **60 INTERNATIONAL POLITICS** 4 crs.

The basic factors involved in international relations, the formulation of national foreign policies, and the implementation of policy through diplomacy and other means. [Prereq.: 20, 21, or 22, or #. Fall, 1966-67.]

■ **61 INTERNATIONAL ORGANIZATION** 4 crs.

The evolution and functions of international organizations, emphasizing the assumptions, activities, procedures and role of the United Nations. [Prereq.: 20, 21, or 22, or #. Offered on demand, Fall.]

■ **70 CONSTITUTIONAL LAW I** 4 crs.

The legal-political-philosophical role of the judiciary in the American constitutional system is analyzed via a study of significant cases decided by the U.S. Supreme Court. [2 double hrs. per wk. Prereq.: 10 crs. in Am. Gov't or #. Fall, 1966-67.]

■ **71 CONSTITUTIONAL LAW II** 4 crs.

A continuation of course 70, emphasizing the protections afforded individual rights and liberties under the Bill of Rights and the Fourteenth Amendment. [2 double hrs. per wk. Prereq.: 70. Winter, 1966-67.]

■ **80 POLITICAL THOUGHT TO 1800** 4 crs.

Analysis of selected readings from outstanding political philosophers from Plato through Burke. Emphasis is placed upon elements reflected in Western democratic thought. [2 double hrs. per wk. Fall, 1967-68.]

■ **81 RECENT POLITICAL THOUGHT** 4 crs.

Conflicting ideologies of recent political thinkers, including anarchist, Communist, elitist, and democratic views. [2 double hrs. per wk. Winter, 1967-68.]

■ **84 CONTEMPORARY POLITICAL ANALYSIS** 4 crs.

An investigation of the theory-building and model-building of selected contemporary political scientists, and of their philosophical and methodological assumptions. For majors in political science. [Offered on demand. Spring.]

■ **90 INDEPENDENT STUDY** 3 crs.

Registration by special permission. [Fall, Winter, Spring.]

■ **95 SEMINAR** 3 crs.

Consult department chairman for information concerning terms and subject matter. [Prereq.: #. Spring.]

**DEPARTMENT
OF
PSYCHOLOGY**

Hyrad
MRS. HENRICHS, chairman, **MRS. ANDEREGG**, **MRS. HOWARD**

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 human behavior.

Major: 36 credits, including 5, 59, 61, 62, 64, 81, 84, and 91. In addition, Soc. 61 is required.

Minor: 24 credits including 5, 59, and 87.

■ **5 GENERAL PSYCHOLOGY** **5 crs.**

A study of basic processes underlying behavior. The general principles and methods of psychology are examined as they apply to the many areas of specialization in psychology. [Prereq.: So. or #. Fall, Winter, Spring.]

■ **7 GENERAL PSYCHOLOGY SEMINAR** **1 cr.**

Offered in connection with course 5 for one additional credit. It includes advanced readings and discussion on general psychology topics. [Prereq.: #. Fall, Winter, Spring.]

**UPPER DIVISION
COURSES**

■ **50 EDUCATIONAL PSYCHOLOGY** **4 crs.**

See under Secondary Education.

■ **55 HUMAN GROWTH AND DEVELOPMENT** **4 crs.**

See under Elementary Education.

■ **59 PSYCHOLOGICAL MEASUREMENT I** **4 crs.**

Theory and principles of measurement and testing. Examination given to the purposes, construction and use of measurement devices in personnel work of business and industry. [Prereq.: 5, and Soc. 61. Fall.]

■ **60 PSYCHOLOGICAL MEASUREMENT II** **4 crs.**

Administration and interpretation of standardized tests of intelligence, aptitude, interest, achievement and personality. Special emphasis given to the use of the Revised Stanford-Binet and Wechsler Adult Intelligence Scale in supervised practice situations. [Prereq.: 59. Spring.]

■ **61 PERSONALITY I: APPROACHES TO PERSONALITY** **4 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. [Prereq.: 5. Fall.]

■ **62 PERSONALITY II: ABNORMAL PSYCHOLOGY** **4 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. [Prereq.: 61. Winter.]

■ **64 EXPERIMENTAL PSYCHOLOGY** **4 crs.**

An introduction to experimental methodology in psychology: experimental design, operations, and data analysis. [Prereq.: 5 and Soc. 61. Spring.]

■ **75 SOCIAL PSYCHOLOGY** **5 crs.**

See under Department of Sociology.

■ **81 HISTORY AND THEORY** **4 crs.**

A survey of ideas and events of importance in the development of current areas of psychology. [Prereq.: 13 crs. in psych. or #. Fall.]

■ **84 RESEARCH PROBLEMS**

2-3 crs.

Independent study in which students conduct individual research projects. [Prereq.: #. Fall, Winter, Spring.]

■ **85 COUNSELING PSYCHOLOGY**

4 crs.

An introduction to the basic principles, methods, and techniques of counseling. Consideration given to goals and ethical problems in a counseling relationship. [Prereq.: 62. Winter.]

■ **87 DIFFERENTIAL PSYCHOLOGY**

4 crs.

Survey of individual and group differences and factors such as age, heredity, sex and environment which contribute to variations in ability and temperament. [Prereq.: 5. Fall.]

■ **91 SEMINAR IN PSYCHOLOGY**

3 crs.

A study of psychological problems in the contemporary world. [Prereq.: 17 crs. in psych. or #. Spring.]



MR. P. A. QUANBECK, chairman, MR. BENSON, MR. COLACCI, MR. DUMPYS, MR. HUSFLOEN, MR. MANDSAGER, MR. SKIBBE, MR. SONNACK.

**DEPARTMENT
OF
RELIGION**

The courses in religion are intended to assist the student in his reflection on the meaning of the Christian Church through the study of its beliefs, its scripture, and its mission.

The graduation requirement includes 18 credits in religion. Of these credits 10 must be in the lower division, and at least 8 must be upper division. Freshmen are required to take course 11; sophomores, course 21. Courses 11 and 21 are prerequisites for all upper division courses. Only one of courses 53, 54 may apply toward the graduation requirement. Requirements for transfer students will be determined at the time of admission.

Major: 46 credits, including one course from each of the following groups of courses plus one seminar: 51-59; 61-63; 71-74; 81-85. Also required are: two courses each in history, literature, philosophy (above 21); and one course in either sociology or psychology (above 5). Two courses of upper division Greek may be counted toward a major in religion.

Minor: 26 credits.

■ **11 INTRODUCTION TO THEOLOGY** 5 crs.

An introduction to the academic discipline of theology and to the dialogue between the church and the world which concerns Christian doctrine. [Fall, Winter, Spring.]

■ **21 BIBLICAL STUDIES** 5 crs.

The origin, literary character, and transmission of the biblical documents. The task of biblical interpretation. The history of Israel and the emergence of the church. [Fall, 1966-67. Fall, Winter, Spring, 1967-68.]

UPPER DIVISION
COURSES

*0 - Music
church -
study -
upper
division*

■ **51 THE TEACHING MINISTRY OF THE CHURCH** 4 crs.

The historical development and theological foundation of education in the church. The relationship of the teaching and preaching ministries. Methods and means of teaching, and the task of Christian education today. [Winter.]

■ **52 THE THEOLOGY AND FORM OF CHRISTIAN WORSHIP** 4 crs.

A study of the origin of Christian worship, the development of the various liturgical traditions and the recent liturgical innovations. Attention will be given to both the theology and the form of worship. Visits will be made to a variety of worship services. [Winter.]

■ **53 HISTORY OF RELIGIONS I** 4 crs.

A study of primitive religion and several religions of the Near East, including Islam and Zoroastrianism. [Fall.]

■ **54 HISTORY OF RELIGIONS II** 4 crs.

A study of several religions of the Far East, including Hinduism, Buddhism, Confucianism, and Taoism. [Winter.]

■ **59 RELIGION AND SOCIETY** 4 crs.

An examination of the relation of religious values to institutional aspects of the social structure, particularly church organization. Some implications for contemporary theological thought are explored. [Fall.]

■ **61 EARLY CHRISTIAN FATHERS** 4 crs.

The development of certain fundamental theological doctrines from the time of the Apostolic Fathers up to the Ecumenical Councils of the early church. [Fall.]

■ **62 THEOLOGY OF THE REFORMERS** 4 crs.

An introduction to the theological thought of the Protestant reformers of the sixteenth century. Special attention to the writings of Martin Luther, John Calvin, and other representative figures. [Winter.]

■ **63 AMERICAN PROTESTANTISM** 4 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 environing culture. [Spring.]

■ 71 JESUS AND HIS INTERPRETERS

4 crs.

Consideration of the New Testament Documents, particularly the Gospels, dealing with their content, literary structure and relationships. Attention to the variety of interpretations given the person of Jesus, including the "quest for the historical Jesus." [Spring.]

■ 72 THE THEOLOGY OF PAUL

4 crs.

A study of the Apostle Paul including his historical background, his relationship to the early church, and some of the themes to be found in his writings. [Spring.] *Winter 1966-67*

■ 73 THE MESSAGE OF THE OLD TESTAMENT

4 crs.

The various types of Old Testament literature. The distinctive ideas of Hebrew thought with emphasis on the message of the prophets. [Winter.]

■ 74 STUDIES IN GENESIS ONE TO ELEVEN

4 crs.

A detailed study of these chapters, with discussion of their theological significance and their background in Israel and the ancient Near East. Special attention will be given to interpretive problems, particularly as related to history and science. [Spring.] *Spring 1966-67*

■ 81 CONTEMPORARY THEOLOGY

4 crs.

An introduction to some representative trends in Christian theological thought today, as seen from the systematic perspective, in the light of the continuing theological task of the Christian Church. [Spring.]

■ 82 CONTEMPORARY ROMAN CATHOLIC THEOLOGY

4 crs.

New trends of Roman Catholic theology as expressed in the writings of some of its representatives. Relation of new theological and biblical insights to the dogmatic definitions of the church. [Fall.]

■ 83 CHRISTIAN ETHICS

4 crs.

The bases of Christian social responsibility, in terms of theological and sociological dynamics. Emphasis on developing a constructive perspective for critical reflection upon moral action. [Fall.]

■ 84 CHRISTIAN VIEW OF MAN

4 crs.

The Christian doctrine of man and salvation. Its uniqueness and relevance to certain other contemporary views of the nature and destiny of man. [Spring.]

■ 85 THEOLOGY OF THE ECUMENICAL MOVEMENT

4 crs.

A study of the theological factors inherent in the origin, the various participating churches and the main results of the modern Ecumenical Movement. Representatives from various religious groups will be invited to lecture and lead discussions. [Winter.]

■ 86 SEMINAR

4 crs.

Special study in some field of theology. Registration is by permission of the instructor.

■ 87 INDEPENDENT STUDY

2-5 crs.

SCANDINAVIAN STUDIES

See under Department of Modern Languages.

SOCIAL SCIENCE MAJOR

See under Curriculums.



DEPARTMENT OF SOCIOLOGY

**MR. TORSTENSON, chairman, MR. ANDERSON, MR. BLOOM,
MRS. MADSON, MR. NEVASKAR, MR. NORDLIE**

The objectives of this department are to help students attain a better understanding of society, its order and forces of change, as well as to prepare students for social service and for graduate training in social work and in sociology. Beyond the understanding of society and beyond academic competence, the department aims to explore the relevance of Christianity to effective social service and to relate itself to the modern metropolis through research and participation in the community.

Major: 50 credits consisting of 20 lower division credits and 30 upper division credits, including 61, 62, 75, 91. Psych. 5 also required. Philosophy of Science is strongly recommended.

Major with Social Work Sequence: 50 credits consisting of 20 lower division credits and 30 upper division credits including 51, 52, 53, 54, 55, 56, 61. Psych. 5 also required.

Minor: 25 credits including 12, 43, 61.

Sociology 11 is prerequisite to all other sociology courses.

■ 11 MAN IN MODERN SOCIETY

4 crs.

The cultural and structural dynamics of the Western world as seen through sociological perspectives. A focus on normative patterns, social organizations, social institutions, and socialization in the context of social change. [Fall, Winter, Spring.]

■ 12 SOCIAL PROBLEMS

4 crs.

The dynamic processes at the root of contemporary social problems in the context of historical, social and cultural change. [Winter, Spring.]

■ 31 MARRIAGE AND FAMILY

5 crs.

Social and cultural configurations of family systems. The life cycle of the family including mate selection, marital interaction and adjustment, parent-child relationships, and the later years of married life. The family, society, and social change. [Winter, Spring.]

■ 41 INTRODUCTION TO ANTHROPOLOGY

4 crs.

Man's prehistory and contemporary primitive societies. An analysis of the origins of life and man, race and culture, and cultural and social anthropology including subsistence and crafts, marriage and kinship, social control, religion and magic, personality and culture, and cultural growth. [Fall.]

■ 42 RURAL AMERICAN COMMUNITY

4 crs.

The social origins, development, and contemporary forms of rural society and the small community. The European and American roots of the United States rural community, rural social movements, and rural life in the world perspective. [Winter.]

■ 43 MODERN URBAN COMMUNITY

4 crs.

The cultural and social organization of the city in historical perspective including the forms, processes, and problems of the modern metropolis. Seminar offered in connection with this course may be taken for one additional credit on approval of instructor. [Spring.]

■ 51 FIELDS OF SOCIAL WORK

4 crs.

Examines basic concepts and values in the practice of social work; historical development and trends in Social Policy and Programs in the U.S.; and surveys the social services offered through the various public and non-profit agencies and institutions. [Prereq.: Concurrent registration in 54. Fall.]

■ 52 INTRODUCTION TO METHODS OF SOCIAL WORK

4 crs.

Provides a beginning understanding of the three methods of social work—casework, group work, and community organization. Explores basic concepts of human growth and behavior and social process and their relationship to the methodology of social work. [Prereq.: 51, and concurrent registration in 55. Winter.]

■ 53 WELFARE ISSUES IN MODERN SOCIETY

4 crs.

Examines Social Welfare's responsibility and relevance to the problems of modern society including poverty, mental illness, automation, deviant behavior, mental retardation, and civil rights. Explores some of the recent experiments and new approaches to these problems both within and outside the Social Welfare field. Points up some of the current and re-occurring issues within and about Social Welfare in modern society. [Prereq.: 52 and concurrent registration in 56. Spring.]

■ 54, 55, 56 FIELD EXPERIENCE IN SOCIAL AGENCIES

1 cr. per term

Students are assigned five hours per week to work in a social agency such as a settlement house, or a hospital, public welfare, family service correction and services to the mentally retarded. Responsibilities vary according to the agency. From one to four students are assigned to each agency. The agency provides the supervision and recommended grade

UPPER DIVISION COURSES

for the course. No credit given unless all three quarters are completed. Must be taken concurrently with Soc. 51, 52, and 53. [54, Fall. 55, Winter. 56, Spring.]

■ 59 RELIGION AND SOCIETY 4 crs.
See Religion 59.

■ 61 INTRODUCTION TO SOCIAL STATISTICS 5 crs.
Scientific methods of collecting, organizing, comparing and interpreting socio-psychological data. Constructing graphs and tables, finding measures of central tendency, variability and association, and hypothesis testing. [Prereq.: high school algebra or equiv. Fall, Spring.]

■ 62 SOCIAL RESEARCH 5 crs.
Methods of investigation in sociology and psychology. An examination of procedures and problems of the research process. An analysis of research designs and techniques. The construction of questionnaires and other data-gathering tools. [Prereq.: 61. Winter.]

■ 73 CRIME AND DELINQUENCY 5 crs.
Non-normative behavior with an emphasis upon crime and delinquency. Gang-delinquency, white-collar crime, organized crime. The theories of crime causation, treatment, and prevention. [Spring.]

■ 75 SOCIAL PSYCHOLOGY 5 crs.
Society and the individual, the socialization process, the development of personality, the impact of group norms. The various theoretical schools of social psychology. Selective forms of collective behavior such as crowd, rumor, and audience. [Fall.]

■ 82 RACIAL AND MINORITY GROUP RELATIONS 5 crs.
The historical, cultural, structural and psychological dimensions of minority group relations. Major attention is focused upon prejudice, racism and civil rights in the American setting. Seminar offered in connection with this course may be taken for one additional credit on approval of instructor. [Winter.]

■ 83 INDUSTRIAL SOCIOLOGY 5 crs.
Large-scale organizations in contemporary industrial society. Bureaucracy, decision-making, formal and informal organizational structure and labor-management relations. [Spring.]

■ 91 MODERN SOCIOLOGY THEORY 5 crs.
The development and nature of the major theoretical schools of contemporary sociology, in the context of their historical settings in the nineteenth and twentieth centuries. Seminar offered in connection with this course may be taken for one additional credit on approval of instructor. [Fall.]

□ SPANISH
See under Department of Modern Languages.

**DEPARTMENT
OF
SPEECH**

MR. ANDERSON, chairman, MISS COLE, MRS. OLSON

This department aims to foster in students those 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.

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Major: 40 credits. Students who do not plan to go into secondary or elementary school teaching should consult with the department regarding preparation for graduate school or other post-graduate opportunities.

Teaching major: 44 credits. For secondary education students: 11, 32, 12 or 52, 51 or 55, 60, 61, 66, and 76. In addition, a course in logic is required, but credits in this course do not count toward the major.

Minor: 28 credits.

Teaching minor: 28 credits. For secondary education students: 11, 32, 51 or 55, 60, and 66. Course 76 is strongly recommended. For elementary education students: 11, 16, 60, 61, and 76.

For elementary education students, courses 16 and 76 are recommended. Elementary education students who have had speech in high school may request substitution of course 16 to fulfill the literature/speech requirement. Normally, courses 11 and 51 fulfill this requirement.

■ **11 BEGINNING SPEECH** **4 crs.**

Basic problems of effective speaking and critical listening. Meets five times per week. [Fall, Winter, Spring.]

■ **12 FORMS OF PUBLIC ADDRESS** **4 crs.**

Public speaking projects with emphasis on style, audience psychology, and adaptation to various situations. [Prereq.: 11. Winter.]

■ **16 STORY TELLING AND CREATIVE DRAMATICS** **4 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. [Fall, 1966-67.]

■ **21 DEBATE** **1 cr.**

Practice in debating the intercollegiate debate question of the year. Participation in intercollegiate debates. Open to all students. May be repeated four times for credit. [Fall, Winter.]

■ **28 STAGECRAFT** **4 crs.**

Construction, painting, and other aspects of scenery preparation. Open to all students. [Winter.]

■ **32 ACTING** **4 crs.**

An introduction to the art of acting. Practical work in pantomime and improvisation; participation in dramatic presentations. [Spring.]

■ **51 ARGUMENTATION** **5 crs.**

Application of logic in public speaking, discussion, and debates. It is recommended that students take logic before taking this course. [Fall.]

■ **52 ADVANCED PUBLIC SPEAKING** **5 crs.**

An introduction to classics in rhetoric; analysis of great speeches; practical work in speech writing. [Prereq.: 11. Winter.]

■ **55 GROUP LEADERSHIP AND DISCUSSION** **5 crs.**

Theories of group leadership; principles and types of discussion; practice in discussion techniques. [Spring, 1966-67.]

■ **60 INTERPRETATIVE READING** **5 crs.**

Basic principles of oral interpretation of literature. Practice in reading prose, poetry, and drama. [Winter.]

UPPER DIVISION
COURSES

■ 61 INTRODUCTION TO DRAMATIC ARTS

5 crs.

An introduction to history of the theater and to theories of drama and dramatic production. [Fall.]

■ 66 STAGE DIRECTION

5 crs.

Theory and practice of stage direction with laboratory exercises in planning productions and conducting rehearsals. [Spring.]

■ 67 LIGHTING AND SCENE DESIGN

5 crs.

History, theory, and practice of stage lighting and scene design. [Fall, 1967-68.]

■ 68 DRAMA IN THE CHURCH

5 crs.

History of drama in the church, reading and discussion of plays, study of uses of drama by the local congregation. [Spring, 1967-68.]

■ 76 SPEECH PATHOLOGY

5 crs.

Physical and psychological factors underlying normal and abnormal speech. An introduction to principles and methods of speech correction. [Spring.]

■ 91 INDEPENDENT STUDY

1-3 crs.

Selected topics in oral interpretation, acting, theater history, rhetorical theory, or speech pathology; individual projects with emphasis on the use of primary sources and methodology of research. [Fall, Winter, Spring.]

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.

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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. 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. Students of high ability are invited to write to the Director of the Honors Program for information regarding which honors programs may be open to them. Honor students are selected on the basis of previous academic achievement and test results.

NORTH-SOUTH STUDENT EXCHANGE PROGRAM

In order to promote better understanding in the area of race relations and to encourage better cultural exchange between the students of Augsburg College and colleges in the South, Augsburg has entered into an agreement with various southern colleges whereby an interchange of students may take place. This exchange may take place during either the second or third term, or both, depending upon the schedules of the cooperating colleges.

In order to qualify for the exchange program, the Augsburg student must secure the approval of his/her parents (if he/she is a minor), his/her major adviser, and various college officials. A further general requirement is approval by the student exchange board which will, among other things, require a grade point average of at least 2.50.

Further details and application forms may be secured from the office of the Dean or the President of the Student Society.



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	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion 11	-	5	-	Religion 21	-	5	-
English 11, 12	4	5	-	Foreign Language	4	4	-
Western Civilization	4	-	-	Natural Science or Math.	5-6	5-6	-
Sociology 11	-	-	4	Art 1 or Music 30	-	-	4
Foreign Language	-	5	5	Economics or Pol. Sci.	-	-	4-5
Electives	5-6	-	5	Electives	6	-	6
Physical Activities	1/3	1/3	1/3				

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	4	-	-	Religion	-	4	-
Philosophy 21	-	4	-	Electives	15	12	15
Speech 11 or Literature	-	-	4				
Electives	12	12	12				

ART MAJOR FOR TEACHING IN SECONDARY SCHOOLS

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Art.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	5	-	-
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	5	5	-	Nat. Science or Math.	-	5	5
Western Civilization	-	-	4	Problems of Philosophy	-	4	-
Drawing	4	-	-	Speech or Literature	-	4	-
Composition	-	-	6	Sculpture I	4	-	-
Sociology	-	4	-	Painting I, II	4	-	4
Physical Education	1/3	1/3	1/3	General Psychology	-	-	5

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	4	-	-	Religion	-	4	-
Art History I, II	4	4	-	Student Teaching	10	-	-
Print Making I, II	4	-	4	Seminar for Stud. Teach.	5	-	-
Ceramics I	-	4	-	School and Society	-	-	4
Health and First Aid	-	-	5	Pol. Sci. or Economics	-	4-5	-
Educational Psychology	4	-	-	Studio III	-	-	4
Group Activity	0	0	0	Sculpture II	-	4	-
Methods in Sec. Educ.	-	-	5	Electives	-	4	8
Music 30	-	4	-				
Electives	-	4	-				

ART MAJOR WITH HISTORY MINOR AS PREPARATION FOR GRADUATE STUDY

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	5	5	-	Nat. Science or Math.	-	5	5
Western Civilization	-	-	4	Problems of Philosophy	-	4	-
Drawing	4	-	-	Sculpture I	4	-	-
Composition	-	-	6	Painting I, II	4	-	4
Sociology	-	4	-	Western Civilization	-	4	-
Physical Education	1/3	1/3	1/3	Ancient History	4	-	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
Religion	-	-	4	Religion	-	4	-
Art History I, II	4	4	-	Pol. Sci. or Economics	-	4-5	-
Print Making I, II	4	-	4	Studio III	4	-	4
Ceramics I	-	4	-	Sculpture II	-	4	-
Western Civilization	4	-	-	History Seminar	-	3	-
U.S. History	-	5	5	History 71	4	-	-
Speech or Literature	4	-	-	Electives	6	-	10
Music 30	-	4	-				
Elective	-	-	4				

□ **BIOLOGY MAJOR**

The following program is recommended for students who plan to do graduate work in biology. Where biology electives are indicated the student should choose carefully the course best suited to his field of interest. At least one term of botanical work is often desirable. In considering the biology electives the students must also be certain that the option requirements of the biology major are met.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
Introduction to Theology	5	-	-	Biblical Studies	4	-	5
English 11, 12	4	5	-	Speech or Literature	-	-	-
Western Civilization	-	-	4	Organic Chemistry 51, 52	6	6	-
Sociology 11	-	-	4	Chemistry 53	-	-	5
Biology 11, 12	-	6	6	Calculus	-	5	5
Chemistry 5 or 15	6	-	-	Math. Analysis 19	5	-	-
Chemistry 6 or 16	-	6	-	Comparative Anatomy	-	6	-
Physical Education	1/3	1/3	1/3				

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
Religion	-	-	4	Religion	-	-	4
Foreign Language	5	5	-	Foreign Language	4	4	-
Physics 21, 22, 23	5	5	5	Pol. Sci. or Economics	-	4-5	-
Genetics	-	-	6	Prob. of Philosophy	-	4	-
Microbiology or Bio. Elect.	6	-	-	Art 1 or Music 30	4	-	-
Physiology or Bio. Elect.	-	6	-	Cellular Biology	6	-	-
				Embryology or Bio. Elect.	-	-	6
				Seminar	0	0	0
				Elective	-	4	5

□ **BIOLOGY MAJOR FOR SECONDARY SCHOOL TEACHING**

In preparing for teacher certification in Minnesota, a student with a major in biology must complete a minor in another science. Ordinarily this minor will be chemistry. The program suggested below provides for this minor as well as for a good background in the biological sciences. When making the choice of biology electives shown, the student should be certain that the option requirements of the biology major are met.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	5	5	-
Western Civilization	-	-	4	Genetics	-	-	6
Sociology 11	-	-	4	General Psychology	-	5	-
Biology 11, 12	-	6	6	Chemistry 23	6	-	-
Chemistry 5 or 15	6	-	-	Chemistry 53	-	-	5
Chemistry 6 or 16	-	6	-	Math. 13 or Elective	5	-	-
Physical Education	1/3	1/3	1/3	Math. 14 or 19	-	5	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
Religion	-	4	-	Religion	-	-	4
Speech or Literature	4	-	-	Pol. Sci. or Economics	4-5	-	-
Art 1 or Music 30	4	-	-	Prob. of Philosophy	-	-	4
Foreign Language	4	4	-	Plant Morph. or Elective	5	-	-
Educational Psychology	4	-	-	Biology or Elective	6	-	-
Teaching Methods	-	-	5	Health and First Aid	-	-	5
Biology Elective	-	6	6	School and Society	-	-	4
Ecology or Elective	-	-	5	Student Teaching	-	10	-
Group Activities	0	0	0	Sem. for Stud. Teach.	-	5	-

MAJOR IN BUSINESS ADMINISTRATION □
(ACCOUNTING SPECIALIZATION)

Students with a major in Business Administration may specialize in accounting or finance. The following program is a suggested course of study with a specialization in accounting. Students are urged to read carefully the statement under the Department of Business Administration.

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	5	-
English 11, 12	-	4	5	Foreign Language	-	5	5
Western Civilization	-	-	4	Business Law	5	-	-
Principles of Accounting	4	4	-	Prin. of Economics I, II	-	4	4
Sociology 11	-	-	4	Prob. of Philosophy	-	-	4
Nat. Science or Math.	5-6	5-6	-	Speech or Literature	-	-	4
Elective	-	-	4	Art 1 or Music 30	4	-	-
Physical Education	1/3	1/3	1/3	Electives	5	-	-
JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	4	-	-	Religion	-	4	-
Foreign Language	4	4	-	Cost Accounting	5	-	-
Statistics	-	-	5	Auditing	-	-	5
Inter. Microecon.	-	5	5	Electives	10	10	10
Inter. Accounting	-	5	5				
Electives	4	5	5				

MAJOR IN BUSINESS ADMINISTRATION □
(FINANCE SPECIALIZATION)

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	5	-
English 11, 12	-	4	5	Foreign Language	-	5	5
Western Civilization	-	-	4	Business Law	5	-	-
Principles of Accounting	4	4	-	Prin. of Economics I, II	-	4	4
Sociology 11	-	-	4	Fund. of Finance	5	-	-
Nat. Science or Math.	5-6	5-6	-	Prob. of Philosophy	-	-	4
Elective	-	-	4	Speech or Literature	-	-	4
Physical Education	1/3	1/3	1/3	Art 1 or Music 30	4	-	-
JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	4	-	-	Religion	-	4	-
Foreign Language	4	4	-	Investments	-	5	-
Statistics	-	-	5	Math. of Finance	-	-	5
Inter. Microecon.	5	-	-	Electives	15	5	10
Financial Mgt.	-	-	5				
Electives	4	10	5				

BUSINESS EDUCATION □

MAJOR FOR TEACHING IN SECONDARY SCHOOLS

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	4	-	-
Foreign Language	5	5	4	Nat. Science or Math.	-	5	5
Western Civilization	-	4	-	Speech or Literature	-	4	-
Elem. Typewriting	2	-	-	General Psychology	5	-	-
Bus. Ed. 10	-	-	4	Elementary Shorthand	4	-	-
Sociology	-	-	4	Intern. Shorthand	-	4	-
Prob. of Philosophy	-	-	4	Advanced Shorthand	-	-	5
Physical Education	1/3	1/3	1/3	Calculating Machines	4	-	-
JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	4	-	-	Religion	4	-	-
Educational Psychology	4	-	-	Student Teaching	-	10	-
Group Activity	0	0	0	Seminar for Stud. Teach.	-	5	-
Methods in Sec. Educ.	-	-	5	School and Society	-	-	4
Health and First Aid	5	-	-	Business Law	5	-	-
Principles of Accounting	4	4	-	Art 1 or Music 30	-	-	4
Advanced Typewriting	-	5	-	Electives	4	-	8
Prin. of Economics I, II	-	4	4				
Secretarial Procedure	-	-	4				
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.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
Introduction to Theology	Cr.	Cr.	Cr.	Biblical Studies	Cr.	Cr.	Cr.
English 11, 12	4	5	-	Organic Chemistry	6	6	-
Western Civilization	-	-	4	Quantitative Chemistry	-	-	5
Mathematics 19	5	-	-	General Physics	5	5	5
Chemistry 15, 16, or 5, 6	6	6	-	Calculus 43	5	5	-
Calculus 41, 42	-	5	5	Sociology	-	4	-
Physical Education	1/3	1/3	1/3				

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
Religion	-	-	4	Religion	-	-	4
Physical Chemistry	6	6	-	Adv. Inorganic Chemistry	5	-	-
Adv. Organic Chemistry	-	-	5	Chemistry 83	-	-	5
Adv. Calculus 83	4	-	-	Foreign Language	4	-	-
Foreign Language	5	5	4	Speech or Literature	4	-	-
Quantum Mechanics	-	4	-	Prob. of Philosophy	-	-	4
Seminar	0	0	0	Pol. Sci. or Economics	-	-	4-5
Electives	-	-	4	Art 1 or Music 30	-	-	4
				Seminar	0	0	0
				Electives	4	9	3-4

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.

The follow^{ing} 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.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
Introduction to Theology	Cr.	Cr.	Cr.	Biblical Studies	Cr.	Cr.	Cr.
English 11, 12	-	4	5	Political Science	-	5	-
Western Civilization	4	-	-	Speech or Literature	-	-	5
Calculus 41	5	-	-	Psychology	5	-	-
Biology 11, 12	-	6	6	Organic Chemistry 51, 52	6	6	-
Chemistry 15, 16 or 5, 6	6	6	-	General Physics	5	5	5
Physical Education	1/3	1/3	1/3	Physical Education	1/3	1/3	1/3

ECONOMICS MAJOR

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Business Administration, Economics, and Business Education.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
Introduction to Theology	Cr.	Cr.	Cr.	Biblical Studies	Cr.	Cr.	Cr.
English 11, 12	5	-	-	Foreign Language	-	5	-
Western Civilization	-	4	5	Prob. of Philosophy	5	5	-
Science or Math.	4	-	-	Speech or Literature	-	-	4
Sociology 11	5-6	5-6	-	Art 1 or Music 30	-	-	4
Prin. of Economics I	-	4	-	Prin. of Accounting	4	4	-
Electives	-	-	4	Prin. of Economics II	-	-	4
Physical Education	1/3	1/3	1/3	Electives	5	-	-

JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	4	-	-	Religion	-	4	-
Foreign Language	4	4	-	Electives	15	12	15
Intro. to Soc. Statistics	-	-	5				
Inter. Microecon.	5	5	-				
Electives	4	5	10				

ELEMENTARY EDUCATION

Students planning to prepare for elementary school teaching are required to complete the following curriculum. Except where a choice is indicated substitutions may be made only upon the approval of the Director of Elementary Education. Since the optional subjects and free electives are limited, the program must be followed carefully from the first year.

Required for many teaching activities in Educ. Dept.

For the science-mathematics general education requirement, elementary education students are required to take one course in biological and one in physical science. For the speech-literature requirement in general education, they are required to take Beginning Speech unless exempted.

The major in this program is Elementary Education. Each student is required to complete a minor. Variations in the requirements of the minor from those described by the department may be permitted subject to special departmental approval. An academic major is highly recommended.

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	4	-	5	Foreign Language	4	4	-
Foreign Language	-	5	5	General Psychology	-	-	5
Western Civilization	-	4	-	Physical Science	4-6	-	-
Biological Science	5	-	-	Political Science	-	5	-
Health and First Aid	-	4	-	Music 30	-	4	-
Sociology 11	-	4	-	U.S. History	5	-	5
Physical Education	1/3	1/3	1/3	Elective (minor)	-	4	-
Elective (minor)	-	4	-				

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Ed. Dept.

JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	-	4	-	Religion	4	-	-
Elem. School Teaching	5	-	-	Prof. Lab Experience	-	15	-
Human Growth and Develop.	4	-	-	Prob. of Philosophy	4	-	-
Geography	-	4	-	Speech 11	-	-	4
Language Arts	-	-	6	Children's Lit.	-	-	4
Education 57, 63	-	4	4	School and Society	-	-	4
Art in Elem. Schools	-	-	4	Education 64	-	-	4
Mathematics 56	4	-	-	Electives (minor)	8	-	-
Elective (minor)	4	-	-				

Group activity

JUNIOR AND SENIOR HIGH SCHOOL TEACHING

Each state sets certain requirements for obtaining a teacher's certificate. The program outlined below satisfies the requirements for certification at the junior and senior high school level in Minnesota and most of the neighboring states. The student should, during his sophomore year, apply to the Committee on Teacher Education for admission to the education curriculum. He will also need to apply for student teaching during the junior year. Admission will be determined on the basis of scholarship and other qualifications.

Areas in which students may obtain teaching majors or minors are:

Art	Health and Physical Education
Business Education	Mathematics
English—Language Arts	Music
English	Natural Science
Speech	Biology
Foreign Language	Chemistry
French	Physics
German	Social Sciences
Scandinavian Studies	History
Spanish	Political Science

Minors for teaching are also offered in Latin and Library Science.

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FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion 11	-	5	-	Religion 21	-	5	-
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	-	5	5	Music 30 or Art 1	-	-	4
Western Civilization	4	-	-	Natural Science or Math.	5-6	5-6	-
Sociology 11	-	-	4	Economics or Pol. Sci.	-	-	4-5
Physical Education	1/3	1/3	1/3	General Psychology	5	-	-
Electives	5-6	-	5	Electives	-	-	6

JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	4	-	-	Religion	-	4	-
Philosophy 21	-	4	-	Education 83, 84	15	-	-
Speech or Literature	-	-	4	Education 87	-	-	4
Education 50, 59	4	-	5	Electives in the major	-	12	12
Education 52, 53, 54	0	0	0				
Physical Education 10	-	5	-				
Electives in the major	8	8	8				

ENGINEERING

The following program is recommended for students who plan to enroll in a school of engineering. Students planning to enter this program should have completed four years of high school mathematics and be qualified by the Mathematics Placement Test to enter Mathematics 41. Those 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. These may be taken in summer session at the U. of M.

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	5	-	-
English 11, 12	4	5	-	Western Civilization	4	-	-
Western Civilization	-	-	4	Literature	-	-	4
Sociology 11	-	-	4	Sociology 12	-	-	4
Calculus 41, 42	-	5	5	General Physics	5	5	5
Chemistry 15, 16 or 5, 6	6	6	-	Math. 43, 58	5	4	-
Physical Education	1/3	1/3	1/3	Physical Activities	1/3	1/3	1/3

JUNIOR	Term		
	I Cr.	II Cr.	III Cr.
Religion	-	-	4
Modern Physics	4	-	-
Electricity and Magnetism	-	4	-
Physics Lab.	1	1	-
Math. 83, 84	4	4	-
Biology 11, 12 or Elect.	-	6	6
Electives	8	-	5

ENGLISH MAJOR

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of English.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11 or 15	4-5	-	-	Foreign Language	4	-	-
English 12 or 35, 45	-	5	5	Pol. Sci. or Economics	-	4-5	-
Foreign Language	5	5	4	Speech 11	4	-	-
Western Civilization	4	-	-	Prob. of Philosophy	4	-	-
Sociology	-	4	-	Nat. Sci. or Math.	-	5	5
Physical Education	1/3	1/3	1/3	English 35 or 45 or Eng. elec.	-	-	5
				English 47, 31	5	4	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	4	-	-	Religion	4	-	-
Art 1 or Music 30	-	4	-	English 90	3	-	-
English 61, 62, 84	5	5	5	Electives*	8	15	15
English 72 or 74	-	4	-				
English Elective	-	-	5				
Electives*	5	4	5				

* Electives recommended for students planning to enter graduate school: English 30 or 82, 86, 88, 92, 95; and foreign languages.

ENGLISH MAJOR FOR TEACHING IN SECONDARY SCHOOLS

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11 or 15	4-5	-	-	Foreign Language	4	-	-
English 12 or 35, 45	-	5	5	Speech	4	4	-
Foreign Language	5	5	4	Pol. Sci. or Economics	4-5	-	-
Western Civilization	4	-	-	Prob. of Philosophy	-	4	-
Sociology	-	4	-	Nat. Sci. or Math.	-	5	5
Physical Education	1/3	1/3	1/3	English 35 or 45 or 55	-	-	5
				English 47, 31	5	4	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	-	4	-	Religion	4	-	-
General Psychology	5	-	-	Student Teaching	-	10	-
Educ. Psychology	-	4	-	Seminar for Stud. Teach.	-	5	-
Group Activity	0	0	0	School and Society	-	-	4
Methods in Sec. Educ.	-	-	5	Health and First Aid	-	-	5
English 61, 62, 55	5	5	5	Art 1 or Music 30	-	-	4
English 72 or 74, 84	-	4	5	English 21 or 40, 86 or 88	4	-	4
Electives	5	-	-	English Seminar	3	-	-
				Electives	5	-	-

FRENCH, GERMAN, SPANISH MAJORS
FOR TEACHING IN SECONDARY SCHOOLS

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Modern Languages.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11, 12	4	5	-	Inter. Foreign Language	4	4	-
Beg. Foreign Language	-	5	5	Conversation and Composition	-	-	5
Western Civilization	4	-	-	Speech or Literature	4	-	-
Sociology 11	-	-	4	Prob. of Philosophy	-	4	-
Nat. Science or Math.	5-6	5-6	-	Speech or Literature	4	-	-
Physical Education	1/3	1/3	1/3	Pol. Science or Economics	-	-	4-5
				Art 1 or Music 30	-	-	4
				Health and First Aid*	5	-	-
				Electives	4	4	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	-	4	-	Religion	4	-	-
Educational Psychology*	-	4	-	Student Teaching*	-	10	-
Group Activities*	0	0	0	Seminar for Stud. Teach.*	-	5	-
Methods in Sec. Educ.*	-	-	5	School and Society*	-	-	4
General Psychology*	5	-	-	Adv. Conv. and Comp. 84	5	-	-
Literature 72 or 74	-	-	5	Literature 72 or 74	-	-	5
Survey 63, 64	5	5	-	Independent Study 91	1-2	-	1-2
Electives	5	5	5	Electives	5	-	5

* Students who do not plan to take the education sequence may substitute electives for these courses.

□ GREEK MAJOR

Students who plan to major in Greek should confer with the chairman of the department regarding electives and courses to be taken in the senior year.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	5	-
English 11, 12	-	4	5	Nat. Science or Math.	5-6	5-6	-
Western Civilization	4	4	-	Greek 11, 12, 13	5	5	5
Latin 1, 2, 3	5	5	5	Prob. of Philosophy	4	-	-
Sociology 11	4	-	-	Pol. Sci. or Economics	-	-	4-5
Physical Education	1/3	1/3	1/3	Art 1 or Music 30	-	-	4

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	4	-	-	Religion	4	-	-
Greek	4	4	4	Greek	5	5	5
History of Philosophy	4	4	4	Literature	4	-	-
Speech	4	-	-	Electives	-	12	12
Electives	-	8	8				

□ BROAD MAJOR IN HEALTH AND PHYSICAL EDUCATION FOR TEACHING

Two teaching majors are offered in the Department of Health and Physical Education. Students are urged to read carefully requirements listed in the departmental course descriptions.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	5	-
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	5	5	-	General Psychology	-	-	5
Western Civilization	-	4	-	Human Anat. and Physiology	-	-	5
Sociology 11	-	-	4	Chemistry 5	6	-	-
Health and First Aid	5	-	-	Indiv. and Dual Sports	5	-	-
Team Sports	-	-	5	Hist. and Prin. of Phy. Ed.	-	-	5
Swim. and Aquatics (W, M)	1	-	1	Rec. Act. and Rhythms	-	4	-
Physical Activities	1/3	1/3	1/3	Instr. First Aid*	-	1	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	-	-	4	Religion	4	-	-
Educational Psychology	4	-	-	Student Teaching	-	10	-
Group Activity	0	0	0	Seminar in Stud. Teach.	-	5	-
Methods in Sec. Educ.	-	-	5	School and Society	-	-	4
Pol. Science or Economics	-	-	4-5	Prob. of Philosophy	-	-	4
Art 1 or Music 30	-	-	4	Sch. Health and Safety Educ.*	-	-	5
Phy. Ed. 57*	-	2	-	Community Recreation*	4	-	-
Kines and Phys. of Exercise	6	-	-	Speech or Literature	4	-	-
Phy. Ed. Programming	5	-	-	Electives	4	-	4
Adapted Phy. Ed. and Eval.	-	4	-				
Self-Testing Activities	-	4	-				
Phy. Ed. 82 or Soc. 31*	-	4-5	-				

* Starred courses are required for the broad major in Health and Physical Education but may be omitted for the Physical Education teaching major.



HISTORY MAJOR

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of History.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	-	4	5	Foreign Language	4	4	-
Foreign Language	-	5	5	U.S. History	5	5	-
Western Civilization	4	4	4	Prob. of Philosophy	-	-	4
Sociology 11	4	4	-	General Psychology	-	-	5
Pol. Science or Economics	4-5	-	-	Nat. Science or Math.	5-6	5-6	-
Physical Education	1/3	1/3	1/3				
JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Religion	4	-	-	Religion	-	4	-
Foreign Language	5	5	-	Foreign Language	4	4	-
History	4	8	4	History	4	-	4
Economics	4	-	-	Seminar	-	-	3
Art 1 or Music 30	-	-	4	Minor or Elective	8	8	8
Minor or Elective	-	4	4				
Literature	-	-	4				

HISTORY MAJOR FOR TEACHING IN SECONDARY SCHOOLS

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	-	4	5	Foreign Language	4	4	-
Foreign Language	-	5	5	U.S. History	5	5	-
Western Civilization	4	4	4	Prob. of Philosophy	-	-	4
Sociology 11	4	-	-	General Psychology	-	-	5
Economics	-	4	-	Nat. Science or Math.	5-6	5-6	-
Physical Education	1/3	1/3	1/3				
JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Religion	4	-	-	Religion	-	4	-
Educational Psychology	-	4	-	Student Teaching	10	-	-
Group Activity	0	0	0	Seminar for Stud. Teach.	5	-	-
Methods in Sec. Educ.	-	-	5	School and Society	-	-	4
Art 1 or Music 30	4	-	-	Social Problems	-	4	-
Geography	-	4	-	Speech or Literature	-	-	4
American Government	5	5	-	History	-	8	4
Health and First Aid	-	-	5	Seminar in History	-	-	3
History	4	4	4				

MATHEMATICS MAJOR

The following course of study is designed for students who have a strong background in mathematics from high school. Students who lack this background may need to complete Math. 13, 14, or 19 before registering for Calculus 41.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	5	-	-
English 11, 12	4	5	-	Pol. Sci. or Economics	-	-	4-5
Foreign Language	5	5	-	Speech or Literature	-	-	4
Western Civilization	-	-	4	Foreign Language	4	4	-
Sociology	-	-	4	Prob. of Philosophy	-	4	-
Calculus 41, 42, 43	5	5	5	Art 1 or Music 30	-	-	4
Physical Education	1/3	1/3	1/3	Physics or Chemistry	5-6	5-6	-
				Differential Equations	-	4	-
				Modern Geometry	-	-	4
JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Religion	4	-	-	Religion	-	4	-
Adv. Calculus 83, 84, 85	4	4	4	Prob. and Statistics	-	-	4
Modern Algebra 72, 73	-	4	4	Independent Study	4	2	-
Electives	8	8	8	Electives*	12	10	12

* Foundations of Mathematics recommended.

MATHEMATICS MAJOR

FOR TEACHING IN SECONDARY SCHOOLS

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	5	5	-	Sociology 11	-	4	-
Western Civilization	-	-	4	Pol. Sci. or Economics	-	-	4-5
Math. Analysis 19	5	-	-	Calculus 43	5	-	-
Calculus 41, 42	-	5	5	Differential Equations	-	4	-
Physical Education	1/3	1/3	1/3	Modern Geometry	-	-	4
				Physics or Chemistry	5-6	5-6	-

JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	4	-	-	Religion	-	4	-
Art 1 or Music 30	-	4	-	School and Society	-	-	4
Educational Psychology	-	4	-	Student Teaching	10	-	-
Speech or Literature	4	-	-	Sem. for Stud. Teach.	5	-	-
General Psychology	5	-	-	Foundations of Math.	-	4	-
Advanced Calculus	4	4	-	Prob. and Statistics	-	-	4
Modern Algebra	-	4	4	Independent Study	-	-	2-4
Modern Algebra	-	4	4	Health and First Aid	-	5	-
Prob. of Philosophy	0	0	0	Electives	-	4	4-8
Group Activity	-	-	4				
Elective	-	-	4				

MEDICAL TECHNOLOGY MAJOR

Students may complete a course of instruction leading to the Bachelor of Arts degree with a major in medical technology by completing three years of academic work at Augsburg College and twelve months of preparation at General Hospital or Swedish Hospital in Minneapolis. The program outlined prepares such students for certification in medical technology, and it also includes the Augsburg graduation requirements. A minimum of 24 credits each of chemistry and biology, and one term of mathematics, is required. In the senior year students taking this program must register at Augsburg as well as at the affiliated hospital.

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	5	5	-
Western Civilization	-	4	-	Genetics	-	-	6
Sociology 11	-	-	4	Organic Chemistry 23	6	-	-
Biology 11, 12	-	6	6	Comp. Anatomy or Physiol.	-	6	-
Chemistry 5 or 15	6	-	-	Chemistry 53	-	6	-
Chemistry 6 or 16	-	6	-	Mathematics 13, 14	5	-	5
Physical Education	1/3	1/3	1/3				

JUNIOR	Term			SENIOR	I II III	
	I Cr.	II Cr.	III Cr.			
Religion	-	4	4	Lectures, laboratory and practical work at General or Swedish Hospital for 12 months	45	crs.
Foreign Language	4	4	-			
Pol. Sci. or Economics	-	4-5	-			
Prob. of Philosophy	-	4	-			
Art 1 or Music 30	-	-	4			
Speech or Literature	-	-	4			
Microbiology	6	-	-			
Cellular Biology or Elect.	6	-	-			
Elective	-	-	4			

MEDICINE

Since most pre-medical students at Augsburg have gone to the Medical School of the University of Minnesota, the following is based on its requirements for admission. Information for other medical schools may be obtained from "Medical School Admissions Requirements," published by the Association of American

Medical Colleges, and available in the Augsburg library. It is the responsibility of the individual student to see that he has completed the requirements for admission to the medical school to which he intends to make application.

The "Minimum Requirements" for the Medical School, University of Minnesota, as translated into courses at Augsburg College, are as follows:

	Credits
Biology 11, 12	12
General Chemistry 15, 16	12
Organic Chemistry 51,52	12
Quantitative Analysis 53	5
Freshman English 11, 12	9
Literature elective	4
Mathematics 19 (or 13, 14)	5
Physics 21, 22, 23	15
Social Science and Humanities	27
Electives	34
Recommended:	
Physical Chemistry 61	5
Calculus 41, 42	10

Medical schools emphasize the word "minimum" in listing their minimum requirements. The University of Minnesota very strongly recommends to prospective students that they study physical chemistry, at least two advanced courses in biology, and psychology as well as broad studies in the humanities.

Pre-medical students normally complete a major in either biology or chemistry. The minimum requirements for a biology major are shown under Department of Biology; for a chemistry major under Department of Chemistry. Students are strongly urged to consult these departments early for advice on scheduling these majors.

□ MUSIC MAJOR FOR TEACHING

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Music.

FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	5	5	-	Sociology 11	4	-	-
Western Civilization	-	-	4	General Psychology	5	-	-
Theory 1, 2, 3	4	5	4	Nat. Science or Math.	-	5-6	5-6
Applied Music	1	1	1	Theory 4, 5, 6	4	4	4
Physical Education	1/3	1/3	1/3	Applied Music	1	1	1

JUNIOR	Term			SENIOR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Religion	-	-	4	Religion	-	4	-
Educational Psychology	4	-	-	Student Teaching	10	-	-
Group Activities	0	0	0	Seminar in Stud. Teach.	5	-	-
Teaching of Music	-	-	4	School and Society	-	-	4
Methods in Sec. Educ.	-	-	5	Pol. Sci. or Economics	-	-	4-5
Art 1	-	4	-	Health and First Aid	-	5	-
Instr. Technique*	4	4	-	Prob. of Philosophy	-	-	4
History and Lit. (music)	5	4	-	Music Organization	0	0	0
Conducting	-	3	3	Electives	-	6	4
Music Organization	0	0	0				
Applied Music	1	1	1				

MUSIC MAJOR

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	5	5	-	Nat. Science or Math.	-	5-6	5-6
Western Civilization	-	-	4	Sociology 11	4	-	-
Theory 1, 2, 3	4	5	4	Theory 4, 5, 6	4	4	4
Applied Music	1	1	1	Applied Music	1	1	1
Physical Education	1/3	1/3	1/3	Music Organization	-	0	-
				Elective	4	-	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Religion	-	-	4	Religion	-	4	-
Art 1	-	4	-	Pol. Sci. or Economics	-	-	4-5
History and Lit. (music)	5	4	-	Prob. of Philosophy	-	-	4
Instrumental Technique*	4	4	-	Orch. and Choral Arr.	4	-	4
Conducting	-	3	3	Applied Music	1	1	1
Applied Music	1	1	1	Music Organization	0	0	0
Music Organization	0	0	0	Speech or Literature	4	-	-
Scandinavian Music	-	-	4	Electives	8	10	5
Electives	4	-	4				

* Choral Technique may be substituted for Instrumental Technique in the fall term.

NATURAL SCIENCE MAJOR

FOR TEACHING IN SECONDARY SCHOOLS

A major in natural science consists of 63 credits in science and mathematics with at least 27 credits in each of two of the areas of biology, chemistry, physics; or at least 27 credits in each of three of the areas of biology, chemistry, mathematics, physics.

The following program is suggested.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	5	-
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	-	5	5	Art 1 or Music 30	-	-	4
Western Civilization	4	-	-	Nat. Science or Math.	5-6	5-6	5-6
Sociology 11	-	-	4	Pol. Sci. or Economics	-	-	4-5
Natural Science	5-6	5-6	-	General Psychology	5	-	-
Physical Education	1/3	1/3	1/3				

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Religion	4	-	-	Religion	-	4	-
Prob. of Philosophy	-	4	-	Nat. Sci. or Math.	-	13	13
Speech or Literature	-	-	4	Student Teaching	10	-	-
Education 50, 59	4	-	5	Sem. for Stud. Teach.	5	-	-
Nat. Science or Math.	9	8	8	School and Society	-	-	4
Group Activities	0	0	0				
Health and First Aid	-	5	-				

PHILOSOPHY MAJOR

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	5	-	Biblical Studies	-	5	-
English 11, 12	4	5	-	Foreign Language	4	-	-
Foreign Language	5	5	4	Nat. Science or Math.	-	5-6	5-6
Western Civilization	4	-	-	Art 1 or Music 30	4	-	-
Sociology	-	-	4	Pol. Science or Economics	-	-	4-5
Prob. of Philosophy	-	-	4	Logic	5	-	-
Physical Education	1/3	1/3	1/3	Philosophy 41, 42, 43	4	4	4
Electives	-	-	4				

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.	Cr.
Religion	4	-	-	Religion	4	-	-
Speech or Literature	-	4	-	Philosophy 91	2-5	-	-
Philosophy Elective	5	5	5	Philosophy Elective	-	5	5
Electives	6	6	10	Electives	6-9	11	11

□ POLITICAL SCIENCE MAJOR

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Political Science.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	5	-	-
English 11, 12	-	4	5	Foreign Language	5	5	-
Nat. Science or Math.	5-6	5-6	-	Art 1 or Music 30	-	4	-
Sociology 11	4	-	-	Prob. of Philosophy	-	-	4
Political Science 20, 21, 22	5	5	5	Logic	-	-	5
Physical Education	1/3	1/3	1/3	Social Problems	-	-	4
				Political Science 50 or 51	-	-	4
				Political Science 60 or 61	4	-	-
				Economics 22, 23	-	4	4

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	-	-	4	Religion	-	4	-
Foreign Language	4	4	-	Political Science 80 or 70	4	-	-
Political Science 70 or 80	4	-	-	Political Science 81 or 71	-	4	-
Political Science 71 or 81	-	4	-	Political Science 84 or 95	-	-	3-4
Political Science 95 or 84	-	-	3-4	History 21 or 1	4-5	-	-
History 1 or 21	4-5	-	-	History 22 or 2	-	4-5	-
History 2 or 22	-	4-5	-	History 56 or 3	-	-	4
History 3 or 56	-	-	4	Literature	4	-	-
Social Statistics	5	-	-	General Psychology	-	-	4
Social Research	-	5	-	Electives	4	4	4
Electives	-	-	4				

□ PSYCHOLOGY MAJOR

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	5	-
English 11, 12	4	5	-	Foreign Language	-	5	5
Nat. Science or Math.	6	6	-	Prob. of Philosophy	4	-	-
Western Civilization	-	-	4	Pol. Science or Economics	4-5	-	-
Sociology 11	4	-	-	Art 1 or Music 30	-	-	4
Physical Education	1/3	1/3	1/3	Speech or Literature	4	-	-
Electives	-	5	5	General Psychology	-	5	-
				Electives	4	-	6

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	-	4	-	Religion	4	-	-
Foreign Language	4	4	-	History and Theory (psych.)	4	-	-
Social Statistics	5	-	-	Research Problems	-	2-3	-
Psyc. Measurement	4	-	-	Seminar in Psychology	-	-	3
Experimental Psychology	-	-	4	Psychology Electives	-	4	-
Personality I	4	-	-	Electives	8	8	12
Personality II	-	4	-				
Psychology Electives	-	-	4				
Electives	-	4	8				

□ PHYSICS MAJOR

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Physics.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	-	5	Biblical Studies	-	-	5
English 11, 12	4	5	-	Foreign Language	4	4	-
Foreign Language	-	5	5	General Physics	5	5	5
Math. 14 or 19	5	-	-	Mathematics 43	5	-	-
Math. 41, 42	-	5	5	Differential Equations	-	4	-
Western Civilization	4	-	-	Pol. Science or Economics	-	-	4-5
Sociology 11	4	-	-	Prob. of Philosophy	-	4	-
Physical Education	1/3	1/3	1/3				

JUNIOR	Term		
	I	II	III
Religion	-	-	4
Electronics	4	-	-
Mechanics	4	4	-
Advanced Calculus	4	4	4
Art 1 or Music 30	4	-	-
Electricity and Magnetism	-	4	4
Physics Lab	-	1	1
Electives	-	4	4

SENIOR	Term		
	I	II	III
Religion	-	-	4
Thermal Physics	4	4	-
Physics Lab	1	1	1
Speech or Literature	-	-	4
Electives	11	11	8

RELIGION MAJOR

FRESHMAN	Term		
	I	II	III
Introduction to Theology	5	-	-
English 11, 12	-	4	5
Nat. Science or Math.	6	6	-
Western Civilization	4	4	-
Sociology 11	-	-	4
Electives	-	-	5
Physical Education	1/3	1/3	1/3

SOPHOMORE	Term		
	I	II	III
Biblical Studies	5	-	-
Religion	4	4	4
Foreign Language	5	5	-
Pol. Science or Economics	-	-	4
Prob. of Philosophy	-	-	4
Art 1 or Music 30	-	-	4
Electives	-	-	8

JUNIOR	Term		
	I	II	III
Religion	8	4	4
Philosophy	4	4	-
Foreign Language	-	4	4
General Psychology	5	-	-
Electives	-	4	6

SENIOR	Term		
	I	II	III
Religion	4	4	-
Seminar	-	-	4
Literature	4	4	-
Sociology	-	-	4
Electives	8	8	8

SCANDINAVIAN STUDIES MAJOR

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Modern Languages.

FRESHMAN	Term		
	I	II	III
Introduction to Theology	-	-	5
English 11, 12	4	5	-
Beginning Norwegian	5	5	-
Western Civilization	4	-	-
Nat. Science or Math.	-	5-6	5-6
Sociology 11	-	-	4
Physical Education	1/3	1/3	1/3

SOPHOMORE	Term		
	I	II	III
Biblical Studies	-	5	-
Intermediate Norwegian 5, 6	4	4	-
Norwegian Conv. and Comp.	-	-	5
Modern Scandinavia	-	-	5
Scandinavian History	5	-	-
Speech or Literature	4	-	-
Pol. Science or Economics	-	4-5	-
Health and First Aid*	-	-	5
Art 1 or Music 30	4	-	-

JUNIOR	Term		
	I	II	III
Religion	-	4	-
General Psychology*	5	-	-
Educational Psychology*	-	4	-
Group Activity*	0	0	0
Methods in Sec. Educ.*	-	-	5
Modern Scand. Novel	-	5	-
Prob. in Philosophy	4	-	-
Modern Scand. Drama	-	-	5
Scand. Music	-	-	4
Electives	4	4	-

SENIOR	Term		
	I	II	III
Religion	4	-	-
Student Teaching*	-	10	-
Seminar for Stud. Teach.*	-	5	-
School and Society*	-	-	4
Adv. Norw. Conv. and Comp.	5	-	-
Independent Study	1-2	-	1-2
Electives	5	-	10

* Students who do not plan to take the education sequence may substitute electives for these courses.

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.

A student in the two-year program must select three courses from the general education requirement making a total of 90 credits.

FIRST YEAR	Term			SECOND YEAR	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	5	-	-
English 11, 12	4	5	-	General Psychology	-	5	-
Elementary Typewriting	2	-	-	Speech	-	4	-
Advanced Typewriting	-	5	-	Principles of Accounting	4	4	-
Elementary Shorthand	4	-	-	Secretarial Procedures	-	-	4
Intern. Shorthand	-	4	-	Calculating Machines	4	-	-
Advanced Shorthand	-	-	5	Electives	-	4	11
Bus. Ed. 10	-	-	4				
Electives	-	-	6				
Physical Education	1/3	1/3	1/3				

SEMINARY

Completion of the pre-seminary curriculum is intended to prepare the student for admission into a theological seminary course. 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.

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FRESHMAN	Term			SOPHOMORE	Term		
	I Cr.	II Cr.	III Cr.		I Cr.	II Cr.	III Cr.
Introduction to Theology	5	-	-	Biblical Studies	5	-	-
English 11, 12	-	4	5	Nat. Science or Math.	5-6	5-6	-
Western Civilization	4	4	4	Foreign Language	-	4	4
Foreign Language*	-	5	5	Prob. of Philosophy	4	-	-
Sociology 11	4	-	-	Pol. Sci. or Economics	-	-	4
Physical Education	1/3	1/3	1/3	Art 1 or Music 30	-	-	4
				Electives	-	6	4

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	4	-	-	Religion	4	-	-
Greek	5	5	5	Greek	4	4	-
History of Philosophy	4	4	4	Literature	4-5	-	-
Speech	4	-	-	Electives	4	12	16
Electives	-	8	8				

* Since Latin 2 is a prerequisite to Beginning Greek, students who have not studied Latin in high school will need to take Latin 1, 2 in college.

SOCIAL SCIENCE MAJOR □

FOR TEACHING IN SECONDARY SCHOOLS

A major in the social sciences consists of 65 credits including at least 37 credits in history; 4 credits in geography; and 8 credits in each of economics, political science, and sociology.

The following program includes the requirements for a teaching major in the social sciences.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	-	4	5	Foreign Language	4	4	-
Foreign Language	-	5	5	U.S. History	5	5	-
Western Civilization	4	4	4	Prob. of Philosophy	-	-	4
Sociology 11	4	-	-	General Psychology	-	-	5
Economics I	-	4	-	Nat. Science or Math.	5	5	-
Physical Education	1/3	1/3	1/3				

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	4	-	-	Religion	-	4	-
Educational Psychology	-	4	-	Student Teaching	10	-	-
Group Activity	0	0	0	Seminar for Stud. Teaching	5	-	-
Methods in Sec. Educ.	-	-	5	School and Society	-	-	4
Art 1 or Music 30	4	-	-	Soc. Prob.	-	4	-
Geography	-	4	-	Speech or Literature	-	-	4
American Government	5	5	-	History	-	4	-
Health and First Aid	-	-	5	Seminar	-	-	3
Economics II	-	-	4	Electives	-	4	4
History	4	4	-				

A social science minor consists of 45 credits including at least 29 credits in history; and 4 credits in each of the following: geography, economics, political science, sociology.

SOCIOLOGY MAJOR □

The following program is recommended for students who plan to study sociology in graduate school.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Introduction to Theology	-	5	-	Biblical Studies	-	5	-
English 11, 12	4	-	5	Nat. Science or Math.	5-6	5-6	-
Foreign Language	5	5	4	Foreign Language	4	-	-
Western Civilization	-	-	4	Pol. Sci. or Economics	-	-	4-5
Sociology 11	4	-	-	Prob. of Philosophy	-	-	4
Social Problems	-	4	-	Intro. to Anthropology	4	-	-
Art I or Music 30	-	-	4	Rural American Community	-	4	-
Physical Education	1/3	1/3	1/3	Modern Urban Community	-	-	4
				Electives	-	-	4

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
	Cr.	Cr.	Cr.		Cr.	Cr.	Cr.
Religion	-	4	-	Religion	-	4	-
Philosophy of Science	5	-	-	Social Psychology*	5	-	-
Marriage and Family	5	-	-	Sociology 82	-	5	-
Social Statistics*	5	-	-	Industrial Sociology	-	-	5
Social Research*	-	5	-	Modern Sociology Theory*	5	-	-
General Psychology*	-	5	-	Electives	5	5	12
Speech	-	-	4				
Electives	-	-	13				

* Required for the major.

SOCIOLOGY MAJOR WITH THE SOCIAL WORK SEQUENCE

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Sociology.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
Introduction to Theology	5	-	-	Biblical Studies	-	-	5
English 11, 12	-	4	5	Foreign Language	4	4	-
Foreign Language	5	5	-	Nat. Science or Math.	5-6	5-6	-
Western Civilization	-	-	4	Speech or Literature	-	4	-
Sociology 11, 12	4	4	-	Pol. Science or Economics	4-5	-	-
Art 1 or Music 30	-	-	4	Prob. of Philosophy	-	-	4
Physical Education	1/3	1/3	1/3	Rural American Community	-	4	-
				Modern Urban Community	-	4	-
				Elective	-	-	4

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
Religion	-	4	-	Religion	-	-	4
Sociology 51, 52, 53*	4	4	4	Sociology 75, 82	5	5	-
Sociology 54, 55, 56*	1	1	1	Psychology 61, 62	5	5	-
Sociology 61*	5	-	-	Electives	5	5	12
Psychology 5*	-	-	5				
Sociology 31	-	5	-				
Electives	5	-	5				

* Required for the major.

SPANISH MAJOR

See under Curriculum for French major.

SPEECH MAJOR FOR TEACHING IN SECONDARY SCHOOLS

The following program is a suggested course of study. Students are urged to read carefully the statement under the Department of Speech.

FRESHMAN	Term			SOPHOMORE	Term		
	I	II	III		I	II	III
Introduction to Theology	-	-	5	Biblical Studies	-	5	-
English 11, 12	4	5	-	Foreign Language	4	-	-
Foreign Language	5	5	4	Speech 11	4	-	-
Western Civilization	4	-	-	Nat. Science or Math.	-	6	6
Sociology 11	-	4	-	Prob. of Philosophy	4	-	-
Art 1 or Music 30	-	-	4	Logic	-	-	5
Physical Education	1/3	1/3	1/3	Speech 12 or 52	-	4-5	-
				Acting	-	-	4
				General Psychology	5	-	-

JUNIOR	Term			SENIOR	Term		
	I	II	III		I	II	III
Religion	-	-	4	Religion	4	-	-
Intro. to Dramatic Arts	5	-	-	Speech 16 or 67	4-5	-	-
Pol. Science or Economics	-	4-5	-	Speech Pathology	-	-	5
Interpretive Reading	-	5	-	Stage Direction	-	-	5
Speech 51 or 55	5	-	-	Student Teaching	-	10	-
Educational Psychology	4	-	-	Seminar for Stud. Teach.	-	5	-
Group Activity	0	0	0	School and Society	-	-	4
Methods in Sec. Educ.	-	-	5	Electives	8	-	-
Health and First Aid	-	5	-				
Elective	-	-	8				



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Karlis Ozolins	Librarian
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S. V. Hjelmeland	Associate Director of Development
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Richard Holy	Director of Church Relations

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Mrs. Elaine Swanson	Director of Food Services
Eugene Ecklund	Manager of Public Functions
Irving Hoel	Manager of Book Store
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Ruth Aaskov (1960-63, 1965), Assistant Professor of French
B.A., Augsburg College, 1953; M.A., Middlebury College, 1960.

Courtland Agre (1959), Professor of Chemistry
B.C.H.E., 1934 and Ph.D., 1937, University of Minnesota.

Earl Alton (1960), Associate Professor of Chemistry
B.A., St. Olaf College, 1955; M.S., 1958 and Ph.D., 1961, University of Michigan.

***Lyla Mae Anderegg** (1959), Assistant Professor of Education and Psychology
B.A., University of Minnesota, 1945; M.A., Northwestern University, 1947.

Ernest Anderson (1946), Professor of Health and Physical Education, Basketball Coach
B.A., Augsburg College, 1937; M.Ed., University of Minnesota, 1947.

***Hildur Anderson** (1965), Catalog Librarian
A.A., North Park College, 1938; B.S., University of Minnesota, 1941.

Mary Marie Anderson (1965), Instructor of Spanish
B.A., St. Olaf College, 1962; M.A., Middlebury College, 1964.

Oscar A. Anderson (1963), President of the College
B.A., St. Olaf College, 1938; B.D., Luther Theological Seminary, 1942; LL.D., Concordia College, 1963.

Paul S. Anderson (1965), Assistant Professor of Sociology and Director of Research Center
B.A., 1957 and M.A., 1961, University of Minnesota.

Raymond E. Anderson (1949), Professor of Speech
B.S., 1946, M.A., 1950 and Ph.D., 1959, University of Minnesota.

Kenneth C. Bailey (1965), Dean of the College and Professor of Philosophy
B.A., St. Olaf College, 1950; M.A., 1952 and Ph.D., 1960, University of Minnesota.

John Benson (1963), Assistant Professor of Religion (on leave 1965-67)
B.A., Augsburg College, 1955; B.D., Luther Theological Seminary, 1959; M.A., Columbia University, 1961.

William Bergstrom (1963), Assistant Professor of English
B.A., 1950 and M.A., 1952, University of Minnesota.

Roberta K. Binford (1964), Instructor of French
B.S., Hamline University, 1961; B.A., University of Minnesota, 1963; M.A., University of Wisconsin, 1964.

***Oscar Blegen, Jr.** (1963), Assistant Football Coach and Head Wrestling Coach
B.A., Augsburg College, 1961.

- *Vernon M. Bloom** (1965), Instructor of Sociology
B.A., 1956 and M.S.W., 1959, University of Minnesota.
- *L. David Brown** (1966), Lecturer in Religion
B.S., University of Minnesota, 1946; B.A., Concordia College, 1948;
C.Th., Luther Theological Seminary, 1951.
- Bruce P. Budge** (1960), Assistant Professor of Business Administration
B.S., 1953 and M.S., 1957, University of Idaho.
- *James Burtness** (1965), Lecturer in Religion
B.A., St. Olaf College, 1949; B.Th., Luther Theological Seminary,
1953; D.Th., Princeton University, 1958.
- *Harold Cannon** (1962), Instructor of Spanish
B.A. and B.S., University of Minnesota, 1962.
- Carl H. Chrislock** (1952), Professor of History and Political Science
B.A., Augsburg College, 1937; M.A., 1947 and Ph.D., 1955, University
of Minnesota.
- *Gracia Christensen** (1959-60, 1961-62, 1963), Instructor of English
B.A., Hunter College, 1932; M.A., Radcliffe College, 1935.
- Robert E. Coffman** (1965), Assistant Professor of Chemistry
B.S., University of Illinois, 1953; M.S., University of California,
1955; Ph.D., University of Minnesota, 1965.
- Mario Colacci** (1952), Professor of Classical Languages
D.Th., Pontificium Atheneum Roman Major Seminary, 1932; L.R.B.,
Pontificium Institutum Biblicum de Urbe, Rome, 1934; D.Litt., Uni-
versity of Naples, 1940.
- Ailene Cole** (1956), Associate Professor of Speech
B.A., Gustavus Adolphus College, 1936; M.A., University of Minne-
sota, 1949.
- Thomas E. Crepeau** (1964), Assistant Professor of German
B.A., College of St. Thomas, 1958; M.A., University of Minnesota,
1964.
- K. Berner Dahlen** (1941), Associate Professor of English
B.A., Augsburg College, 1931; M.A., University of Minnesota, 1940.
- *Kenneth L. Davenport** (1962), Instructor of Music (String Instru-
ments)
B.M., Hamline University, 1932; M.M., Minneapolis College, 1938.
- Hans Dumpys** (1965), Instructor of Religion
B.A., Augsburg College, 1956; B.D., Chicago Lutheran Seminary,
1960; M.Th., Harvard Divinity School, 1965.
- Beverly C. Durkee** (1965), Instructor of Mathematics
B.A., 1952; B.S.L., 1953; B.S.Ed., 1963; M.A., 1965, University of Min-
nesota.

- ***John Eiler** (1965), Instructional Assistant of Physical Education
B.A., Augsburg College, 1965.
- Kenneth P. Fagerlie** (1963), Vice President for Development
B.A., Augsburg College, 1950.
- Sheldon Fardig** (1962), Associate Professor of Education
B.A., Carleton College, 1940; M.M., Northwestern University, 1952.
- Henry G. Follingstad** (1962), Assistant Professor of Mathematics
B.E.E., University of Minnesota, 1947; C.D.T. diploma, Bell Telephone
Laboratories, Inc., 1950.
- Burton P. Fosse** (1953), Vice President for Business Affairs
B.B.A. and B.M.E., University of Minnesota, 1949.
- ***Stephen Gabrielsen** (1963), Instructor of Music (Director of Male
Chorus)
B.A., Augsburg College, 1963.
- ***Daryl Gibson** (1954), Associate Professor of Music (Brass Instru-
ments)
B.S., 1934 and M.A., 1941, University of Minnesota; Ph.D., University
of Iowa, 1947.
- Orloue Gisselquist** (1956), Assistant Professor of History (on leave
1965-66)
B.A. 1943 and M.A., 1956, University of Minnesota.
- Frank A. Gruver** (1963), College Physician with rank of Assistant
Professor
B.S., University of New Mexico, 1954; M.D., University of Utah,
1959; PARS Certificate, Union Theological Seminary, 1963.
- Donald R. Gustafson** (1961-63), Assistant Professor of History (on
leave 1963-66)
B.A., Gustavus Adolphus College, 1955; M.A., University of Wis-
consin, 1956.
- ***Demos P. Hadjiyanis** (1965), Lecturer in Economics
B.S., Oklahoma State University, 1953; M.S., Ohio University, 1954.
- William H. Halverson** (1955-56, 1959), Professor of Philosophy and
Religion (on leave 1965-66)
B.A., Augsburg College, 1951; B.Th., Augsburg Theological Semi-
nary, 1955; M.Th., Princeton Theological Seminary, 1957; M.A.,
1959 and Ph.D., 1961, Princeton University.
- Carl R. Hammarberg** (1953), Director of Placement and Testing with
rank of Assistant Professor
B.A., Gustavus Adolphus College, 1932; M.A., University of Min-
nesota, 1948.
- Leif E. Hansen** (1961), Assistant Professor of Scandinavian
B.A., Concordia College, 1947; M.A., University of Minnesota, 1950.

Irene Hanson (1963), Associate Professor of Education
B.S.Ed., 1946 and M.S.Ed., 1948, Temple University; Ph.D., University
of Minnesota, 1965.

***L. David Hanson** (1965), Instructor of English
B.A., Augsburg College, 1955.

Theodore J. Hanwick (1956), Professor of Physics
B.E.E., 1933 and M.S., 1937, Polytechnic Institute of Brooklyn; Ph.D.,
New York University, 1950.

Orvald B. Haugsby (1961), Assistant Professor of Mathematics
B.A., Wisconsin State College, Superior, 1952.

***John Helgeland** (1964), Instructor of Classical Languages
B.A., Luther College, 1962.

Melvin Helland (1941-64), Professor Emeritus
B.A., Augsburg College, 1915; C.T. Augsburg Theological Semi-
nary, 1918; S.T.M., 1919 and Ph.D., 1930, Hartford Seminary Foun-
dation.

A. Robert Hemmingson (1957), Assistant Professor of Economics
and Business Administration
B.A., Dana College, 1953; M.A., University of Nebraska, 1957.

Grace Hinrichs (1962), Associate Professor of Psychology
B.A., 1957 and Ph.D., 1963, University of Minnesota.

Norman Holen (1964), Instructor of Art
B.A., Concordia College, 1959; M.F.A., Iowa State University, 1962.

John R. Holum (1957-58, 1959), Professor of Chemistry
B.A., St. Olaf College, 1950; Ph.D., University of Minnesota, 1954.

***Mary T. Howard** (1965), Assistant Professor of Psychology
B.A., West Virginia State College, 1948; M.A., University of Kansas
City, 1952.

Richard Husfloen (1962-63, 1964), Instructor of Religion
B.A., Augsburg College, 1961; B.Th., Augsburg Theological Seminary,
1964; M.Th., Princeton Theological Seminary, 1964.

***Clifton Jackson** (1965), Instructor of Music

***Valija Jaunlinins** (1965), Instructor of German
Interpreter, Heidelberg University, 1948; M.A., University of Min-
nesota, 1964.

***Irene Khin Khin Jensen** (1955-56, 1959), Associate Professor of
History and Political Science
B.A., Rangoon University, Burma, 1949; M.A., Bucknell University,
1951; Ph.D., University of Wisconsin, 1956.

John Jenson (1956-57, 1961), Assistant Librarian
B.A., Augsburg College, 1955; M.A., University of Minnesota, 1957.

Mildred V. Joel (1947), Registrar with rank of Associate Professor
(on leave 1966-67)

B.A., Augsburg College, 1940; M.A., University of Minnesota, 1947.

Einar O. Johnson (1956), Professor of Education

B.A., Concordia College, 1938; M.A., 1950 and Ph.D., 1961, University of Washington.

Glen W. Johnson (1961), Dean of Students with rank of Assistant Professor

B.S.E., University of Nebraska, 1952; B.D., Luther Theological Seminary, 1959.

***James Johnson** (1961), Instructor of Music (Piano)

B.A., University of Minnesota, 1956; M.A., Julliard School of Music, 1958.

***Mary E. Johnson** (1962), Assistant Professor of French

B.A., Smith College, 1947; M.A., Columbia University, 1950.

***Sherman Johnsrud** (1960-61, 1965), Instructor of Philosophy

B.A., St. Olaf College, 1953; M.A., University of Chicago, 1955.

***Eunice Kacalek** (1966), Instructor of Home Economics

B.S., Iowa State College, 1940; M.S., University of Minnesota, 1948.

Robert Karlen (1959), Assistant Professor of Music

B.M., New England Conservatory, 1950; M.A., University of Minnesota, 1959.

Mimi B. Kingsley (1947), Associate Professor of Spanish (on leave 1965-67)

B.A., Maryville College, 1936; M.A., University of Mexico, 1944.

Bernhardt J. Kleven (1937-46, 1947-65), Professor Emeritus

B.A., Augsburg College, 1922; M.A., 1930 and Ph.D., 1941, University of Minnesota.

***Emma Kydd** (1960-61, 1965), Lecturer in Home Economics

B.S., 1958 and M.S., 1960, University of Minnesota.

Bjarne E. Landa (1947), Professor of German

B.A., Voss State College, Norway, 1925; B.A., 1928 and M.A., 1930, University of Southern California; Ph.D., University of Minnesota, 1952.

Joanne Larson (1965), Instructor of English

B.A., Gustavus Adolphus College, 1961; M.A., University of Georgia, 1962.

Richard Laue (1963), Instructor of History

B.A., 1950 and M.A., 1955, University of Minnesota.

Bertha Lillehei (1937-40, 1960), Assistant Professor of English
(on leave 1965-67)

B.A., Augsburg College, 1934; M.A., University of Minnesota, 1960.

- Lorraine K. Livingston** (1960), Assistant Professor of English
B.A., 1930 and M.A., 1932, University of Minnesota.
- Gertrude S. Lund** (1950), Associate Professor of Business Education
B.A., Augsburg College, 1936; M.A., University of Minnesota, 1951.
- David Lyle** (1964), Instructional Assistant of Chemistry
B.A., Augsburg College, 1964.
- Orlin L. Mandsager** (1960-61, 1962), Campus Pastor and Instructor
of Religion
B.A., St. Olaf College, 1956; B.D., Luther Theological Seminary, 1961.
- Fern Martinson** (1964), Dean of Women—Associate Dean of Students
B.A., Concordia College, 1947; M.A., Syracuse University, 1950.
- Martha M. Mattson** (1960), Associate Professor of Education
B.A., Augsburg College, 1928; M.A., University of Minnesota, 1932.
- *Michael McCabe** (1965), Lecturer in Mathematics and Physics
B.A., 1959 and M.S., 1965, University of Minnesota.
- Erwin D. Mickelberg** (1956), Assistant Professor of Biology
B.A., Augsburg College, 1954; M.A., University of Minnesota, 1964.
- *Darlene Moland** (1965), Instructor of Home Economics
B.S., North Dakota Agricultural College, 1956; M.A., North Dakota
State University, 1964.
- *August Molder** (1963), Artist in Residence and Instructor of Art
Graduated, 1938 and LL.M., 1944, University of Tartu, Estonia.
- Gerda Mortensen** (1923), Professor Emeritus and Executive Sec-
retary of Centennial Committee
B.S., University of Minnesota, 1923; M.A., Columbia University,
1928.
- Donald F. Moyer** (1965), Instructor of Physics
B.A., 1960 and M.A., 1962, Miami University, Ohio.
- Arthur Nash** (1922), Professor of Biology
B.A., Augsburg College, 1922; Ph.D., University of Minnesota, 1938.
- *Emma L. Nashan** (1963), Instructor of German
B.A., Duke University, 1953; M.A., Indiana University, 1963.
- Edor C. Nelson** (1946), Associate Professor of Physical Education,
Football and Baseball Coach
B.A., Augsburg College, 1938; M.Ed., University of Minnesota, 1947.
- Balwant S. Nevaskar** (1964), Assistant Professor of Sociology (on
leave 1965-66)
B.A., Wilson College, 1946; B.D., Northwestern Lutheran Theologi-
cal Seminary, 1956; M.A., University of Minnesota, 1959.

- Grier Nicholl** (1961), Assistant Professor of English
B.A., Wesleyan University, 1951; M.A., Columbia Teachers College, 1956; Ph.D., University of Minnesota, 1964.
- David Nordlie** (1961), Assistant Professor of Sociology (on leave 1966-67)
B.A., Augsburg College, 1960; M.A., University of Minnesota, 1965.
- Esther J. Olson** (1960), Associate Professor of Speech
B.S., 1945; M.A., 1945 and Ph.D. 1956, University of Minnesota.
- Jean Olson** (1965), Instructional Assistant of Modern Languages
B.A., Augsburg College, 1964.
- *Judith Olson** (1965), Instructional Assistant of Physical Education
B.A., Augsburg College, 1965.
- Magne Olson** (1961-62, 1965), Instructor of History
B.A., Augsburg College, 1958; M.A., University of Minnesota, 1961.
- Karlis Ozolins** (1955), Librarian with rank of Associate Professor (on leave 1966-68)
B.A., Augsburg College; 1951; B.Th., Augsburg Theological Seminary, 1952; M.A., University of Minnesota, 1961.
- Ronald G. Palosaari** (1965), Assistant Professor of English
B.A., 1955 and B.D., 1959, Bethel College; M.A., University of Minnesota, 1963.
- *Patricia A. Parker** (1960), Assistant Professor of Library Science
B.S. Eastern Michigan College, 1949; M.A., University of Michigan, 1952.
- Howard E. Pearson** (1956), Assistant Professor of Physical Education
B.A., Augsburg College, 1953; M.A., University of Minnesota, 1957.
- Anne Pederson** (1932-44, 1946), Professor of English
B.A., Augsburg College, 1932; M.A., University of Minnesota, 1945.
- *Katherine Peterson** (1956), Assistant Professor of Home Economics
B.S., South Dakota State College, 1936; M.S., State University of Iowa, 1939.
- LaVonne Peterson** (1950), Associate Professor of Physical Education for Women
B.A., Augsburg College, 1950; M.A., Montana State University, 1954.
- Martin Quanbeck** (1938), Professor of Education
B.A., Augsburg College, 1929; M.A., 1933 and Ph.D., 1952, University of Minnesota.
- Philip A. Quanbeck** (1957), Professor of Religion (on leave 1966-67)
B.A., Augsburg College, 1950; B.Th., Augsburg Theological Seminary, 1951; M.Th., 1954 and D.Th., 1958 Princeton Theological Seminary.

Gunta Rozentals (1965), Assistant Professor of Spanish
B.A., 1956 and M.A., 1961, University of Minnesota.

Leland B. Sateren (1946), Professor of Music
B.A., Augsburg College, 1935; M.A., University of Minnesota, 1943;
L.H.D., Gettysburg College, 1965; D.Mus., Lakewood College, 1965.

Edwin J. Saugestad (1960), Assistant Professor of Physical Education
B.A., Augsburg College, 1959; M.A., University of Minnesota, 1964.

A. Mayo Savold (1952), Associate Professor of Music
B.A., Luther College, 1941; M.Mus.Ed., MacPhail School of Music,
1963.

Oscar Schmiede (1965), Instructor of Philosophy
B.A., University of Wisconsin, 1956; B.D., Chicago Lutheran Theological Seminary, 1959; M.A., University of Minnesota, 1965.

***Marjorie H. Sibley** (1961), Assistant Librarian with rank of Assistant Professor
B.A., 1942 and M.A., 1943, University of Illinois; M.A., University of Minnesota, 1961.

Dennis Sjogren (1965), Teaching Aide in Biology
B.A., Augsburg College, 1965.

Eugene Skibbe (1964), Assistant Professor of Religion
B.A., St. Olaf College, 1952; B.Th., Luther Theological Seminary, 1956; D.Th., University of Heidelberg, 1962.

George Soberg (1926-65), Professor Emeritus
B.A., Augsburg College, 1926; C.T., Augsburg Theological Seminary, 1950.

Paul G. Sonnack (1949), Professor of Religion
B.A., Augsburg College, 1942; C.T., 1945 and B.Th., 1947, Augsburg Theological Seminary; M.A., University of Chicago, 1960.

Myles C. Stenshoel (1965), Associate Professor of Political Science
B.A., Concordia College, 1948; M.A., 1958 and Ph.D., 1965, University of Colorado.

Gladys Stone (1965), Associate Professor of Sociology
A.A., Modesto Junior College, 1942; B.S. and B.A., Washington University, St. Louis, 1944; M.A., University of Chicago, 1946; Ph.D., University of Michigan, 1956.

Ralph Sulerud (1964), Assistant Professor of Biology
B.A., Concordia College, 1954; M.A., University of Nebraska, 1958.

***Michael Sutyak** (1965), Instructor in Music
B.M., New England Conservatory of Music, 1956.

***Agnes B. Tangjerd** (1940), Librarian Emeritus and Archivist
B.A., St. Olaf College, 1920; B.S., 1939 and M.A., 1944, University of Minnesota.

Philip J. Thompson (1959), Associate Professor of Art
B.A., Concordia College, 1955; M.F.A., Iowa State University, 1958.

***Elvira Thomson** (1965), Lecturer in Home Economics
B.S., 1929 and M.S., 1947, University of Minnesota.

John Thut (1947), Associate Professor of Music
B.A., Goshen College, 1923; B.Mus., 1930 and M.Mus., 1934, American Conservatory of Music.

***Vera Thut** (1947), Instructor of Music (Piano)
B.Mus., American Conservatory of Music, 1927.

Renate Tietz (1963), Circulation Librarian
B.A., University of Minnesota, 1962.

Joel S. Torstenson (1938-42, 1947), Professor of Sociology (on leave 1965-66)
B.A., Augsburg College, 1938; M.A., 1940 and Ph.D., 1959, University of Minnesota.

***E. Margaret Trautwein** (1950-54, 1961), Assistant Professor of English
B.A., Augsburg College, 1937; M.A., University of Minnesota, 1953.

Erling J. Urdahl (1943), Associate Professor of Biology
B.A., Concordia College, 1930; M.A., University of Minnesota, 1940.

Robert M. Zeller (1965), Director of Instructional Services
B.A., Augsburg College, 1965.

Peter H. Armacost (1959-61, 1963-65), Assistant Professor of Psychology and Dean of Students
B.A., Denison University, 1956; Ph.D., University of Minnesota, 1963.

***Emil Balz** (1963-65), Instructor of Modern Languages
Abitur, Friedrich Schiller Oberschule, Germany, 1937; Akad, Geprüfter Übersetzer, Heidelberg University, 1949.

***Merrilyn Belgum** (1960-65), Instructor of Sociology
B.A., University of Minnesota, 1946; M.S.W., University of Denver, 1956.

***James Boyce** (1964-65), Instructor of Latin
B.A., Luther College, 1964.

***Jacqolyn Cherne** (1960-62, 1963-65), Instructor of English
B.A., Augsburg College, 1958.

***Linda Crawford** (1964-65), Instructor of English
B.S., University of Wisconsin, 1960.

Kenneth N. Erickson (1964-65), Instructor of Physics
B.A., Augsburg College, 1962; M.S., Michigan State University, 1964.

S. Hugh Fitch (1964-65), Assistant Professor of Modern Languages
B.A., 1949 and M.A., 1951, University of New Mexico.

Kirsten Giving (1964-65), Instructor of Home Economics
B.S., St. Olaf College, 1960; M.A., University of Minnesota, 1964.

***Patricia Hatteberg** (1965), Instructor of Home Economics
B.S., Iowa State University, 1948; M.S., University of Minnesota,
1952.

***Evelyn Irving** (1964-65), Visiting Professor of Language Methods
B.A., 1941 and M.A., 1947, Florida State University; Ph.D., University
of Illinois, 1950.

***Dennis Lane** (1960-65), Instructor of Music (Organ)
B.S., University of Minnesota, 1941.

***Frederick Z. Leshner** (1963-65), Instructor of English
B.A., Carthage College, 1958; M.A., Iowa State University, 1962.

Iver B. Olson (1945-65), Professor of Modern Languages
B.A., Augsburg College, 1935; B.Th., Augsburg Theological Seminary,
1936; M.A., University of Minnesota, 1945; S.T.D., Chicago
Lutheran Theological Seminary, 1957.

Joseph W. Richen (1964-65), Instructor of Speech
B.A., Berea College, 1960; M.A., Ohio University, 1962.

***Ronald R. Ricketts** (1964-65), Instructor of Music (Brass Instru-
ments)
B.M., 1954 and M.M., 1955, Manhattan School of Music.

Donna Schlorf (1961-65), Instructor of Physical Education
B.A., Augsburg College, 1955; M.A., University of Minnesota, 1964.

Ruth Segolson (1944-65), Professor of Home Economics
B.S., 1925 and M.A., 1938, University of Minnesota.

***Merton Strommen** (1947-65), Instructor of Religion
B.A., Augsburg College, 1942; C.Th., 1944 and B.Th., 1950, Augs-
burg Theological Seminary; M.A., 1954 and Ph.D., 1960, University
of Minnesota.

***Joyce Tester** (1963-65), Instructor of Home Economics
B.S., 1955 and M.A., 1959, University of Minnesota.

***Margaret Uroff** (1964-65), Instructor of English
B.A., Middleburg College, 1956.

***Helen Watkins** (1964-65), Instructor of English
B.A., Radcliffe College, 1960; M.A., Yale University, 1962.



GRADUATES

1964

Aadland, Carolyn Irene Westbrook
 Aarsvold, Dawn Joanne Asp Minneapolis
 Almer, Charles E. Minneapolis
 Anderson, Donald A. Hudson, Wis.
 Anderson, Luther Leroy Minneapolis
 Anderson, Orville Keith Ventura, Ia.
 Anderson, Richard E. Minneapolis
 Arends, Myra Mildred Wabasso
 Armstrong, Kenneth B. Minneapolis

Bakke, David Allen Minneapolis
 Bakke, Karlton Zumbrota
 Berg, Andrew Melford Willmar
 Bjorndahl, Vern Roland Minneapolis
 Bloedel, Karen Lee Osseo
 Borsgard, Dorothy Diane San Jose, Calif.
 Braaten, Bruce E. Cannon Falls
 Bruget, Muriel Marie Minneapolis

Carlson, Gerald A. Minneapolis
 Chartrand, William Roger Escanaba, Mich.
 Cloman, Pearlle M. Chicago, Ill.
 Cotton, Sheldon Eugene Volga, S. Dak.

Daggett, Charles Marshall Richfield
 Damcke, David Robert Minneapolis
 Daniels, Diana Jamestown, N.Y.
 Day, Dallas Charles St. Paul
 Denny, Daren Gladys Minneapolis
 DesChaine, Judith Ann Minneapolis
 DeVrieze, Jerry Dean Hayfield
 Duerr, Allan J. Minneapolis
 Dyru, Philip M. Newfolden

Engwall, Paul R. Minneapolis
 Erickson, Dennis John Seattle, Wash.
 Erickson, Ronald W. Columbia Heights

Fenrick, Mary Elizabeth Truman
 Formo, David Jerome Minneapolis
 Fosland, Barry Duane St. Paul
 Friederichs, Suzan Barbara Minneapolis

Gerdeen, Charlotte Ann Escanaba, Mich.
 Gesche, Connie Rae Blue Earth
 Gilbertson, Diane Marie Minneapolis
 Groff, Ronald Francis Minneapolis
 Groth, Henry Fredrick Minneapolis
 Gustafson, Dale Leonard Richfield

Habeck, Margaret Jeanne Minneapolis
 Halverson, H. Lester Minneapolis
 Hamilton, Linda Marie Minneapolis
 Hammar, Robert C., Jr. Minneapolis
 Hanse, Susan Lynn Morris
 Hanson, Betty Elaine Robbinsdale
 Hanwick, Linda C. Minneapolis
 Heide, Marilyn B. Alkabo, N. Dak.
 Hjelmeland, Laurene Carol Minneapolis
 Hoel, Avis Corinne Minneapolis
 Hollstadt, Ronald Norman Minneapolis
 Holter, O Trygve Minneapolis
 Hoversten, Allen R. Minneapolis
 Hovland, Virginia Louise St. Paul
 Husby, Marvin Louis, Jr. Menomonie, Wis.

Jackson, Raul Anthony Bronx, N.Y.
 Jacobsen, David C. Minneapolis
 Jacobson, Loren Varland Mason City, Ia.
 Jenke, James Michael Owatonna
 Johnson, Ann Louise St. Paul
 Johnson, David Lewis St. Paul
 Johnson, Elizabeth Ann Minot, N. Dak.
 Johnson, Elmer Martin Minneapolis
 Johnson, Peter Gerhard Wittenberg, Wis.
 Johnson, Roger Gerald Wayzata
 Jorenby, Verlie Ann Block Minneapolis
 Jung, Wei Hin Kelowna, B.C., Canada

Kalberg, Diane Carol Ortonville
 Kasberg, Lee Carolyn Minneapolis
 Kelly, Jack William Palmer, Mich.
 Kelsey, Robert Carleton St. Paul
 Klamann, Patricia Jean Minneapolis
 Klammer, Karen Kay Hutchinson
 Klevos, William Arthur Lake Lillian
 Kohout, Karen Lu Verne Minneapolis
 Krogsrud, Karla Lisbeth Minneapolis
 Kuehne, Richard E. Minneapolis
 Kyllonen, Donna Jean Minneapolis
 Kyvig, Margery L. Starbuck

Landeen, Richard Frank Stillwater
 Langager, Bruce Allen Minneapolis
 Langness, Gary Lynn Stillwater

Laycock, Ronald George Minneapolis
 Lee, Lance Jerome Minneapolis
 Leifgren, Joyce Michele Frederic, Wis.
 Lindberg, Curtis Martin St. Paul
 Lindell, Sharon L. Minneapolis
 Lindgren, Mary Margaret Minneapolis
 Lobben, David Charles Minneapolis
 Long, John H. St. Paul
 Lund, Richard Allan Minneapolis
 Lundry, Kathryn Ann Spring Valley
 Lyle, David L. Minneapolis

Martinson, Anita Louise Canby
 Mathison, Oral Byron Bagley
 McWalter, Ivy Jean Homewood, Ill.
 Miller, Donald Wesley Minneapolis
 Moland, Ruth Elaine Malta, Ill.
 Moore, Cleve J., Jr. Escanaba, Mich.
 Munson, Mary Helena St. Paul Park
 Murdock, Peggy L. San Francisco, Calif.
 Museus, Rodger Raymond Minneapolis
 Myrvik, Wayne E. Edmore, N. Dak.

Nelson, Joyce Marlene Minneapolis
 Nelson, Loren Carlyle Minneapolis
 Nevin, Robert Samuel Cumberland, Wis.
 Nordin, Robert A. Lake Lillian
 Nordin, Ronald James Lake Lillian

Oftedahl, Harry Arlan Bagley
 Olson, DeLoY M. St. Paul
 Olson, DonaeBill Glen Minneapolis
 Olson, Merlin Iver Minneapolis
 Olson, Theodore W. Hoffman
 Ostenhus, Stephen Minneapolis

Parks, James Wayne Minneapolis
 Paulson, Ellen Ann Clitherall
 Pearson, Lloyd Allen Paynesville
 Pedersen, Arla Minneapolis
 Pederson, Patricia Strecker Sedan
 Peterson, Diane Evelyn Minneapolis
 Peterson, Kim Lowell Minneapolis
 Peterson, Marie Annette Minneapolis
 Pfeifer, Jean S. Rushford
 Pfeider, Carol Jean Minneapolis
 Piper, Charles Michael Minneapolis
 Poeschel, Ronald E. Excelsior
 Prigge, Robin William St. Paul

Quanbeck, Helen M. St. Paul

Rake, Larry Burton Minneapolis
 Ranum, Bruce C. Thief River Falls
 Rife, Diane Kay Excelsior
 Rindahl, Rondi Janice Brooten
 Robinson, Richard Henry Minneapolis
 Rosenquist, Stella Kyllö Wanamingo
 Rosvold, Ann Elaine Cottonwood
 Rundell, Dale Michael Minneapolis

Saari, Geoffrey W. Sleepy Eye
 Schmid, Lesley Kay Braham
 Schornstein, James Arthur St. Paul
 Schutz, Charles W. Zumbrota
 Schwantes, George W. St. Paul
 Sidney, David Theodore Grafton, N. Dak.
 Simonson, Faye L. Newman Grove, Neb.
 Simpson, Sandra A. Spicer
 Spangenberg, Stanley Fred Fairmont
 Spiess, James Ronald Minneapolis
 Star, Deanne M. Minneapolis
 Steenson, Karen Henry Webster
 Stordahl, Sharon Ann Madelia
 Strom, William F. St. Paul
 Sudduth, Mary Yvonne Minneapolis
 Suddoh, Satoru Tsn City, Japan
 Swanson, Sharon Lee Goodridge
 Szepanski, William Richfield

Thompson, Dagmar V. Tacoma, Wash.
 Thompson, Lana Marie St. Paul
 Thompson, Marilyn Jeanne Alden
 Tjaden, Ann Marie Marinette, Wis.
 Todem, Allen Krist DeKalb, Ill.
 Tonder, Paul Larry Minneapolis
 Torstenson, Dorthea A. Hake Alexandria

Vadis, James Roger Minneapolis
 Vesterso, Anne B. Egeland, N. Dak.

Waldner, Garrett Warren Hector
 Walgren, Carla Rae Minneapolis
 Walgren, Michael William Minneapolis
 Wallin, Richard A. Minneapolis

Westphal, Warren A. Minneapolis
 Wheeler, Mark D. Minneapolis
 Wold, Eunice M. Sioux City, Ia.

Woolson, Sharon Ann Hastings
 Yue, Henry Ka-Hen Hong Kong
 Ziemann, Kenneth Charles Welcome

**GRADUATES
 1965**

Aamodt, Bradford Oen Minneapolis
 Alfson, Alvin Dumont, Ia.
 Alne, Marilee Jane San Gabriel, Calif.
 Amland, Jean Elizabeth Roseville
 Anderson, Alfred Edwin Rugby, N. Dak.
 Anderson, Daniel W. Eagle Bend
 Anderson, Gary V. Richfield
 Anderson, Joyce Marie Spring Lake Park
 Asplund, Lowell H.
 Augst, Bonita Ann Montgomery
 Austin, George Lionel Bridgetown,
 Barbados, British West Indies

Bacon, Nancy Lee Windom
 Baum, Donald F. Zion Grove, Pa.
 Berg, Arvid S. Brainerd
 Berg, Edythe E. Cumberland, Wis.
 Berg, Mary Ann Holland Minneapolis
 Bergh, Marie K. Minneapolis
 Bergman, Eunice V. Minneapolis
 Blossberg, Gary K. Columbia Heights
 Bodin, Bette Jane Richfield
 Brodin, Peter Dassel
 Buboltz, Larry Gene Buffalo Lake
 Burri, Phyllis Darlene Decorah, Ia.
 Carter, Darryl G. Columbia Heights
 Chilgren, Keith V. Minneapolis
 Christopherson, Anita M. Elk Mound, Wis.
 Cogelov, Mary Ann Willmar
 Coltvet, Cordelia Elizabeth Estherville, Ia.

Dahl, Gerald A. Minneapolis
 Dittbenner, Sharon Jean Speeey Eye
 Dooeas, Douglas Keith Minneapolis
 Dyrud, David L. Silverton, Ore.
 Dyrud, Keith P. Newfolden

Eberhart, Thomas V. Minneapolis
 Edin, Richard Staples
 Eiler, John E. Cannon Falls
 Ekeren, Constance Margit Thief River Falls
 Ellis, Gary M. Bloomington
 Elmer, Kathleen Ann Argyle, Wis.
 Engebretson, Bruce Alan
 Columbia Heights

Engel, Dale L. Howard Lake
 Enser, Martha Jane New Richmond, Wis.
 Erickson, David A. St. Paul
 Ervin, Virginia M. Minneapolis

Fehlandt, Wayne A. Hopkins
 Feig, Charles Thomas Minneapolis
 Fieldhammer, Paul Alan Bloomington
 Flittie, William Tron New Brighton
 Fornell, Natalie Sheryll Barron, Wis.
 Forslund, Margaret Christine Champlin
 Francis, Donald Robert St. Paul
 Frederickson, Kathryn A. Poulso, Wash.
 Fredine, Gay L. Minneapolis
 Freeberg, Brian Martin Lewis, Wis.
 Friberg, Terryl L. Clarkfield
 Friederichs, Helen M. Minneapolis
 Fundingsland, Robert Arnold Minneapolis

Garling, Judith Ann Alma, Wis.
 Gjerde, Mark Luthard Richfield
 Grindal, Gracia Marie Richfield
 Gudmestad, Julie Ann Minneapolis
 Gunderson, David Glen St. Paul Park
 Gustafson, Gail Ethelyn Duluth
 Gustafson, Gerald L. Minneapolis

Halvorson, JoAnn Margaret Brainerd
 Hamberg, Glenn E. Minneapolis
 Hamilton, Lois L. Osseo
 Hamlin, Gerald B. Bloomington
 Hanggli, Marlene L. St. Paul
 Hansen, Anne Marie Monten Minneapolis
 Hanson, Joyce Ann Benson
 Hanson, Philip Laurel Minneapolis
 Harp, Lois Jane Minneapolis
 Hargre, Margaret Gelene Buffalo Lake
 Hinz, Robert Sidney South Haven
 Hochstetler, Nancy Amery, Wis.
 Holtan, George W. Dawson
 Hoseth, Donald M. Two Harbors
 Huber, Sandra L. New Prague
 Huseby, Jane Pennock
 Hustad, Ronald C. Minneapolis

Jacobson, Peter John Hawick
 Johnson, Ellen Marie Minneapolis
 Johnson, George Samuel Annandale
 Johnson, Kinney Lee Minneapolis
 Johnson, Ronald Howard
 Columbia Heights
 Johnson, Sylvia Marie Wanamingo
 Kamp, Kendall A. Minneapolis
 Kember, Theodore Patras, Greece
 Kildal, Sharon Nancy Christensen
 Pine City
 Kingsbury, Richard William Minneapolis
 Klagge, Neil Owen Minneapolis
 Klemenhagen, Robert J. Olivia
 Kleven, Carol Jean Minneapolis
 Kranz, Thomas W. St. Paul
 Kunze, Sharon Mae St. Paul
 Kyllo, Susan Lucille Long Lake

Langley, Leonard Revae Golden Valley
 Langness, Carol Jean Welch Dawson
 Larson, Marilyn JoAnn Byers, Colo.
 Larson, Merlin E. Hanska
 Larson, Paul Edwin Minneapolis
 Larson, Ronald M. Mora
 Lewis, Emlyn Frank, Jr. Lindstrom
 Lindberg, Warren B. Zimmerman
 Livingston, Frank Henry Minneapolis
 Lofstedt, Linda E. St. Paul
 Luoma, John Kenneth Minneapolis
 Luthard, Lois Elaine Hoffman

MacNally, Marie Dian Columbia Heights
 Madson, Douglas Jon Hutchinson
 Marcy, Michael J. Minneapolis
 Martinson, Carmen Diane Herrick Buffalo
 Martinson, Gerhard Minneapolis
 Martinson, LeRoy J. Edina
 Mattson, Janice I. Alexandria
 McDonald, Stanley Allen Mt. Lake
 McIntyre, John A. Owatonna
 Meyers, Daniel K. Minneapolis
 Miller, Mary Ann Eden, S. Dak.
 Miller, Sally Sue Minneapolis
 Morreim, Dennis Clifford Manchester

Nelson, Larry Charles Golden Valley
 Nesland, Jean Marie Bergenfield, N.J.
 Ness, Marcia Ellen Hinckley
 Newham, Richard D. Minneapolis
 Nielsen, Marilyn Doris Scandia
 Nielsen, Steven Andrew Morgan
 Noble, Theodore G., Jr. Minneapolis

Ohlson, Karen Marie Minneapolis
 Olson, Dwight C. St. Paul
 Olson, Gary K. Cannon Falls
 Olson, Judith Marian Minneapolis
 Olson, Lyle Gene Minneapolis
 Onstad, Peter Charles Minneapolis
 Oppegard, Dawn Joyce Johnson
 Minneapolis
 Osmundson, Elizabeth Ann Minneapolis
 Ostrom, Patricia Louise Ogilvie
 Oyen, Hildur Marie Poulso, Wash.

Patenaude, David L. Lakeville
 Paulson, Leslie N., Jr. River Falls, Wis.
 Pautz, Roger Carl Minneapolis
 Pearson, Lois Ann Canby
 Pedersen, Elizabeth Jane Chicago, Ill.
 Perkins, Samuel Excelsior
 Peterson, Calvin A. Clarkfield
 Peterson, Joanne Katherine Minneapolis
 Peterson, Lois J. Decorah, Ia.
 Peterson, Mary Carolyn Minneapolis
 Peterson, Philip Luther Minneapolis
 Petroskey, John Ernest Robbinsdale

Rasmussen, Lilah Ann Minneapolis
 Reuss, Gary D. Hoffman
 Reuss, Guy D. Hoffman
 Reynolds, Judith Arlene Minneapolis
 Ridgeway, Lee Ann Minneapolis
 Roback, I. Patricia Steenson Minneapolis
 Robinson, Kenneth Bruce Minneapolis
 Robinson, Paul Wayne Cannon Falls
 Rose, Richard C. Minneapolis

Sather, James Kent	Minneapolis	Tofte, Sharon Ann	Wallace, S. Dak.
Savolainen, James William	Negaunee, Mich.	Tolzman, Virginia Joyce	Minneapolis
Scholla, Larry Richard	Hector	Torstenson, Carol Phyl	Minneapolis
Schoumaker, Linda Jeanne	Minneapolis	Torstenson, Robert J.	Dawson
Seburg, E. Cheryl Domeier	Minnetonka	Triden, Kathleen Ann	Minnetonka
Shelstad, Jeffrey Milo	Minneapolis	Tyson, Robert W.	Truman
Sideen, Neil Charles	St. Paul	Uden, Larry Arthur	Minneapolis
Simonson, Terry Arnold	Minneapolis	Urban, Darrell B.	Robbinsdale
Skurdahl, Clayton O.	Madison	Vagle, Virgil David	Lake Bronson
Stephen, Linnea Marie	Minneapolis	Viken, Gary Arthur	Minneapolis
Stiefel, Winslow Alan	St. Paul Park	Vincent, Thomas Lowell	Minneapolis
Stone, Dale Martin	Fridley	Volden, Kristina Mae	Viroqua, Wis.
Stone, Howard Walter	Minneapolis	Wagner, Wanda	Dwight, Ill.
Strecker, Priscilla A.	Sedan	Walker, Mary Ann	Clear Lake, Ia.
Strommen, Steven Terrance	St. James	Warren, David Bruce	New Brighton
Svanoe, Miriam Kareen	Edina	Wehner, Catherine Ann	Bloomington
Swanson, Shirley Marie	Red Wing	Wessman, Quentin Frederick, II	Minneapolis
Swenson, David Adair	Minneapolis	West, Lyndon W.	Clarkfield
Taeger, David Alan Elroy	Trout Creek, Mich.	Wieggers, Haven Fairmont	Sauk Centre
Tessman, William Richard	Minneapolis	Wiger, Loren D.	Cyrus
Thompson, Byron Thomas	Benson	Wilson, Joy R.	Clear Lake, Wis.
Thompson, Charles R.	Northfield	Wulkan, Paul D.	Minneapolis
Thompson, Judy Rae Ann	Brainerd	Zeller, Robert Mitchell	St. Paul
Thyren, Gary W.	Minneapolis		
Tinseth, Karen D.	Cyrus		

SUMMARY OF GRADUATES

Graduates — 1870-1963	3112
Graduates — 1964	176
Graduates — 1965	208
Total	3496

ENROLLMENT SUMMARY

AUGSBURG COLLEGE, 1964-1965

FIRST SEMESTER SECOND SEMESTER

Class	Men			Women		
	Men	Women	Total	Men	Women	Total
Senior	121	87	208	108	85	193
Junior	140	121	261	128	115	243
Sophomore	151	161	312	155	153	308
Freshman	278	244	522	263	235	498
Special	40	43	84	34	28	62
Fr. Nurse (D. H.)	0	41	41	0	39	39
Fr. Nurse (F. H.)	0	49	49	0	42	42
Fr. Nurse (M. H.)	0	41	41	0	25	25
Fr. Nurse (S. H.)	0	88	88	0	82	82
Total	730	875	1605	688	804	1492

TOTAL ACADEMIC YEAR

Class	Men	Women	Total
Senior	123	87	210
Junior	144	123	267
Sophomore	157	164	321
Freshman	285	248	533
Special	49	47	96
Fr. Nurse (D. H.)	0	42	42
Fr. Nurse (F. H.)	0	49	49
Fr. Nurse (M. H.)	0	41	41
Fr. Nurse (S. H.)	0	88	88
Total	758	889	1647

TOTAL STUDENT ENROLLMENT, 1964-1965

Men Students	758
Women Students	889
Total	<u>1647</u>
Deducting those counted more than once	2
	<u>1645</u>

AUGSBURG COLLEGE, 1965-1966

FIRST SEMESTER SECOND SEMESTER
Men Women Total Men Women Total

Class	Men	Women	Total	Men	Women	Total
Senior	131	101	232	106	89	195
Junior	132	132	264	128	126	254
Sophomore	209	171	380	194	169	363
Freshman	292	267	559	288	259	547
Special	41	24	65	32	26	58
Fr. Nurse (D. H.)	0	42	42	0	42	42
Fr. Nurse (F. H.)	0	42	42	0	36	36
Fr. Nurse (M. H.)	1	39	40	0	35	35
Fr. Nurse (S. H.)	0	80	80	0	78	78
Total	<u>806</u>	<u>898</u>	<u>1704</u>	<u>748</u>	<u>860</u>	<u>1608</u>

TOTAL ACADEMIC YEAR

Class	Men	Women	Total
Senior	132	101	233
Junior	136	134	270
Sophomore	211	178	389
Freshman	302	273	575
Special	51	33	84
Fr. Nurse (D. H.)	0	43	43
Fr. Nurse (F. H.)	0	42	42
Fr. Nurse (M. H.)	1	39	40
Fr. Nurse (S. H.)	0	80	80
Total	<u>833</u>	<u>923</u>	<u>1756</u>

TOTAL STUDENT ENROLLMENT, 1965-1966

Men Students	833
Women Students	923
Total	<u>1756</u>

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American Studies
Mr. Nicholl, Director of Program

An Interdepartmental Major Program

The aim of the program in American Studies is to develop the student's understanding of American culture, past and present, in breadth as well as some depth. The major is interdepartmental, built primarily upon American area courses now offered in various departments.

The program should offer the student a good foundation for graduate studies in law and the ministry, for the M. A. in library science and the M. A. T. in secondary school teaching. The major would also provide a good background for careers in the U. S. Government, particularly civil service positions and the foreign service.

MAJOR: 56 credits, minimum

Requirements for the major include a core of foundation courses (29 crs.); a program of elective courses for integrated study (minimum, 13 crs.) and American Studies 99 (5 crs.); and American Studies 95 (4 crs.), a seminar of concentrated study.

The required core of courses, to be taken in the departments of English, History, Political Science and Religion, aim to give the student a broad foundation of subject matter in major areas of American culture, past and present, and introduce him to the methodologies of various disciplines.

English 35: Major American Writers (5 crs.) Prereq. Eng. 11-12
History 21-22: United States History (10 crs.) Prereq. Hist. 1 or 2 or 3
Political Science 20: American Government I, Foundations of Amer. Dem. (5 crs.)
Political Science 21: American Gov't II, American National Gov't (5 crs.)
Religion 63: American Protestantism (4 crs.) Prereq. Rel. 11 and 21

In his program of elective courses, to be taken in a minimum of three departments, the student would attempt to achieve a measure of integrated study of major themes in American civilization. Papers written in Independent Study would attempt to accomplish this.

Education 87: School and Society (4 crs.)
English 82: The American Novel (4 crs.) Prereq. Eng. 35
History 55: Twentieth Century United States (4 crs.)
History 56: History of U. S. Foreign Policy (4 crs.)
Political Science 22: Amer. Gov't III, Politics and the Fed. System (5 crs.)
Prereq. Political Science 20-21
Political Science 70: Constitutional Law I (4 crs.) Prereq. Pol. Sci. 20-21
Philosophy 65: American Philosophy (4 crs.) Prereq. Phil. 21
Psc. 81: History and Theory (4 crs.) with permission of instructor.
Religion (Sociology) 59: Religion and Society (4 crs.) Prereq. Rel. 11 and 21
Sociology 42: Rural American Community (4 crs.) Prereq. Soc. 11
Sociology 43: The Modern Urban Community (4 crs.) Prereq. Soc. 11

Refer to course listings under the various departments for full descriptions of the above elective courses in the program.

(over)

American Studies courses required:

95 Seminar 4 crs.

Focuses on a limited, significant problem or phenomenon in American culture. Use of primary source materials from various disciplines. Practice in the integrated use of these materials for an understanding of the topic in depth. To be taken in the senior year.

99 Independent Study 5 crs.

Major themes or topics cutting across courses elected in the program are chosen by the student for integrated study. The writing of several papers of an interdisciplinary nature. To be taken in the senior year.

Sample Curriculum in American Studies:

<u>Freshman year</u>	Term			<u>Sophomore year</u>	Term		
	I	II	III		I	II	III
Religion 11			5	Religion 21			5
English 11-12	4	5		Foreign Lang.	4	4	
History 1, or 2 or 3	4			Nat. Sci. or Math.	5-6	5-6	
Sociology 11			4	Phil. 21	4		
Foreign Lang.	5	5		Eng. 35			5
History 21-22		5	5	Pol. Sci. 20-21		5	5
Phys. Act.	1/3	1/3	1/3				
Total	13 1/3	15 1/3	14 1/3	Total	13-14	14-15	15

<u>Junior year</u>	Term			<u>Senior year</u>	Term		
	I	II	III		I	II	III
Economics 22	4			* Religion 59	4		
Speech or Lit. (exc. Eng. 87)		4		* Pol. Sci. 70		4	
Art I or Music 30			4	* Hist. 56	4		
* Hist. 55	4			* Educ. 87		4	
* Psych. 81	4			* Educ. 82			4
* Soc. 42		4		* Pol. Sci. 22	5		
* Soc. 43			4	Amer. Studies 95		4	
Religion 63			5	Amer. Studies 99			5
* Phil. 65	4			Electives (non-major)		0-4	4-6
Electives (non-major)		4-8		Total	13	12-16	13-16
Total	16	12-16	13				

*Electives in the major program.

NEW COURSES OFFERED IN 1967-68

- Art 40 - Introduction to Cinema Arts Winter Term
 Speech 40 - Introduction to Cinema Arts Winter Term
 Analysis and criticism of significant films; emphasis on the role of film in society and on appreciation of film as an art form.
- Math. 61 - Linear Algebra Fall Term
 A course intended to aid in making the transition from the concrete to the abstract. Such topics as elementary matrix algebra and its application to the physical and social sciences; linear equations; vector spaces and linear transformations; unitary and orthogonal transformations; the characteristic equation of a matrix and bilinear, quadratic, and Hermitian forms are presented. [Prereq.: 43, Fall.]
- Computer Science 45- Introduction to Computer Science Fall, Winter
 Theory of modern digital computers. Terms as algorithms, flow charts, storage, control, input-output units, and simulation are defined. Includes a survey of computer applications. A particular computer language is presented and used to solve a variety of problems. [Prereq.: Math. 42, Fall term; None, Winter. Fall, Winter.]
 Fall term, this course is intended for those who have had Math. 42. Winter term, this course is open to all students.
- Phil. 22 - Introductions to Ethics Spring Term
 Designed primarily for non-majors desiring a second course in philosophy. Approaches ethics through a consideration of movements, such as relativism, naturalism, etc.; or problems, such as the nature of the good, conscience, etc.; or important figures, such as Plato, Kant, Hume, etc.
 Prerequisite: Phil. 21
- Phil. 51 - Symbolic Logic Winter Term
 Treats deduction and the analysis of statements by means of special symbols. Topics include the method of induction, propositional functions and quantifiers, the logic of relations, the concept of an axiom system. Prereq. 23 or #. Winter
- Phil. 65 - American Philosophy Fall Term
 American thought from colonial times to the present: Puritanism, the Revolutionary period, transcendentalism, idealism, pragmatism, naturalism, and realism. Prereq. 21. Fall.
- Pol. Sci. 62 - Communist Foreign Policies Spring
 Analysis of the motivation, formulation, and implementation of foreign policies of Communist nations, with emphasis upon the Soviet Union and China. Prereq.: 51 or 60.

- Psych. 51 - Developmental Psychology: Child Fall Term
Development of personality and/or behavior of children, with emphasis on theoretical considerations and empirical findings regarding socialization, cognition, family relationships, and general psychological development. [Prerequisite: Psych. 5 and concurrent registration in or completion of statistics]
- Psych. 52 - Developmental Psychology: Adolescent Winter Term
Development of personality and/or behavior patterns of adolescents, with emphasis on theory and empirical findings regarding physical and sexual development, parent-child relationships, identity and the peer group, cognitive development and achievement, and social class differences. [Prerequisite: Same as above]
- Psych. 53 - Developmental Psychology: Adult Spring Term
Development of personality and/or behavior patterns of adults, with special emphasis on young adults. Some theory and empirical findings regarding personality, values, interests and vocational choice, sexuality, adjustment and behavior change. Adult Psychology will close with a brief discussion of findings in geriatric psychology. [Prerequisite: same as above]

Beverly Wegge

Assistant Registrar

AUGSBURG COLLEGE

Guidelines
for
Students

In changing from
the semester to
the three-term
calendar, 1966

Up-dated, August, 1966

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OPTION IN CHOICE OF OLD OR NEW REQUIREMENTS

Students who were previously enrolled may make a choice of completing requirements as listed in the catalog of 1964-66 or in the new catalog of 1966-68. It may be advantageous for the sophomores of 1966-67 to elect the new requirements. Seniors will probably find it easier to complete the old requirements. Students will be asked to indicate which program they wish to complete.

Students who elect to follow the old program will be expected to complete all the general education requirements under that program. There will, however, need to be minor revisions in the requirements of the major because of changes in offerings. Major advisers will assist students in determining these requirements.

CHANGE IN COMPUTING GRADE POINT AVERAGE

Augsburg is changing to the four point system in computing grade point averages.

A-----4 points	D-----1 point
B-----3 points	F-----0 points
C-----2 points	

To change a student's old grade point average to the new system, we add 1.0 to the previous ratio.

DETERMINING CREDIT REQUIREMENTS

All credits in the new catalog are in terms of quarter credits.

To change from semester to quarter credits, we multiply by one and one-half or $3/2$.

DETERMINING TOTAL CREDIT REQUIREMENTS

To determine the number of credits required for graduation a student who was previously enrolled will multiply the credits which he has earned by $3/2$ and subtract this number from 186.

Although the old requirement for graduation of 128 semester credits is the equivalent of 192 quarter credits, the faculty has decided that previously enrolled students may be graduated with 186 quarter credits. This allows the student greater freedom in his choice of courses to meet degree requirements.

DETERMINING UPPER DIVISION REQUIREMENTS

To determine the number of upper division quarter credits which a student needs for graduation, he should multiply the semester credits he has earned in upper division courses by $3/2$ and subtract that number from 54.

GENERAL EDUCATION REQUIREMENTS
FOR STUDENTS UNDER THE OLD PROGRAM

In determining the general education requirements needed, a student will consider courses rather than credits. For example, under the old requirement, students must have three semesters of science or a minimum of 9 semester credits in science. Three terms or three courses in science will meet this requirement.

Under the old requirement students need three semester credits of literature or philosophy. A course in literature or philosophy will meet this requirement, even though it may be only four quarter credits.

Under the old requirement, students must have 14 semester credits in religion. This requirement may be met as follows:

<u>Students Who Have:</u>	<u>Need To Take:</u>
2-3 semester credits in religion	4 terms of religion
4-6 semester credits in religion	3 terms of religion
7-9 semester credits in religion	2 terms of religion
10-12 semester credits in religion	1 term of religion

(Transfer students will take 1 course per year of attendance at Augsburg.)

Students who have 2 or 4 semester credits in Basic Bible should not take Biblical Studies. Those who have credit for Christian Doctrine should not take Introduction to Theology.

To meet general education requirements in social science, foreign language, or natural science:

<u>Students Who Have:</u>	<u>Need To Take:</u>
History 1	History 3
History 2	History 1
Sociology 1	Sociology 12
Sociology 2	Sociology 11 or Econ.22
Beginning Foreign Language 1st semester	3 terms
Beginning Foreign Language Two semesters	2 terms of inter. lang.
Intermediate Foreign Language 1st semester	2nd term of inter. lang.
English 11	English 12
No science	3 terms of Science— at least one physical and one biological science
One semester of Science	2 terms of Science
1 semester Physical Activities	1 term Physical Activities

GUIDELINES FOR STUDENTS WHO WISH TO CHANGE TO
THE NEW GENERAL EDUCATION REQUIREMENTS

Students who elect to change to the new program will be expected to meet all requirements of the new program except that if a student has completed History 1, 2, he need not take Sociology 11; and if a student has completed Sociology 1, 2, he need not take a course in Western Civilization.

<u>Students Who Have:</u>	<u>Need To Take:</u>
Religion: Basic Bible - 4 credits	13 credits Religion (3 Courses)
Total Religion - 6-8 credits	2 upper division courses
Total Religion - 11 credits	1 upper division course
English, Literature and Speech: English 11-12	Speech or Literature
Speech 11 and English 11-12	None
English 11-12 and Literature	None
Social Science: History 1, 2	Econ. or Pol.Sci.
U. S. History	West.Civ.; Soc.; and Econ. or Pol.Sci.
Sociology 1, 2	Econ. or Pol.Sci.
Economics 15	West.Civ. and Sociology 11
Am. Government	West.Civ. and Sociology 11
Fine Arts: Art 1 or Music 4	None
Foreign Language: Less than the second semester of Intermediate Language	Through the second term of the intermediate course
Natural Science and Mathematics: 2 semesters of Natural Science and/or Mathematics	None
1 semester of Natural Science or 1 semester of Mathematics	1 term of Natural Science or Mathematics

AVOIDING DUPLICATION OF COURSES

Since several courses in the new catalog with different numbers and different titles are similar in content to courses in the old catalog, the following guidelines may be helpful to students to avoid duplication of courses:

Old

If you have taken:

Art 1, Basic Design
Ed.51, Orient. to Elem.Educ.
Lib.Sci.59, Secondary Materials
Lib.Sci.60, Secondary Materials
Eng.42, Am.Literary Developments
Eng.74, Modern Literature
Math.56, Found. of Arithmetic
Math.60, Basic Concepts of Math.
Music 4, Intro. to Music
Music 7,8, Hist.& Lit.of Music
Physics 3, Principles of Physics
Physics 53, Electricity & Magnetism
Physics 71, Heat & Thermodynamics
Psych.61, Psych. of Personality:
Normal
Rel.1 or 2, Basic Bible
Rel.4, Christian Doctrine
Rel.62, The Mission of the Church
Rel.61, History of Religions
Rel.81, The Gospels
Rel.82, Life & Epistles of Paul
Rel.91, Intro.to Contemp.Theol.Thought
Soc.1, Intro. to Sociology
Soc.21, Rural Sociology
Soc.22, Urban Sociology
Soc.63, Criminology
Speech 63,64, Stagecraft

New

Do not take:

Art 1, Intro.to Fine Arts
Ed.56, Elem.School Teaching
Lib.Sci.59, Intro.of Ref.Mat.
Lib.Sci.75,High School Library
Eng.45, Major American Writers
Eng.72, Modern Fiction
Math.56, Basic Concepts of Arith.
Math.80, Found. of Math.
Music 30, Intro. to Fine Arts
Music 60,61, Hist.& Lit.of Music
Physics 3, Intro. to Physics
Physics 61, Electronics
Physics 81, Thermal Physics
Psych.61, Personality I:
Approach.to Personality
Rel. 21, Biblical Studies
Rel. 11, Intro.to Theology
Rel. 59, Religion & Society
Rel.53,54, History of Religions
Rel,71, Jesus & His Interpreters
Rel.72, The Theology of Paul
Rel.81, Contemp. Theology
Soc.11, Man in Modern Society
Soc.42, Rural American Community
Soc.43, Modern Urban Community
Soc.73, Crime & Delinquency
Speech 67, Light: & Screen Design

AVGSBURG COLLEGE

Check Sheet for Students Following the Old General Education Requirements

Name of Student _____

Date _____

	Sem. Cr.	Qr. Cr.	Have	Need	Sem. Cr.	Qr. Cr.	Have	Need
Freshman English	6	9			Beginning Speech	2	4	
Social Science		8-10			Fine Arts	2	4	
West. Civ. or U.S. Hist. or Soc. or Soc. & Econ.					Philosophy or Lit.	3	4	
Physical Activities	1	1			English Proficiency			
Religion (See p. 3)	14	19-21			Upper division crs.	36	54	
Foreign Language	6-14	8-21			Total credits	128	186	
Natural Science	9	13-14			For students in education:			
(at least one biological and one physical science)					General Psychology	3	5	
					Health & First Aid	3		

Fall	Crs.	Winter	Crs.	Spring	Crs.
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Fall	Crs.	Winter	Crs.	Spring	Crs.
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AUGSBURG COLLEGE

Check Sheet for Students Changing to the New General Education Requirements

Name of Student _____ Date _____

	Sen. Cr. & Cr.	Have	Need	Sen. Cr. & Cr.	Have	Need
Freshman English	6	9		Philosophy	3	4
Western Civilization or Sociology	6	8		Speech or Literature	2	4
Religion	12	18		Econ. or Pol. Science	3	4-5
Foreign Language	6-14	8-18		English Proficiency		
(two terms each of the beginning and intermediate courses)				Upper division crs.	36	54
Nat. Sci. or Math.	6	8		Total credits	128	186
Fine Arts	3	4		For students in education:		
(Art 1 or Music 30)				General Psychology	3	5
				Health & First Aid	3	5
Fall	Crs.		Winter	Crs.	Spring	Crs.
Fall	Crs.		Winter	Crs.	Spring	Crs.

AUGSBURG COLLEGE
CHECK SHEET FOR ELEMENTARY EDUCATION MAJORS
UNDER THE OLD PROGRAM

Name of Student _____ Date _____

General Education Courses				Professional Courses							
	Sem.	Cr.	Gr.	Cr.	Have	Need	Old	New	Have	Need	
Religion	14	6	21				Ed. 51 or 56, Orientation				
Freshman English	6	6	9				Ed. 53 or 55, Growth & Develop.				
Western Civilization	6	6	9				Ed. 54 or 57, Meth: H, P, Ed., Mu.				
Physical Science	6	6	9				Ed. 56 or 63, Meth: Math, Sci.				
Physical Activities	1	1	1				Ed. 58, Art in Elem. Educ.				
Health & 1st Aid	3	3	5				Ed. 61)				
General Biology	6	6	10				Ed. 63) or 64, Language Arts				
General Psychology	3	3	5				Ed. 62 or 65, Meth: Soc. St.				
Geography	3	3	4				Ed. 65 or 79, Child. Lit.				
U.S. History	6	6	10				Ed. 66)				
Mod. Foreign Lang.	14	3	18				Ed. 68) or 77, Prof. Lab Exp.				
American Government	3	3	5				Group Activity - 1 year				
Music 4 or 30	2	2	4				Minor in: _____ (cr.)				
Math. 56	2	2	4				G.P.A. of 2.5 required in minor				
Literature	3	3	4				Total credits (186)				
Speech	2	2	4				Total honor points				
English Proficiency											
Fall				Winter				Spring			
	Crs.		Crs.		Crs.		Crs.		Crs.		
Fall				Winter				Spring			
	Crs.		Crs.		Crs.		Crs.		Crs.		

AUGSBURG COLLEGE
APPLICATION FOR MAJOR AND
PROGRAM PLANNING WORK SHEET FOR
ELEMENTARY EDUCATION MAJORS CHANGING TO THE NEW PROGRAM

Name of Student _____ Date _____

General Education Courses	Professional Courses
Have	Have
Need	Need
<p>Freshman English (9 qr.cr.) West.Civ. or Soc. (8 qr.cr.) Phys.Educ. (1 qr.cr.) Music 4 or 30 (4 qr.cr.) Foreign Language (18 qr.cr.) Biological Science (5 qr.cr.) Physical Science (4-5 qr.cr.) American Government (5 qr.cr.)</p> <p>Speech 11 History 21 or 22 Philosophy General Psychology Mathematics 56 Religion (18 qr.cr.)</p> <p>English Proficiency</p>	<p>Ed. 52, 53, 54, Group Act. (0 cr.) Ed. 55, Hum. Growth & Dev. (4 cr.) Ed. 56, Elem. Sch. Teach. (5 cr.) Ed. 57, Meth: H. & P. Ed. Ma. (4 cr.) Ed. 58, Art in Elem. Sch. (4 cr.) Ed. 63, Meth: Math, Sci. (4 cr.) Ed. 64, Meth: Lang. Arts (6 cr.) Ed. 80, Meth: Soc. St. & Child. Lit. (4 cr.)</p> <p>Ed. 77, Prof. Lab. Exp. (15 cr.) Ed. 87, School & Society (4 cr.)</p> <p>Minor in: _____ (cr.)</p> <p>G. P. A. of 2.5 required in minor</p> <p>Total credits _____ Total honor points _____ Upper division credits (54)</p>

Fall	Winter	Spring
Crs.	Crs.	Crs.

AUGSBURG COLLEGE
731 21st AVENUE SOUTH
MINNEAPOLIS, MN 55454



AUGSBURG COLLEGE CONTACT

CATALOG ISSUE FOR THE ACADEMIC YEARS 1966-7 & 1967-8