Macalester College Bulletin

SIXTIETH ANNUAL CATALOG

1945

Accredited by the North Central Association of Colleges and Secondary Schools as a degree granting institution.

SAINT PAUL 5, MINNESOTA

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## College Calendar

### Academic Year 1945-1946

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<td><strong>September 14-16</strong></td>
<td>Friday-Sunday, Freshman Orientation.</td>
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<td><strong>September 17-19</strong></td>
<td>Monday-Wednesday, First Semester Registration.</td>
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<td><strong>September 20</strong></td>
<td>Thursday, 8:30 a.m., Classes begin.</td>
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<tr>
<td><strong>November 22-25</strong></td>
<td>Thanksgiving Vacation.</td>
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<td><strong>December 19</strong></td>
<td>Wednesday, 5:20 p.m., Christmas Vacation begins.</td>
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<tr>
<td><strong>January 3</strong></td>
<td>Thursday, 8:30 a.m., Christmas Vacation ends.</td>
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<tr>
<td><strong>January 19-26</strong></td>
<td>Saturday-Saturday, First Semester Examinations.</td>
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<tr>
<td><strong>January 28-29</strong></td>
<td>Monday-Tuesday, Second Semester Registration.</td>
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<tr>
<td><strong>January 30</strong></td>
<td>Wednesday, 8:30 a.m., Classes begin.</td>
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<tr>
<td><strong>March 15</strong></td>
<td>Friday, Pi Phi Epsilon Initiation.</td>
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<tr>
<td><strong>March 16</strong></td>
<td>Saturday, Founders’ Day Celebration.</td>
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<tr>
<td><strong>April 19-24</strong></td>
<td>Friday-Wednesday, Easter Recess.</td>
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<tr>
<td><strong>May 29-June 5</strong></td>
<td>Wednesday-Wednesday, Second Semester Examinations.</td>
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<tr>
<td><strong>June 3</strong></td>
<td>Monday, Fifty-seventh Annual Commencement.</td>
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### 1945 Summer Session
- **June 11 - August 4**

### 1946 Summer Session
- **June 17 - August 10**
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GENERAL INFORMATION

Location and Standing

Macalester College is a coeducational college of liberal arts and sciences, founded in 1885 and ever since maintained under the auspices of the Presbyterian Church U.S.A.; it is Christian in its spirit and purposes, but non-sectarian in its instruction and attitudes. The college is located in Saint Paul, Minnesota, with a campus of forty acres facing Summit Avenue, one of the most beautiful residential streets in America. Its location is equidistant from the central business sections of the Twin Cities, St. Paul and Minneapolis.

Macalester College is fully accredited, a member of the North Central Association of Colleges, the Association of American Colleges, the American Council on Education, and the National Conference of Church-Related Colleges. It is on the list of colleges approved by the Association of American Universities, and also on the list approved by the American Association of University Women. Its graduates are received as graduate students in the leading universities of America.

Degree

Graduates of the College of Liberal Arts receive the degree of Bachelor of Arts.

General Purpose

Macalester College seeks to be a place of culture, where intellectual horizons are widened and young men and women find a reason for living and a source of joy in living. It stresses the humanities, science and philosophy. It would provide intellectual and social opportunities of growth for those who seek guidance toward the good life.

The primary need of all persons is to learn a way of life and to achieve spiritual integration. To meet this need, Macalester College emphasizes work in philosophy and religion. It desires to acquaint its students with the finest philosophical minds of all time and invites to its campus the leading thinkers of today. It selects for its faculty broadly trained men and women, earnest in their religious faith, thorough in their scientific knowledge, with a friendly concern for the developing personality of each individual student.
The College does not seek to impose specific religious ideas on its students. While courses in religion are given as background, dependence is placed upon the contagion of great souls rather than upon any formal instruction in religion. As the college was founded and is maintained by Christian men and women who accept the Christian way of life, students are encouraged to examine the life of Jesus as a pattern for living and His teaching of justice and good will as the highest wisdom.

Macalester College emphasizes the courses in science, literature and the arts as the best foundation for successful professional training. The rigid demands of specialization in graduate school indicate that the undergraduate years should be a period of intense and comprehensive cultural training. The Macalester curriculum is developed on this plan.

Macalester College insists that every student must have a broad foundation of knowledge, personal competence and constructive purpose. On this base, experience and activities can be built that will make life a joyous experience for the individual and a source of strength for society.

**War Time Policies**

The dominant purpose of Macalester College during the war which the United Nations are waging against Germany and Japan is to cooperate to the utmost with every program that may be suggested by the Government or otherwise devised to help win the war. The College has taken part in every college program approved by the Government for pre-induction training or the in-service specialized training of the Army, Navy, and Marine Corps so far as this training has been on the college level. It will continue this cooperation in every field for which it is equipped. Macalester College takes special pride in the achievement of an academic record of second among forty-one colleges by its training program with the Army Air Forces.

The College has made many adjustments to serve the needs of young men and young women while the country is at war. Not only have the existing courses been changed as to content and emphasis, but new courses have been added that deal directly with pre-induction training, the issues of the war, civilian defense, and technical matters associated with the national defense. In view of the wartime shift of emphasis to mathematics and the Natural Sciences, Macalester College has strengthened these departments to take care of an additional student load and to expand the courses offered. The laboratories at Macalester College are well equipped and enable the college to cooperate readily with Government suggestions.
In general, the emphasis on the natural sciences which is regarded as appropriate in the case of young men, is equally applicable to young women. Many technical services in civilian life and national defense industries requiring scientific training will be filled by young women, and all the science courses at Macalester College are open to them. According to the latest available reports, shortages which women can fill exist, or will exist, in such fields as medical technology, medical secretarial work, chemistry, biology, nursing, and teaching. There is also a shortage in secretarial and stenographic workers, and the college maintains a secretarial studies department in which students may obtain this kind of training.

While the College participates in the war program, it will at the same time continue to uphold the highest academic standards in all the courses offered. It will maintain its emphasis on the training of good citizenship for peace as well as for war, and it hopes that the Macalester students of these troubled years may find themselves equally well equipped for the immediate tasks of the war and for the long-range objectives of the nation and of their individual lives.

The war time policies of the College may be summarized as follows:

1. To sustain its REGULAR PROGRAM in the liberal arts to the fullest extent warranted by civilian enrollment.
2. To support the WAR EFFORT in every possible way.
3. To promote among its students and the public in general an enlightened and far-sighted WORLD CITIZENSHIP which will give high motivation not only to the war effort but to the greater task of winning the peace.
4. To develop in advance for Macalester College a POST-WAR PROGRAM in general education which will enable the student of the liberal arts and the returning service man to play a significant role in post-war society and in a new world order.

Educational Objectives

Macalester College seeks to provide each student with guidance, instruction, environment, facilities and experience favorable to his achievement of the following goals:

In general education:

Development by each student of his own physical, mental, emotional, social and spiritual resources for self-management and SELF-REALIZATION.

Acquisition of knowledge, attitudes, habits and skills leading toward SOCIAL COMPETENCE in personal relationships, home life, group enterprises, civic projects and international affairs.
EXPLORATORY ACQUAINTANCE with the main fields of significant knowledge and human activity, both past and present, with a view to the appreciation and understanding of each, and of their relation to one another, the appropriation of some for recreational and avocational use, and the choice of one as a field of concentration for eventual specialization.

Cultivation of the ART OF THINKING, of the main tools and skills of thoughtful living and of the best methods for gaining truth, including familiarity with laboratory methods, efficient habits of reading and listening, first-hand knowledge of at least one foreign language, ability to separate fact from propaganda.

Cultivation of the arts and skills of COMMUNICATING IDEAS, including thorough training in the use of the English language.

Development of a Christian PHILOSOPHY OF LIFE.

In advanced education:

- Progressive MASTERY of a chosen field of knowledge.
- Development of the habit of continuous EXPLORATION of the frontiers of one's specialty.
- Creative activity in advancing the contribution of one's specialty to HUMAN WELFARE.
- Constant interpretation of the area of specialization in PERSPECTIVE with wider fields of human interest.

In special education:

- The acquisition of up-to-date knowledge of those areas of the ORGANIZED WORK of the world to which the individual is adapted or adaptable.
- Progressive ADAPTATION of the student's education to his emerging APTITUDES and probable career opportunities.

Historical Sketch

Macalester College had its origin in two educational enterprises established by Dr. Edward Duffield Neill, distinguished Minnesota pioneer missionary and educator. Dr. Neill established Baldwin Academy in St. Paul in 1853, named after Mr. M. W. Baldwin, the famous locomotive builder, a financial supporter of Dr. Neill in his first educational undertakings. Dr. Neill's removal to the East, where he became secretary to President Lincoln, interfered with the plans for the academy, but in 1870 Dr. Neill returned to the West, and in 1872 established a second Baldwin Academy in the Winslow House in Minneapolis. In 1873, the owner of the Winslow House, Mr. Charles Macalester, of Philadelphia, bequeathed Winslow House to the college, which on March 5, 1874, became Macalester College in honor of the donor.

Macalester College, however, as a collegiate institution, was not opened until 1885, although it was formally incorporated in 1874.
Dr. Neill was unable to secure adequate funds for the support of the college until 1880, when the Synod of Minnesota of the Presbyterian Church U.S.A. accepted temporary responsibility for the institution. The trustees of the college in 1883 donated to the college forty acres in St. Paul on which it is now established. They sold the Winslow House and with the proceeds, in 1884, erected the East Wing of the present Main Building. The Synod in the same year completed an endowment of $25,000 for the president's chair. On these small foundations and after years of disappointment, Dr. Neill saw the college open its doors to students on September 15, 1885.

Macalester College is a coeducational institution. From 1885 to 1893, however, it was a college for men only. The first fifteen classes graduated 100 men students. The total number of graduates, including the class of 1944, is 2,610 of whom 1,196 are men and 1,414 women.

The endowment of the college has grown from $25,000 in 1885 to $2,324,000 in 1945. In 1904, an accumulated debt was paid off, and a campaign begun for $300,000 endowment. The goal was completed in 1911. In 1916, a second effort raised the endowment to $560,000. The second million dollars of endowment was completed in 1941.

The buildings on the campus have been expanded by the erection of Old Main in 1890, Wallace Hall (dormitory for women) in 1907, the Carnegie Science Hall in 1910, the gymnasium in 1924, the central heating plant in 1924, Kirk Hall (dormitory for men) in 1927, the president's residence in 1927 and the Library in 1942. The college has the use of the adjoining Macalester Presbyterian Church as a college chapel. It is also the owner of the building that houses the Music Department on Summit Avenue, Rice Hall, which houses the college infirmary, the Home Management House, and two residences used by faculty members. The value of the campus and buildings is $1,450,000.

Presidents of Macalester College:

Rev. Edward Duffield Neill,* D.D., 1873-1884
Rev. Thomas A. McCurdy,* D.D., 1884-1890
Rev. David James Burrell,* D.D., 1890-1891
Rev. Adam Weir Ringland,* 1892-1894
James Wallace,* Ph.D., LL.D., D.D., 1894-1906
Thomas Morey Hodgman,* LL.D., 1907-1917
Rev. Elmer Allen Bess,* D.D., 1918-1923
John Carey Acheson,* A.M., LL.D., 1924-1937
Charles Joseph Turck, A.M., LL.B., LL.D., 1939—

* Deceased.
Buildings

The Main Building contains classrooms, administration offices, and Student Union.

The Carnegie Science Hall is a gift of Mr. Andrew Carnegie. The first floor is devoted to physics and geology; the second to biology, mathematics and astronomy; and the third to chemistry.

The Library Building, erected in 1942, is of American Colonial design and has a capacity of 110,000 volumes. The building has two spacious reading rooms, several seminar and conference rooms, and individual carrels. The Neill Room makes available to students the valuable Neill collection of original documents and manuscripts on early American and Minnesota history. The Carnegie Art Collection set is exhibited in this building. The Library contains about 40,000 volumes and carries two hundred and sixty periodicals.

Accessible for special assignments are libraries which contain one and three-quarter millions of volumes. These are: The James Jerome Hill Reference Library, which supplements the resources of other libraries and affords unusual opportunity for study and research; the St. Paul Public Library; the library of the Minnesota Historical Society, with extensive collections in American history and a manuscript department open to properly qualified college students; the State Law Library; the Minneapolis Public Library; and the University of Minnesota Library.

The Music Building, located on Summit Avenue, contains a recital hall, office and practice rooms. Other music facilities are located in the gymnasium.

Kirk Hall, a dormitory for men, is located on the corner of Lincoln and Snelling Avenues. It is of American Colonial style of architecture, built on the quadrangle plan in nine sections, each opening onto the central court. In most cases the rooms are arranged to provide a study-room with two, and sometimes three, adjoining bedrooms. There are also some single study-bedrooms. The building will accommodate 142 students. One section contains kitchen, dining room and a community room.

Wallace Hall, a dormitory for women students, was named for James Wallace, late president-emeritus of the college. This three-story, fireproof brick building contains rooms for 116 students. The drawing-rooms furnish opportunity for both informal and the more formal social activities. Although it is modern in equipment, the Hall is old enough to have built up about its family life many traditions and pleasant customs. A laundry open six days a week is available for student use.

The students of Wallace Hall participate, in cooperation with the hostess who resides in Wallace Hall, in student government.
Students who have a sense of responsibility and who wish to share the responsibility for their own activities will find here every encouragement for the development of self-government, as well as a comfortable home during their college residence.

**Rice Hall**, named in memory of the Rev. Daniel Rice, D.D., a former professor and trustee, is a frame building facing the campus, the first floor of which is equipped for the College Health Service, containing hospital rooms, diet kitchen, small dispensary as well as nurse's quarters.

**The Gymnasium**, of American Colonial design, is thoroughly modern and complete. The main gymnasium floor is surrounded by a running track and spectator's balcony. The first floor also contains offices for the athletic directors of men and women, check rooms and a kitchen. The basement contains a standard swimming pool, handball courts, a field sports room and locker rooms. The headquarters of the Music Department and the Fobes Memorial Organ are also located on the second floor, where most Macalester radio programs originate.

**The Home Management House**, a large conveniently located, comfortable, and attractive home located at 1668 Portland Avenue used as a Home Economics laboratory, equipped to accommodate 12 girls in residence who reside there as a family and assume the responsibility of operating the house as a part of their Home Economics training. Residence is open to girls in all classes, including freshmen.

**Shaw Athletic Field**, which was dedicated at the opening of the school year in 1909, was named in honor of Professor Thomas Shaw, former President of the Board of Trustees, on account of his interest and assistance in the athletics of the institution.

**Department Foundations**

**The Weyerhaeuser Foundation**.—Founded by Mr. Frederick Weyerhaeuser, and increased by members of his family, totaling $100,000, to be devoted to the development and maintenance of the Department of Religion.

**The Synnott Foundation**.—A gift of $50,000 from Thomas W. Synnott, held in trust by the Board of Christian Education of The Presbyterian Church, U.S.A., for the maintenance of the Department of Religion.

**The Martin Foundation**.—The gift of John C. Martin in 1908 of $10,000 to be used in the Department of Religion.

**The Moss Foundation**.—Henry L. Moss, a former trustee of the college, and his wife, bequeathed to the college an endowment which yields an income of $450 for the Library.

**Class of 1902**.—A gift of $500 to endowment funds has been
made by the Class of 1902, the income to be used for books and materials in the field of Political Science.

The Henry D. Funk Memorial Foundation.—Established by Mrs. Lydia C. Funk, a gift of $9,000, income from which is to be devoted to the development of the Department of History.

The Harry Phillips Foundation.—Established by Mr. and Mrs. William H. Kindy as a memorial in honor of Professor Harry Phillips, who founded in 1894 the Macalester Conservatory of Music of which he was director until his death in 1928. This fund is to sponsor an annual music week on the campus.
STUDENT PERSONNEL SERVICES

Macalester College maintains an extensive modern program of Student Personnel Services designed to provide the cooperative student with sympathetic yet objective help in seeking a mature understanding of himself, the College, and life possibilities, in order that he may better determine and decide for himself the objectives toward which his energies shall be directed.

Areas of the College program not ordinarily included in the instructional and business administration of the College are coordinated in the program of Student Personnel Services. These are orientation of new students, counseling and guidance, scholarships and financial aid, employment and placement, health service, housing and residence, personnel records, extra-curricular organizations and activities, social affairs, and testing and evaluation. These are further outlined in the paragraphs which follow.

Orientation and Counseling

The intimate personal relationship with faculty members, which is at the disposal of students in their instruction and campus life, is recognized as one of the outstanding benefits of undergraduate experience at Macalester. In order to make the most of this natural advantage, the college provides extensive modern facilities for personal evaluation, counsel and adjustment under the supervision of a Director of Student Personnel Services. Counseling service is available to all students on a voluntary basis but is in no sense a program of discipline or coercion. The goal is the development of intelligent self-management by the student as early as possible in his college experience.

Every possible effort is made to understand the student before he comes to college. Many students come to the campus with their parents for interviews before they are admitted to college. Some are interviewed in their homes by college officials. Students are asked to provide the personnel office with extensive life histories, autobiographies, check lists, interest inventories, snapshots, pictures, and high school experience records before they enter college.

In counseling high school seniors who expect to enter college, wide use is made of high school records and the results of college aptitude tests administered annually through the Association of Minnesota Colleges. As far as possible students who have made application for admission, or who express a preference for this college, are interviewed by members of the staff previous to approval for matriculation. Persons are encouraged to become members of the college community who, in the judgment of the
personnel staff, will be aided in their life pursuits by the type of program which this college provides.

Assignment of freshmen to faculty and upperclass student counselors is made at the time of approval for admission. This gives the counselors an opportunity to correspond with each student before he enters the college. If the new student lives near or in the Twin Cities, the upper class student counselor visits the counselee's home or invites him to his own home with a group of other counselees. Faculty counselors also make contact with many of their counselees before they enter college.

Upon the student's arrival an extensive testing program measures his school subject achievement, scholastic aptitude, reading ability, personality, adjustment, vocational interest, reading skills, vocabulary and specialized aptitudes as well as social attitudes, religious beliefs, social understandings and goals of life. Individual use of time charts and various other techniques are also used. Test results are interpreted to the student in terms of his home background, his high school experience and his purposes. An attempt is made to have the student see himself as a social, emotional, mental and spiritual unit.

During Freshman days there are many social events, hikes, picnics, and other adjustment opportunities. Typical of informal phases of this program of early orientation are the Freshman Camps held away from the campus during the first week-end the student is in college. These provide for fellowship, discussion and recreation. Student and faculty counselors attend the camps and assist new students in discovering themselves and the leadership in their new group.

When the new students return to the campus for registration, administrative officers and representative student leaders meet with them for a period of general orientation. Following this session, new students meet in groups with their faculty counselors. In preparation for these conferences the faculty counselor has studied the complete record of the student, including test scores, autobiography, activity record, and high school academic record. In these friendly interviews the opportunity for understanding and general personal orientation is greatly enhanced.

The faculty counselor discusses with the student his plans for college education, assists him in planning his schedule of courses, and provides for counsel through the year in personal, social, emotional, academic, financial and related problems. He also enrolls the student, reports to him his grades, and interprets the results in various tests. New students are also assigned upper-class student-counselors who assist them similarly in their various relationships and cooperate with the faculty members until the
very best possible adjustment is made for each student. Students who have been in the College in previous years select their counselors from members of the faculty and are provided counseling service similar to that given the new students.

Both faculty and student counselors spend time during the year in leadership education sessions designed to improve their understanding of the whole counseling process. Student and faculty counselors and their counselees also meet on social occasions such as counselees parties in the homes of faculty and student counselors and in other informal as well as formal social groups.

**Personnel Records**

Very complete personnel records are developed for each student. The first contact and correspondence with the student mark the beginning of the file. It contains admission blanks, autobiographies, life histories, the results of all tests in profile form, high school records, record of activities, pictures of the student, often pictures of his family and the family residence, interview reports from the faculty and student counselors, recommendations which have been provided by school authorities and other designated persons, health record, financial aid contract, the employment and placement record, and all correspondence relating to this student, before, during, and following the time he is in college. Each student has the privilege of having his entire record interpreted in order to discover his interests, aptitudes and abilities as related to this whole life pattern. These records are necessarily very confidential and provide a source of great assistance in helping a student to find his way and become self-directing. Personnel records are in constant use by faculty and administrative officers in counseling the student on problems relating to his welfare and advancement. They provide, also, a very valuable source in preparation of digests and recommendations for employers, and as a source for use by the student himself in understanding his whole growth and development pattern.

**Housing**

Macalester College considers the housing of students as one of the important functions of the personnel program. A residence hall is in actuality a miniature college. The academic, social, recreational, health, counseling and family life program at its highest and best is possible in the residence halls.

House directors are regular members of the college teaching and personnel staff. Student counselors with the residence hall director carry the leading role in the program of residence hall counseling. The housing policy outlines in detail the objectives to be attained in residence halls, organization and administration of the hall, the function, duties, and purpose of the director, and
the relationship of the residence hall program to the total ed­u­ca­tion of the student. In like manner the housing of students who live in their own homes, or who live in rooms which are provided for them off-campus, is a matter of constant study and con­­si­deration.

Elsewhere in this catalog in connection with tuition costs, a description is given of the business aspect of residence, food costs and facilities.

Health Service

The Student Health Service is supervised by the Director, a graduate nurse, who is in residence at all times and whose service is available to all students for minor illnesses and injuries. The nurse acts under the direction of a physician and is the coordinator for the staff of physicians in the city who serve the College.

The Health Service includes extensive medical examinations for all students. No student reports to classes until his physical examination is complete.

Health Service also includes care in minor illnesses, office consultations, medicine and dressings and the use of the infirmary for a period of one and one-half days a semester. For a longer period a rate of one dollar a day is charged.

The College Health Service works in close cooperation with the Department of Physical Education and also with the mental health and counseling service in the general personnel program. All illnesses of a contagious, acute, or infectious character, as well as surgical cases, are transferred immediately to one of the city hospitals. Cases of prolonged serious illness also go to the hospital under the direction of the attending physician. The College is in no wise responsible for hospital expenditures in such cases.

Employment and Placement

The policies on employment and placement have been developed and approved by the committee on placement. This program is coordinated through the personnel office where placement registrations and records are completed on each student. Prior to graduation from the college, all seniors assist in the preparation of a complete record which may be used in the future when credentials for placement are needed.

Students are also assisted in getting part-time employment. Some students are on a work-study type of program, others receive limited financial aid from the college and also earn additional money for their expenses from part-time, off-campus employment.

Placement services are available to all Macalester seniors and alumni. Each year a number of persons who have graduated
from the College in years past are assisted in finding promotion and improvement in their vocational status. Obviously those are recommended who are registered with the personnel and guidance service, who keep their references and credentials up to date, and who show by their character, interest, ability and professional preparation that they are qualified for the work for which they are making applications. Graduates, former students, and those who are in college are advised to use the placement service as a reference when seeking employment or promotion.

Social and Cultural Opportunities

Through the Social Commission of the Community Council and the Faculty Committee on Social Affairs there is provided on the Macalester campus a wide variety of opportunity for both informal and formal social affairs. These range from all-school parties, family nights, sports nights and dances to firesides in faculty homes, all of which help the student make an all around social adjustment. Also through the college societies there is available an opportunity for restricted social and group activity. The Macalester campus is not divided by "critical cliques," fraternities or sororities, racial discrimination or the lack of a cosmopolitan attitude. Students of at least a half dozen races are on the campus most of the time. Friendly cooperation in the counseling program, in student-faculty committees and in social projects assists greatly in bringing students and faculty members together in one fellowship.

Many students work in volunteer Twin City social agencies and thus develop a degree of social and community responsibility. World citizenship is likewise cultivated in programs like those of the Canadian-American conference in which forty American students and forty Canadian students meet each year to discuss their common problems. Students have frequent opportunities to hear the Minneapolis Symphony Orchestra and the programs of the St. Paul Civic Opera Association at reduced rates. Outstanding convocation speakers are shared with the listening public over Station WUOM (770 kilocycles) Tuesdays at 11:30. Most of these distinguished guests are available to students and faculty members for informal conferences before and after their public appearances. All these activities are calculated to help in socializing the individual and have their effect on the entire campus.

Organizations and Activities

The program of student activities is organized through the Macalester Community Council. "The purpose of the Community Council is to increase faculty-student cooperation, to offer for the entire college community a training ground in democracy and democratic procedure, and opportunity for the development of
leadership, for socialization, and for the encouragement of Christ­
ian ideas and Christian practice." This statement of purpose
quoted from the constitution of the Council means that the stu­
dents, faculty and the administration comprise an all inclusive
assembly which elects an executive governing committee from
students or faculty composed of a president, vice-president, and
six secretaries to give leadership to the college community. The
six areas of activity of the Community Council are: social, re­
ligious, publications, educational, athletic, and arts. Each of these
has a student or faculty secretary, and a committee of four, two
of whom are students and two of whom are faculty members.
This unique system of community government provides interesting
channels through which most of the activities of the campus may
be coordinated.

The Community Council, through its education commission, con­
ducts an officer training school each year in May. This school is
designed for all of the persons who have been selected to lead the
various organizational programs.

A list of the various organizations and activities which look to
the Community Council for coordination follows:

Macalester Christian Association.—The Macalester Christian
Association is representative of the religious interests among stu­
dents and faculty on the campus. It combines the programs of the
YMCA and the YWCA, the Lutheran Students Association, the
Canterbury Club, Inter-Varsity Fellowship and the Ministerial
Association. The Association has co-chairmen, a man and a
woman. There are also co-chairmen of all the committees of the
Association. Thus it is possible for them to group into a men’s and
women’s cabinet as well as to function co-educationally. The
Macalester Christian Association is a strong organization and
represents the various national agencies of the student Christian
movement. The Christian Association provides inspirational meet­
ings and directs the study and practice of Christian social action.
Regular meetings are held and affiliations are maintained with
national organizations. Delegates are sent each year to area and
regional conferences.

Literary Societies.—In the college there are seven literary socie­
ties under the general oversight of the faculty. Hyperion society
admits to membership both men and women; Athenaean and Eu­
gian societies admit men and Chi Phi Delta, Clionian, Philotian and
Thalian societies, women.

Social Societies.—Four social societies for freshman women,
Felician, Maconian, Sigma Delta, and Skylark, were organized in
1941 to promote acquaintance between dormitory and town girls.
Every freshman woman is eligible to belong to one. Each group
plans its own program and an inter-society dance is given by the four some time during the winter.

**The Quill Club.**—The American College Quill Club is a writer's organization established in various American Colleges for the purpose of encouraging literary effort and criticism. It is not an honorary body—admission is by original manuscript only, with due consideration given to the character of the applicant for responsibility and sustained effort. Active members are also drawn from the faculty. The local chapter is known as Cen Rune.

**The Macalester Players** is a group within the Department of Dramatic Art, whose object is to stimulate and develop an appreciation of the best in drama. Several plays are given each year, coached by the head of the department.

**Pi Kappa Delta.**—This is a national honorary fraternity, organized to give recognition to those who distinguish themselves in public speaking, and to promote interest in forensics.

**Debate and Oratory.**—All matters pertaining to debate and oratory are in charge of Pi Kappa Delta and the Student-Faculty Debate Council.

The college takes part in the State Intercollegiate Contest in Oratory and is a member of the State Intercollegiate Debate League. A preliminary home contest is held for each of these contests, for which suitable prizes are offered.

**International Relations Club.**—The International Relations Club is a study group and discussion forum for those students in the college interested in contemporary international questions. The club is affiliated with the Carnegie Endowment for International Peace and is devoted to the encouragement of informed public opinion upon international questions.

**Macalester Intercultural Forum.**—This is a student discussion group concerned with problems of human relations in our contemporary society. Race and nationality conflicts are among the topics presented at the Forum.

**College Glee Club.**—This is a men's organization, firmly established and with a splendid record of accomplishment in the twenty-nine years of its existence. The club is under the direction of a faculty adviser.

**Women's Glee Club.**—A well-established undergraduate organization of women under the direction of a faculty adviser.

**College Choir.**—This is a choir of mixed voices, specializing in the study and performance of the great oratorios and other sacred and secular music. The choir is heard regularly on local and network radio stations.

**College Band.**—This is a concert ensemble, organized and conducted under the supervision of the Music Department.

**The M Club** was organized December 9, 1913. It was founded
to keep those who have won the letter in touch with one another and to foster athletics. When a Macalester student has earned an M he becomes a member on the payment of one dollar initiation fee.

**The Women's Athletic Association** is an organization to foster and increase interest in games and sports for the women of the campus. Among the activities which it sponsors are tournaments in various athletic and recreational games, play days, and recreational sports nights. With the help of the Physical Education Staff this organization also provides instruction in ball room dancing and square dancing for both men and women. A division of the W.A.A. is the Aquatic League which sponsors splash parties, a swimming exhibition, and a St. Croix and a northwoods canoe trip each year.

**Sigma Delta Psi.**—This is the national athletic fraternity which stands for the comprehensive intelligent development of physical training for college men. The Macalester Chapter was established February 18, 1925.

**Phi Sigma Tau.**—This is a society for students interested in medical technology, organized to promote and maintain high standards of professional integrity and competence, and to foster a sense of unity and fellowship among its members.

**Note:**—No literary society or other student organization may be established without the consent of the faculty. Approval of the Comptroller is required for the incurring of any debt by a student activity.

**The Mac Weekly,** a student newspaper established in 1914, is published weekly by student editors under the supervision of a faculty adviser and the publications committee of the Community Council. It gives expression of student and faculty opinions upon matters of college life, and accounts of college events.

**The Mac,** an annual publication, is devoted to college interests and published under auspices similar to **The Mac Weekly.**

**The Gateway,** a literary magazine, is published by members of the College Quill Club.

**The Scotsman,** a handbook for new students, first published in 1942, is produced by the publications committee of the Community Council.

**Pi Phi Epsilon Society.** The society was organized in 1914 with twenty charter members. The aim of the society is to stimulate scholarship and intellectual interests in the college.

In keeping with the practice in most colleges, membership is restricted to seniors and second semester juniors. Nominations to the society are made upon the basis of high scholastic attainments in the several fields of the curriculum.
At graduation active members become graduate members of the society, and are entitled to all its privileges except voting. Members of the faculty are honorary members of the society.

Financial Aid

Macalester College provides a variety of opportunities for financial aid through scholarships, loans, grants-in-aid, and various forms of employment. This program, like others in the personnel area, operates from a definitely stated policy which is reviewed and revised annually.

The type and amount of aid varies according to the student's scholastic standing, geographic location, graduation plan, health, leadership, character, and similar factors. The student aid program is designed to give a reasonable amount of financial assistance to a large number of students rather than to concentrate extensive grants on smaller groups or individuals chosen because of special ability.

To obtain aid a student must submit an application stating his needs, purposes, plans and a budget for the year. The application is signed by the student and his parents or guardian. The College reserves the right to refuse aid to students whose family income is sufficient to meet expenses, since such grants might deprive some needy student of the opportunity to attend college.

The program of financial assistance and part-time employment, both off and on campus, is coordinated in such a way that the student may balance his program. Some students need a great amount of work experience and less aid of the scholarship type. Others have had a great amount of work experience and consequently need more scholarship assistance and less employment. The coordination of financial assistance with health, counseling, orientation, placement, and other aspects of the personnel program makes it possible to consider the whole student and his need in making financial aid assignments.

The various forms of student financial aid are classified as follows:
1. High School Honor Scholarships.
2. Endowed Scholarships.
3. Prize Scholarships (Byram Foundation).
4. Junior College Scholarships.
5. Grants-in-aid.
7. Ministerial Discounts.
8. Loans.

More complete statements of types of student aid available,
including sources and amounts, are given in the following statements:

**High School Scholarships.**—The Council of Minnesota Colleges, representing the private colleges of the state, offers two scholarships to each of the standard high schools of Minnesota, one to the highest ranking boy, the other to the highest ranking girl.

Each scholarship is equivalent to one-half of the tuition of the freshman year and is credited on the second semester, provided the student has maintained a C average during the first semester.

**Endowed and Contributed Scholarships.**—From sources listed under Scholarship Funds, students of superior rank are granted scholarships to meet demonstrated needs.

**Junior College Scholarships.**—Graduates of Junior and Teachers' Colleges who enter with junior standing at Macalester are granted Honor Scholarships if they rank in the upper half of their graduating class.

**Loans** are available to Juniors and Seniors in amounts not to exceed $150 for one year or $250 as a total at the time of graduation.

**Service Contracts** are assigned to students who would otherwise be unable to meet the full expense of a college education, who show willingness and ability to do work of value to the college, and who show that they can carry the work without serious injury to their scholastic standing or health.

**Grants-in-Aid** are made in exceptionally needy cases to eligible students who otherwise would be unable to attend college.

**Graduate Fellowships.**—A limited number of Macalester graduates with outstanding records who are engaged in graduate work at the University of Minnesota are granted Fellowships of $300 for teaching and research services at Macalester College.

**Scholarship Funds**

**Byram Foundation Scholarships.**—This is a scholarship gift from the Byram Foundation, Incorporated, designed to aid needy students of outstanding achievement and promise.

**Byram Foundation Fellowships.**—These are made available by the Byram Foundation, Incorporated, for teaching and research to a limited number of Macalester College graduates.

**Silliman Scholarship.**—Offered by Mr. H. B. Silliman, of Cohoes, N. Y., the income of which is assigned by the Presbyterian Board of Christian Education to a student named by the College.

**Wallace Scholarship.**—A gift of $10,000 by Dr. James Wallace and family in memory of Mrs. James Wallace, the interest of which is devoted to a general scholarship.

**Synodical Scholarship.**—This is made up of gifts from churches
and individuals throughout the state and amounts to $2,300, the interest of which is devoted to general scholarships.

**Williams Brothers Scholarship.**—Louis H. and Charles R. Williams, of Minneapolis, have given $1,000, the income from which is for the aid of a student selected by the faculty.

**Benjamin Ogden Chapman Scholarship.**—In memory of Benjamin Ogden Chapman, for many years a trustee of the College, a scholarship of $50.00 is offered to aid a student in the Department of Religion who is selected by the head of this department in consultation with the donor.

**McCabe Scholarship.**—Bequeathed by Edward Everett McCabe of the class of 1914 and accepted as a general scholarship.

**Crawford Scholarship.**—A gift of $1,000 in memory of Ira Leslie Crawford, the income from which is devoted to a general scholarship.

**Myers Scholarship.**—S. F. W. Myers has given, in memory of his son, Carl Bertram Myers, $1,000, the income from which is devoted to a general scholarship.

**Shaw Scholarship.**—Given by Professor Thomas Shaw, of St. Paul, the interest of which is devoted to a scholarship for a nominee of the Central Presbyterian Church of St. Paul.

**Webb Scholarship.**—Mr. E. A. Webb, deceased, gave $1,000, the interest of which is to aid a candidate from the Central Presbyterian Church, St. Paul.

**Winona Scholarship.**—The First Presbyterian Church has given $1,000, the interest of which is to aid a candidate nominated by this church.

**The H. W. Coffin Scholarship.**—Established by Mrs. Mary E. Coffin of Duluth, the income of which is to be used by relatives of the H. W. Coffin family, young people from the Glen Avon Presbyterian Church, Duluth, or for students for the ministry or missionary service, beneficiaries of said scholarship to be given precedence in the order named.

**Macalester Scholarship of St. Paul Presbytery.**—Amounting now to $1,139, the interest of which is to aid a student nominated by the Presbytery of St. Paul.

**James Mulvey Memorial Scholarship.**—Founded by the Misses Jessie and Edna Mulvey in memory of their father; amounts total $2,500. Interest to aid a student for the ministry or missionary service or other worthy student selected by the donors or by the faculty.

**The Merriam Park Presbyterian Church Scholarship.**—The sum of $3,000, given by the Merriam Park Presbyterian Church of St. Paul, the income from which is awarded to a student selected by the church.
Ministerial Scholarships.—Given by the Board of Christian Education of the Presbyterian Church to candidates for its ministry, and to men and women candidates for missionary service.

W. K. Kellogg Foundation Loans and Scholarships for Medical Technology, established in 1944 by the W. K. Kellogg Foundation of Battle Creek, Michigan, in the sum of $4,000, to be used for loans and scholarships for Medical Technology students in the Macalester College-Charles T. Miller Hospital course.

Osborn Scholarship.—A bequest by Mrs. Ella M. Osborn in the sum of $2,800, the income from which is devoted to general scholarship.

Presser Foundation Scholarship—Available to music majors. Eligibility requirements: preparation for a musical vocation, acceptable scholastic achievement, need of financial assistance.

Loan Funds

Jennie Hodgman.—A revolving fund of about $3,500, raised and administered by the Faculty Women's Club, is used for loans to junior and senior women.

Paul A. Ewert.—Bequeathed in the will of Paul A. Ewert of the class of 1894, the sum of $5,000, the income of which is to be used in helping worthy students.

Knox Memorial.—An endowment of $2,500, established by Mrs. Jane Knox of Jackson, Minnesota, the income from which shall be given as a loan to some student recommended by Mrs. Ruth Knox Robertson.

Dames of the Round Table.—This is a fund of $300, established in memory of Mrs. Jennie E. Straight, to be used for loans without interest, to students. A loan from this fund is to be repaid not later than one year after the student has left college. An extension may be granted at the discretion of the college with consent of the donors.

New England Women.—The St. Paul Colony of New England Women offers to a young woman of New England ancestry a loan of $100 without interest. Preference is given a junior or senior student. Application for this loan should be made through the Dean of Women.

Maria Sanford.—A loan fund maintained under the auspices of the Minnesota Daughters of the American Revolution. Available for any worthy junior or senior in any accredited Minnesota college. Application should be made through the Dean of Women.

William F. Rogers Memorial.—A fund of $5,000, bequeathed by Mr. William F. Rogers, the income of which is available for student loans.

L. D. Coffman.—A fund, the principal of which is to be used as
a general loan fund. Interest received from students on this fund is applied to increase the principal.

James Faricy.—A fund, the principal of which is to be used as a general loan fund. Interest received from students on this fund is applied to increase the principal.

James Wallace Alumni Loan Fund.—A fund of $5,000, established by the Alumni Association as a memorial to Doctor James Wallace. The principal of this fund is available for Juniors and Seniors who have maintained a scholastic average of C or better for the year preceding the grant of the loan.

Class of 1943 Loan Fund.—The Class of 1943 purchased war bonds as a class memorial to be left with the College as a loan fund for Macalester ex-servicemen. This fund is administered through the regular student aid channels and is available during the early years of its establishment to Macalester ex-servicemen and later to their direct descendants. In due time, by agreement of members of the class, it may be transferred to a scholarship fund.

Prizes

Class Prizes.—The ten highest ranking students of the Freshman, Sophomore and Junior Classes, respectively, are granted prizes of $50, and the next ten of each class in rank are granted prizes of $25. The prizes are not in the form of cash but in the form of credit during the next two semesters in college.

Noyes Prize.—Mrs. D. R. Noyes has given $2,000, the interest of which is used as prizes for student scholarship. These are awarded to the first honor students of the senior, junior and sophomore classes.

Stringer Prize.—In honor of the memory of her husband, Mrs. E. C. Stringer bequeathed $500, the income from which is awarded each year to that student of the college, who, having not fewer than fourteen recitations a week, wins the first place in the preliminary oratorical contest, and represents the college in the state contest.

Collins Prizes in Extemporaneous Speaking.—A contest in Extemporaneous Speaking is held annually during Commencement Week. For this purpose Dean G. R. Collins of New York University offers each year prizes totaling $50, divided into three prizes of $30, $15, $5.

Funk Prizes.—For the encouragement of intensive and original studies in history, Mrs. Lydia C. Funk offers $100 annually in three prizes of $60, $25 and $15. Contestants must be members of the senior class, majoring in history, and having a standing in the department of at least B.

Psychology Prizes.—Through a friend of the College, there have
been made available three prizes for thorough and original work in Psychology, in amounts of $60, $25, and $15. Contestants must be seniors majoring in the Department of Psychology, with an average grade of at least B in departmental courses.
Tuition and fees are due and payable at the beginning of each semester, before completion of registration and before the student is admitted to classes. A student may, however, pay his account in installments, one-third at time of entrance, and the balance in three equal monthly payments. A flat charge of 2% of the sum of all installments is added after the first to cover the costs to the College of this deferred payment service. Applicants for admission to the Freshman class should remit $5.00 with application. This is applied on tuition of the first semester.

*Tuition fee covers appropriations for library, health, service and student activities which include student publications and admission to home athletic contests.

Tuition of a student taking eleven hours or fewer is reckoned at $9.00 a semester hour. A general fee of $12.50 is added when such registration exceeds seven credit hours.

A fee of $9.00 is charged for each credit hour in excess of eighteen.

A fee of $5.00 is charged for each course audited without credit.

Enrollment after the scheduled registration period each semester is subject to a fee of $1.00 for the first day thereafter and 50c for each subsequent day.

Tuition is not refunded during the last six weeks of any semester except for illness. Two weeks are added to the date of cancellation for refund purposes.

In case of prolonged illness which removes the student from college for a period of a month or more, refunds are made on tuition and room from the end of a two weeks' period following the beginning of illness, according to the records of the college nurse. Board is charged to the nearest week-end after the beginning of illness.

Students who fail to meet accounts when due are denied class room privileges until reinstated upon satisfactory settlement with the Comptroller.

If a student leaves the institution at any time after entrance without the approval of the faculty, or because he has been
suspended or dismissed, no tuition is refunded.

Students working for the college will have all bills due the college deducted from the amount due them before being paid for work performed.

Credits will be withheld until all obligations are met.

**Special Rates**

1. Sons and daughters of ministers of any denomination are allowed a rebate of twenty per cent each semester on tuition.

2. All candidates for the ministry, of whatever church or denomination, are allowed a rebate of twenty per cent each semester on tuition upon the following conditions:

   (a) Candidates for the Presbyterian ministry shall be under the care of presbyteries, and shall present to the Department of Religious Education certifications to this fact from the clerks of the presbyteries. Candidates for the ministry of other denominations shall have their purpose to enter the ministry certified by the proper ecclesiastical authorities.

   (b) All such students will be held in honor bound to refund to the college treasury the amount of tuition rebated in the event of their abandoning their purpose to enter the ministry.

**Rooms and Board**

Room rents and board are paid in the manner prescribed for tuition and fees. The college dormitories and commons are closed during Christmas vacation. Fees include room rent and board during the shorter vacations. Special permission may be granted for residence in the dormitories during Christmas vacation through written application to the Comptroller.

**Wallace Hall**

- *Board, per semester, each person* ........................................... $110.00  
- Room rent, per semester, each person ..................................... 62.50  
- Bed linen furnished and laundered (optional), per semester .......... 2.50  

**Kirk Hall**

- *Board, per semester, each person (minimum)* ............................ 80.00  
- Room rent, per semester, each person ..................................... 62.50  
- Bed linen furnished and laundered (optional), per semester .......... 2.50  

**Home Management House**

- *Board deposit, for training period of 9 weeks* ........................ 32.50  
- Room rent, per semester, each person ..................................... 62.50  
- Bed linen furnished and laundered (optional), per semester .......... 2.50  

*Board at Wallace Hall is furnished in the dining room in the building.  
Board at Kirk Hall is furnished in the cafeteria located in the building.  
Student coupon books valued at $80.00 must be paid for at the time of registration. They must be used during that semester and are not transferable. It is estimated that the cost of board at the cafeteria will be from $80.00 to $110.00 a semester.  
The board deposit at the Home Management House covers the 9 weeks period of food preparation and serving in the house. The net charge for this period is calculated at the end of each 9 weeks training period. Board prices are subject to change.

Students are charged for their rooms by the semester and until they are formally vacated and keys surrendered. Each dormitory tenant is held responsible for the rent for the entire semester, whether he has occupied the room continuously or not.
Each tenant is required to deposit $2.50 each semester as a guarantee against damage to college property, and to keep this deposit at that amount while in college. From this fund are deducted (1) charges for damage for which he is personally responsible; (2) charges (pro rata) for damage done by unknown hands. The value, if any, is refunded to the students at the end of the year.

There are two types of rooms in Kirk Hall: a study with two or three adjoining single bedrooms; and one room comprising both study and bedroom. Each student is provided with the following equipment: a study table, two chairs, a three-quarter bed with mattress and pillow, a combination dresser and wardrobe with mirror, curtains for all windows. Students must provide their own blankets, towels, rugs and any additional fixtures they may desire. Such additional furniture must be of a quality comparable with that supplied by the college and is subject to the approval of the house director.

In Wallace Hall each room has single beds, mattresses, pillows, dresser, study table, two study chairs and a lavatory with hot and cold water.

The drawing of rooms in the dormitories will take place on the last Tuesday in April for those who live in the dormitories. After the first of May application for rooms from new students will be filled.

When the demand for rooms is greater than the supply, preference will be given to applicants not within easy commuting distance.

Application for room in the dormitories should be made by the first of May to the college office. Reservation fee is $10.00. This is applied on the student's account at the time of registration. Rooms will not be held later than the opening of the term unless the room rent is advanced for the period of delay. In case applicants fail to cancel the reservation before the first day of August, fees will not be returned. Rooms will be assigned in the order of application.

Students who do not live at home or with relatives are expected to room in a college dormitory, insofar as accommodations are available, unless they are officially permitted to live elsewhere. Application for such permission should be made to the Dean of Women or the Director of Student Personnel Services.

If all dormitories are filled, students may secure living accommodations from a list of rooms approved by the college authorities. Such students are expected to conform to the general social regulations in force in the college dormitories. Change in residence shall be made only when officially approved.
Entrance Requirements

The entrance requirements of Macalester College are in harmony with the standards of the North Central Association of Colleges and Secondary Schools.

The satisfactory completion of fifteen units of properly coordinated work, with standing in the upper half of the high school graduating class, is ordinarily required for admission to the freshman class of the college. The following units are regularly required: four in English (or three in English and two in a foreign language), one in Algebra and one in Geometry. Not more than four of the fifteen units may be in vocational subjects (including Agriculture, Commercial Work, Domestic Science and Manual Arts). Exception to this last requirement may in rare cases be made on the ground of otherwise superior fitness for college work. It is strongly recommended that the student submit two or more units of consecutive work in some foreign language and two units of natural science. By a unit is meant five recitation periods a week in a subject, carried throughout a year of thirty-six weeks. The recitation periods must be not less than forty minutes in length.

Candidates for admission from the upper third of their high school class are admitted without reference to specific subject requirements, provided they present eleven non-vocational units including one unit of Algebra or of unified Mathematics.

A limited number of carefully selected students are admitted from the lower half. They are chosen on the basis of personal conferences. In some cases the satisfactory completion of certain aptitude and achievement tests is required. These tests are given in the Main Building, Room 104, on the last Saturday of May, June, July and August from 9:00 A.M. to 4:00 P.M.

An entrance examination fee of $5.00 is charged in all cases in which these examinations are taken at any time other than those listed above.

Admission by Certificate

From Accredited High Schools and Academies.—Graduates of accredited high schools and academies requiring a four-year course are admitted without condition to the freshman class, subject to the requirement of the preceding paragraphs. Accredited schools are those on the list of the North Central Association of Colleges and Secondary Schools, the list of Minnesota high schools prepared by the State Superintendent and similar lists of the high schools of other states.
From Accredited Three-Year Senior High Schools.—Graduates of senior high schools, covering the tenth, eleventh and twelfth grades, are admitted without condition, provided they have in this time completed eleven or twelve units in the senior high school and provided the subjects taken in the senior high school, together with the work done in the junior high school, satisfy the subject requirements stated above.

Admission by Examination

Students not presenting certificates as provided for above must present a course of study equal to a four-year high school course. Such students will be examined in the course presented by them and will be admitted to freshman standing on passing the examination satisfactorily. These examinations will be given by special appointment.

Admission with Advanced Standing

From Other Colleges.—Students transferring to Macalester College from accredited institutions of collegiate grade must present a letter of honorable dismissal and an official transcript of previous collegiate and preparatory record. An average grade of C or better in previous collegiate work is required. Students with failures in another college cannot be transferred to Macalester until such failures have been cleared.

From Normal Schools.—Credits from Normal Schools are to be reckoned according to the nature and quality of the work presented as judged by the Registrar.

Requirements for Graduation

Macalester College offers courses leading to the degree of Bachelor of Arts.

The Requirements for the Degree of Bachelor of Arts are:—

A. One hundred and twenty-six academic credits, the term credit meaning one hour a week for one semester in class room or two hours a week in laboratory. Of these required credits at least thirty-two must be from courses numbered three hundred or above and not more than forty-four may be in any one department. These credits must be secured with reference to the group from which the student has chosen his major.

B. 126 honor points, granted as follows: for each credit toward graduation earned by the student with a mark of A, three honor points are given; for each credit with a mark of B, two honor points; for each credit with a mark of C, one honor point. A mark of F carries minus one honor point.

C. Two credits in Physical Education activity courses.

D. During the senior year candidates shall pass a comprehen-
sive examination covering in a broad way the learning they may reasonably be expected to have achieved in the following areas:

1. The departmental major and “first” minor.
2. The general cultural fields with which a graduate from a liberal arts college should have made sufficient contact, either in courses taken or through outside activities.

The examination may include portions which are written, oral or of a performance type.

E. Candidates shall, throughout their college course, show reasonable ability to read, write and speak the English language. Students reported deficient in English by two or more instructors during any semester shall be referred to a faculty committee for further diagnosis and remedial measures. Each student must have a clear record in English before being admitted to the senior class.

A candidate for the bachelor’s degree shall have been in attendance at Macalester College for the full four years, or shall have transferred advanced credit from approved institutions as set forth in the preceding heading, the amount of such transferred credit not to exceed sixty-four credits or two full years, and the number of years spent in Macalester College to be not less than two. The Senior year must in all cases be spent in residence at Macalester College, or in an approved professional school if the first three years credits have been secured in attendance at Macalester College.

In the event that a student is unable to meet the requirements for graduation by reason of a change made therein during his college course, he may apply to the Cabinet for such modification as the Cabinet finds to be equitable under all the circumstances.

Distribution and Concentration of Requirements

A. FOR CULTURAL DISTRIBUTION or as background or tools for subsequent study.

1. Communications 103-104, English Composition, six credits and continued proficiency in reading, writing and speaking.
2. English literature, and foreign literature courses numbered 300 or above, six credits.
3. Foreign language 202, or equivalent, completed by the end of the junior year; German 205 or French 306 is advised for students whose major is in Group III.

Students with four units of high school credit in a foreign language may present these credits to fulfill the minimum language requirement upon passing a satisfactory examination in course 202 of that language or its equivalent.
4. Religion, eight credits, six of which must be from Section A of the department.
5. Philosophy 205, 220, 231 or 232, three credits.
6. Economics, History, Political Science, or Sociology, twelve credits in three or more departments, to be selected from the following courses: History 101-102 or 104, or 203-204; Economics 231 or 231-232; Political Science 231 or 231-232; Sociology 231 or 231-232.
7. Natural Sciences and Mathematics (Group III), fourteen credits, completed by the end of the junior year. Of these, eight must be in a laboratory course taken in college; unit courses in high school physical science, each unit to count as three credits, or Psychology 310, may be applied on the remainder. Mathematics 99 is also required unless the student has completed one year of high school algebra or its equivalent.
8. A “second” (or “distribution”) minor subject from a group other than that of the major subject; twelve credits in approved courses with a grade of C or better.
9. Physical Education 151R, or Biology 204R.

B. FOR CONCENTRATION in a major field of interest.

1. A major subject, chosen by the beginning of the junior year; a minimum of 20 credits in approved courses, with a grade of C or better.
2. A “first” minor subject preferably in the group of the major subject: 12 credits in approved courses, with a grade of C or better.
3. Supporting courses outside the major department but within the group of the major subject, as follows respectively:
   - Group I: 14 credits in courses of Group I numbered 200 or above and outside the major department. Latin 101-102 or Greek 101-102 is also required unless the student presents two units of either subject from high school.
   - Group II: 18 credits in Group II or IV other than required courses in Religion.
   - Group III: 18 credits in Group III, including Mathematics 103-104 or two of the courses 111, 112, 114.
   - Group IV: Requirements the same as for Group II.

**Group Classification of Departments**

**Group I.**

1. English
2. French
3. German
4. Greek
5. Latin
6. Spanish
Group II.
1. Economics
2. Education
3. History
4. Philosophy
5. Political Science
6. Psychology
7. Religion
8. Sociology

Group III.
1. Biology
2. Chemistry
3. Geology
4. Mathematics
5. Physics
6. General Science
   (Education)

Group IV.
1. Art
2. Communications
3. Dramatic Art
4. Home Economics
5. Music
6. Physical Education

Restrictions on Choice

A choice used as a major or minor subject in one department shall not count toward a major or minor in another department.

The following courses are not counted toward a major or minor: Communications 103-104, French 101-102, German 101-102, Greek 101-102, Latin 101-102, Mathematics 103, 111, 112, Physics 101-102, Religion 103 and 105, Spanish 101-102. See, also Biology 101-102, 121-122, and Chemistry 101-102, 103, 104 in department descriptions.

Five Students Required for a Class.—The College does not hold itself bound for instruction in any elective course for which fewer than five students make request to the Registrar. Such classes may, however, be organized at the option of the instructor.

Honor Courses.—The faculty has established honor courses in special fields of concentration, open to students of exceptional ability, who, in the freshman and sophomore years, have made adequate preparation.

Registration

Students are required to register by the beginning of each semester. In case of delay in registration beyond the registration days indicated in the college calendar, a fine of one dollar is imposed for the first day and fifty cents for each subsequent day. No excuses are granted for late registration. Students may register by mail on deposit of tuition fee, subject to the entrance requirements stated on page 31.

For the first semester of the college year freshmen present themselves for registration on Friday morning prior to the opening week.

Second semester registration occurs on the Monday and Tuesday immediately preceding the second semester.
Students in attendance during the first semester are expected to register in advance for the second semester during the second week of January.

Students who have failed in half the work of one semester, counted by hours, except freshmen in the first semester of residence, may not register for the following semester.

Students who in their freshman year have earned no honor points and students who have completed two years of work and have not earned 16 honor points may not re-register.

The College reserves the right to exclude from attendance students whose influence is undesirable.

**Examinations and Reports**

Examinations are held at the close of each semester. A record is kept of each student’s grades, a copy of which is sent to the parent or guardian at the middle and end of each semester.

Students who secure a passing mark in a course are graded as follows: A, B, C or D, which mean excellent, good, fair and poor, respectively. Students who do not reach a passing mark are graded as follows: Con, I or F. Con, meaning condition, implies that the student has failed in the final examination and that the deficiency may be removed by his passing in a second examination to be given within the first two weeks of the next semester in residence. If, however, a student’s class grade is D, an F may be given on failure in one examination. I means that the mark is withheld by the instructor because the work required has not been completed. An I becomes F if not completed in the first six weeks of the next semester in residence. F means failure in term grade. In cases of failure students may secure credit only by repeating the course. A Con becomes an F upon failure to pass the second examination.

For private and condition examinations a fee of fifty cents shall be paid for each examination at the office of the Comptroller.

**Classification of Students**

**Classification.**—A student is classified as sophomore on gaining twenty-four credits and twenty-four honor points; as junior on obtaining fifty-four credits including four credits in Religion, and fifty-four honor points; as senior on obtaining ninety credits and ninety honor points.

**Change of Course.**—Registration at the beginning of the semester fixes the course of study for the student. Within ten days change is permitted with the written consent of the instructors concerned and the student’s adviser. Dropping a subject comes under this rule.

**Unfinished Courses.**—Students who drop a year course at the
end of one semester lose all credit in that course unless some distinct phase of the subject is completed; in which case, the instructor may grant the credit.

The Citizenship Sequence

Macalester College has for many years sought to develop qualities of citizenship and civic leadership among its students. The faculty has gradually worked out a sequence of courses in citizenship which allows ample opportunity for specialization in the junior and senior years and yet keeps at the forefront of the student's attention his obligations as a citizen. It will be noted that the following sequence includes all subjects required for graduation. The sequence is strongly urged upon each student of the college.

The objective of the sequence in the freshman and sophomore years is to develop the student's skill and knowledge in the basic areas of his activities as a citizen. He must learn to think straight and he must be able to communicate his own ideas and understand and evaluate the ideas of others. He must steadily bring into focus those values which will claim his loyalty and constitute his philosophy of life.

As a background for his thinking, the student is advised to take an integrated group of courses in the social sciences that will help him to understand how man has come to live as he does upon this planet and how life forces operate in human society. The student takes during his freshman and sophomore years four courses, totaling twelve credit hours, which are to be selected from three or four of the social science departments:

1. Economics 231 Introductory Economics
2. Political Science 231 Introductory Political Science
3. Sociology 231 Introductory Sociology
4. History 104 American History

Students who do not major in the social sciences will find that the twelve hours listed above will be sufficient to acquaint them with the fundamental principles in each of the social sciences and give them a summary of American History.*

These courses in the social science field are intimately connected with the Communications Laboratory in which the student finds aid and experience in writing and speaking accurate and effective English prose. The laboratory is under the supervision

* Students planning to major in the social sciences are urged to take the principles course in each of the social sciences, each course carrying six credits, instead of the three credits granted for each of the introductory courses. In the case of History, students may elect the year course on Modern Europe, six credits, (History 101-102) instead of the semester course on the Rise of Modern America, three credits. (History 104).
of the Communications Department, and the course, obligatory on all freshmen, is known as Communications 103-104, Freshman English.

The Sequence also endeavors to indicate how life forces operate in the individual as well as in society. In relation to the individual two courses are offered, the first of which may be taken in the freshman year:

1. Physiology. This course is designed to enable the student to know himself and his bodily needs and resources in order that he may live more effectively in modern society. The student becomes acquainted with the essential facts of human anatomy and physiology and is able to make a critical judgment about suggested means of maintaining good health. Special attention is given to personal hygiene. (Biology 204R).

2. Psychology. This course conducts a study of the behavior of the human organism, together with its conscious accompaniments, with a view to prediction and control. It is related to Biology on the one hand and to Sociology on the other. It considers the individual as affected by heredity and environment and examines his behavior in relation to his physical constitution and his family and social relations (Psychology 201R).

With the modern world so directly affected by scientific invention and scientific ways of thinking, no college student can be deemed to be equipped to fulfill his duties as a citizen without knowing at first hand the methods and basic concepts of at least one natural science and mathematics, the tool of all sciences. It is therefore required as part of the citizenship sequence that fourteen credit hours should be taken in this field of natural sciences and mathematics, of which eight must be taken in college and six can be represented by high school physical science, validated by examination, each high school unit offered to reduce the college requirement by three credits. (Psychology 310, Experimental Psychology, may also count as three credits in natural science).

Good citizenship also requires an ability to understand the peoples of other races and cultures. For this reason as well as other reasons, students are required to have a reading knowledge of at least one foreign language, and this is the meaning of the requirement that course 202 in foreign language or the equivalent course must be successfully passed.

As an institution affiliated with the Christian church, Macalester College regards the understanding of Christian principles as set forth in the Bible as an essential of good citizenship. Eight
credits in Religion, as set forth on page 34 are therefore included as part of the Citizenship Sequence.

In addition, the student should have some knowledge of philosophy and the introductory course in this field or the history of philosophy or the course in ethics is recommended. (Philosophy 205, 220, 231 or 232).

A knowledge of great literature is regarded as an indispensable part of the equipment of one who would completely perform the duties of citizenship. It is therefore provided that six credits in English or in foreign literature are required. It is particularly urged that students satisfy this requirement by taking the course offered by the English Department, entitled General Humanities, English Literature 301-302. Appreciation courses offered in the departments of Art and Music are also recommended.

The good citizen should have good health so that he can do his work well and not become a burden on his family or on society. The war taught many lessons for the need of better physical training of American youth. Macalester College requires two credits, for two years of physical education. This also is part of the Citizenship Sequence.

Except as indicated above, these courses in the Citizenship Sequence, can be completed by the end of the Sophomore year.

In the junior year, there is no specific recommendation as to courses dealing with citizenship, as it is felt that the junior year usually ought to be the year of most intense concentration within the field of major interest.

In the senior year, however, the sequence is resumed with a climactic course entitled "An Inquiry into the Fundamentals of Thought and Conduct". This is an integrated course in Religion and Philosophy, meeting two hours each week in the second semester. It guides the student in a searching examination of his experience in the light of recognized principles of truth. The end sought is the attainment by the student, on grounds of clear logic and steady faith, of the ability "to see life steadily and see it whole." The course seeks to aid the student in determining the relation of his knowledge in particular fields to the purposes of his life and his functions in society, and to assist him, as he faces mature responsibility, in reaching a clear philosophy of life in harmony with Christian principles of thought and action.

Preparation for Vocations

The system of majors and minors and the elective system in use here permit the student to frame his college course with some reference to his future vocation. In general the student will find the following courses helpful to him in his future vocational study.
For the Study of Medicine.—Because of the war the majority of Class A Medical Schools have shortened the time of the preprofessional course by eliminating some former requirements or by retaining the same courses but reducing the number of credit hours. Medical schools have further accelerated their programs by admitting a freshman class either every nine months or every six months instead of once a year. However, no medical schools have decreased their entrance requirements below the two year minimum recommended by the American Medical Association.

By attending college two full years, including three summer sessions, it is possible to meet all the requirements for admission to the University of Minnesota Medical School as well as other leading medical schools of this country. At the same time, it will also be possible to receive the bachelor's degree upon the satisfactory completion of 96 semester credit hours at Macalester including all graduation requirements and the successful completion of the first year's work in a recognized medical school.

The student must be registered at Macalester as a candidate for graduation while he is a freshman in medical school. This registration involves a nominal graduation fee of $10.

Medical Technology.—This profession is recommended to women only. For the duration of the war students taking this course will spend three years in residence at Macalester College, taking ninety-six credit hours of work in the arts and sciences.

Through affiliation with the Charles T. Miller Hospital, Inc., of St. Paul, a limited number of qualified students will be given an opportunity to take their senior year, in professional training, at the hospital under competent professional instruction. The senior year will consist of twelve calendar months.

Before being admitted to the professional course at the hospital the student must meet the general graduation requirements and complete the following courses: Zoology, Bacteriology, Inorganic Chemistry, Quantitative Chemistry, or Organic Chemistry, Histology, Parasitology. Physiological Chemistry is considered essential. Human Physiology or Comparative Anatomy are desirable, though not required. In addition, The Registry of Medical Technologists highly recommends Physics.

Personal qualifications essential to success in this field are unstinting devotion to duty, understanding of human nature, dependability, and unerring accuracy in the performance of all laboratory tests.

Upon successful completion of the senior year in professional training the student will be given the bachelor's degree. And upon successfully passing the examination of The Registry of Medical
Technologists the student will receive the certificate in Medical Technology.

**Nursing.**—The present national emergency has greatly intensified the need for well trained and liberally educated nurses.

This profession offers exceptional opportunities for service with the armed forces of our country, as well as for private duty, public health and institutional nursing. Nursing calls for the fullest use of many and diversified talents and abilities, including tact, sympathy, leadership. The nurse should have a versatile mind, good health, as well as counseling, executive and administrative ability. Nor should the fact be overlooked that nursing is sound preparation for home and family life.

According to the University of Minnesota: “Wherever possible, students should elect the five-year curriculum in preference to the three-year curriculum, because the preparation is broader and better, and graduates of the five-year curriculum are in much greater demand than are those of the three-year curriculum”. In accordance with this point of view prospective five-year nursing students are given an opportunity to complete their first two years at Macalester by taking the following courses: Freshman English, Inorganic Chemistry, Physiological Chemistry, Zoology, Human Physiology, Personal Hygiene, Bacteriology, Psychology, Sociology, Home Economics (Child Welfare and Development, Nutrition), Physical Education. Recommended electives, to complete a total of sixty-four semester credit hours, are History, Philosophy and Comparative Anatomy.

Upon completion of the sophomore year the student may transfer to the University of Minnesota School of Nursing, or to some other fully accredited Nursing School, to complete the professional training course.

This entire program may be accelerated by attending summer school.

**For the Study of Law.**—The accredited law schools of the country require two or more years of college training as a prerequisite to the study of law. Macalester College advises a full four year course before entering upon professional studies in the law school. However, in the case of a student who has completed 96 semester credits (three years) at Macalester, including all graduation requirements, he may transfer to an approved law school at the end of his junior year and on the completion of his first year's work in the approved law school will be granted the bachelor's degree by Macalester College.

The profession of law requires intelligence of high order, the ability to reason logically, a proficiency in writing and speaking clear English prose, a knowledge of history and the social sciences,
a knowledge of fundamental scientific principles and the highest standards of integrity and honor. The Citizenship Sequence, as arranged by Macalester College, is an excellent basis for a pre-law course.

In 1944, the American Bar Association adopted the report of the Committee on Pre-legal Education recommending that the following studies should be emphasized in a pre-law curriculum: English language and Literature, Government, Economics, American History, Mathematics, English History and Latin. Other studies recommended are: Logic, Philosophy, Accounting, American Literature, Modern History, Sociology, Psychology, Chemistry, Medieval History, Ethics and Biology.

**Social Work.**—The candidate for professional training in Social Work must have a background of undergraduate study in those areas of knowledge which illuminate human behavior and give understanding of social institutions and societal organization.

In addition to the Macalester requirements regarding English, Religion, Foreign Language, Philosophy, Psychology and Physical Education, the following subjects should be included during the first two years: General Zoology, Principles of Sociology, Introduction to Politics and American Government, Principles of Economics, Introduction to Statistics, Fundamentals of Speech, Art and Appreciation of Literature.

To meet the serious wartime shortage of personnel in social agencies, a program of accelerated education in Social Work has been set up for interested and qualified students. This program will enable the undergraduate to qualify for a position as a social work aide, with or without a degree. All credits earned are valid toward the Bachelor of Arts degree.

**For the Christian Ministry and Missionary Teaching.**—The Department of Religion and the electives in Greek Testament, philosophy, ethics and history offer a course well adapted to those who have the gospel ministry in view. Those who are preparing to be missionary teachers will find in the wide range of Bible study pursued in the college an indispensable and very attractive adjunct to their course.

**For Teaching.**—The College offers opportunity to the student in preparation for the fields of teaching in secondary or collegiate institutions. Its Liberal Arts courses give the necessary foundation for a liberal education as well as subject-matter for use in the classroom. Its professional courses in education give technical preparation for the vocation of teaching. The latter are concerned with the principles, methods and history of education. Among the fields in which one may specialize at Macalester are: English, foreign languages, communications, social sciences, mathematics,
natural sciences, music, physical education and commercial subjects.

Those who wish to take a four-year course in preparation for teaching in primary or elementary schools may take their first two years at Macalester. With careful election of subjects they may transfer to institutions such as the University of Minnesota for their professional work of the last two years without serious inconvenience or loss of credit.

**For Careers in Business.**—The student of today needs a broad background on which to build a professional career in the business world. This background is furnished by the cultural atmosphere and curriculum of the liberal arts college. Business leadership falls upon those with well-rounded personalities. Therefore, the Macalester program in Business Administration includes Communications, Physical Education, Government, Sociology, History, English, Art, Psychology, and Logic as well as Economics, Secretarial Studies and Mathematics.

**For Engineering.**—The program of courses for pre-engineering will depend upon the specific branch of engineering in which the student is interested. After two years at Macalester College, the student usually transfers to an engineering school for his professional work.

**For Secretarial Studies.**—The courses in Secretarial Studies are designed to prepare students for responsible positions in business. Courses required of those who expect to obtain the Minnesota Standard Special Certificate for teaching commercial subjects in high school are listed in Department of Education in this catalog, page 61.
COURSES OF STUDY

Odd numbers refer to first semester courses. Even numbers to second semester courses. An R attached to an odd number indicates that the course is repeated the second semester.

A comma between figures of a year course indicates that either semester may be taken with credit.

Courses 101 to 199 are open to freshmen. Courses 201 to 299 are open, with restrictions, to sophomores or to those whose preparation is adequate. Courses above 300 are primarily upper class subjects with prerequisites mentioned in each department.

ART
Miss Millis

Courses in art history and appreciation and the Art Workshop are given on the campus. Other courses in drawing and painting are offered at the St. Paul School of Art, and credit received in these studio courses counts toward a minor in Art. A minor consists of sixteen hours, usually twelve hours in studio work and four hours in art history.

Course offerings for 1945-1946 will depend upon the demand.

150R. Art Workshop.—
A course in the experience of art, open to all, but intended primarily for majors in the sciences, social sciences, and education. The purpose of the course, which presupposes no training or ability in the field, is to acquaint the student with the major art forms and by first hand experience to broaden his understanding and appreciation. One hour of lecture and two hours of laboratory a week. There will be demonstrations of modeling, drafting, oil, water color, fresco and tempera painting, photography and advertising art. Students participate in projects in at least three of these fields and visit the main collections and buildings of the Twin Cities.

Either semester, one or two credits a semester with a maximum of four.

203R. Introduction to Art.—
An introduction to the history of art—analysis of style and historical survey. This begins with the modern period and shows its relation to the architecture, sculpture and painting of the past. Use is made of the galleries and traveling exhibits in the Twin Cities, as well as the outstanding examples of architecture.

No prerequisite. Either semester, two hours a week, two credits.

205. Ancient Art.—
A study of the masterpieces of the ancient world—from the building of the great pyramids in Egypt through the classical
period of Pericles in Greece, and including the art of Republican Rome.
Prerequisite, twenty-four credits. First semester, two hours a week, two credits.

206. Medieval Art.—
Art in its relation to the Christian Church. Showing the growth of Christian art from its inception in Roman times through the monastic period and the great cathedral building eras of Romanesque and Gothic times.
Prerequisite, twenty-four credits or course 150R or 203R. Second semester, two hours a week, two credits.

207. The Art of Renaissance.—
The development of the Renaissance style from its emergence out of the medieval period through the High Renaissance in Italy and the North.
Prerequisite, twenty-four credits. First semester, two hours a week, two credits.

208. Foundations of Modern Art.—
A study of the art of the late seventeenth, eighteenth and nineteenth centuries as a basis for contemporary styles.
Prerequisite, twenty-four credits or course 150R or 203R. Two hours a week, two credits.

301R.* Elementary Drawing.—
A general foundation in drawing, consisting of studies from casts of antique sculpture and studies from living models in charcoal and pencil.
No prerequisite. Either semester, two or three three-hour periods a week, two or three credits.

303R.* Design, Layout and Pictorial Analysis.—
This course deals with the abstract qualities of the artist's means of expression—line, space, pattern, form, color and their rhythmical relation in masses. Analytical references to ancient and modern art.
No prerequisite. Either semester, two three-hour periods a week, two credits.

305R.* Still Life Painting and Drawing.—
Drawing and painting from still life objects in charcoal, water color and oil paint.
Prerequisite, course 301R or equivalent. Either semester, two or three three-hour periods a week, two or three credits.

307R.* Lettering and Layout.—
Various alphabets, lower case, italics, numerals, modern lettering, spacing and proportions. A study of the design of the entire lettered page.
No prerequisite. Either semester, one three-hour period a week, one credit.

311, 312. Individual Course.—
Students wishing to study some field of Art History not covered by current courses may do so as an individual or group project by special arrangement with the department.
Prerequisite, two courses in Art History and consent of instructor. Two or three credits.
* These courses are offered at the St. Paul School of Art and the
hours may be arranged to suit the individual student's program. They carry an additional fee of $16 a semester for two credits.

**BIOLOGY**

Professors Walter, Meserve* and Mrs. Abbe

The courses have been selected and arranged to enable the student to choose work of either a general or more special nature. Those desiring a well-rounded education are advised to elect courses in which the more cultural aspects of Biology are emphasized. Selections should be made from the following: Biology 102, 122, 202, 204, 303. These same courses are also recommended for those students preparing to teach Biology in high schools or taking a minor in Biology.

The requirements for a major in Biology include Courses 102 or 122, 300 or 302, 303, 304 or 305, 410. Additional courses toward a total of twenty-four credits are elective.

Pre-medical, pre-dental, pre-medical technology, and pre-nursing students are advised to take those courses which will satisfy the entrance requirements of the respective professional schools which they expect to enter.

The Department recommends the following supporting courses for its major students: a minor in Chemistry or Physics; a second minor in German or French; one semester of Historical Geology, Psychology, Economics, Sociology, Philosophy.

**A. Zoology**

101-102. General Zoology.— Mr. Walter and Staff

This course takes up the fundamental principles of animal biology. Representatives of the phyla of the invertebrates and vertebrates are studied with reference to structure, functions and relation to environment. During the second semester special emphasis is given to such topics as classification, geographical distribution, evolution, and genetics.

One year, two two-hour laboratory periods and two lectures a week, eight credits. This course counts four credits toward a major or minor if the student's grade is B and five credits if course 121-122 is taken also.

201. Parasitology.—

The morphology and life history of animal parasites and their relation to the causation and transmission of disease. This course is offered primarily for medical technology students, pre-medics, and majors in the department.

Prerequisite, Course 102. First semester, two lectures and two two-hour laboratory periods a week, four credits. Not offered, 1945-1946.

202. Nature Study.—

An extensive study of the fauna and flora of this locality. Methods of collecting, preserving, and identifying material.

Prerequisite, Course 102 or 122, or permission of the instructor. Second semester, two lectures and one two-hour field trip or laboratory period a week, three credits.

* On leave.
204R. Human Physiology.— Mr. Walter
Lectures, recitations, collateral readings, demonstrations and laboratory work on the structure and functions of the human body. Special attention is given to personal hygiene.

Either semester, three lectures and one two-hour laboratory period a week, four credits.

300. Comparative Anatomy.— Mr. Walter
This course consists of an intensive laboratory study of the systems of vertebrate types including the Dogfish, Necturus, and the Cat. The lectures correlate the morphological studies made in the laboratory, point out the comparisons and indicate the probable lines of development of structures suggestive of phylogenetic relationships.

Prerequisite, Course 102. Second semester, two lectures and two two-hour laboratory periods a week, four credits. Not offered, 1945-1946.

302. Vertebrate Embryology.—
A study of the development of the chick and the pig embryos. From incubated chicks, whole mounts and serial sections, a study is made of the origin, structure and development of the germ layers, tissues and systems of the body. Permanent slides of the whole mounts and serial sections are also prepared.

Prerequisite, Courses 102, 300. Second semester, two lectures and two two-hour laboratory periods a week, four credits.

303. Genetics and Eugenics.— Mr. Walter
The laws and principles of genetics, as illustrated by animals, plants and man will be studied. The application of these principles to the betterment of the human race will also be considered.

Prerequisite, Course 102 or 122. First semester, three hours a week, three credits.

304. General Bacteriology.— Mr. Walter
This is a course of lectures, recitations and laboratory work suited to the needs of the general or special student who desires knowledge of the general field of bacteriology, including the cause, control and prevention of important diseases, and training in modern laboratory technique.

Prerequisite, Course 102 or 122 and Chemistry 102. Two recitations and two two-hour laboratory periods a week, four credits.

305. Vertebrate Histology.— Mr. Walter
A study of the microscopic structure of the cells, tissues and organs of the mammalian body. Each student is loaned a box of 80 prepared slides of representative tissues and organs. These are made the basis for study and laboratory drawings.

Prerequisite, Course 102. First semester, two lectures and two two-hour laboratory periods a week, four credits.

409, 410. Individual Course and Seminar.— Mr. Walter and Staff
Seniors and second semester juniors may, with the approval of the head of the department and the instructor giving the
course, take up lines of work not covered in the regular courses. The particular type of study will depend upon the student's preparation and interest, but may include assigned readings, training in laboratory technique, preparation of permanent microscopic slides, injection of laboratory specimens, making of charts, culturing of protozoa or advanced study of a special problem.

First or second semester, or one year, two or four credits. Two credits are required of majors in the department.

**Teachers Course.**

See Education 461.

**B. Botany**

**121-122. General Botany.**

A study of the principles of plant life. The first semester deals with the structure, activities, modifications and economic importance of the higher plants. During the second semester the work will involve a study of the great groups of plants with emphasis upon reproduction and evolution, some time being given to the identification and classification of higher plants in the field.

One year, three lectures or recitations and one two-hour laboratory period a week, eight credits. This course counts four credits toward a major or minor if the student's grade is B or better, and five credits if Course 102 is also completed.

**221. Systematic Botany.**

Identification and classification of plants. Devoted chiefly to the native plants of the region, including trees and shrubs.

Prerequisite, Course 122. First semester, two laboratory periods a week, two credits.

**CHEMISTRY**

**Professors Shiflett and Scott**

For a major in Chemistry, students are advised to take courses 101-102, 201, 202, 307-308, 309, 310, 331-332. Other courses advised are: two years of German or French; Physics, course 201-202; Mathematics, course 201-202; Biology, course 101-102 or 121-122; Philosophy, course 309. Students wishing a minor in chemistry are advised to take courses 101-102, 201, 307-308, 309, 310. Students preparing to teach chemistry should take a major or minor in that subject, also Education 461, and comply with the State requirements as given under the Department of Education. Pre-medical and pre-dental students may arrange to take courses 101-102, eight credits; 201, three credits; 202, three credits; 307-308, four credits; and 309, two credits.

**101-102. General Inorganic Chemistry.**

The course includes a thorough study of the principal elements and their compounds, their occurrence in nature and preparation in the laboratory; also an introduction to the
study of qualitative analysis, including systematic identification of the cations and lectures on the theory of solutions.

Prerequisite, one unit high school chemistry. One year, two lectures, one recitation and four hours in laboratory a week, eight credits.

Four credits may be applied toward a major or minor if a grade of B is attained.

103-104. General Inorganic Chemistry. — Mr. Scott
For students not presenting high school chemistry credits.
This is the same as course 101-102, but begins with more elementary chemistry.
One year, two lectures, one recitation and six hours in laboratory a week, eight credits.

Four credits may be applied toward a major or minor if a grade of B is attained.

108. Theory of Solutions. — Mr. Shiflett
A study of the laws of solutions, ionization, chemical and physical equilibria, solubility product, principles of precipitation, oxidation and reduction, etc. For students who have completed Chemistry 101 or Chemistry 103 and are continuing 102 and 104 and who expect to continue with second year chemistry.

Second semester, two lectures a week, two credits.

110. Introductory General Chemistry. — Mr. Scott
Intended for non-science majors. The "scientific method" will be discussed with illustrations from the development of the atomic theory. The necessary factual material will be presented in lecture demonstrations. The emphasis throughout will be on the history and philosophy of chemistry and not on chemical technology. Those who wish to continue in chemistry after finishing this course may qualify for admission to Chemistry 102 by completing a two semester hour (6 clock hours a week) individual laboratory course during the first semester.

Lectures, recitations, and lecture demonstrations. Second semester, three hours a week, three credits.

201. Qualitative Analysis. — Mr. Shiflett
Laboratory work on the identification of cations and anions. A course of lectures on the theory of qualitative analysis, including principles of equilibrium, ionization constant, solubility product, complexions, etc.

Prerequisite. Chemistry 102 or 104 and one year of college mathematics (Mathematics 104 or 111, 112). First semester, two lectures, one recitation and two or four hours laboratory a week, three or four credits.

202. Quantitative Analysis. — Mr. Shiflett
Lecture and laboratory work. Introduction to the methods of volumetric and gravimetric analysis.

Prerequisite, course 201. Second semester, two lectures, one recitation and two, four or six hours laboratory a week, three, four or five credits.

302. Physiological Chemistry. — Mr. Scott
A. A study of digestion, the nature of enzymes; blood, the chemistry of clotting, respiration, pH and osmotic pressure control; vitamins, their history, nature and importance; hormones, the evidence for their existence and their properties.

Open to those who have had Course 102 or 104. Second semester, two lectures a week, two credits.
B. A laboratory study of the three major classes of foodstuffs, the conditions of enzyme action, the detection of abnormal constituents in urine and blood, and the quantitative determination of substances of clinical importance.

Open to those taking part A. One two-hour laboratory period a week, one credit.

C. Lectures on the chemistry of intermediate metabolism, the structures and synthesis of vitamins, horomones and horomone-like artifacts.

Open to those who have had Course 307. One lecture a week, one credit.

303-304. Advanced Inorganic Chemistry.— Mr. Shiflett
This is a continuation of course 101-102, with an introduction to physical chemistry.

Prerequisite, Course 201. One year, two lectures, two recitations and six hours in laboratory a week, six credits.

305R. Advanced Quantitative Analysis.— Mr. Shiflett
This laboratory course is a continuation of course 202.

Prerequisite, Course 202. One semester, four to eight hours laboratory work a week, two to four credits.

307-308. Organic Chemistry.— Mr. Scott
A course of lectures on organic chemistry, including a study of the aliphatic and aromatic compounds. The chemistry of foods, oils and explosives is considered. Some of the important compounds are prepared before the class. A laboratory fee of one dollar is charged, except when course 309, 310 is also taken.

Prerequisite, Course 201. One year, two lectures and one recitation a week, four credits.

309, 310. Laboratory Course in Organic Chemistry.— Mr. Scott
To be taken with or upon completion of course 307-308. Organic compounds are prepared and studied. Quantitative results are expected. This course should be taken with course 307-308 when possible.

One year, six hours a week, four credits.

311, 312. Advanced Organic Chemistry and Qualitative Organic Analysis.— Mr. Scott
This course is a continuation of courses 307-308 and 309, 310. The detection of common food adulterants will receive attention.

Prerequisite, Course 310. One year, six hours a week, six credits.

313. Special Analysis.— Mr. Shiflett
Individual course in quantitative analysis, the exact work to be covered depending upon the qualifications and needs of the student. Food analysis and water analysis are among the subjects available.

Prerequisite, Course 202. One semester, six hours a week, three credits.

331-332. Physical Chemistry.— Mr. Shiflett
Lectures and laboratory work. A general study of: atomic and molecular weight determinations; properties of gases, liquids and solids; solutions; homogeneous and heterogeneous
equilibrium; thermochemistry; electrochemistry; colloids.

Prerequisite, Chemistry 202, Physics 202 and Mathematics 202. One year, three lectures and six hours laboratory a week, ten credits.

Note: To satisfy the entrance requirements at the University of Minnesota Medical School, a shorter course of one year, two lectures, three laboratory hours a week, six credits, is offered for pre-medical students.

403-404. Individual Course.— Mr. Shiflett and Mr. Scott
A special study is made of the latest developments in chemical theories, etc. An exhaustive thesis, on an approved subject, is required. Once a month the seminar will be open to all students interested, when reports will be made on current chemical topics and theses.

Open to seniors, except by permission. One year, one hour a week, two credits.

Teachers' Course.—See Education 461.

COMMUNICATIONS
Writing and Speaking

Professors Beedon, Ward, May and Owen, Mr. Masters,
Mrs. Barrett, Mrs. Fobes and Miss McPhetres

The aim of the communications laboratories is (1) to assist students in improving their reading, writing, and speaking habits, (2) to provide them with a suitable environment for preparing written assignments in the courses they are taking, for doing work on college publications, for doing work in radio and speech, and for other necessary or recreational writing. The Freshman English classes meet in the Writing Laboratory, a room equipped with individual desks, each having a fluorescent light and standard reference books. Other communication laboratory facilities include the Studio for speech and radio activities, and the publications offices for actual journalistic experience. Microphones, records, recording machines, turn-tables, typewriters, and a standard newspaper copy-desk are available in these laboratories.

A student may major in English Composition and Journalism (Section A), or in Speech and Radio (Section B).

A major in English Composition and Journalism consists of 24 credits including at least 6 credits in courses numbered 300 or above in Section A, 200R in Section B, and course 309, 310 in Section C.

A major in Speech and Radio consists of 24 credits including at least 6 credits in courses numbered 300 or above in Section B, 201-202 or 203-204 in Section A, and course 309, 310 in Section C.

A minor in Communications consists of at least 12 credits taken in either Section A or Section B, and must include at least one semester of course 309, 310 in Section C.

Freshman English (Communications 103-104) is required for
graduation and does not count toward either a major or a minor.

A. English Composition and Journalism

103-104. Freshman English.— Mr. Ward and Staff
Instruction in writing and the other language skills necessary for college work. Validation of high school English. Practice in informal and formal writing and speaking. Use of the library and reference books. Writing of documented course reports and papers. Course work is designed to meet the needs of individual students. All writing is done under supervision. Six hours a week in laboratory is considered average for completing the required course in a year, though students who enter with deficiencies in English will be expected to spend additional hours.

Prerequisite, placement tests. Six hours a week, three credits a semester.

201-202. Imaginative Writing.— Mrs. Fobes
Instruction and practice in writing the type of literature that the student is reading. To be taken only in connection with a literature course.

One year, two hours a week, four credits.

203-204. Journalistic Writing.— Mr. Masters
Instruction and practice in writing and editing news copy, writing headlines, evaluating news, and planning page layouts. Students learn to use both copyreader's and proofreader's symbols. Actual copydesk experience and editorial experience.

One year, two hours a week, four credits.

205. Reports and Papers.— Miss May
This course includes instruction in the writing of formal college reports and papers for other courses and is especially designed for upper class students who wish to write scholarly papers and theses but are finding difficulty in expressing themselves.

First semester, two hours a week, two credits.

301. Play Writing.— Miss May
This course is designed for those students desiring practice in writing plays. It includes a study of the elements of dramatic technique, structure and development, dialogue, plot, et cetera, as well as examination of successful dramas.

First semester, three hours a week, three credits.

302. Short Story Writing.— Mrs. Barrett
A course in the writing of short stories, based on the study of models and contemporary magazine fiction.

Second semester, three hours a week, three credits.
<table>
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<tr>
<th>Course Number</th>
<th>Title</th>
<th>Instructor</th>
<th>Description</th>
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<tbody>
<tr>
<td>303</td>
<td>Magazine Article Writing.—</td>
<td>Mr. Beedon</td>
<td>Instruction in writing articles for general or consumer magazines, and in writing special and feature articles for Sunday magazine sections of metropolitan dailies. First semester, three hours a week, three credits.</td>
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<tr>
<td>304</td>
<td>Business and Specialized Journalism.—</td>
<td>Mr. Beedon</td>
<td>Instruction in the technique of writing news and feature articles for the business press. A brief history of trade, technical, and class publications is included for necessary background. Second semester, three hours a week, three credits.</td>
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<tr>
<td>200R</td>
<td>Speech Fundamentals.—</td>
<td>Miss McPhetres</td>
<td>A course in the fundamentals of the theory and practice in voice production techniques and psychology of speech as related to social behavior and mental hygiene. Emphasis placed on the establishment of the sound speech habits of good diction, audience control, personal poise and breath control. Prerequisite, Course 103-104 or instructor's permission. Either semester, three recitations, one laboratory a week, four credits.</td>
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<tr>
<td>209</td>
<td>Public Speaking.—</td>
<td>Miss McPhetres</td>
<td>This is a practical course for students entering medicine, dentistry, law, teaching, or business. Extemporaneous speaking of all types is the medium used to help the student develop confidence, poise, directness, and the best voice techniques. Prerequisite, Course 200R. First semester, three hours a week, three credits.</td>
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<tr>
<td>210</td>
<td>Extemporaneous Speaking.—</td>
<td>Miss McPhetres</td>
<td>This course is devoted to a study of the gathering of material and its organization, speech construction and delivery. The student is required to gather material and outline speeches on a variety of subjects. The purpose of the course is to give the student a fund of topics upon which he can speak and a knowledge of how to present them effectively so that the necessity of his speaking entirely impromptu will be minimized. Prerequisite, Course 200R. Second semester, three hours a week, three credits.</td>
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<tr>
<td>211, 212</td>
<td>Argumentation and Debate.—</td>
<td>Miss McPhetres</td>
<td>Intensive study is made of the principles of argumentation. Analysis, elementary logic, briefing, arrangement, and developing the argument are given thorough consideration. Effective presentation is emphasized but clear thinking is made the dominant element. The second semester is devoted to the application to actual speeches of the principles learned the first semester. Prerequisite, Course 200R. One year, three hours a week, six credits.</td>
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221. Principles of Radio Communication.— Mr. Hastings
See Physics 221.

217-218. Elements of Radio Broadcasting.—
A study of the characteristics of good radio manuscripts. The standard practices of craftsmen in the field are observed by the examination of actual examples of scripts. Instruction in writing radio material.
Prerequisite, Courses 202 or 204. One year, two hours a week, four credits.

305, 306. Radio Script Writing.—
A broad survey of the organization of radio with reference to types of programs, personnel, facilities and equipment, relationship to government, community, and national life. Participation, field trips, and listening assignments are included in the course.
One year, three hours a week, six credits.

313, 314. Discussion.— Mr. Beedon
A laboratory course usually taken concurrently with Communications 309, 310 (News Analysis) and designed to encourage free and open discussion based on a background of authoritative source material. Emphasis is placed on the citizen's opportunity to participate in a working democracy.
One year, one hour a week, two credits.

317-318. Radio Production.—
A course in the production and direction of radio programs. Students will assist in building departmental and college radio broadcasts.
Prerequisite, Course 218 and instructor's permission. One year, three hours a week, six credits.

Teachers' Course.—See Education 451.

C. Content Fields for Communications

309, 310. News Analysis.— Mr. Beedon
A study of important national and international events and of the media through which they reach the public.
Prerequisite, thirty credits or consent of instructor. May be started either semester. One year, three hours a week, six credits.

311, 312. Public Opinion.— Mr. Beedon
First semester, a study of the kinds and sources of pressure groups and agencies that seek to form public opinion. Second semester, a detailed study of political and war propaganda. This course carries political science credit; cf. Political Science 311, 312.
Prerequisite, thirty credits. One year, three hours a week, six credits.
In consultation with the head of the department and in accordance with the Catalog requirements for graduation, the student will plan that part of his program which is not included in Section A or Section B.
DRAMATIC ART

Professors Owen, Ahlberg* and Miss McPhetres

The Department of Dramatic Art offers majors and minors in interpretation and dramatic art, and the courses include not only theory but actual platform participation in the chosen field of endeavor. Courses in the fundamentals of speech, including public speaking, argumentation and debate and radio broadcasting are given in and by the Department of Communications.

Twenty-four credits are required for a major in Dramatic Art, four of which must be taken in the senior year. The minor consists of fifteen credits.

The following courses in the Department of Communications are required for all dramatic art majors and minors:

Communications 200R, Speech Fundamentals.
Communications 209, 210 or 211, 212.

The following courses in the Department of Dramatic Art are required for all dramatic art majors and minors:

Dramatic Art 201-202, Interpretation.
Dramatic Art 309-310, Stage Craft.

It is suggested that majors in Dramatic Art take the Citizenship Sequence, Greek 311, Art 203R, Music 251R, Physics 101-102, English Literature 267 and at least one foreign language to an extent sufficient to obtain a speaking ability therein.

200R. Speech Fundamentals.—Same as Communications 200R.

201-202. Interpretation.— Miss Owen
A course in the techniques of oral interpretation, and voice techniques, analyzation and adaptation of prose and poetry, memorization, program building, and presentation as they concern the areas of reading aloud to others formally and informally.

Prerequisite, Course 200R. One year, three hours a week, four credits.

203-204. Choral Reading.— Miss Owen
Analysis and interpretation of literature for group reading and program presentation.

Prerequisite, Course 200R and instructor's permission. One year, two hours a week, one credit.

205. Fundamentals of Acting.— Miss Owen
A course in the analysis of the acting tools as they concern the areas of concentration, memory of emotion, dramatic action, characterization, observations, and rhythms, pantomimes and improvisations, acting of dramatic scenes from classical and modern plays.

Prerequisite, instructor's permission. First semester, three hours a week, three credits.

303-304. Public Reading.— Miss Owen
An advanced course designed for those who wish to read in recital. Emphasis on techniques of public presentations, read-

*On leave.
ings, adaptations of short and long plays both classical and modern. Field trips to specified public-reading-presentations integral parts of the course.

Prerequisite, Course 202 and instructor’s permission. One year, three hours a week, four credits.

309-310. Stage Craft.— Miss McPhetres

A course in modern theater practices comprising the related parts of lectures, laboratory, crews. Lectures on scenery, costuming, directing, lighting, make-up, are supplemented by an equal number of laboratory sessions devoted to demonstrations of principles discussed in lectures and by practical experience on major production crews and experimental projects of the department. Field trips to specified amateur, legitimate, and cinema presentations are integral parts of the course.

Prerequisite, Course 202 and instructor’s permission. One year, two lectures, two laboratory periods a week, six credits.

311. History of the Theatre.— Miss McPhetres

History of the drama and the theatre from the ritualistic dances to the modern stage production. Designed to acquaint the student with the contemporary stage. Field trips to museums and legitimate and cinema presentations are integral parts of the course.

Prerequisite, Course 200R and instructor’s permission. Two hours a week, two credits.

401-402. Seminars.— Miss McPhetres

Seminars in the six phases of theatre production. During one semester, students plan, direct, and execute in terms of their major interests; the other semester they present adequate demonstrations in the field of directing. All work is on a creative basis.

Prerequisite, instructor’s permission. One year, two hours a week, four credits.

ECONOMICS
Professor Young and Mr. Sielaff

Twenty credits are required for a major in Economics. The following courses must be included: 231, 232, and at least three courses numbered 300 or above. A minor consists of twelve credits and includes 231, 232 and 339 or 376.

An interdepartmental major is available in Economics and Political Science. It consists of twenty-six credits in the two departments, of which thirteen must be in Economics including courses 231-232 and two courses numbered 300 or above.

231R. Introductory Economics.— Mr. Young

Special objectives of this course in the principles of economics are: (1) to develop the power and habit of independent thought in relation to economic phenomena and (2) to acquire skill in obtaining information, in sifting and assimilating
materials, in observation of contemporary affairs, in exposition in the area of economic science and in the use of social science method.

Economic principles pertaining to production, value, distribution, and consumption under conditions of perfect and imperfect competition, monopoly, duopoly, oligopoly and governmental peace and wartime controls; post-war economic policy and objectives.

No prerequisite. Either semester, three hours a week, three credits. Majors and minors will take Economics 232 immediately after Economics 231.

232. Economic Problems.— Mr. Young

Economic analysis and method in the study of, and interpretation of materials pertaining to such problems as: control of the price level; the business cycle; combinations and monopolies; insurance; corporations and security exchanges; public works; taxation and the public debt; unemployment; labor unions; transportation; agriculture; public utilities; distribution of wealth and income; middleman system and marketing costs; regulation of business; tariffs, foreign exchange, international trade; socialism and communism; post-war economy.

Prerequisite, Economics 231. Second semester, three hours a week, three credits.

231-232. Principles of Economics.— Mr. Young

The two courses, Introductory Economics and Economic Problems (Economics 231, 232 above) constitute the year course generally known as Principles of Economics.

240. Introduction to Statistics.— Mr. Sielaff

The elementary principles of statistics with emphasis on their use for interpretative purposes in the fields of economics and business, education, psychology and sociology; includes the gathering of group data, methods of tabulation and the nature of frequency distributions, graphic presentation, averages, dispersion, correlation, trend analysis, index numbers, and business forecasting.

Prerequisite, twenty-four credits or consent of instructor. Second semester, three hours a week, three credits.

250. Law of Business Relations.—

A practical course on the law of contracts, agency, sales, partnership, corporations, negotiable instruments, deeds, mortgages, leases, wills, bankruptcy.

Prerequisite, twenty-four credits or consent of instructor. Second semester, three hours a week, three credits.

271, 272. Principles of Accounting.— Mr. Sielaff

Theory and practice of bookkeeping and accounting; ledgers and journals; business papers, depreciation and other problems of valuation; preparation and analysis of statements; interpretation of accounting data.

Prerequisite, twenty-four credits or consent of instructor. One year, three hours a week, six credits.
301. Income Tax Accounting.— Mr. Sielaff
Study of the current regulations and principles governing the preparation and filing of federal and state income tax returns.
Prerequisite, Course 271 or equivalent. Evening college, two credits.

303. Intermediate Accounting.— Mr. Sielaff
Analysis and interpretation of financial statements, budgetary analysis, practice in the principles and technical methods used in the accounting problems of business.
Prerequisite, Course 272 or equivalent. First semester, three hours a week, three credits.

304. Advanced Accounting.— Mr. Sielaff
Study of accounting problems and their solutions, the design and installation of modern accounting systems, application of principles and technical methods used in auditing practice.
Prerequisite, Course 272 or equivalent. Second semester, three hours a week, three credits.

339. Labor Economics.— Mr. Young
A survey of labor problems such as industrial conflict, wages, hours, employment, types of unionism, policies and practices of labor organizations; economic implications of labor legislation including compensation for unemployment, old age, accidents and ill-health; wage laws; Beveridge plan; social security proposals; personnel administration, wage payment systems, employment stabilization.
Prerequisite, Course 231 or consent of instructor. First semester, three hours a week, three credits.

356. World Trade, and Post-war Economic Relations.— Mr. Young
Network of world trade; industrial regions; raw materials; ocean shipping and trade routes; export and import procedure; international commodity agreements; cartels and government monopolies; international commercial policies; foreign loans and investments; international monetary and financial relations; Bretton Woods Proposal; agencies for international economic collaboration such as the ILO, Combined United Nations Boards, UNRAA, and UNFAO; economic warfare; economic resources of leading countries; problem of international economic stability.
Prerequisite, consent of instructor. Second semester, three hours a week, three credits.

372. Economics of Marketing.— Mr. Young
An analysis of the effectiveness of the marketing system in serving society. Institutions, practices and policies involved in getting goods from the producer to the consumer. Merchandising trends, advertising policies, pricing practices, sell-
ing methods, cooperatives, federal and state control over marketing activity, the role of the consumer.

Prerequisite, Course 231 or consent of instructor. Second semester, three hours a week, three credits.

373. Business Organization and Finance.— Mr. Sielaff
Types of business organization with emphasis on the corporation; its financial structure; types of securities; promotions; financial policies; combinations; reorganization methods. Attention is given to problems of both the investor and the entrepreneur.

Prerequisite, Course 231 or consent of instructor. Second semester, three hours a week, three credits.

377. Monetary and Banking Policies.— Mr. Young
Monetary and banking systems, problems, institutions, policies; banking operations, organization, and management; functions of trust companies, savings banks, Federal Reserve System, government credit organizations; price and exchange stability; currency problems; foreign exchange; United States Treasury and the money market; international finance.

Prerequisite, Course 231. First semester, three hours a week, three credits.

385. Survey of Economic Systems and Thought.— Mr. Young
The development of economic thought from ancient times to the present with emphasis on outstanding writers such as Aquinas, Smith, Ricardo, Mill, Marx, Marshall, Keynes, Hayek and Chamberlain. A comparative study of the economic organization and policies of Russia, Germany, Italy and Sweden.

Prerequisite, nine credits in Economics, senior standing and consent of the instructor. First semester, three hours a week, three credits.

406R. Economics Seminar.— Mr. Young
Opportunity is afforded students with adequate background to study in such fields as public finance, insurance, advertising, selling, merchandising, war and postwar economic problems, and the development of economic theory. Readings, conferences and reports.

Prerequisite, consent of instructor. Either semester, three credits.

411R. Production and Personnel Management.— Mr. Young
An individual course dealing with production principles, planning, control of manufacturing operations, industrial cost analysis, purchasing and procurement, traffic management, time and motion studies, worker selection and training, wage scales, collective bargaining contracts, budgeting, and reconversion.

Limited to seniors with permission of the instructor. Either semester, three credits.

491-492. Community as a Laboratory.— Mr. Young
Identical with Political Science 491-492 and Sociology 491-492. Conferences, reports, readings, seminars, and field
investigations dealing with economic, political, and social phenomena in the Twin Cities metropolitan area.

Open to seniors with the permission of the instructor. One year, two, four, or six credits (not more than two credits to a department).

**Teachers' Courses.**—See Education 462 and 481.

**Secretarial Studies.**—See that department for courses in Business Correspondence, Office Machines and Management, Secretarial Procedure, Typing and Shorthand.

**EDUCATION**

**Professors Bradley, Hill and Staff**

Students who expect, at graduation, to secure certificates to teach in the public schools of any state should consult early in their junior year with the head of the Department of Education regarding the requirements in educational and academic subjects of the particular state in which they are interested.

In Minnesota, the requirements for the High School Standard General Certificate are as follows:

I. A major in an academic subject which is taught in high school.
II. Educational Psychology .......................................................... 3 semester hours
   Principles of Teaching .......................................................... 3 semester hours
   A combination of a. Practice Teaching .................................... 3 semester hours
      b. Observation ....................................................................... 3 semester hours
   Special Methods ........................................................................ 3 semester hours
   Elective course in education ................................................... 3 semester hours

   TOTAL .................................................................................. 15 semester hours

In addition, in Minnesota, an instructor is approved for teaching a subject only when his preparation in that subject or field is considered "adequate". Usually a minor or its practical equivalent is required. The North Central Association, to which many of the better high schools belong, requires of those teaching academic subjects, training equivalent to fifteen semester hours in the subject or field to be taught. In the foreign languages and in mathematics a limited amount of credit is allowed for work taken in high school.

Teachers certificates are not granted automatically upon completion of requirements for them. Application for certificates must be made by the individual directly to the State Department of Education of the state in which certification is desired upon blanks secured from these departments. It is illegal to teach in any state without a certificate granted by that state.

Residence requirement at Macalester for a certificate endorsement is thirty semester hours credit, nine of which must be in Education.

Psychology 201 is a prerequisite for all courses in education except 303. No regular student should enroll for more than two courses in education during one semester, not including, how-
ever, Education 411, which may be taken jointly with two other courses.

**Major in General Science**

**Adviser, Professor Bradley**

A major restricted to those preparing to teach laboratory sciences may be elected in lieu of one of the majors provided in the science departments. It is believed that this major will more adequately prepare the student to enter the field of science teaching in high school than the more specialized departmental science majors. The number of hours required in the general science major is approximately the same as is required for an academic major and a supporting minor, if both are taken in science fields. By proper election of courses the first or supporting minor may be made a part of the general science major. If this is done, at least 36 of the 42 credits in the major-minor combination must carry a grade of C or better. If two minors entirely outside of the general science major are completed, at least 24 of the 42 credits in the major must carry a grade of C or better.

The requirements for the general science major are as follows:

**Prerequisite, Mathematics, eight credits.**

**The Major.—**

1. Physics, Chemistry and Biology, each eight credits..........................24 credits
2. Additional, in one of the above sciences........................................6 or 8 credits
3. Additional, twelve credits in Group III, which may include Geology, but excluding the science in which the sixteen credits are taken. This may include not to exceed four credits in Mathematics......................12 credits

**TOTAL ..................................................42 credits**

Students electing this major should take the four foundation courses in mathematics and science before their junior year so that they may have ample opportunity during their junior and senior years to secure the required number of upper class credits.

**Major in Commercial Education**

**Major Advisers, Professor Young and Mrs. Whiting**

The curriculum in commercial education is designed to prepare high school teachers of commercial subjects. It provides the training necessary for the Minnesota High School Standard Special Certificate. For this certificate, the State Department of Education requires training in all three major commercial subjects—short-hand, typing and bookkeeping. Fifteen credits in Education are necessary and must include Special Commercial Methods and Practice Teaching. A student may elect a major in Commercial Education which consists of the following requirements for certification.

**Sophomore Year**

Principles of Accounting 271-272.
Law of Business Relations 251.
General Psychology 201.
Electives include Statistics 240 and Business Correspondence 202.

Junior Year

Typewriting 111-112.
Shorthand 211-212.
Money and Banking 375.
Economics of Marketing 372.
Education 300, 301 and 3 credits elective.
Electives must include 9 semester hours in Education.

Senior Year

Shorthand Transcription 311-312.
Office Machines and Management 301.
Secretarial Procedure 302.
Labor Economics 339.
Education 411, 481.
Electives include Accounting 301, World Trade 356, Geography 201, Corporation Finance 373.

300R. Educational Psychology.—
An introduction to the nature of the secondary school pupil. An elementary treatment of statistics and their use in interpreting psychological and educational data. Psychological and educational tests; their nature, purposes and how to use them. The influence of nature and nurture. The characteristics of various types of learning, transfer of training and the psychology of school subjects. Human motivation.
Open to sophomores in the second semester. Prerequisite, Psychology 201. Either semester, three hours a week, three credits.

301R. Principles of Teaching.—
A continuation of much that has been touched upon in course 300, but with emphasis placed upon school subject matter and the teaching situation. The selection of instructional material, lesson planning, assignment making. Problems of classroom management including discipline. Teaching pupils how to study and training them in habits of study. A critical evaluation of such practices as homogeneous grouping, project and problem teaching, the use of visual aids, socialized class procedure, the Dalton Plan, the Morrisonian Unit Plan, etc. Observation in the public schools correlated with class study.
Prerequisite, Course 300R. Either semester, three hours a week, three credits.

303. History of Education in the United States.—
The course deals with the European background of American Education and the development of educational institutions and the problems associated with them in America. The problems of secondary education receive special attention. A
non-technical course of large cultural content and suggested for those wishing some insight into educational problems but not preparing to teach, as well as prospective teachers.

Prerequisite, fifty-four credits. First semester, three hours a week, three credits.

306. Principles of Secondary Education.—
The aims and functions of secondary education and the relationship of secondary to both elementary and higher education. The secondary school curriculum, educational and vocational guidance, community relationships, the school plant and equipment, the teaching staff, problems of administration and supervision, comparative studies in school costs, extracurricular activities and their organization, and supervision. A broad survey course which should preferably be taken in the student's junior year.

Prerequisite, fifty-four credits, including Course 300R. Second semester, three hours a week, three credits. Not offered in 1945-1946.

307. Educational Tests and Measurements.—
This course deals with the construction and use of informal tests and the selection and use of standardized tests and scales employed in measuring educational products, or for purposes of educational prognosis, or diagnosis of learning difficulties. Training is given in elementary statistical computations and in the interpretation of statistical data. Attention is given to tabular and graphic presentation of data. Valuable for teachers and especially for those who are interested in guidance or who are going into administrative or supervisory work or into graduate and research work.

Prerequisite, fifty-four credits, including Course 300R. First semester, three hours a week, three credits.

Education 308. Student Personnel Service in the School.—
An analysis of the need for, the philosophy of, and procedures involved in personal educational and vocational guidance in the school. Emphasis will be placed upon the training of secondary school teachers for assuming counseling and guidance responsibilities and for organizing guidance programs.

Prerequisite, fifty-four credits, including Course 300R, and approval of instructor.

Second semester, three hours a week, three credits.

This course is proposed as an elective in Education. It is needed as a part of the preparation of a superior sort of counseling teacher. Macalester College has the facilities and the staff adequate for such a course. In addition, our program of student counseling provides excellent experience which could be used to advantage by prospective teachers registering for this course. The methods of the course will involve lectures, readings, and the usual course procedures. In addition each student will do field observation and will be given as much experience in assisting in the Personnel
Office as would be useful for a prospective secondary school teacher.

402. Educational Problems.—
An advanced course dealing with methods of educational investigation and research. Readings on methods of research and a canvass of typical research reports. Each student selects a problem and studies it critically, finally formulating a brief written report or thesis based upon it. Conducted largely upon a seminar basis. Open only to seniors who have the approval of the Department of Education.

Second semester, one or two credits.

404. Organization and Administration of Secondary Education.—
A study of the legal basis of secondary schools, their forms of organization for administrative, instructional and extra-curricular purposes, the design and care of school plants, the guidance program, school revenues and expenditures, the health program, transportation, noon lunches and other similar problems.

Second semester, three hours a week, three credits.

411R. Practice Teaching and Observation.—
A series of directed observations covering the major problems of classroom technique as found in both the junior and senior high school. Practice teaching in the St. Paul City High Schools or in other institutions as opportunity affords, under the supervision of experienced critic teachers and the general supervision of the Department of Education. Reports, individual and group conferences.

Open only to seniors and required of all who expect to teach.
Prerequisite, Course 301, unless permission is granted by the head of the Department of Education to carry it concurrently with 301. Either semester, three or five credits.

Special Methods of Teaching
Three credits in special methods must also be earned for certification in Minnesota. It is strongly advised that two courses in special methods be taken, these to be selected preferably in the fields of the student’s major or minors.

For all courses in special methods, prerequisite is senior classification, prerequisite or corequisite course 301, approval upon registration of both instructor and Department of Education. The courses offered follow.

451. Communications.—Miss Owen and Staff
Methods of planning and presenting speech in secondary schools. Six weeks in fundamentals of speech, six weeks in argumentation and debate, and six weeks in stage craft.

Prerequisite, Major or minor in Communications, Section B. First semester, two hours a week, two credits.

452. English Language and Composition.—Mr. Ward
Aims and methods of teaching language as an instrument of
communication in secondary schools. Practice in writing and evaluating compositions of the type that may be expected of high school students. Study of current American usage in grammar, spelling, pronunciation, and sentence patterns.

Prerequisite, a minor in English Literature or Communications. Second semester, two hours a week, two credits. Recommended for all teachers of English.

453. Reading and Literature.— Mr. Ward
Aims and methods of planning and presenting reading and literature in English to students at the secondary level. Practice in teaching the selections recommended in the Minnesota Syllabi for English.

Prerequisite, a minor in English Literature or Communications. First semester, two hours a week, two credits. Recommended for all teachers in English whose preparation does not include a major in English literature.

454. Modern Foreign Languages.— Mr. Ficken
Consideration of the problems of foreign language instruction in the United States; data for their solution from the Modern Foreign Language Study and contemporary periodical literature. Analysis of recent syllabi, particularly those prescribed for Minnesota High Schools. Review of text books, observation and lesson planning. Given with the cooperation of the departments of French, German and Spanish.

Prerequisite or collateral requirements: French 303-304 or German 401 or Spanish 315 and 316. Second semester, two hours a week, two credits.

458. Latin.— Miss Palmer
Consideration of the problems pertaining to the teaching of high school Latin.

Prerequisite, Latin 202. Second semester, two hours a week, two credits.

459. Mathematics.— Mr. Camp
A survey of objectives, methods of teaching and measurement of results in teaching secondary mathematics. There will be opportunities for classroom demonstrations and criticism of various techniques.

Prerequisite, minor in Mathematics. First semester, two hours a week, two credits. Alternate years.

461. Natural Science.—
Mr. Bradley and Members of the Science Departments
A survey of the objectives, content, methods of teaching and of measuring results in the science courses offered in high school. A study of committee and survey reports, state syllabi, texts and workbooks.

Prerequisite, a major or minor in a laboratory science. First semester, two or three hours a week, two or three credits.

462. Social Studies.—
The object of this course is to give the new teacher an acquaintance with the Social Studies which will engender confidence in the classroom and intelligent participation in faculty meeting. Lesson planning based on the Minnesota syllabi and current secondary school texts; reports of observa-
tion, criticism and discussion; introduction to professional literature. The best preparation for this course includes the completion of the following: Economics 231-232, History 101-102, 203-204; Political Science 231-232; Sociology 231, 232.

Prerequisite, fifteen credits in History and twelve credits selected from at least two of the three departments: Economics, Political Science and Sociology. Second semester, three hours a week, three credits.

472. Elementary School Music.—Materials and Methods
Elementary school methods; survey of materials; elementary music supervision.
Prerequisite or corequisite, Course 301R and permission of instructor. Second semester, two hours a week, two credits.

473-474. Secondary School Music.—Materials and Methods
The technique of conducting; instrumentation; survey of ensemble materials; choral technique; survey of choral materials; methods in Music Appreciation.
Prerequisite, Course 301R and permission of instructor. One year, two hours a week, four credits.

481. Commercial Methods.—
Consideration of the problems pertaining to the teaching of typing, shorthand, bookkeeping, and other commercial subjects in high schools.
First semester, three hours a week, three credits.

ENGLISH LITERATURE
Professors Ward, Doty and May and Mrs. Barrett

A major in English Literature consists of at least 20 credits and a minor of at least 12 credits. A major includes at least six credits from courses numbered 251 to 377 and at least six credits from courses numbered 387 and above. Students who plan to take the senior comprehensive examination in English Literature should also elect course 401.

The general requirement in literature consists of six credits in English Literature or foreign literature. This may be fulfilled in any course of Section A or B below or in a French, German, Greek, Latin or Spanish literature course numbered 300 or above, whether in the original language or in translation.

A. Appreciation of Literature
The aim of these courses is (1) to enable students to read with understanding and discrimination, (2) to acquaint them with the outstanding writers and their chief works in English or in translation, (3) to develop habits of critical analysis and a vocabulary for critical description, (4) to relate the chief literary movements and periods to the social, philosophical, religious, and artistic progress of mankind. Attention is called to the following similar courses in other departments: Greek 311, Latin 306.
261. Modern Fiction: American and British.— Mrs. Barrett
Representative novels and short stories, chiefly of the twen­tieth century.
Open to all students. First semester, three hours a week, three credits.

262. Modern Drama: European and American.—
Miss May and Miss Doty
Representative playwrights, beginning with Ibsen and Shaw.
Open to all students. Second semester, three hours a week, three credits.

267. Modern Poetry: American and British.— Mr. Ward
Representative poets of the twentieth century.
Open to all students. First semester, three hours a week, three credits.

268. Nineteenth Century Poetry: British and American.—
Mr. Ward and Miss Doty
Representative poets of the nineteenth century.
Open to all students. Second semester, three hours a week, three credits.

272. Nineteenth Century Prose: British and American.—
Miss Doty and Mr. Ward
Representative critics and essayists of the nineteenth century.
Open to all students. Second semester, three hours a week, three credits.

301, 302. General Humanities.— Mr. Ward
A study of some of the representative expressions in litera­ture and the other arts of man’s experiences, aspirations, and values. Intended for mature students whose major interests are in fields other than the Humanities. First semester: Emerging democratic values. Second semester: Enduring aristocratic values.
Prerequisite, fifty-four credits. Three hours a week either or both semesters, three or six credits. Does not count toward a major in English Literature.

375. The Novel: Its Development in England and America.—
Miss May and Miss Doty
Representative novelists from Defoe to George Eliot.
Prerequisite, instructor’s permission. First semester, three hours a week, three credits.

376. Continental Novel.— Miss May
Representative novels of the nineteenth and twentieth cen­turies in translation.
Prerequisite, instructor’s permission. Second semester, three hours a week, three credits.

B. History of English Literature

387. Chaucer and Spenser.— Mr. Ward
Intensive reading of Chaucer. Selections from Spenser.
Prerequisite, instructor’s permission. First semester, three hours a week, three credits.

388. Shakespeare.— Mr. Ward
The plays of Shakespeare and representative plays of his predecessors and early contemporaries.
Prerequisite, instructor’s permission. Second semester, three hours a week, three credits.

389. The Seventeenth Century.— Miss May
Donne, Jonson, Milton, and their contemporaries, to Dryden.
Prerequisite, instructor’s permission. First semester, three hours a week, three credits.
390. The Eighteenth Century.— Miss May
Poetry and prose, from Dryden to Blake.
Prerequisite, instructor's permission. Second semester, three hours a week, three credits.

401. History of English Literature.— Miss May
A survey of the field of English Literature in preparation for the senior comprehensive examination. Recommended for all English majors and minors who plan to take the examination.
Prerequisite, instructor's permission. First semester, three hours a week, three credits.

Teachers' Course.—See Education 452, 453.

FRENCH
Professors Ficken and Sundheim

A major in French must include courses 301-302, 303-304 and 333 or equivalents approved by the department. An equivalent of course 333 is a grade of A or B in course 201-202. Courses 101-102 and 103 are not counted toward a major or a minor. See, also, restriction as to course 306.

The department does not undertake to recommend candidates to teach French who have not completed at least a minor including course 303-304 and 333 or approved equivalents. Teacher candidates should also have had course 301-302 if possible.

101-102. Elementary French.— Mr. Ficken
An introduction to spoken French and elementary French reading. Pronunciation, oral work, essentials of grammar, and the reading of easy materials dealing with the civilization and contemporary affairs of France. Students wishing to develop an ability to understand and speak elementary material spend at least a half hour each day in laboratory work with phonograph records, with locally made transcriptions of lesson materials and in conversational practice with a French speaking assistant.

One year, five recitations and five laboratory periods a week, eight credits.

103-204. Elementary Speaking and Intermediate Reading.— Mr. Ficken
A concentrated course for beginners of approved aptitude, designed to develop a basis for oral facility and a reading ability in two semesters. Offered in alternate years when there is sufficient demand.

One year, six recitations and three laboratory periods a week, twelve credits.

103-206. Elementary and Intermediate Speaking.— Mr. Ficken
A concentrated course for beginners of approved aptitude, designed to develop the ability to understand and speak every-day French in two semesters. Offered in alternate years when there is sufficient demand.

One year, six recitations and six laboratory periods a week, twelve credits.
201-202. Intermediate French.— Miss Sundheim
Review of grammar essentials, oral work and the reading of modern French texts. Course 306 is optional as a substitute for course 202.
Prerequisite, Course 102 or two years of high school French. One year, four hours a week, eight credits.

301-302. History of French Literature.— Miss Sundheim
A general survey of French literature. Lectures, outside readings and reports.
One year, three hours a week, six credits.

303-304. Phonetics and Conversation.— Mr. Ficken
Physiological analysis of the production of French sounds, intensive drill in pronunciation, weekly conference with the instructor and individual use of the phonograph for corrective purposes. The second semester is devoted primarily to conversation and presentation of plays. Should be taken before the senior year. Communications 200R and, if possible, Dramatic Art 309 should precede or parallel this course.
Prerequisite for Course 304 is Course 303 and satisfactory rating in grammar placement test. One year, three hours a week, four credits.

306. Scientific French.— Mr. Ficken
A reading course for science students, elective as a substitute for course 202. Does not count toward a major. Counts toward a minor only for students whose major is in Group III.
Second semester, four hours a week, three or four credits.

316. The Modern Novel.— Miss Sundheim
Extensive reading of prose from Balzac to the present time.
Second semester, three hours a week, three credits.

322. Nineteenth Century Drama.— Miss Sundheim
Extensive reading of plays representative of French dramatic currents since 1830.
Second semester, three hours a week, three credits.

333. French Composition.— Miss Sundheim
A review course, primarily for seniors who intend to teach French.
First semester, three hours a week, three credits.

401R. Senior Studies.—
By special arrangement with the department, advanced students may undertake individual or group projects in courses not currently offered. Typical of such areas are the following: Eighteenth Century Prose, Romantic Literature, Seventeenth Century Drama, French Poetry.
Hours and credits to be arranged.

Teachers' Course.—See Education 454.
GEOLOGY
Professor Alexander

A major in the department consists of twenty-three credits in Geology, including course 401. Other courses recommended for a Geology major are: Biology 102, Chemistry 102, or Physics 202.

101. Physical Geology. —
A study of the forces at work within and upon the surface of the earth and the processes by which they have produced the present structure and topography constituting our physical environment. Local field trips are made for the study of geologic phenomena.
First semester, three lectures a week, three credits; or with a two-hour laboratory period, four credits.

102. Historical Geology. —
This is a study of the history of the earth and of the life that has lived upon it. Special emphasis is placed upon the history of North America. Field trips are made for the collection and study of fossils as the documents of the life history of past ages.
Second semester, three lectures a week, three credits; or, with a two-hour laboratory period, four credits.

155. Descriptive Astronomy. —
This course includes a study of the earth and its motions, the causes of our seasons, and the natural measures of time. The sun, planets, asteroids, satellites, and comets are described, and the place and importance of each in the solar system are discussed. Some time will be given to the nature of the stars and the universe and the use man makes of the stars. Several constellations will be mapped and the important stars named. The laboratory period will be used for observational work and will be largely individual.
First semester, two lectures and one two-hour laboratory period a week, three credits.

201. Mineralogy. —
A study of the common crystal forms and the practical methods for the identification of the useful minerals.
Prerequisite, Chemistry 102. First semester, one lecture and two two-hour laboratory periods a week, three credits.

A study of the origin, occurrence, classification, alteration, and use of the most common and important rocks.
Prerequisite, Course 201. Second semester, one lecture and two two-hour laboratory periods a week, three credits.

251, 252. Plane Surveying. —
This course includes a study of the fundamental principles and methods involved in the problems of plane surveying, and the adjustment, use, and care of the instruments with which that type of surveying is carried on. The work involves the measurement of distances and angles both horizontal and
vertical; differential and profile leveling; traverse surveys; triangulation; laying out curves; mapping with the plane table; topographic surveys; earthwork; and the determination of a true meridian.

Prerequisite, Plane Trigonometry. One lecture and seven hours field or laboratory a week, six credits.

303. Vertebrate Paleontology.—
A study of the origin and development of the ancestral mammals and their relation to the other living and extinct groups.

Prerequisite, Course 102 or Biology 102. First semester, three hours a week, three credits.

304. Regional Geology.—
This course is given to introduce the student to the principles involved in the study of advanced general geology, and to offer the local student an opportunity to become better acquainted with the interesting and important geology of the region in which he lives. The topography, structure, and geologic history of Minnesota and Wisconsin together with some of the contiguous territory are studied.

Prerequisite, Course 102. Second semester, two lectures and one two-hour laboratory or field period a week, three credits.

305. Economic Geology.—
A study of the origin and occurrence of most important geologic products of the earth. The time is given largely to the useful metals, coal, oil and gas, soil, and the building materials.

Prerequisite, Course 102 or Economics 232. First semester, three hours a week, three credits.

306. Fossil History of Man.—
This course deals with the general problems of physical anthropology and fossil evidences relating to pre-historic man, and the origin and development of the present races.

Prerequisite, fifty-four credits. Second semester, three hours a week, three credits.

401R. Individual Course.—
In this course the student selects a problem involving field or laboratory work in the branch of the subject in which he is especially interested. The aim is to develop initiative and resourcefulness in carrying on investigation. Detailed maps and reports are required.

Prerequisite, eleven credits in Geology. Either semester, or one year, two or four credits.

GERMAN
Professor Carleton

101-102. Basic German.—
A thorough study of vocabulary, grammatical analysis and the technique of translation. Graded reading materials from the Humanities, Social Studies, and Natural Sciences form the textual basis of the course and the acquisition of a good
reading ability is the final objective. This course is intended for students who have had no German or for those whose knowledge of the language is insufficient to admit them to advanced courses.

One year, five hours a week, eight credits.

201-202. Intermediate German.—
The reading of selected fiction, with a more detailed study of grammar than was made in course 101-102. Students with two years of high school German may be admitted to this course only by examination.

Prerequisite, Course 102. One year, four hours a week, eight credits.

205-206. Scientific and Medical German.—
Reading material from the physical, biological and medical sciences forms the basis for a thorough study of vocabulary and translation technique. This course is recommended for Group III majors and pre-medical students.

Prerequisite, Course 102 or by examination. One year, four hours a week, eight credits.

301. German Literature in Music.—
A study of the literary background of German song and opera.

Prerequisite, Course 202 or 206. First semester, four hours a week, four credits.

309R. Readings in Fields of Major Interest.—
This is a tutorial course which is primarily designed to prepare junior and senior students for the foreign language reading examination of the Graduate School. Credits will apply toward graduation but not toward the fulfillment of major or minor requirements.

Prerequisite, Course 202 or 206. Either semester, one or two hours a week, one or two credits.

316. Faust, Part I.—
A study of Goethe's ideas as expressed in the greatest of his dramas.

Prerequisite, four credits in any 200 course. Second semester, four hours a week, four credits.

401R. Senior Studies.—
The following subjects may be elected for study by students who wish a major in German or who for other reasons wish to continue their study in their senior year. Twelve credits in German courses above 102 are necessary for admission to these courses:

Advanced Composition and Essay Writing.
History of German Literature.
The Age of Goethe.
German Literature of the 20th Century.
Lyric Poetry.
The German Drama.

Credits and hours to be arranged.

Teachers' Course.—See Education 454.
GREEK

Professor Hall

Course 101-102 is not counted toward a major or minor.
Courses 201-202 and 203-204 are counted as 300 courses for third year students.

101-102. Grammar.—
A study of the elements of the language. Drill in form, vocabulary, syntax and composition. Readings from Xenophon's Anabasis.
One year, five hours a week, eight credits.

112. Classic Mythology.—
A study of the more important myths of Greece and Rome with special attention to their use in English literature.
Second semester, two hours a week, two credits.

201-202. Xenophon or Lucian and Homer.—
(a) The Hellenica, Books I and II, with discussion of the earlier stages of the Peloponnesian war or Lucian's Charon or Timon and selected short dialogues, with a survey of the literary and social conditions of the age.
(b) The Iliad, Books I-IV in literary and grammatical study.
Prerequisite, Course 102. One year, four hours a week, eight credits.

203-204. The Greek Testament.—
This course is intended not only for candidates for the ministry but for any who have studied classical Greek and who wish to acquire a reading knowledge of the New Testament in the original Greek.
Prerequisite, Course 102. One year, four hours a week, eight credits.

311. Greek Literature in Translation.—
Studies in the classic prose writers and poets of Greece for students having no knowledge of Greek.
Prerequisite, fifty-four credits. First semester, two hours a week, two credits.

HISTORY

Professors Holmes, Moore and Mr. Levi

A major in History consists of twenty-four credit hours including courses 101-102, 203-204 and four semester courses numbered 300 or above, selected with the approval of the department.
The following courses are recommended: Economics 231-232; Philosophy 331; Political Science 231, 301; Religion 312 and Sociology 231, 232.
A minor consists of fifteen credit hours and must include courses 101-102 or 201, 202; and 203-204.

101-102. Rise of Modern Europe.—
A survey of the cultural achievements of ancient and medieval society followed by a more detailed study of the development of modern civilization and its problems. This course is in-
tended for freshmen and is open to upper classmen only with the consent of the department; when taken by juniors or seniors half credit is allowed. Only freshmen entering in February will be permitted to start this course the second semester.

One year, three hours a week, six credits

104R. Rise of Modern America.— Mr. Moore
This course is designed as a part of the Citizenship Sequence for those freshmen who do not wish a major or minor in History but who wish to make a brief survey of American History. The first semester of Course 101-102 is recommended as an introduction to this course.

Either semester, three hours a week, three credits.

201, 202. English History.— Mr. Holmes
A survey of the economic, political, religious and social life of the English people from the fifth century to the present. In addition to presenting the rise of modern England and the British Empire, the course affords a background for the study of English literature, English constitutional history and early American institutions. First semester to 1603.

One year, three hours a week, six credits.

203-204. The United States from Colonial Times to the Present.— Mr. Moore
A survey of American History. This course deals intensively with the social, economic, and political development of the nation. Special stress is placed on the westward expansion of the United States. American activity in the Great War and post-war conditions are covered. The course concludes with discussion of American participation in World War II and proposals for post-war action.

Prerequisite, twenty-four credits. One year, three hours a week, six credits.

301, 302. Ancient Civilization.— Mr. Moore
The life, thought and institutions of the ancients are examined with special reference to the contributions they have made toward the development of our own civilization. An opportunity is afforded for extensive reading in contemporary works although a knowledge of Greek and Latin is not required. The civilization of the Greeks is considered in the first semester, that of the Romans in the second.

Prerequisite, fifty-four credits. One year, three hours a week, six credits. Not offered 1945-1946.

303. Medieval Civilization.— Mr. Moore
The development of European culture from the decline of the Roman Empire to the end of the fifteenth century.

Prerequisite, fifty-four credits. First semester, three hours a week, three credits.
305. Europe from 1914 to the Present.— Mr. Holmes

The object of this course is to examine the causes, course and results of World War I as a basis for understanding the causes of World War II and the problems of maintaining the peace to follow.

Prerequisite, fifty-four credits, including Course 101-102 or consent of the instructor. First semester, three hours a week, three credits. Not offered 1945-1946.

307, 308. Nineteenth and Twentieth Century Europe.— Mr. Holmes

An intensive study intended to acquaint students with the development of political, social and economic forces in recent European history. During the second semester emphasis will be placed on the period 1871-1914.

Prerequisite, fifty-four credits, including Course 101-102. One year, three hours a week, six credits.

312. Recent American History.— Mr. Moore

This course traces the rise of modern progressive movements in the United States, the growth of social reform legislation, the handling of the immigration problem and the development of American foreign policy from 1900 to the present. It reviews post-war social and economic adjustments, the problem of international cooperation, and American participation in the present war.

Prerequisite, fifty-four credits and course 204 or consent of the instructor. Second semester, three hours a week, three credits.

313. American Diplomatic History.—

A survey of the foreign relations of the United States with emphasis on the background of present day policies and the significance of public opinion in the development of those policies.

Prerequisite, fifty-four credits and Course 204. First semester, three hours a week, three credits. Not offered 1945-1946.

317R. Latin America.— Mr. Moore

A study of the rise and development of the Latin American republics from colonial times to the present. Special emphasis is placed on social development and on relations with the United States.

Prerequisite, fifty-four credits and Course 204 or consent of instructor. Either semester, three hours a week, three credits.

319. Constitutional History of the United States.—

A study of the background of the Declaration of Independence, the articles of Confederation and the Constitution. The course also traces the subsequent development and modification of the Constitution through amendments, tradition and court decision. Special attention is directed to the origin and settlement of constitutional controversies.

Prerequisite, fifty-four credits and Course 203-204. First semester, three hours a week, three credits. Not offered 1945-1946.
320R. Far Eastern History.— Mr. Levi
A study of the history of the Far East, particularly China and Japan. Special emphasis will be put on modern times, international relations, and the problems which Far Eastern countries will have to face in the future.
Prerequisite, fifty-four credits. Either semester, three hours a week, three credits.

401, 402. Individual Course.— Staff
This course is open to those advanced students in history who wish to do intensive research. The subject studied and the nature of the instruction will be determined in conference with the department.
Prerequisite, ninety credits. Hours and credits to be arranged.
Teachers' Course.—See Education 462.

HOME ECONOMICS
Professors Otten and Olson

Many students who come to a Liberal Arts college wish to take courses which offer preparation for personal, home, and family living, as well as to take advantage of the cultural training available. To meet the needs of such students, Macalester College is offering a General Education program in which a number of elective courses in Home Economics are available to both men and women. The courses offered in this field may be chosen also as a minor and the first two years of a major. The subjects recommended for a major are so planned that students can transfer after two years to other institutions offering majors in home economics.

In the minor course, subject matter will be presented which should help students take their places in family and community life with a greater degree of confidence. Courses deal with the food and clothing needs of the individual and the family; with the managing, equipping, and furnishing of a home; with family health; income management; consumer education; and preparation for marriage and parenthood.

In the major course, the students may in the freshman and sophomore years earn credits which can be transferred to an institution where training may be completed for the following fields open to professional trained women: related art; child development; foods and nutrition; home economics education; home equipment; home management; housing; institution management; textiles and clothing; textile chemistry; home economics in journalism.

For a minor in Home Economics, courses may be chosen from the following subject matter areas. A minor consists of 12 semester hours of credit. Some credit should be chosen from each
group during the course of the four years. These courses are open to all college students as electives, and may be used for minor credit which leads to a Bachelor of Arts degree.

The Family

101. Personal Relationships.—
This course is designed to help young women understand themselves and others and to see the goal of emotional maturity which a college education gives them an opportunity to reach. For freshmen only.
First semester, two hours a week, two credits.

202. Child Development.—
A consideration of the problems relating to the care and training of the young child, his growth and social, mental and personality development.
Second semester, two hours a week, two credits.

302. Family Relationships.—
A consideration of some of the problems relating to the achievement of satisfying relationships within the family group and the place of the family in the larger community.
Second semester, three hours a week, three credits.

Clothing

111. Clothing Choice and Care.—
A consideration of the problems involved in the selection, buying and maintenance of clothing. A study of textile fibers and fabrics and the factors which influence the selection of becoming and appropriate costumes for all occasions.
First semester, three hours a week, three credits.

212R. Clothing Construction.—
This course acquaints the student with the fundamental construction problems involved in the making of simple garments. Students may elect to make articles according to their own abilities. Emphasis will be placed on the proper selection of styles and materials as well as workmanship.
Either semester, three hours a week, three credits.

Foods and Nutrition

121. Introduction to Nutrition.—
A study of normal human nutrition applied to daily food selection of college students for the promotion and maintenance of health with an analysis of actual and recommended dietaries.
First semester, two hours a week, two credits.

322. Family Food and Nutrition.—
A study of food needs to provide optimal nutrition for the family with application of nutrition principles to give a practical understanding of menu planning, food purchasing,
food preparation, time management and forms of meal service in the home. Enrollment limited to sixteen students.

Lecture and laboratory, second semester, three credits.

The Home

151, 152. Survey of Home Economics.— Mrs. Olson
A survey of various aspects of home making and family living designed to give a general overview of some of the more important problems and suggest methods of solving them. Opportunity will be provided for laboratory experiences as needs arise.

Course 151 will consider: Foods and Nutrition, Family Health, Home Management, Consumer Problems and Home Planning and Furnishing.

Course 152 will consider: Family Relationships, Child Development and Guidance and Clothing Selection and Care.

Open to seniors, both men and women, who take no other courses in Home Economics. One year, three hours a week, six credits.

231. Home Planning and Furnishing.—
Factors involved in the selection and furnishing of a convenient, comfortable and attractive home.

First semester, three hours a week, three credits.

232R. Home Management.—
This course relates to the problem of planning, guiding, directing, and coordinating the human and material resources of the home for the development of happy, satisfying family living. This course is a prerequisite for residence in the Home Management House.

Either semester, three hours a week, three credits.

234R. Home Management House Residence.—
Actual experience in most phases of homemaking and group relationships. Includes meal planning, preparation, and service; purchase of food; child care and development of a child of pre-school age; management of finances; techniques in housekeeping; use and care of equipment; and the sharing of common homemaking responsibilities.

Prerequisite or co-requisite, Course 232R. Either semester, one credit.

334. Income Management and Consumer Education.—
A course designed to help every individual and family to receive greater satisfaction from the use of money income through adequate planning and wise choice of consumer goods and services available on the market.

Second semester, two hours a week, two credits.

Art in the Home

142. Color and Design.—
(To be offered in the Art Department)

150. Art Workshop.—
(See Art 150)
For a major in Home Economics the curriculum for the freshman and sophomore years, leading to a bachelor of science degree with a home economics major and requiring transfer to a professional school for the junior and senior years is as follows:

**Freshman Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications 103</td>
<td>3</td>
<td>Communications 104</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 101</td>
<td>2</td>
<td>Home Economics 111</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics 121</td>
<td>2</td>
<td>Psychology 201R</td>
<td>3</td>
</tr>
<tr>
<td>Biology 101 or Physics 201</td>
<td>4</td>
<td>Biology 102 or Physics 202</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 101 (Inorganic)</td>
<td>4</td>
<td>Chemistry 102 (Inorganic)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education 101 or 201</td>
<td>1</td>
<td>Physical Education 102 or 202</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 151</td>
<td>1</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

17

**Sophomore Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy 220R</td>
<td>3</td>
<td>Psychology 306 (Developmental)</td>
<td>3</td>
</tr>
<tr>
<td>Biology 204R (Human Physiology)</td>
<td>3</td>
<td>Home Economics 202</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 305 (Developmental)</td>
<td>3</td>
<td>Home Economics 322</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 307 (Organic)</td>
<td>4</td>
<td>Chemistry 308 (Organic)</td>
<td>4</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td>Physical Education</td>
<td>1</td>
</tr>
</tbody>
</table>

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**LATIN**

**Professor Palmer**

A major in Latin consists of twenty credits of which fourteen must be in five courses, numbered 300 or above. A minor consists of twelve credits of which six must be 300 courses. Students who desire a recommendation for teaching Latin are strongly urged to take courses 212, 309 and Education 458. Those who have met this minimum requirement can be recommended for teaching only the first two years of Latin. Those wishing to teach more than that must take at least one year of advanced Latin. In addition to the courses required in the Latin department, a major student is advised to secure a minor in Greek, and to elect History 301, 302 and Philosophy 311.

Course 101-102 is not counted toward a major or minor.

**101-102. Elementary Latin and Caesar.**

A study of Latin grammar with the reading of easy Latin and Caesar.

One year, five hours a week, eight credits.

**201-202. Intermediate Latin.**

Selections from the orations of Cicero and Vergil's Aeneid. A brief study of the lives of the men and the historical background of their writings. No credit is given for one semester unless the student offers three years of Latin from preparatory school.

Prerequisite, two years of high school Latin or Course 102. One year, four hours a week, eight credits.
212. Roman Private Life.—
Life and customs of the ancient Romans. No knowledge of the language is required.
Prerequisite, twenty-four credits or permission of instructor. Second semester, two hours a week, two or three credits.

213, 214.—Translation Laboratory.—
A rapid reading course to develop speed and vocabulary.
Prerequisite, Course 102 or two years of high school Latin. One year, two hours a week, two credits.

301, 302. Comedy, Livy.—
Representative plays of Plautus and Terence in the first semester. In the second semester selections from Livy are read with especial emphasis on the topography and growth of the city of Rome.
Prerequisite, four years of high school Latin or Course 202. One year, three hours a week, six credits.

A study of the lives and writings of the chief Latin authors for those who do not read Latin.
Prerequisite, twenty-four credits or permission of the instructor. Second semester, three hours a week, three credits.

309. Composition.—
A review of Latin grammar in connection with prose composition.
Prerequisite, fifty-four credits and Course 202 or equivalent. First semester, two hours a week, two credits.

311, 312. A History of Latin Literature.—
In the first semester the readings are selected from the prose writings and in the second from the poets.
Prerequisite, four years of high school Latin or Course 202. One year, three hours a week, six credits.

355, 356. Pliny, Tacitus.—
Selections from the letters of Pliny the Younger in the first semester. In the second the Agricola or Tacitus and selections from his other writings.
Prerequisite, one year of Latin in courses numbered 300 or above. One year, two hours a week, four credits.

357, 358. Catullus, Horace—Odes and Epodes.—
Prerequisites as above. One year, two hours a week, four credits.

401R. Individual Course.—
Open to advanced students on consent of the instructor.
Either semester, two or three credits.

Teachers' Course.—See Education 458.

MATHEMATICS
Professor Camp and Mr. Johnson

All students who register for a freshman course in Mathematics are required to take a placement test. They are then advised to select the courses best suited to their ability as determined by the placement test and by their mathematical background.
A major in mathematics consists of a minimum of twenty credits taken in courses listed in section A and numbered 200 or
Four credits from courses in section A numbered from 100 to 200 will count toward a major or a minor if a grade of B or better is obtained.

A. Mathematics

99. Algebra.—
This is a course in ninth grade algebra designed for those students who are admitted to college without at least one year of high school mathematics. The course is also open to those students who desire to take college mathematics, but who show by their pre-test score that they have not the background for it.

First semester, 3 hours a week, no college credit.

103-104. Elementary Analysis.—
This course is intended for those who show good ability and background in mathematics. It is an integrated course covering college algebra, trigonometry, and analytic geometry and a brief introduction to calculus.

One year, four hours a week, eight credits. Four credits may be applied on a major or minor if a grade of B or better is attained.

111. Algebra.—
This course is designed primarily for students who present only two units of high school mathematics. The course includes a thorough review of high school algebra followed by the study of graphs, systems of linear equations, exponents and radicals, quadratic equations, ratio and proportion, progressions and mathematical induction.

First semester, four hours a week, three credits.

112R. Trigonometry.—
Definition, properties, and graphical representation of the trigonometric functions; solution of triangles, trigonometric equations; introduction to spherical trigonometry.

Prerequisite, Course 111 or permission of instructor. Either semester, three hours a week, three credits.

114. Plane Analytic Geometry.—
A systematic study of straight lines, circles, and the conic sections; transformation of axes; polar coordinates; general equation of the second degree.

Co-requisite, Course 112. Second semester, three hours a week, three credits.

201-202. Calculus.—
The process of differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions; applications to geometry and physics; general methods of integration.

Prerequisite, Course 104 or 114. One year, four hours a week, eight credits.

301. Differential Equations.—
A study of the more common types of ordinary differential equations which occur in geometry, mechanics, and physics; special emphasis on equations of first and second order and
linear equations with constant coefficients.

Prerequisite, Course 202. First semester, three hours a week, three credits.

303. Solid Analytic Geometry.—
Selected topics in plane analytic geometry; coordinate geometry of curves and surfaces in three-dimensional space, with emphasis on straight lines, planes and quadric surfaces.

Prerequisite, Course 104 or 114. First semester, three hours a week, three credits. Alternating with Course 307. Not offered 1945-1946.

304. Theory of Equations.—
Complex numbers, numerical equations and their applications, constructions with ruler and compasses, determinants, symmetric functions, resultants and discriminants.

Prerequisite, Course 202. Second semester, three hours a week, three credits.

305. Mathematics of Investment.—
Simple and compound interest, annuities, amortization and sinking funds, valuation of bonds, elementary principles of life insurance.

Co-requisite, Course 112 or 104. First semester, three hours a week, three credits.

307-308. Advanced Calculus.—
Partial differentiation with applications to the geometry of space; double and triple integrals, line integrals and Green's theorem, transformation of multiple integrals; introduction to complex numbers and the theory of functions.

Prerequisite, Course 202. One year, three hours a week, six credits. Alternating with Courses 303 and 304. Not offered 1945-1946.

310. Analytic Mechanics (Statics).—
Concurrent forces, parallel forces, couples, center of gravity, statics of rigid bodies, graphical methods, friction, work, moments of inertia.

Co-requisite, Course 202. Second semester, three hours a week, three credits. Not offered 1945-1946.

401, 402. Seminar in Higher Mathematics.—
An opportunity is offered for students of merit to study in special fields not covered by the courses listed above.

One year, two credits.

Teachers' Course.—See Education 459.

B. Pre-Engineering Courses

105-106. Drawing.—
Elements of drafting including an introductory course in methods of representation, and constructive geometry. Graphs and formulas. Sketching, lettering, working drawings, conventions, standards, tracing, and blueprinting.

Prerequisite, Solid Geometry. Four credits.

108. Descriptive Geometry.—
Elementary course in the methods of representation, correlated in part with analytical geometry. Graphical and algebraic solutions. Lectures, demonstrations, and drafting.

Co-requisite, Course 104 or 114. Second semester, two credits.
MUSIC

Professors Jensen, Fenyves, Johnson and Krasner
Miss Allen, Mrs. Gifford, Mrs. Henly and Miss Young

Requirements and Recommendations

Electives
Course 251R Appreciation of Music.
Course 101-102 Elements of Musical Structure.
Course 203-204 Musical Literature of the 18th and 19th Centuries.


Requirements for a Music Minor
Course 101-102 Elements of Musical Structure.
Course 201-202 Analysis of Musical Structure.
Course 203-204 Musical Literature of the 18th and 19th Centuries.

Applied Music Any selected branch—four semesters.

Requirements for a Music Major
Course 101-102 Elements of Musical Structure.
Course 201-202 Analysis of Musical Structure.
Course 203-204 Musical Literature of the 18th and 19th Centuries.
Course 303-304 Elementary Free Counterpoint.
Course 307-308 History of Music.

Applied Music Any selected branch—six semesters.

Requirements for the Minnesota Special Certificate in Public School Music
1. Completion of a Music Major.
2. A minimal participation of two years each in Choral Ensemble and Band Ensemble. Attainment of a reasonable degree of proficiency in both, determinable by examination.
3. A Minor in Education, to consist of—
   Course 300R Educational Psychology.
   Course 301R Principles of Teaching.
   Course 411R Practice Teaching and Observation.
   Course 472 Elementary School Music—Materials and Methods.

The holder of this certificate is legally qualified to teach or to supervise the teaching of Music in elementary and secondary schools within the State, and to teach academic subjects for which the candidate has obtained State endorsement.

Recommendation to Music Minors
Music Minors who are preparing to teach in some other field,
may qualify for limited work in Public School Music by completion of the following additional requirements—
1. A minimal participation of two years in Choral Ensemble or in Band Ensemble. Attainment of a reasonable degree of proficiency in the chosen field, determinable by examination.
2. Education courses 472, 473-474.

Classification and Description of Courses

I. The Theory of Music

101-102. Elements of Musical Structure.—
Materials of harmony; principles of form; syntactic procedures; dictation drills; specimen studies in the elementary forms. 
One year, three hours a week, six credits.

201-202. Analysis of Musical Structure.—
Score reading; specimen studies in the larger forms.
Prerequisite, Course 102. One year, two hours a week, four credits.

II. The Literature and History of Music

251R. Appreciation of Music.—
Cultivation of an understanding of music and development of definite listening skills, through classroom study of masterworks from various periods. This course open to music lovers in general.
One semester, two hours a week, two credits.

203-204. Musical Literature of the Eighteenth and Nineteenth Centuries.—
Study of musical masterpieces from J. S. Bach to Richard Strauss.
One year, three hours a week, six credits.

307-308. History of Music.—
The story of music in its technical aspects, from ancient times to the present.
Prerequisite, Course 204. One year, two hours a week, four credits.

309-310. Contemporary Trends in Music.—
Theory and practice in the twentieth century.
Prerequisites, Courses 202 and 308. One year, one hour a week, two credits.

451R. Principles of Musical Expression.—
An analytical investigation of those factors of musical substance which convey impressions of emotional character. This study includes consideration of the relationships to emotional experience of Mode, Melody, Rhythm, Tempo and of Dissonance and Consonance.
Prerequisite, Psychology 201R. Co-requisite, Music Major. Either semester, three hours a week, three credits.

III. Creative Studies in Music

303-304. Elementary Counterpoint.—
Simple part-writing in free style; imitation; the invention.
Prerequisite, Course 202. One year, two hours a week, four credits.
305-306. Seminar in Composition.—
Prerequisite, Course 304. One year, four or eight credits.

IV. Applied Music

105, 106. Choral Ensemble.
Membership of the class selective and limited. Vocal test required. Subject matter will change from year to year, and the course may be repeated from year to year with credit. Membership of this class constitutes the Macalester College Choir.

Co-requisite, Voice Laboratory or individual instruction in Voice. One year, three hours a week, two credits.

107, 108. Band Ensemble.—
Subject matter will change from year to year, and the course may be repeated from year to year with credit. Membership of this class constitutes the Macalester Concert Band.

Co-requisite, Instrumental Laboratory. One year, three hours a week, two credits.

109-110. String Ensemble.—
One year, one hour a week, two credits.

Individual Instruction In—
Piano - Organ - Voice - Violin - Wind Instruments
Each, one period a week, one credit a semester.

V. Music Education


NATURAL SCIENCE

201. Human Geography.—
Changing relationships of the earth and man.

Prerequisite, twenty-four credits or consent of instructor. First semester, three hours a week, three credits.

PHILOSOPHY

Professors Thompson and Brown*  
A major in this department must include courses 205, 220, 231-232, 309. A minor must include courses 231-232, 309.

205R. Ethics.—
This course includes, so far as time allows, history, ethical theory, psychology of the moral life, discussion of practical problems of our time and philosophical implications.

Prerequisite, twenty-four credits or Psychology 201. Either semester, three hours a week, three credits.

220R. Introduction to Philosophy.—
A course intended to introduce the student to the problems of the meaning of the world. It will seek to explain what the chief problems are and to help the student in some constructive thinking about them.

Either semester, three hours a week, three credits.

* On leave.
231, 232. History of Philosophy.—
The emphasis is placed on the leading thinkers and systems, with their backgrounds and relations to the general progress of thought. The second half of the year’s work begins with Descartes. Credit is given for either semester.
Prerequisite, fifty-four credits. One year, three hours a week, six credits.

309. Logic and Scientific Method.—
An elementary course in the principles of thinking. It includes, so far as time permits, the methods of science, recent developments in logic, and exercises in critical thinking.
First semester, three hours a week, three credits.

326. Philosophy of Religion.—
On the nature and philosophic implications of religion, but with particular reference to the Christian view of the world.
Prerequisite, fifty-four credits. Second semester, two hours a week, two credits.

327. Philosophies of Social Reform.—
A survey of major theories of social reform from Plato to the present. Emphasis on the relationship of these to contemporary problems.
Prerequisite, consent of instructor. First semester, three hours a week, three credits.

329. American Philosophy.—
Prerequisite, fifty-four credits. First semester, two hours a week, two credits.

331. Philosophy of History.—
A critical analysis and evaluation of the mythological, religious, naturalistic, idealistic, totalitarian and the democratic interpretations of history.
Prerequisite, fifty-four credits. First semester, two hours a week, two credits.

340. The Philosophy of Plato.—
A concentrated study of the Platonic dialogues with special reference to the character of Socrates and later to the analysis of the unity of thought of Plato.
Prerequisite, fifty-four credits and consent of instructor. Second semester, three hours a week, three credits.

403, 404. Individual Course.—
The student selects a topic for intensive study under the guidance of the instructor.
Prerequisite, ninety credits and approval of the instructor. One or two credits a semester.

PHYSICS
Professor Hastings

For a major in Physics the following courses are required: Physics 201-202, 301, 302, 352 and 411R; Mathematics 202; Chem-
istry 101-102. A thesis is required upon graduation in connection
with the individual work in course 411R.

For a minor in Physics the following courses are suggested:
201-202, and any one of 301, 302, or 352.

The requirements in Physics for general science teaching and
for pre-medical and pre-dental courses are fulfilled by course
201-202. Students in the Department of Music should register for
course 101-102. Students preparing to enter a college of engineer­
ing should complete courses 201-202, 221, 301, and 302.

101-102. Sound.—

A course designed primarily to meet the requirements of the
Department of Music, but open to all students. The purpose
of the course is to provide a basic training in modern theory
of sound and its applications. Students will perform funda­
mental experiments throughout the course. For students
whose major is Music this satisfies the laboratory course re­
quirement for graduation.

One year, three hours a week, six credits.

201-202. General College Physics.—

An introductory survey of the field of physics, consisting of
lecture demonstrations, discussions and laboratory practice.
Development of analytical reasoning is stressed. All succeed­
ing work in physics is based on this course.

Prerequisite, Mathematics 104 or three units of high school Mathematics.
One year, three lecture and recitation, and two two-hour laboratory periods
a week, eight credits.

209R. Meteorology.—

A study of the physical properties of the upper and lower
atmosphere with special emphasis on their application to
weather forecasting. Moisture conditions, cloud formations,
lapse rates, frontal analysis and air mass movements are
among the topics studied.

Either semester, three hours a week, three credits.

221. Principles of Radio Communication.—

A course offered to provide students interested in radio an
opportunity to experiment with the fundamental radio circuits.
The characteristic curves of vacuum tubes are plotted, tube
constants are measured, and fundamental receiving and trans­
mitting circuits are set up and tested. Theory and methods
of modulation are emphasized.

Prerequisite, Course 102 or 202. First semester, two recitations and two
two-hour laboratory periods a week, four credits.

301. Mechanics and Thermodynamics.—

An introduction to analytical mechanics and classical thermo­
dynamics. Attention is given to such subjects in mechanics
as statics of rigid bodies and dynamics of particles, and in
thermodynamics to the theory of cyclic processes. Some of the
subjects covered in laboratory work are motion of projectiles,
moment of inertia, viscosity, harmonic motion, specific heats and continuous flow calorimetry.

Prerequisite, Course 202 and Mathematics 202. First semester, two recitations and two two-hour laboratory periods a week, four credits.

302. Electricity and Optics.—
An introduction to such subjects as potential theory, electromagnetism, electromagnetic induction, interferometry diffraction, and radiation. In the laboratory, measurements are made in electricity using various bridge circuits, potentiometers, permeameters and current inductors. In optics the interferometer, concave grating spectrometer, and photoelectric cell are among the instruments used.

Prerequisite, Course 202 and Mathematics 202. First semester, two recitations and two two-hour laboratory periods a week, four credits.

352. Atomic Physics.—
A survey of the developments in modern atomic physics which have been so important in recent years. Among the subjects considered are kinetic theory, radiation theory, quantum theory, spectroscopy, x-rays, the periodic system, radioactivity, and relativity.

Prerequisite, Course 202 and Mathematics 202. Second semester, two recitations and two two-hour laboratory periods a week, four credits.

411R. Advanced Experimental Physics.—
In this course the student is allowed to carry on experimentation in some particular field of his own choosing, subject to approval by the head of the department. The purpose of such a course is to develop an interest in physical research. The course may be repeated with different topics.

Prerequisite, Course 301 or 302. Either semester, four hours a week, two credits.

Political Science

President Turck, Professors Verhage* and Tucker

A major in Political Science consists of at least twenty credits, and must include courses 231, 232. A minor consists of twelve credits and must include courses 231, 232. Majors are also expected to obtain credit for the basic courses in Economics, History and Sociology.

An inter-departmental major in Economics and Political Science is also offered. Such a combined major consists of twenty-six credits in the two departments, and must include Political Science 231, 232, Economics 231-232, and at least one course numbered 300 or above from each department.

201-202. An Introduction to the Social Sciences.— Staff
A survey of the economic, political, and sociological institutions, forces, problems and principles of contemporary society. This course is designed to give intelligent background for

* On leave.
the exercise of the responsibilities of citizenship, and is intended for those who do not plan to major in one of the social sciences.

Prerequisite, twenty-four credits. One year, three hours a week, six credits. Two credits to each of the following departments: Economics, Political Science and Sociology.

231. **Introductory Political Science.**
A study of the historical foundations of American political institutions, their origins and development, the evolution of the federal constitution and of the state constitutions, and their essential characteristics.

No prerequisites. First semester, three hours a week, three credits.

232. **Functions and Problems of Government in the United States.**
A study of the political process in American government, the functions of legislation, the chief executive and the courts, and the operations of national and state governments in their respective spheres.

No prerequisites. Second semester, three hours a week, three credits.

301. **Comparative Government.**
A study of the major European political systems, with attention to political tactics, the modification of formal organization by governmental custom, the basis of political power, democracy versus dictatorship, crisis government.

Prerequisite, Course 232. First semester, three hours a week, three credits.

308. **Public Administration.**
The nature of the administrative process in modern government; problems of organization and reorganization, personnel, the civil service, budgeting and finance; survey of operating agencies and governmental services.

Prerequisite, Course 231. Second semester, three hours a week, three credits.

311, 312. **Public Opinion.**—See Communications 311, 312.

351. **International Politics.**
Analysis of international relations in terms of international institutions and procedures, national policies and forces, the causes of war and the conditions of peace. Designed to provide the student with tools for understanding the fundamental principles and problems of international phenomena.

Prerequisite, thirty credits and consent of instructor. First semester, three hours a week, three credits.

352. **The United States, the War and the Peace.**
This analysis of American foreign policy in the contemporary world crisis includes such topics as: the nature and conditions of American policy; the relation of the United States to Europe, the Western Hemisphere, and the Far East; the bearing of morale, allies, economic policy, armaments, and strategic situation on the conduct of the war; programs of
post-war reconstruction and American policy toward the future peace settlement.

Prerequisite, thirty credits and consent of instructor. Second semester, three hours a week, three credits.

357. **Introduction to Political Philosophy.**
Study of the main problems of political values and their implementation, as discussed in the classics of the great political thinkers.

Prerequisite, Course 231 and consent of instructor. First semester, three hours a week, three credits.

358. **Selected Problems in Modern Political Philosophy.**
An examination of the function of law in the modern state, the concept of sovereignty, the basis of rights and obligations, the nature of justice and the operation of the judicial process.

Prerequisite, two courses in Political Science and consent of the instructor. Second semester, three hours a week, three credits.

364. **International Law.**
A study of the function of law and organization in the international community, with special emphasis upon the fundamental nature of such law and its relation to the problems of war, peace and neutrality.

Prerequisite, Course 351 or 352. Second semester, three hours a week, three credits.

367. **Military Government.**
A study of the legal, social, economic and administrative aspects of the control of civil affairs in foreign territories by an occupying power, with an historical summary of American and other experiences in military government.

Summer session only, six hours a week, three credits.

451. **Seminar in Government.**
Conferences and reports based on independent work in selected fields of Political Science.

Prerequisite, adequate preparation in Political Science and related fields, both as to quantity and quality. First semester, two hours a week, two credits.

491-492. **Community as a Laboratory.**
Identical with Economics 491-492 and Sociology 491-492. Conferences, reports, readings, seminars and field investigations dealing with the economic, political and social phenomena in the Twin Cities metropolitan region.

Open to seniors with the permission of the instructors. One year, two, four or six credits (not more than two credits in Political Science).

Courses in other departments of special interest to students of Political Science include: Economics 231-232, 339, 372, 376; History 307, 308, 313; Sociology 231, 232, 301, 302.

**PSYCHOLOGY**

**Professor Franklin**

A major in this department consists of at least twenty credits, including courses 202R and 310. Biology 204 is required. Biology 303, Economics 240 and Education 307 are recommended.
For a minor at least twelve credits are required, including course 202R, and Biology 204.

Other courses for which credit is given in this department are: Education 300R, Religion 336 and Sociology 310. One of these may be counted toward a minor in Psychology or two toward a major.

201R. General Psychology.—
A sketch of the principles and applications of normal human psychology. An attempt is made to aid the student to a more intelligent understanding of his own problems, and of human conduct in everyday life. May be counted toward a major or minor if student's grade is B or better.

Prerequisite, twenty-four credits or permission of instructor. Biol. 204 is strongly recommended as a prerequisite or concurrent course.

Either semester, three class sessions and one optional two-hour laboratory a week, three or four credits.

202R. Advanced General Psychology.—
A detailed and thorough study of the present status of modern scientific knowledge of human nature and behavior. An impartial position is assumed with regard to contending views and schools of thought. Textbook, lectures, discussions, collateral reading and experimental work. Required of majors and minors in the department. Strongly suggested for those majoring in allied departments.

Prerequisite, twenty-four credits, including Psychology 201 (with grade C or better). Either semester, three hours a week, three credits.

305-306. Developmental Psychology.—
A thorough survey of the individual from prenatal life to old age. First semester: Study of heredity, prenatal life, infancy and childhood, based upon textbook, lecture material, and observation and report on individual children. Second semester: Adolescence, maturity and senescence; typical reactions and conflicts of the periods; social and cultural influences.

Prerequisite, Course 201R. One year, three hours a week, six credits. Both semesters required for credit. Not offered 1945-1946.

307. Applied Psychology.—
Practical applications of psychology to major fields of human activity, such as law, medicine, education, business and industry, together with its relation to personal efficiency and vocational choice.

Prerequisite, Course 201. First semester, three hours a week, three credits.

310. Experimental Psychology.—
An introduction to the experimental method and the statistical treatment of data in the field of psychology, with more detailed study of certain principles arising in General Psychology, such as reflex action, sensation, perception, association, learning, and attention.

Prerequisite, Course 201 and consent of instructor. Second semester, one lecture and two laboratory periods a week, three credits.
313. Personality and Mental Hygiene.—
A study of personality development and adjustment; wholesome and unwholesome methods of meeting conflicts; introductory consideration of personality measurement and mental hygiene. Special reference to application of principles to youth problems and fields of vocational choice.
Prerequisite, fifty-four credits, including six in Psychology. First semester, three hours a week, three credits.

314. Abnormal Psychology.—
Relation of normal to abnormal behavior; history of theory and treatment of the abnormal; disorders of sensation, perception, association and motor reaction; mental defect and the chief nervous and mental diseases. Theories of causation and methods of treatment; field trips to institutions.
Prerequisite, fifty-four credits, including Courses 201R and 313. Second semester, three hours a week, three credits.

401, 402. Individual Course.—
First semester: A study of the growth of modern psychology, contemporary schools and workers in the field, for seniors with a major in the department, planning further study.
Second semester: A study of special problems, for students desiring to continue investigations begun in the regular courses or to carry on individual research in the field of their vocational choice.
Prerequisite, ninety credits and consent of the instructor. Two or three credits a semester.

RELINION
Professors Kagin and Thompson

The work of the department is divided into three sections as follows: A, English Bible; B, History and Philosophy of Christianity; C, Religious Education.

Required Courses: The college expects all candidates for graduation to have a knowledge of the English Bible and various aspects of religious life and thought. Eight credits are required for graduation. At least six credits must be earned from courses offered in Section A, unless the student passes a general examination in English Bible given by the department.

Minor: The purpose of the minor is to equip the student for lay leadership in the Church. Twelve credits must be earned in addition to courses 103 and 105. Eight of these credits should be earned in courses offered in sections B and C, and must include course 342.

Major: Students should consult members of the department early in their college course for guidance in the selection of courses leading to a major. In general, majors are of two types as follows:
A Pre-Theological Major which consists of twenty credits in addition to 103 and 105. It should include courses 201, 208 or 313, 335, and 341. Supporting courses required are Greek 101-102, 203-204; Sociology 231, 232; Philosophy 311-312 and 326.

A Pre-Religious Education Major which consists of twenty credits in addition to 103 and 105. It should include courses 201, 208, 313 or 314, 341 and 342. Supporting courses required in other fields are Education 300R, Sociology 231, 232, Psychology 305-306.

A. English Bible

103. Old Testament History.— Mr. Kagin
This study is a biographical approach to the social, political, and religious history of the Hebrews. Important ideas and events are associated with outstanding personalities.
First semester, two hours a week, two credits.

105R. The Jesus of History.— Mr. Kagin
This is a short course in the life of Jesus. It begins with a survey of the social, political, moral and religious conditions which Jesus faced and proceeds with a careful study of the major events in his life and his outstanding teachings.
Either semester, two hours a week, two credits.

107X. Survey of Biblical Literature.— Mr. Kagin
This course is planned for students who desire a brief introduction to Biblical literature.
Summer session: Four hours a week, eight weeks, two credits.

201R. The Apostolic Church.— Mr. Kagin
This study traces the spread of the Christian church from Jerusalem as a center through Palestine, Syria, Asia Minor, Greece and Rome. The Acts and letters of Peter, John and Paul are used as source material.
Prerequisite, 105R. Either semester, two hours a week, two credits.

208. The Prophets of Israel.— Mr. Kagin
A careful study of the historical, religious and social background of the prophets, in relation to their own and surrounding nations. Emphasis is laid upon their ethical and religious messages and their permanent contribution to world thought.
Prerequisite, course 103. Second semester, two hours a week, two credits.

211, 212. The Literary Study of the Bible.—
A study of the various types of literature in the Bible.
First semester: History, Story, Wisdom Literature.
Prerequisite, twenty-four credits. One year, two hours a week, four credits.

313, 314. The Social Teachings of the Bible.— Mr. Thompson
A study of the Hebrew-Christian view of man and society,

Prerequisite, fifty-four credits. One year, two hours a week, four credits.

B. History and Philosophy of Christianity

151R. Religion and Life.— Mr. Thompson
The aim of this course is to help students to make their religious adjustments through an understanding of their own religious backgrounds, and of the function of religion in human society.

Prerequisite, special consent of the instructor. Either semester, two hours a week, two credits.

305. The Christian Church.— Mr. Kagin
This course traces the development of the Christian Church from the days of the Apostles to the present time. It studies in detail the different forms of Christianity found in America with the aim of developing an understanding and appreciation of their contribution to Christian thought and life.

First semester, three hours a week, three credits.

306. World Christianity.— Mr. Kagin
In this course students are encouraged to gather material from the library and other sources on the spread of Christianity in other lands and report their findings to the class from time to time. These reports are then combined into a comprehensive paper. Returned missionaries are invited to address the class and visual aids are employed.

Second semester, two or three hours a week, two or three credits.

311. The Christian Philosophy of Life.— Mr. Kagin
This course helps the student to reexamine his religious beliefs and clarify them in the light of present day knowledge. Such problems as science and religion, belief in God, the nature of man, sin, revelation, redemption, the church, and life after death are studied in detail.

First semester, two hours a week, two credits.

312. The Religions of the World.— Mr. Kagin
A study of the great religious systems of the world including Hinduism, Jainism, Buddhism, Zoroastrianism, Confucianism, Taoism, Shintoism, Mohammedanism, Sikhism, Judaism and Christianity. An attempt is made to point out the strong and weak features of each of these religions in the light of the teachings of Christianity.

Prerequisite, fifty-four credits. Second semester, two hours a week, two credits.

335. Psychology of Religious Experience.— Mr. Thompson
A study of the following phases of religious experience will be
taken up from the psychological point of view: analysis of religious experience, its relation to general psychology; racial roots, the personal factor, and the origin and development of religious experience; sin, conversion, conduct control, belief in God, worship, prayer, inspiration and belief in life after death.

Prerequisite, fifty-four credits, including Psychology 201. First semester, three hours a week, three credits.

450. Fundamentals of Thought and Conduct.— Mr. Thompson
This course is designed to draw the Citizenship Sequence of the college curriculum to a focus and is intended mainly for Seniors. Professors from various departments of the college are invited to lecture before the class. The aim is to discover the rational basis for making true judgments, the principles underlying moral and spiritual values, and the application of these principles to the great problems in our social, economic and political life. It is hoped that the student will be led to build for himself a workable Christian philosophy of life.

Second semester, one seminar a week, two hours, two credits.

C. Religious Education

341. Introduction to Religious Education.— Mr. Kagin
The purpose of this study is to introduce the student to the general field of religious education. A rapid survey is made of the history, underlying philosophy, aims, methods, content, curricula materials, agencies, organizations, problems and opportunities of the religious education movement.

Prerequisite, fifty-four credits. First semester, two or three hours a week, two or three credits.

342. The Program of Religious Education.— Mr. Thompson
A study of the organization and program of religious agencies. Consideration is given to survey techniques, principles of program building, selection of materials, training of leadership, and tests and measurements. This course is to prepare students for volunteer religious leadership in the community.

Prerequisite, fifty-four credits. Second semester, two or three hours a week, two or three credits.

343. Religious Education and the Adolescent.— Mr. Thompson
This course deals with the history, problems and methods of work with young people of high school and college age.

Prerequisite, fifty-four credits. First semester, two hours a week, two credits.

401, 402. Individual Course.—
Properly qualified students may pursue a subject of special interest in any of the above sections under the guidance of the instructor within whose field the subject lies. Opportunity is given for extended research and a written report is required.

First or second semester or one year, two to four credits. Open only to seniors whose major is Religion, except by special permission.
Other courses for which credit is given in this department are Philosophy 205R and Philosophy 326. Credits earned in one of these two courses may be applied toward a major in Religion. They do not count toward a minor or toward the eight credits in Religion required for graduation.

RUSSIAN

101-102. Elementary Russian.— Miss Palmer
An introduction to the Russian language with such training in grammar as is required for reading a highly inflected language. The main purpose of the course is to provide the basis for a reading knowledge of current writing (newspapers and nontechnical magazines) and of current literature, but there will also be practice in using the idiom of everyday speech.
One year, five hours a week, eight credits.

SECRETARIAL STUDIES

Mrs. Whiting
The courses in Secretarial Studies are designed to prepare students for business careers. Students who plan to teach commercial education in high school are admitted to the curriculum set forth on page 61. Students who pursue these courses with a view to teaching must elect their major in Commercial Education. The courses are arranged to train students not only in technical efficiency, but in the basic principles that control the social organization of business.

111-112. Typewriting.—
First semester: Basic instruction and practice in typewriting. Second semester: Emphasis on speed and advance training, including preparation of business reports, letters, rough drafts, legal documents and other business forms.
One year, four hours a week, two credits.

202. Business Correspondence.—
Designed chiefly for those who plan to enter business or teaching. The principles of business English and the techniques involved in the writing of all types of business letters and reports. Students preparing to teach commercial subjects, should take this course in their sophomore year.
Second semester, two hours a week, two credits.

211-212. Beginning Shorthand.—
Mastery of the fundamentals of Gregg shorthand.
One year, four hours a week, six credits.

301. Office Machines and Management.—
The operation of business machines, including Dictaphone, Ditto Duplicator, Mimeograph, Adding Machine and Calculator.
First semester, two hours a week, two credits.
302. Secretarial Procedure.—
Practice and principles of secretarial procedure including instruction in letter organization and writing, the fundamentals of communication, business reports, the principles of indexing and filing, and knowledge of methods of duplicating and transcribing which are most frequently used in offices.
Prerequisite, Ability to typewrite and permission of the instructor. Second semester, three hours a week, three credits.

311-312. Advance Shorthand and Transcription.—
Advance training in shorthand with special emphasis on speed and correct transcription of shorthand notes.
Prerequisite, Course 211-212, or by permission. One year, six hours a week, six credits.

Teachers’ Course.—See Education 481.

SOCIOLOGY
Professor Strong and Miss Weinlick

A major consists of twenty-three credits including courses 231, 232, 301, 307 and 310. Twelve credits are required for a minor including courses 232 and 310. For students contemplating Social Work the following courses should be part of the program: 250, 252, and 351.

231R. Introductory Sociology.— Mr. Strong
A study of the structure and functions of social groups, of their inter-relationships, and of their effects upon persons; analysis of social processes, social change, cultural development; community organization and contemporary institutions; social movements, public opinion, and morale. The aim is to arrive at an understanding of the relation between the individual and society.
No prerequisite. Either semester, three hours a week, three credits. Majors and minors in Sociology will take Sociology 232 after Sociology 231. Together, they constitute the year course in Principles of Sociology.

232. Social Pathology.— Mr. Strong
Problems of individual, family, and community disorganization, including physical defectiveness, feeble-mindedness, insanity, alcoholism, prostitution, poverty, vagrancy, juvenile delinquency, and crime. Social adjustment and personality rehabilitation as post-war problems.
Prerequisite, Sociology 231. Second semester, three hours a week, three credits.

250. Community Organization.— Miss Weinlick
Understanding the community itself through the study of community processes, the social forces determining community life and its social needs. How the community organizes to meet its needs. Special attention will be given to the impact of war upon communities.
Prerequisite, Course 232. Second semester, three hours a week, three credits.
252. Introduction to Social Group Work.— Miss Weinlick
The principles and procedures of social group work are examined as a basic approach and method in social work. It is planned to give the student an understanding of the group process and of the concepts that are essential in giving direction to groups. Some aspects of the course also deal with problems of camp and community leadership.
Prerequisite Sociology 231, 232. Second semester, three hours a week, three credits.
Credits do not count toward a major or a minor in Sociology without the special approval of the Sociology Department.

301. Race Relations and Minority Problems.— Mr. Strong
The position of races and minority groups in the United States; current theories of race; race mixture; the effects of interracial contacts on persons, institutions, and social organization. Problems of race and minorities in international relations.
Prerequisite, Course 231. First semester, three hours a week, three credits.

302. Criminology.— Mr. Strong
A critical examination of criminological theories. Various penological programs are considered and a survey is made of the different measures in operation for the treatment of criminals. Political corruption and the broader ramifications of crime in society.
Prerequisite Course 232. Second semester, three hours a week, three credits. Not offered 1945-1946.

307. Marriage and the Family.— Mr. Strong
The origins, development, and functions of marriage and family life; modern social and economic changes and family disorganization; American marriage and family relationships; theoretical and personal problems. This course is designed not only for sociology and pre-social work majors but also for students in religion and education.
Prerequisite, Course 231. First semester, three hours a week, three credits.

310. Introductory Social Psychology.— Mr. Strong
Human nature; personality and its development in the social situation; theories of personality; adjustment and maladjustment in social inter-action; present day trends in the family, the community, and culture as they affect personality.
Prerequisite, Course 232. Second semester, three hours a week, three credits.

320. Population Problems.— Mr. Strong
A study of population trends and their social consequences. Topics considered include: theories of population growth, factors controlling population growth, "population pressure" and international migrations, birth rate, death rate and population quality, problems of maldistribution of population, totalitarian population policies, effects of urbanization and an
aging population, population policies and international relations.

Prerequisite, Course 232. Second semester, three hours a week, three credits. Not offered 1945-1946.

351. Field of Social Work.— Miss Weinlick
An orientation course presenting a general view of the field of social work including a survey of the existing social agencies in Minnesota with particular reference to Ramsey and Hennepin Counties. The history and development of the various concepts of social work with emphasis upon the types found in present day practice and an interpretation of the main underlying principles; analysis of the various methods used in meeting social problems.

Prerequisite, Course 232 and foundation courses. First semester, three hours a week, three credits.

371. Introduction to Social Case Work.— Miss Weinlick
A general introduction to the basic principles and processes of the social case work method as applied to all fields of social work. A variety of case material will be used to show the general application to the case work method.

Prerequisite: Course 307 and foundation courses. First semester, two hours class plus three hours field practice, three credits.

401R. Individual Reading Course.— Mr. Strong
Open, with consent of instructor, to seniors of high rank whose major is Sociology.

Either semester, two credits.

420. Methods of Social Research.— Mr. Strong
A survey of the development of sociological theory and method. The advent of modern science is considered against the background of Greek science and Rennessance including such topics as: The beginning of scientific method in the social sciences, the nature of scientific social study, the development of a scientific attitude. An examination of the principal modern techniques of investigation with the emphasis on empirically obtained data as a basis for sociological theory and generalization.

Prerequisite, consent of instructor. Second semester, three hours a week, three credits.

491-492. Community as a Laboratory.— The Staff
Identical with Economics 491-492 and Political Science 491-492. Conferences, reports, readings, seminars and field investigations dealing with economic, political and social phenomena in the Twin Cities metropolitan region.

Open to seniors with the permission of the instructors. One year, two, four or six credits (not more than two credits to a department).
SPANISH

Professors Harrison and Sundheim and Miss Libby

Course 101-102 is not counted toward a major or minor.

101-102. Elementary Spanish—
Pronunciation, the essentials of grammar, elementary conversation and reading.

One year, five hours a week, eight credits.

107-208. Concentrated Spanish Course—
This course is designed to give the student the benefit of concentration in a language. It satisfies the language requirement for graduation, and also furnishes a sound basis for a student wishing to continue Spanish. Emphasis is placed on oral work.

One year, ten hours a week, sixteen credits.

201-202. Intermediate Spanish—
Rapid review of grammar, conversation and composition and readings from Spanish literature.

One year, four hours a week, eight credits.

301, 302. Survey of Spanish Literature—
A study of Spanish literature from the Poema del Cid to modern times, with special emphasis on the Golden Age. Lectures, reading of representative works and reports.

One year, three hours a week, six credits.

303. Modern Spanish Drama—
A study of the drama from Moratin through Galdos, with special emphasis upon the Romantic Movement.

First semester, three hours a week, three credits. Not offered 1945-1946.

304. The Modern Spanish Novel—
Mainly a study of the Novel of the 19th century.

Second semester, three hours a week, three credits. Not offered 1945-1946.

315, 316. Phonetics and Conversation—
A scientific study of pronunciation and oral expression. Intensive drill in pronunciation with individual use of the phonograph for corrective purposes. The second semester is devoted primarily to conversation and oral reports.

Prerequisite, Course 202. One year, two hours a week, four credits.

405R. Individual Course—
By special arrangement with the department, advanced students may undertake individual projects in subjects not regularly offered. Hours and credits to be arranged.

Teachers' Course—See Education 454.

CIVIL AERONAUTICS COURSE

Through an arrangement with the Lexington Flying Corporation, Macalester College offers flight training at Northport Field, White Bear Lake, Minnesota. Sufficient instruction in certified aircraft will be offered to enable students to pass the flight tests for either student or private pilot certificate if they so desire.
In addition, Macalester College gives complete ground school instruction for the private pilot's certificate with an allowance of four elective credits toward graduation. The subjects covered are Civil Air Regulations, Navigation, and Radio, Meteorology, Aerodynamics and General Service of Aircraft. Charts, models and other equipment acquired by the College during the time the 347th CTD (Army Air Forces) was stationed on the campus will be used frequently during the progress of the course.

The minimum age is 17. No academic prerequisites are necessary. A standard physical examination by a designated physician is required, for which the fee is $6.00.

The ground school portion of this program carries four credits and is described below as Natural Science 140R. This course is offered on an accelerated basis in the Summer Session, meeting for four double periods a week. Students may take the ground school course with or without credit. Ground school tuition for part-time students is $5.00 a credit hour; auditor's fee is $5.00 for the full course. The flight course fee is payable to the flight operator at the rate of $6.00 an hour solo, and $8.00 an hour dual. Both flight and ground school training courses will comply with regulations issued by the Civil Aeronautics Authority.

Students who wish to qualify for only the student pilot's certificate may take only Civil Air Regulations in the ground school course and complete the flying requirements by arrangement at the airport. Those who wish merely to fly during leisure time without attempting to qualify for any certificate may do so by making arrangements at the College and the Airport.

140R. Civil Aeronautics Course.—

Part A—Civil Air Regulations.—
A brief summary of the rules governing the certification of aircraft of the United States and possessions, including minimum flight altitudes, ceilings and visibilities, light and signal rules and air traffic rules.

Part B—Navigation and Radio.—
A course presenting the principles of the navigation of aircraft by pilotage and dead reckoning. A detailed study of flight instruments is given. Celestial navigation and radio are also introduced.

Part C—Meteorology.—
A study of meteorological instruments, air masses and their motions, cloud types and structures, precipitation and winds with particular emphasis on their application to aviation. Aeronautical weather maps and charts are used.
Part D—Aerodynamics and General Service of Aircraft.—

Mr. Brandt

An outline of the basic principles of aerodynamics with special emphasis on the forces acting on aircraft in flight. Engine instruments, parachutes and load factors are also given.

Either semester, four hours a week, four credits. Any one of the four parts may be taken separately for one credit.

HEALTH AND PHYSICAL EDUCATION

Professors Primrose, Schellberg and Miss Wolford

Physical Education is required of all freshmen and sophomores, unless excused through physical ability. A physical examination is required annually. At the time of registration, appointments for this service are assigned and these take precedence over class work until they are completed.

An effort is made to classify students according to previous physical education experience, physical ability and aptitude and physical fitness.

Men

Mr. Primrose, Director

Inter-collegiate teams are maintained in football, basketball, track and field, baseball, swimming, ice hockey, golf and tennis. Credit for gymnasium attendance is given regular members of the squads who are selected by the coach. These members are not required to take gymnasium work in basic required courses while on the squad, but must return to the Physical Education classes after the completion of a sport season.

Special effort is made to interest all men in athletic contests who are not on the inter-collegiate squads. Regular intra-mural schedules are formed each year for teams in basketball, volleyball, handball, and kittenball. Inter-class games are held in swimming, hockey, handball, tennis, golf, track and field, basketball and volleyball.

101-102. Elementary Physical Education.—

Mr. Primrose

Correct posture in standing, sitting, walking, marching, tactics, calisthenics. Beginning light and heavy apparatus work. Boxing, wrestling and swimming. When the weather permits, out-of-door mass games as well as a variety of competitive games may be substituted for the indoor work.

Required of freshmen. One year, two hours a week, one credit.

151R. Personal Hygiene.—

Mr. Primrose

A series of lectures and assigned reading designed to help
students direct their activities in accordance with modern health standards. This course includes class discussion of the essentials of human anatomy and physiology with practical applications of hygienic principles to individual needs. Among the topics treated are: nutrition, exercise, relaxation, common infections, care of sense organs and the effects of stimulants and narcotics.

Required of freshmen. One semester, one hour a week, one credit.

201-202. **Intermediate Physical Education.**— Mr. Primrose
This course includes the theory and practice in athletic and gymnastic types of physical education: calisthenics, tumbling, marching, boxing and wrestling.
One year, two hours a week, one credit.

205-206. **Elementary Swimming.**—
The student is required to be able to use efficiently the crawl to meet emergencies.
One year, two hours a week, one credit.

209-210. **Advanced Swimming.**— Mr. Primrose
The student is required to be able to use efficiently the crawl stroke, back stroke, side stroke, and breast stroke. Instruction is given in diving and life saving methods.
One year, two hours a week, one credit. (Sophomore men are required to take one course numbered 201-202.)

**Women**
**Miss Schellberg, Director**

The department has as its aims the development of student appreciation and interest in physical health. The program considers the need of the individual and makes contributions to the student for worthwhile use of leisure time, both in and after college. Toward this end a wide variety of activities is offered.

The curriculum includes both theoretical and practical approach to content. Students are required to provide themselves with suits and other equipment in accordance with uniform standards of the department.

151R. **Personal Hygiene.**— Miss Schellberg and Miss Wolford
A series of lectures and assigned reading designed to help students direct their activities in accordance with modern health standards. This course includes class discussion of the essentials of human anatomy and physiology with practical applications of hygienic principles to individual needs. Among the topics treated are: nutrition, exercise, relaxation, common infections, care of sense organs and the effects of stimulants and narcotics.

Required of freshmen. One semester, one hour a week, one credit.
201, 202. Individual Sports.— Miss Schellberg and Miss Wolford
Instruction in seasonal individual sports: archery, badminton, golf, tennis, bowling, and horseback riding.
One year, two hours a week, one credit.

205-206. Elementary Swimming.—
Miss Schellberg and Miss Wolford
Instruction in seasonal individual sports: archery, badminton, golf, tennis, bowling, and horseback riding.
One year, two hours a week, one credit.

207-208. Intermediate Swimming.— Miss Schellberg
Instruction in the standard strokes and elementary diving.
One year, two hours a week, one credit.

209-210. Advanced Swimming.— Miss Schellberg
Instruction in life saving, form swimming, and springboard diving.
One year, two hours a week, one credit.

211-212. Gymnastics.— Miss Wolford
A course in body building activity with special emphasis on posture.
One year, two hours a week, one credit.

213-214. Team Sports.— Miss Wolford
Instruction in field hockey, basketball, volleyball and softball.
One year, two hours a week, one credit.

215-216. Modern Dance.— Miss Wolford
One year, two hours a week, one credit.

MEN AND WOMEN
Courses for Physical Education Minor

The following courses are offered for students who wish a minor in Physical Education. Those expecting to teach should complete all courses listed below. Graduation credit in the following courses will be allowed only to those students who thereby complete a minor in Physical Education and who have at least a minor in Education. Students who have completed or who are taking Sociology 252 may receive credit in course 353-354. Prerequisite for all the following courses is Physical Education (Men) 101-102 or (Women) 213-214.

252.—Community and Camp Leadership.—See Sociology 252.

253-254. Gymnastics and Self Testing Activities.—Miss Schellberg
This course may be substituted for any of the required sophomore courses by those taking a minor in physical education. It includes tumbling, stunts, gymnastics, posture and remedial physical education.
Open to women. Prerequisite, Course 201-202. One year, two hours a week, two credits.
253-254. Gymnastics, Self Testing, and Body Building

Activities.— Mr. Primrose

This course includes self testing activities such as tumbling, stunts, gymnastics on standard apparatus, athletic gymnastic type of exercise and remedial-corrective physical education.

This course may be substituted for any of the required sophomore courses by those taking a minor in physical education.

Open to men. Prerequisite, Course 201-202. One year, two hours a week, two credits.

353-354. Individual and Dual Sports, Rhythms and Recreational Activities.— Miss Schellberg and Mr. Primrose

This course includes elementary rhythms, dual sports such as tennis, golf, badminton, archery, handball, and other recreational games for all ages and occasions.

Open to men and women. One year, three hours a week, three credits.

355. Health Education and First Aid.— Mr. Primrose

The content of this course will consist of methods, principles and materials of health education, first aid and safety.

Open to men and women. Prerequisite, Course 151R. First semester, three hours a week, three credits.

360. Introductive Principles of Physical Education.— Mr. Primrose

This course includes the basic principles, philosophy, aims and objectives of Physical Education. The latest trends in the field including recreational and co-educational activities are covered.

Open to men and women. Second semester, two hours a week, two credits. Not offered 1945-1946.

363. Theory of Team Sports.— Miss Schellberg

The major team sports for women studied from the theoretical approach; rules strategy, fundamentals of offense and defense, coaching technique and officiating.

Open to women. Prerequisite, Course 201-202. First semester, four hours a week, two credits. Not offered 1945-1946.

364. Folk Dancing and Rhythmic Activities.— Miss Schellberg

This course presents material primarily for those teaching in the elementary and secondary school. Consideration is given to the methods of organizing and teaching the activities.

Open to women. Prerequisite, Course 201-202. Second semester, two hours a week, one credit.

365-366. Theory of Sports.— Mr. Primrose

The major and minor sports (such as football, basketball, baseball, track and field, hockey, 6-man football, touch football), strategy of games, scouting, psychology of coaching, study of rules and officiating are covered. The student is required to help coach and officiate in freshman inter-class and intramural games.

Open to men. Prerequisite, Course 101-102. One year, two hours a week, four credits.
452. Organization and Administration of Physical Education.—
Miss Schellberg

Included in this course are scheduling, programming, class organization, facilities, publicity, play days, demonstrations, records, and other administrative responsibilities carried on in a high school physical education department.

Open to senior men and women. Second semester, two hours a week, two credits.
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Elsie Brauninger, Supvr. Tel. Switchboard
Charles M. Johnson, Superintendent of Buildings and Grounds
College Faculty

CHARLES JOSEPH TURCK
President (1939)
A.B., Tulane University, 1911; A.M., Columbia University, 1912; LL.B., 1913; LL.D., Kentucky Wesleyan College, 1928; Cumberland University, 1930; Tulane University, 1935.

CLARENCE ELWOOD FICKEN
Dean of the College, Professor of French (1924)
A.B., Baldwin-Wallace College, 1916; A.M., Northwestern University, 1917; Ph.D., University of Wisconsin, 1937.

ANDREW WORK ANDERSON
Professor of Philosophy, Emeritus (1891)
A.B., College of Wooster, 1889; A.M., 1892.

DAVID NEWTON KINGERY
Professor of Mathematics and Astronomy, Emeritus (1896)

JOHN PORTER HALL
Registrar, Professor of Greek (1897)
A.B., Princeton University, 1897.

GRACE BEE WHITRIDGE
Professor of Dramatic Art, Emeritus (1900)
Graduate, Boston School of Oratory, 1890; post-graduate, 1891; Graduate, New York Academy of Dramatic Art, 1899; LL.D., Macalester College, 1940.

HUGH STUART ALEXANDER
Professor of Geology (1906)
A.B., Macalester College, 1899; A.M., University of Minnesota, 1905; Ph.D., 1931.

MARGARET MacGREGOR DOTY
Dean of Women. Professor of English (1920)
A.B., Macalester College, 1914; A.M., Columbia University, 1927.

OTTO THEODORE WALTER
Professor of Biology (1922)
A.B., State University of Iowa, 1916; A.M., 1917; Ph.D., 1923.

INA ANNETTE MILROY
Professor of German (1925)
Ph.D., University of Berlin, 1904.

SAMUEL FLOYD FRANKLIN
Professor of Psychology (1925)
A.B., Princeton University, 1912; A.M., 1914; B.D., Princeton Seminary, 1915; Ph.D., New York University, 1925.

* Deceased.
** Retired.
KENNETH LEEDS HOLMES  
Professor of History (1925)  
A.B., Yale University, 1917; A.M., University of Louisville, 1925.

EDWIN KAGIN  
Professor of Religion, on the Thomas W. Synnott Foundation (1926)  
A.B., Centre College, 1904; B.D., Kentucky Theological Seminary, 1907; Th.M., Princeton, Seminary, 1922; A.M., Princeton University, 1923; D.D., Centre College, 1937; D.R.E., Boston University, 1940.

FRANK EARL WARD  
Professor of English (1926)  
A.B., Oberlin College, 1922; A.M., 1923.

RUSSELL BYRON HASTINGS  
Professor of Physics (1929)  
A.B., Clark University, 1924; A.M., 1925.

CHESTER HINES SHIFLETT  
Professor of Chemistry (1929)  
A.B., Kingfisher College, 1921; A.M., Clark University, 1923; Ph.D., University of Minnesota, 1933.

FORREST ALBERT YOUNG  
Professor of Economics (1929)  
S.B., Monmouth College, 1922; A.M., University of Chicago, 1926; Ph.D., State University of Iowa, 1938.

RAYMOND JAY BRADLEY  
Professor of Education (1932)  
S.B., Cornell College, Iowa, 1912; Ph.D., University of Minnesota, 1929.

KANO IKEDA, F.A.C.P.  
Professor of Medical Technology (1937)  
M.D., University of Illinois, 1914.

EZRA JOHN CAMP  
Professor of Mathematics (1937)  
A.B., Goshen College, 1928; S.M., University of Chicago, 1932; Ph.D., 1935.

WILLIAM PIERCE TUCKER  
Director of Library. Professor of Political Science (1942)  
A.B., College of Puget Sound, 1930; A.M., University of Washington, 1931; Ph.D., University of Minnesota, 1945.

SAMUEL M. STRONG  
Professor of Sociology (1943)  
A.B., Brown University, 1938; Ph.D., University of Chicago, 1940.
GEORGE EDWARD HILL  
*Director of Student Personnel Services*  
*Professor of Education (1943)*  
A.B., Albion College, 1929; M.A., Northwestern University, 1930; Ph.D., Northwestern University, 1934.

HUGO W. THOMPSON  
*Professor of Philosophy (1943)*  
A.B., University of Minnesota, 1923; Ph.D., Yale University, 1935.

GRACE LOVELL MAY  
*Associate Professor of English (1924)*  
A.B., University of Minnesota, 1904; A.M., 1917.

CARL A. JENSEN  
*Associate Professor of Musical Theory and Organ (1925)*  

BORGHILD SUNDHEIM  
*Associate Professor of French and Spanish (1927)*  
S.B., University of Minnesota, 1925; A.M., 1927; Ph.D., 1935.

MARY GWEN OWEN  
*Associate Professor of Dramatic Art (1928)*  
A.B., Macalester College, 1923; A.M., University of Minnesota, 1936.

GEORGIANA PAINE PALMER  
*Associate Professor of Latin (1929)*  
A.B., Smith College, 1921; A.M., 1924; Ph.D., University of Chicago, 1932.

A. PHILLIPS BEEDON  
*Associate Professor of Communications (1933)*  
*Director of Summer Session*  
A.B., Macalester College, 1928; A.M., University of Minnesota, 1930.

CHARLES ALVIN CARLETON  
*Associate Professor of German (1933)*  
A.B., University of Minnesota, 1928; A.M., 1931.

GORDON HARRISON  
*Associate Professor of Spanish (1936)*  
Ph.B., University of Chicago, 1925; A.M., University of Michigan, 1929; Ph.D., University of Chicago, 1940.

FRANK GROSE MESERVE (On leave)  
*Associate Professor of Biology (1937)*  
A.B., University of Nebraska, 1921; A.M., Northwestern University, 1928; Ph.D., University of Nebraska, 1935.
Gabriel Fenyves
Associate Professor of Piano (1939)
Educated in Austria; Hon. D.Mus., Boguslawski College of Music, Chicago, 1939; D.Mus., Huron College, 1940.

William Verhage (On leave)
Associate Professor of Political Science (1942)
A.B., Lawrence College, 1928; A.M., Oberlin College, 1929; Ph.D., University of Minnesota, 1940.

Mrs. Maxine Otten
Associate Professor of Home Economics (1944)
S.B., Montana State College, 1940; M.S., Iowa State College, 1943.

David Clair Primrose
Assistant Professor and Director of Physical Education for Men (1926)
S.B., Bellevue College, 1911; B. P. E., Association College, Chicago, 1916.

Hollis Lowell Johnson
Assistant Professor of Music (1932)
A.B., Macalester College, 1932; Diploma, Macalester Conservatory of Music, 1932; A.M., University of Minnesota, 1943.

Kenneth Archibald Brown (On leave)
Assistant Professor of Philosophy (1937)
A.B., Carleton College, 1930; A.M., Harvard University, 1932.

Ruth Schellberg
Assistant Professor and Director of Physical Education for Women (1938)
S.B., University of Nebraska, 1934; M.A., New York University, 1937.

Royal Archibald Moore
Assistant Professor of History (1941)

John Howe Scott
Assistant Professor of Chemistry (1941)
A.B., Clark University, 1930; M.S., State University of Iowa, 1931; Ph.D., State University of Iowa, 1933.

Verne Ahlberg (On leave)
Assistant Professor of Dramatic Art (1942)
A.B., Macalester College, 1927; A.M., Columbia University, 1938.

Mrs. Ella J. Olson
Assistant Professor of Home Economics (1943)
B.S., University of Minnesota, 1926; M.A., Columbia University, 1941.
WILLIAM PETERS
Assistant Professor of Communications (1944)
B.S., Northwestern University, 1930; M.S., 1931.

JESSIE YOUNG
Instructor in Piano and Organ (1920)

SADIE G. HENLY
Instructor in Piano (1928)

HARRIET ALLEN
Instructor in Piano and Organ (1937)

FRIEDA CLAUSSEN
Instructor in Medical Technology, Miller Hospital (1937)
B.S., Smith College, 1920.

CLEMENTINE GIFFORD
Instructor in Voice (1937)

GUNTER THEODORE MITAU (On leave.)
Instructor in German (1940)
A.B., Macalester College, 1940; M.A., University of Minnesota, 1942.

MRS. EDITH LANGLEY BARRETT
Instructor in English (1941)
A.B., Macalester College, 1941.

HENRY J. WILLIAMS
Instructor in Harp (1941)

MRS. MAVIS CRIST WHITING
Instructor in Secretarial Studies (1942)
A.B., Macalester College, 1942.

IRA JOHNSON
Instructor in Mechanical Drawing (1942)
A.B., Mankato State Teachers College, 1938; M.A., Iowa State College, 1940.

HARRIET McPHERETRES
Instructor in Dramatic Art (1942)
A.B., Macalester College, 1942.

*ANN DINGLE WOODWARD (On leave)
Instructor in Physical Education (1942)
S.B., University of Minnesota, 1943.

CHARLOTTE MILLIS
Instructor in Art (1943)
Ph.B., University of Chicago, 1929; B.F.A., Art Institute, Chicago, 1934.

* Deceased.
MRS. ARLINE WALLER FOBES
Instructor in English (1943)
A.B., Macalester College, 1943.

D. C. MITCHELL
Instructor in Physical Education (1943)
B.S., University of Nebraska, 1910; M.A., University of Minnesota, 1932.

EMIL DANA ALMQVIST
Basketball Coach (1943)
A.B., Macalester College, 1939.

THEODORE SIELAFF
Instructor in Economics (1943)
B.S., University of Minnesota, 1942; M.A., 1944.

MRS. LUCY B. ABBE
Instructor of Biology (1944)
A.B., Cornell University, 1928; M.S., Cornell University, 1930.

MRS. LOUISE F. BUSH
Instructor of Biology (1944)
A.B., Friends University; M.A., Kansas University, 1931; Ph.D., University of Minnesota, 1936.

LOUIS KRASNER
Instructor in Violin (1944)
New England Conservatory of Music, 1923; Tit. Prof. Accademia Filharmonica of Bologna.

WERNER LEVI
Instructor in History (1944)
J.D., University of Fribourg, Germany, 1934; Ph.D., University of Minnesota, 1944.

EVAN LLEWELYN LEWIS
Instructor in Religion (1944)
B.A., University of Wales, M.A., University of Wales and Theological Seminary, 1917; Ph.D., University of Glasgow, 1923.

LILIAN JEANNETTE LIBBY
Instructor in Spanish (1944)
A.B., Hillsdale College, 1943; M.A., University of Michigan, 1944.

GEORGE EMMETT MASTERS
Instructor in Journalism (1944)
B.A., University of Montana.

ELSIE WEINLICK
Instructor in Social Work (1944)
A.B., Moravian College, 1928; M.S., New York School of Social Work, 1944.
LUCILLE WOLFORD

_Instructor in Physical Education_ (1944)
B.A., University of Nebraska, 1944.

**Committees of the Faculty, 1945-1946**
(The first named in each instance is chairman)

**Advisory Council:** Ficken, Hastings, Hill, Camp, Sundheim.

**Athletics:** Hastings, Holmes, Primrose, Schellberg, Otten.

**Cabinet:** Turck, Ficken, Carleton, Doty, Hall, Kagin, Otten, Thompson, Walter.

**Curriculum:** Ficken, Bradley, Palmer, Harrison, Strong, Tucker, Hastings, Scott, Schellberg.

**Chapel and Convocations:** Ficken, Johnson, Kagin, Thompson, Beedon.

**College Functions:** Moore, Doty, Fenyves, Jensen, Walter.

**Library:** Franklin, Shiflett, Holmes, Jensen, Sundheim, Tucker.

**Publications:** Beedon, Masters, Alexander, Hall, Hill, Ward.

**Religious Life:** Thompson, Kagin, Sielaff, Palmer, Scott.

**Social Affairs:** Doty, Harrison, Olson, Primrose, Schellberg.

**Student Honors:** Walter, Camp, Young, Strong, May.

For discussion of curricular problems, members of departments meet in informal conferences according to the following groupings:

I. The Humanities: English, French, German, Greek, Latin, Spanish, History, Philosophy, Religion.

II. The Social Studies: Economics, Education, History, Political Science, Psychology, Philosophy, Religion and Sociology.

III. The Natural Sciences and Mathematics: Biology, Chemistry, Geology, Mathematics, Physics, Philosophy and Religion (consultative).

IV. Art, Communications, Dramatic Art, Home Economics, Music and Physical Education.

The President of the college appoints special committees from time to time to assist him in special tasks. Those now functioning are:

**War and National Defense:** Walter, Hastings, Alexander, Young and Ficken.

**Christian Philosophy of Life:** Kagin, Walter, Ficken, Hill and Thompson.

**Institute of Adult Education** (The Evening College): Moore, Beedon, Camp, Strong, and Young.

**Institute of International Relations:** Holmes, Moore, Shiflett, Strong, Sundheim, and Young.

**The Content of a Liberal Education:** Ficken, Hastings, Hill, Walter, Young, Bradley and Sundheim.
Degrees Conferred May 29, 1944

BACHELOR OF ARTS

MARY REBECCA ALLEN
summa cum laude
LOUISE ELAINE ANDERSON
cum laude
VIRGINIA MARGARET ANGELL
AARON BACKUS
PHYLLIS GENE BAMBUSCH
FELIPE GARCIA BERAZA
MARY KATHERINE BEYRER
VIOLET MARIE BJORNBERG
H. MARJORIE BROWN
magna cum laude
MARGARET CATHERINE BUCK
ELEANOR MARY BUDROW
BETTY ANN CARLSON
NORMA LUCILLE CARTER
THOMAS MONTGOMERY CHAMPLIN
MARJORIE DAWSON CLAMONS
ROBERT STRACHAN CLARK
magna cum laude
ELIZABETH ANN CLYMER
JANE MCKAY CRICHTON
BRUCE HARRY DANDO
JUDITH HARMON DAVIS
JOSEPHINE DIKE
MARGARET ANN DURKEE
summa cum laude
ROY EDWARD ELDRED
MARGARET JEANNE FOUGNER
LOIS PAULINE GASSMANN
GRADEN JOHN GROBE
MARY ETHELYN HABICH
LEONORA HAWTHORNE HAGE
MARY MASAKO HATA
LAWRENCE CLIFFORD HEDDEN
HAROLD WESLEY HERMANN
KATHLEEN MARIE HERRMANN
MARGARET ELISABETH HILL
ROBERT KENNETH HOOD
DAVID TADASHI IMAGAWA
MARION HELEN JANNSEN
CURTIS MERLIN JOHNSON
MURIEL CHARLOTTE JOHNSON
GEORGE WILLIAM JONES
summa cum laude
DOROTHY MAY KEYS
GRACE ELIZABETH LANGLEY
FRANCIS JOHN McOLASH
FREDERICK WM. MANTHEY, JR.
DOROTHY MAE MERRIMAN
MARJORIE ELIZABETH MICKELSON
CLIFFORD TAKESHI NAKADEGAWA
DELORES MAXINE NELSON
WILLIAM HENRY O’BRIEN
ELLEN YOSHI OKAGAKI
ADAH PACKERMAN
VACELES THEODORA PAPPAS
BERYCE ELAINE PERRY
magna cum laude
ETHEL MARIE PETERSON
CAROL SUZANNE LLOYD PETZOLD
ARABELLE ROBERTSON
JOHN GORDON ROBERTSON
ELIZABETH WALKER ROGERS
DORIS MAE STRUTHERS
DON ALEXANDER SUTHERLAND
cum laude
EVELYNE JANET SWEET
cum laude
EVELYN ESTHER TSCHIDA
cum laude
LORENZ FRANK KARL WAHLERS
GEORGE WILLIS WHEELER
cum laude
MARGARET KATHRYN WHITING
VIRGINIA RUTH WOLFANGLE
IVER FRANKLIN YEAGER
summa cum laude

HONORARY DEGREE

L.L.D. JOSEPH HURST BALL
ALUMNI

Alumni Association

It will be esteemed a favor if each alumnus who changes his residence will notify the Registrar of his new address. Information from any source that will assist in keeping this roll complete will be appreciated.

The Alumni Association of Macalester College has two purposes in view: to bind into a unit the graduate body and help to preserve and increase the value of the friendships formed in college, and to further the interests of Alma Mater. Communications to the Alumni Association should be sent to the College. Checks for contributions and dues should be made out to "Macalester College Alumni Association." Macalester holds a Class A membership in The American Alumni Council.

Officers

Oakley R. Tripp, '12..........................President
T. Ross Paden, '26..............................Vice-President
Edith A. Haigh, '15............................Secretary
Charles M. Wenzel, '19........................Treasurer
A. Phillips Beedon, '23......................Director of Alumni Affairs

Regional Groups

Local Alumni groups are active in the following centers: New York City, Chicago, Washington, D. C., Philadelphia, Cleveland, Los Angeles, Milwaukee, Omaha, Portland, Oregon and Rapid City, South Dakota.

In the State of Minnesota groups are centered in Austin, Brainerd, Duluth, Mankato and Virginia as well as in the Twin Cities.

The Board of Directors of the Alumni Association meets bi-monthly during the school year on the second Tuesday at 6 P.M. in Wallace Hall.
<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Keeley Aarvig</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Phyllis Jane Abroe</td>
<td>Minneapolis, Minnesota</td>
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<tr>
<td>Glenn David Anderson</td>
<td>Rush City, Minnesota</td>
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<tr>
<td>Jane Louise Barnhart</td>
<td>Red Wing, Minnesota</td>
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<tr>
<td>Mary Jean Bartholomew</td>
<td>Minneapolis, Minnesota</td>
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<td>Gladys Peterson Bergeson</td>
<td>Isle, Minnesota</td>
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<tr>
<td>Jean Ethel Bergquist</td>
<td>Chisago City, Minnesota</td>
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<tr>
<td>Betty Pauline Borchers</td>
<td>St. Paul, Minnesota</td>
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<td>Grace Frieda Bremer</td>
<td>St. Paul, Minnesota</td>
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<td>Janice Marie Cain</td>
<td>Minneapolis, Minnesota</td>
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<td>Violet Edeline Carlson</td>
<td>St. Paul, Minnesota</td>
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<td>David Roe Coddon</td>
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<tr>
<td>Ruth June Cohn</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Betty Jean Conger</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Gordon Lewis Deegan</td>
<td>Mankato, Minnesota</td>
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<tr>
<td>June Ann Dobbs</td>
<td>Minneapolis, Minnesota</td>
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<td>Eunice Gerene Ellenson</td>
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<tr>
<td>Catherine Easternburg</td>
<td>Hastings, Minnesota</td>
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<td>Margaret Maureen Faricy</td>
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<td>Ruth Ann Ficken</td>
<td>St. Paul, Minnesota</td>
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<td>Pearl Jeanette Flatten</td>
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<tr>
<td>Marilyn Jeanne Fosse</td>
<td>St. Cloud, Minnesota</td>
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<tr>
<td>Muriel Elizabeth Franch</td>
<td>Fostoria, Minnesota</td>
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<tr>
<td>Jean Elizabeth Frarec</td>
<td>Duluth, Minnesota</td>
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<tr>
<td>Eunice Mae Frederickson</td>
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<tr>
<td>Misao Furuta</td>
<td>Poston, Arizona</td>
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<tr>
<td>Marjorie Jane Galchutt</td>
<td>Elk River, Minnesota</td>
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<tr>
<td>Jeanne Harriet Gassman</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Harold Arthur Goltz</td>
<td>Balaton, Minnesota</td>
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<tr>
<td>John Douglas Green</td>
<td>Duluth, Minnesota</td>
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<tr>
<td>Mary Catherine Grieser</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Dorothy Esther Hajcik</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Erma Yvonne Hanson</td>
<td>Ortonville, Minnesota</td>
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<tr>
<td>Paul Eugene Herzog</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Elizabeth Louise Hicks</td>
<td>Minneapolis, Minnesota</td>
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<td>Bernadine Bertha Hoben</td>
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<tr>
<td>May Burrows Hofacker</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Leslie Janice Horton</td>
<td>Aberdeen, South Dakota</td>
</tr>
<tr>
<td>Harriet Ann Johnson</td>
<td>Minneapolis, Minnesota</td>
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<tr>
<td>Sinnachi Kanow</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Ellen Marie Lane</td>
<td>Red Lake Falls, Minnesota</td>
</tr>
<tr>
<td>Carol Katrina Larson</td>
<td>Hibbing, Minnesota</td>
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<tr>
<td>Myron Edward Lee</td>
<td>South St. Paul, Minnesota</td>
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<tr>
<td>John Leighton Lundberg</td>
<td>Weatonia, Minnesota</td>
</tr>
<tr>
<td>Catherine Lillian Lustmann</td>
<td>Glencoe, Minnesota</td>
</tr>
<tr>
<td>Ruth Elizabeth Miller</td>
<td>Pine City, Minnesota</td>
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<tr>
<td>John Harrison Moore</td>
<td>Fort Dodge, Iowa</td>
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<tr>
<td>Sylvia Lu Vern Ness</td>
<td>Fertile, Minnesota</td>
</tr>
<tr>
<td>Angeline Theodora Pappas</td>
<td>Minneapolis, Minnesota</td>
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<tr>
<td>Elizabeth Lee Perry</td>
<td>Minneapolis, Minnesota</td>
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<tr>
<td>Bettye Tucker Peterson</td>
<td>Minneapolis, Minnesota</td>
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<tr>
<td>Georgia Florence Pohl</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Mary Charlotte Rainey</td>
<td>Guymon, Oklahoma</td>
</tr>
<tr>
<td>Oakley Aarl Reeve</td>
<td>Windom, Minnesota</td>
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<tr>
<td>Mary Florence Reeves</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Ruth Linnea Ronning</td>
<td>Minneapolis, Minnesota</td>
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<tr>
<td>Louise Hart Sargent</td>
<td>Pine Island, Minnesota</td>
</tr>
<tr>
<td>Melba Ann Schroeder</td>
<td>Stillwater, Minnesota</td>
</tr>
<tr>
<td>Elsie Ann Seestedt</td>
<td>St. Paul, Minnesota</td>
</tr>
<tr>
<td>Eileen Claire Sellers</td>
<td>Whitewood, South Dakota</td>
</tr>
<tr>
<td>Frederick Gerald Shackleton</td>
<td>Cornell, Wisconsin</td>
</tr>
<tr>
<td>Mrs. Eleanor Shaw</td>
<td>St. Paul, Minnesota</td>
</tr>
<tr>
<td>Anita Jeanne Shiflet</td>
<td>St. Paul, Minnesota</td>
</tr>
<tr>
<td>Joanne Pauline Smith</td>
<td>St. Paul, Minnesota</td>
</tr>
<tr>
<td>Norma Emma Snively</td>
<td>Foley, Minnesota</td>
</tr>
<tr>
<td>Mary Charlotte Stocking</td>
<td>Hallock, Minnesota</td>
</tr>
<tr>
<td>Robert Arnold Uppgren</td>
<td>White Bear Lake, Minnesota</td>
</tr>
</tbody>
</table>
Junior Class

Phyllis Grace Anderson ......................................................... St. Paul, Minnesota
Calvin Perry Armin ............................................................. Sioux Falls, South Dakota
Edna Ethel Ash ................................................................. Wendell, Minnesota
Lois Emily Baldwin ............................................................ Minneapolis, Minnesota
Eugene Debs Becker ............................................................. St. Paul, Minnesota
Virginia Hains Black .......................................................... Minneapolis, Minnesota
Jeanne Collar Blumberg ....................................................... St. Paul, Minnesota
Natalee Ruth Carlander ....................................................... Minneapolis, Minnesota
Ruth Virginia Carver ........................................................... St. Paul, Minnesota
Jane Colleen Clarke ............................................................ St. Paul, Minnesota
Lois Ray Critchfield ............................................................ St. Paul, Minnesota
Lois Mae Cuhel ................................................................. Minneapolis, Minnesota
Virginia Jeanne Denzer ....................................................... South St. Paul, Minnesota
Shirley Mary De Witt .......................................................... Deer River, Minnesota
Marilynn Lila Ellis .............................................................. Canby, Minnesota
Edwin Richard Engstrom, Jr. ................................................ Minneapolis, Minnesota
Elizabeth Jane Espeland ..................................................... St. Paul, Minnesota
Arabelle fish ................................................................. St. Paul, Minnesota
Elaine Joyce Gartner .......................................................... Minneapolis, Minnesota
Yvonne Catherine Gravest .................................................. St. Paul, Minnesota
Elaine Elizabeth Griesbach ................................................ St. Paul, Minnesota
Esther Virginia Hedman ..................................................... St. Paul, Minnesota
Virginia Jean Helquist ....................................................... Thief River Falls, Minnesota
Betty Lou Rosamond Hevle ................................................ St. Paul, Minnesota
Douglas Murray Hill .......................................................... Maple Plain, Minnesota
Ruth Geraldine Hofmeister ................................................ St. Paul, Minnesota
Joan Claire Howde ............................................................ Crookston, Minnesota
Ethel Mae Ikeda ............................................................... St. Paul, Minnesota
Jean Rosemary Jackson ...................................................... St. Paul, Minnesota
Martha Emily Jackson ......................................................... St. Paul, Minnesota
Florence Marie Jensen ....................................................... White Bear Lake, Minnesota
Margaret Althea Johnson ..................................................... Hallock, Minnesota
Helen Ruth Jones ............................................................... Milbank, South Dakota
Rukuro Kubota ................................................................. Santa Maria, California
Betty Jean Kunklen ............................................................ St. Paul, Minnesota
Tom Toraio Kuranishi .......................................................... Hunt, Idaho
Elizabeth Jane Lamb .......................................................... Minneapolis, Minnesota
Marjorie Ann Lewis .......................................................... Bagley, Minnesota
Thomas Abraham Lincoln .................................................. Fergus Falls, Minnesota
Janet Adair Linderholm ..................................................... Belgrade, Minnesota
Shirley Henderson Lofkin .................................................. St. Paul, Minnesota
Elizabeth Jane McCubrey .................................................. Minneapolis, Minnesota
Lois Ann Metag ............................................................... Mankato, Minnesota
Janet Eloise Morrel ........................................................... Albert Lea, Minnesota
Marie Jeannette Morton .................................................... Bismarck, North Dakota
Rae Ann Neverman ........................................................... La Moure, North Dakota
Virginia Doris Oberg ........................................................ Eveleth, Minnesota
Dorothy Louise Otness ...................................................... Minneapolis, Minnesota
Audrey Jeanne Otto .......................................................... St. Paul, Minnesota
Wendeline Dorothy Otto .................................................... St. Paul, Minnesota
Gloria LaVonne Farrar ....................................................... New Richland, Minnesota
Pernicea Pedersen ............................................................ St. Paul, Minnesota
Robert Otto Reimers, Jr. ...................................................... St. Paul, Minnesota
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ROLL OF STUDENTS

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Harriet Olive Lane .......................................... St. Paul, Minnesota
Patricia Lois Langran ...................................... South St. Paul, Minnesota
Patricia Claire Larson ...................................... Minneapolis, Minnesota
Shirley Ruth Larson ......................................... Hendricks, Minnesota
Virginia Lawrence .......................................... St. Paul, Minnesota
Martha Jane Lee ............................................. St. Paul, Minnesota
Joann Leinenkugel ........................................... St. Paul, Minnesota
Lorraine A. Lensink .......................................... Edgerton, Minnesota
Donna Lavonne Lewis ........................................ Avoca, Minnesota
Mary Elizabeth Lewis ........................................ Omaha, Nebraska
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Jeanne Adelle Lindsay ........................................ Belle Fourche, South Dakota
Bonnie Rose Livermore ....................................... Canby, Minnesota
Patricia Jean Long ........................................... White Bear Lake, South Dakota
James Barney Loomis ......................................... Madelia, Minnesota
Philip Arthur Lowery .......................................... St. Paul, Minnesota
Marjorie Kathleen Ludeman .................................. Le Roy, Minnesota
Francis Henry McCarty ...................................... Minneapolis, Minnesota
Ruth Carol MacDougall ....................................... Redwood Falls, Minnesota
Norman Arthur Mandehr .................................... St. Paul, Minnesota
Gratia Belle Marple .......................................... Hettinger, North Dakota
Audrey Jean Martens .......................................... Mora, Minnesota
W. Charles Martz ............................................. Le Roy, Minnesota
Roberta Lee Mason ........................................... St. Paul, Minnesota
Margaret Ann Masters ....................................... Minneapolis, Minnesota
Mark Andrew Mathews ........................................ Minneapolis, Minnesota
Paul Mayekawa .................................................. Heart Mountain, Wyoming
Barbara Jane Mears ........................................... St. Paul, Minnesota
Lucille Roberta Meier ......................................... Nashua, Iowa
 Roxanne Claire Michaels ..................................... South St. Paul, Minnesota
Alice Marie Michelson ....................................... St. Paul, Minnesota
Elizabeth Ann Miller ........................................ Cresco, Iowa
Jean Louise Milligan ........................................ Faribault, Minnesota
Marilyn Mitchell .............................................. St. Paul, Minnesota
Helen Elaine Moga ............................................ St. Paul, Minnesota
Roger Vietz Moore ........................................... St. Paul, Minnesota
Marjorie Belle Moors ......................................... Rice Lake, Wisconsin
Carol Louise Nelson ........................................... Atwater, Minnesota
Lorraine Kathryn Neubauer .................................. Austin, Minnesota
Shirley Mae Newhouse ........................................ St Paul, Minnesota
James Dunn Norris ............................................ St. Paul, Minnesota
Leonard Norman Noss ........................................ Minneapolis, Minnesota
Paul Gideon Nygren ........................................... Minneapolis, Minnesota
Shirley Joyce Nyquist ......................................... Carlton, Minnesota
Midori Ochi ..................................................... Chicago, Illinois
Audrey Judith Gestein ...................................... White Bear Lake, Minnesota
Dorothy Takako Ogata ........................................ McGehee, Arkansas
Elythe Adel Olson ............................................. Amenia, North Dakota
Gloria Marie Olson ............................................ St. Paul, Minnesota
Tennie May Oman ............................................... St. Paul, Minnesota
Betty Lou Owings ............................................. Wagner, South Dakota
Beverly Joyce Oyen ........................................... Fergus Falls, Minnesota
Barbara Jane Palmer .......................................... Upland, California
Jacqueline Parker ............................................. Pequot Lakes, Minnesota
Thomas Young Parrish ....................................... St. Paul, Minnesota
Virginia Gay Paulsen ........................................ Anoka, Minnesota
Donald Eugene Pederson ..................................... St. Paul, Minnesota
Helen Marie Peirson .......................................... New Richmond, Wisconsin
Joycelyn Jean Petersen ....................................... Hardwick, Minnesota
Jean Donna Peterson .......................................... Parkers Prairie, Minnesota
Shirley Jane Peterson ........................................ St. Paul, Minnesota
Marilyn Irene Pollard ........................................ St. Paul, Minnesota
Eunice Genevieve Post ....................................... Heron Lake, Minnesota
Ruth Irene Powers ............................................. St. Paul, Minnesota
Grace Janet Primeau .......................................... St. Paul, Minnesota
Francis Thomas Probst ....................................... Minneapolis, Minnesota
Marian Louise Proctor ......................................... St. Paul, Minnesota
Alfred Ananthija Ramlochand ................................ Berbice, British Guiana
Gunard Ramstead, Jr .. ....................................... Hettenger, North Dakota
MACALESTER COLLEGE

Florence Mary Rawn ........................................ Duluth, Minnesota
Wanda June Regier ........................................ Mountain Lake, Minnesota
Virginia Mae Reukauf ...................................... Ellendale, North Dakota
Marianna Clara Reynolds .................................. Faribault, Minnesota
Donna Claire Ristau ......................................... Elmore, Minnesota
Barbara Jane Robillard .................................. Faribault, Minnesota
Joyce Anne Rogalla .......................................... Bear Lake, Minnesota
Robert Wayne Rose .......................................... Amboy, Minnesota
Betty Ellen Rupp .............................................. St. Paul, Minnesota
Marion Jane Russell ........................................ Butterfield, Minnesota
Charlotte Ann Sagmoen .................................. Minneapolis, Minnesota
Lavonne Phyllis Sandberg ................................ St. Paul, Minnesota
John William Sandin, Jr. .................................. St. Paul, Minnesota
James Currier Sargent ..................................... Pine Island, Minnesota
James Liskey Schilling ..................................... Minneapolis, Minnesota
Virginia Mae Schoel .......................................... Aberdeen, South Dakota
Lorraine Augusta Schramske ................................ St. Paul, Minnesota
Dorothy Laura Scott .......................................... Faribault, Minnesota
Marilee Sevak .................................................. St. Paul, Minnesota
Frances Elizabeth Severance ................................ Turtle Lake, Wisconsin
Louise Carolyne Smith ..................................... Sandstone, Minnesota
Sandra Spaeth .................................................. Ada, Minnesota
Shirley Jean Speiker ........................................ Brainer, Minnesota
Marilyn Joan Springsted .................................. Claremont, Minnesota
Doris Evelyn Steen ........................................... LeRoy, Minnesota
Priscilla A. Stegner .......................................... St. Paul, Minnesota
Margaret Adele Stevens ..................................... Plainfield, Iowa
Kathryn Ann Stocker .......................................... Osceola, Wisconsin
Joyce Elaine Stoltenberg ................................ Round Lake, Minnesota
Jean Rose Stoneman .......................................... St. Paul, Minnesota
Paul Martin Streif ........................................... St. Paul, Minnesota
William Clark Strom ........................................ St. Paul, Minnesota
Meryl Jean Taylor ........................................... St. Paul, Minnesota
Joy Gloria Tjørnham .......................................... St. Paul, Minnesota
Mary Ellen Tolaas ............................................. St. Paul, Minnesota
Eunice Chiwaye Torl .......................................... Hunt, Idaho
James Curtiss Trautmann ..................................... Hastings, Minnesota
Irene Clara Ulmer ............................................. South St. Paul, Minnesota
Margaret Fay Valentine ..................................... Ely, Minnesota
Eloise Pauline Vassar ....................................... St. Paul, Minnesota
Phyllis Clara Vogt ........................................... St. Paul, Minnesota
Carol Anne Wallin ........................................... St. Paul, Minnesota
Patricia Elizabeth Warford ................................ Bemidji, Minnesota
Frances Margaret Watts ..................................... St. Paul, Minnesota
Gladys Elizabeth Weidenbach ................................ Mott, North Dakota
Marilyn Jeanne Welch ......................................... Glencoe, Minnesota
Mary Elizabeth Wemeier ..................................... Waconia, Minnesota
Mary Jane Wenger ............................................. Elmhurst, Illinois
Shirley Ann Wenger ........................................... Elmhurst, Illinois
Elaine Ardell Wenzel ...................................... St. Paul, Minnesota
Lola Claire Werner ........................................... Chaska, Minnesota
Donna Lou Wessell ............................................ Jeffers, Minnesota
Jayne Irene West ............................................... St. Paul, Minnesota
Lola Elaine Wheeler .......................................... St. Paul, Minnesota
John Clifford Whitacre, II ................................ St. Paul, Minnesota
John Wright Wigfield .......................................... St. Paul, Minnesota
Lois Jeannette Wiggs ......................................... Minneapolis, Minnesota
Eileen Pearl Wilk .............................................. Carson, North Dakota
Ada Louise Willis ............................................... St. Paul, Minnesota
Bruce Evans Wilson .......................................... St. Paul, Minnesota
Albert Frank Wise ............................................. St. Paul, Minnesota
Clifford Baldwin Witzke .................................. St. Paul, Minnesota
Betty Jean Wood ................................................. Albert Lea, Minnesota
Joan Bisbee Woolsey ......................................... St. Paul, Minnesota
Carol Jeanne Wunder ........................................ Magnolia, Minnesota
Elaine De Zeman .............................................. Minneapolis, Minnesota
Norah Jean Zwerenz .......................................... White Bear Lake, Minnesota
ROLL OF STUDENTS

Special

Clifton Buchanan Ching ................................................... Berbice, British Guiana
Mrs. Clara S. Nelson ..................................................... St. Paul, Minnesota
Mrs. S. G. Norris .......................................................... St. Paul, Minnesota
Margery Ann Popp .......................................................... St. Paul, Minnesota
Claire Louise Sather ..................................................... St. Paul, Minnesota
Mrs. Loraine Schmidt .................................................... St. Paul, Minnesota
Mrs. Frederick Shackleton .............................................. St. Paul, Minnesota
Charles William Teel .................................................... St. Paul, Minnesota

Summary of Students

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EVENING COLLEGE

Spring, 1944

C. R. Alexander
J. G. Alexander
W. A. Armstrong
Polly S. Beaneur
Mrs. Gertrude Beck
Jesse Berge
Mrs. W. J. Blackman
Phyllis G. Brahy
Elise M. Brauningger
Mary E. Brett
Mrs. Jean H. Bryan
Margaret Clements
Mrs. Audrey Cochran
Gene Commerford
Lois E. Cochran
Charles Curtiss
Mrs. Josephine Dilling
Dorothy Dornberg
Marjorie Dornberg
Mrs. Alma Elsner
William H. Elsner
A. V. Emerson
Florence Fisk
Wilbur M. Fisk
Paul A. Foss
Bunetta A. Foss
Hazel M. Foss
A. A. Fowler
Mrs. Raymond Frommer
Marilyn Godfrey
Mrs. Otis H. Godfrey

Mrs. H. L. Hackney
Leonora Hage
Arnold Hanson
Helen Mary Harding
Mrs. Marjorie B. Harrison
Mrs. Helen E. Hayes
Karl J. Hinnerschietz
Anne Holler
Henry Holman
Donald Hume
Joel H. Hutchinson, Jr.
Edward Jahnke
Allan Johnson
Melvin V. Kaiser
Orville Kane
Philip Kennedy
Mrs. Harriet Knapton
Karl Koch
Fred A. Kuby
Thehma Kunde
Mrs. Carl Kryewinske
Walter Lanz
Mrs. Edward McKee
Ruth A. McKinlay
Mabel Magnuson
Mrs. Martha Magraw
Mrs. Daisy Mains
Mrs. Carl Meyrick
Mrs. Elaine Michaels
C. S. Miller
Mrs. R. A. Moore

Harriet Loel
Eveline Murphy
Henry O. Nelson
Mary Newberger
Marguerite L. Newton
Myron Olson
Ernest D. Picard
Georgia Pohl
Mrs. Marie Ponneberger
Mrs. Delores Rapp
Arabelle Robertson
Leon Rosenthal
Muriel E. Salmonson
Mrs. Alta Scott
J. H. Scott
Joseph W. Shannon, Jr.
Mrs. Gatewood H. Sharood
T. J. Skotnicki
Mrs. Mae L. Smith
Anamay I. Strauss
John J. Tierney
Florence Tronstrom
Joy M. Van Dyke
Mrs. Ruth N. Wallace
Kaye R. Wuldsin
Mrs. Leslie Winters
Mrs. Luella Warner
Mrs. Eleanor Wollan
Mrs. Herbert J. Wood
Mildred Wright

Fall and Spring, 1944-45

Bertha Anaeb
Esther R. Amundson
Adele Anderson
H. T. Anderson
Richard B. Anderson
Mrs. Roberta Bach

Mrs. Geo. A. Bantle
Madelyn Beck
Florence Benson
Gracey A. Benson
Irene Berggren
Mrs. Ramona Jean Bier

Rudolph F. Bawe
Gertrude H. Brahy
Elise Brauningger
Mary E. Brett
Marion D. Bricker
Ariene L. Brooks
Form of Bequest

The corporate name of the institution is The Trustees of Macalester College.

Legal Form of Bequest.—I give and bequeath to The Trustees of Macalester College of St. Paul, Minnesota, duly incorporated under the laws of Minnesota, the sum of ................ dollars.
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