MACALESTER COLLEGE

Located at Saint Paul, Minnesota, in the Midway-Macalester Park residence section, equidistant from the business areas of Saint Paul and Minneapolis.

Founded in 1885, as a college of liberal arts and sciences under Christian auspices. Its graduates now number 2,400, and have served the nation in every useful vocation and for the highest purposes. By such fruits, the college is known.

Providing for students a broad, general education for citizenship, sound vocational usefulness, adequate course preparation for professional schools, and practical training in the Christian ideals of service. The college awards at the end of four years of successful educational experience the degree of Bachelor of Arts.

Limited in enrolment in normal times to eight hundred students, equally divided among men and women. During the post-war period, the college has expanded its staff and facilities to accommodate approximately six hundred veterans of World War II.

Maintaining a campus life of friendship and democracy, in which students and faculty share experiences in the joint management of community life.

Fully accredited as a member by the North Central Association of Colleges and Secondary Schools, and on the list of colleges approved by the Association of American Universities and the American Association of University Women. Macalester College is also a member of the Association of American Colleges, the Presbyterian College Union and Minnesota Association of Colleges.
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COLLEGE CALENDAR FOR 1947-1948

FIRST SEMESTER

1947

September 12-14  Friday-Sunday, Freshman orientation and registration
September 15-17  Monday-Thursday, continued Freshman and upper class registration
September 18  Thursday, 8:10 a.m., classes begin
November 6-12  Mid-semester tests
November 27-29  Thanksgiving vacation
December 19  Friday, 5:00 p.m., Christmas vacation begins

1948

January 5  Monday, 8:10 a.m., Christmas vacation ends
January 24-31  Saturday-Saturday, Final examinations

SECOND SEMESTER

February 2-3  Monday-Tuesday, Second semester registration
February 4  Wednesday, 8:10 a.m., classes begin
February 12  Thursday, holiday, Lincoln's birthday
March 13  Saturday, Founders' Day celebration
March 18-25  Mid-semester tests
March 23  Tuesday, Pi Phi Epsilon initiation
March 25  5:00 p.m., Easter vacation begins
April 5  Monday, 8:10 a.m., Easter vacation ends
May 1  Friday, Cap and Gown Day
June 2-9  Wednesday to Wednesday, second semester examinations
June 7  Monday, Fifty-ninth annual commencement

1947 SUMMER SESSION

June 16  Monday, Summer Session registration
July 4  Holiday
August 14-16  Final examinations

1948 SUMMER SESSION

June 21  Monday, Summer Session registration
July 4  Holiday
August 18-20  Final examinations
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COLLEGE PERSONNEL

Board of Trustees

OFFICERS OF THE BOARD

DAVID J. WINTON ................................................. Chairman
A. B. JACKSON ................................................... Vice-Chairman
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PAUL D. SCHRIBER ........................................... Secretary
GEORGE A. MAIRS, JR. ....................................... Treasurer

Terms Expire June, 1947

GEORGE ROWLAND COLLINS ..................................... New York City
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ELMER E. ENGELBERT .......................................... St. Paul
W. MELL HOBART ................................................ Minneapolis
A. B. JACKSON .................................................... St. Paul
FRED SCHILPLIN ............................................... St. Cloud
PAUL D. SCHRIBER ............................................... St. Paul
CARL T. SCHUNEMAN .......................................... St. Paul
DAVID J. WINTON .............................................. Minneapolis

Terms Expire June, 1948

BARCLAY ACHESON .............................................. New York City
MRS. CHARLES H. BIGELOW ................................... St. Paul
WATSON P. DAVIDSON ......................................... St. Paul
BENJAMIN G. GRIGGS .......................................... St. Paul
E. B. KIRK ...................................................... St. Paul
MACALESTER COLLEGE

George A. Mairs, Jr. ........................................ St. Paul
Bradshaw Mintener ........................................ Minneapolis
F. F. Paskewitz .............................................. St. Paul

Terms Expire June, 1949

Mrs. Leonard Carpenter .................................. Crystal Bay, Lake Minnetonka
George D. Dayton, II ....................................... Minneapolis
Arthur Bristow Hood ....................................... Klamath Falls, Ore.
Wm. P. Kirkwood .............................................. St. Paul
Rev. Arnold Hilmar Lowe, D.D. ......................... Minneapolis
C. V. Smith .................................................. Minneapolis
Rev. Irving A. West, D.D. .................................. St. Paul
Louis H. Williams .......................................... Minneapolis

Charles J. Turck, ex-officio

Committees of the Board of Trustees

EXECUTIVE

David J. Winton, Chairman
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George A. Mairs, Jr.

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E. B. Kirk
Arnold H. Lowe
F. F. Paskewitz
C. V. Smith

Charles J. Turck, ex-officio

INVESTMENT, FINANCE AND BUDGET

George A. Mairs, Jr., Chairman
George D. Dayton, II
Benjamin G. Griggs
E. B. Kirk

Fred Schilplin
Carl T. Schuneman
C. V. Smith
Louis H. Williams
EDUCATIONAL POLICIES
Arnold H. Lowe, Chairman
Mrs. Walter B. Driscoll
Elmer E. Engelbert
W. P. Kirkwood
Irving A. West

PROPERTY AND CAMPUS
Elmer E. Engelbert, Chairman
Mrs. Charles H. Bigelow
W. Mell Hobart
F. F. Paskewitz

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C. V. Smith, Vice-chairman
E. B. Kirk
F. N. Budolfson, Secretary
(Charorate Member)
Charles J. Turck, ex-officio

COMMENCEMENT
Charles J. Turck, Chairman
Mrs. Walter B. Driscoll
W. P. Kirkwood
Paul D. Schriber

WAYS AND MEANS
Carl T. Schuneman, Chairman
George D. Dayton, II
A. B. Jackson
Arnold H. Lowe

NOMINATIONS
A. B. Jackson, Chairman
Arnold H. Lowe
Fred Schilplin

ANNUITIES
C. V. Smith, Chairman
E. B. Kirk
A. B. Jackson
Administration

CHARLES JOSEPH TURCK, A.M., LL.B., LL.D., President
FERNAM N. BUDOLFSON, Comptroller
WILHELMUS BOGART BRYAN, JR., A.M., Dean
MARGARET M. DOTY, A.M., Dean of Women
RAYMOND J. BRADLEY, S.B., Ph.D., Registrar
J. HUNTLEY DUPRE, Ph.D., Director of Student Personnel Services
WILLIAM P. TUCKER, Ph.D., Director of the Library
GEORGE E. SCOTTON, A.B., Admissions Counselor
ROYAL A. MOORE, A.M., Administrative Assistant
A. PHILLIPS BEEDON, A.M., Director of Alumni Affairs
DOROTHY JACOBSON, R.N., Director of Health Service
MRS. KATHRYN BLACKWELL, A.B. in L.S., Library Assistant
EDITH H. JONES, B.A., M.A., B.S. in L.S., Cataloger in Library
MRS. JOHN MCCLELLAN, B.S. in L.S., Assistant Cataloger in Library
KENNETH A. MILLARD, A.B., Assistant Director, Student Personnel Services
DONALD J. RIESBERG, A.B., Assistant Director, Student Personnel Services

MRS. DORIS CARLSON, House Director, Kirk Hall
MRS. PEARL KOBERSTEIN, Assistant to House Director, Wallace Hall
MRS. MARIAN E. OLANDER, House Director, Bigelow Hall
FERN ELIZABETH SHAWHAN, B.S., Assistant Director of Food Service
MRS. KATHRYN TIFF, House Director, Wallace Hall
MILDRED TOOP, S.B., Director of Food Service

EUGENE BECKER, Research Fellow in Visual Education
MRS. MARGERY BECKER, Personnel Assistant
Elsie Brauninger, Supervisor, Telephone Switchboard
Mrs. Grace Ehlmann, Secretary to the Dean
Allen Fobes, A.B., Radio Production Manager
Helen Gilberg, B.S., Record Clerk
Mrs. Rayna Goodman, A.B., Secretary to the Faculty
Mrs. Irma Gowans, A.B., Secretary to Admissions Counselor
Margaret Hammond, S.B., Secretary in the Library
Patricia Hanley, Secretary to the Registrar
Mrs. Marjorie Hanson, Alumni and Public Relations Office
Rosalie Kollarich, Secretary to the President
Dorothea Krengel, Assistant Bookkeeper
Mrs. Vernal Lauder, B.S., Assistant to the Registrar
Jane Leonard, Secretary to the Comptroller
Sylvia Maki, Bookkeeper
Marie Moody, A.B., Secretary to the Dean of Women
Mrs. Harriet Peterson, A.B., Secretary to the Admissions Counselor
Mrs. Hazel F. Risk, B.D.A., Manager, Mac Book Exchange
Mrs. Ruth Turner, B.S., Personnel Clerk
Mrs. Betty Jane Wiebusch, Assistant Switchboard Operator
Mrs. Joyce Woody, B.B.A., Secretary to the Admissions Counselor
Mrs. Rosemary Wulff, A.B., Secretary of Student Financial Affairs

Arthur Fowler, Chief Engineer, Superintendent of Plant and Grounds
Edward J. Janke, Chief Carpenter
Ralph Nelson, Engineer
College Faculty

Charles Joseph Turck, President (1939)
A.B., Tulane University, 1911; A.M., Columbia University, 1912; L.L.B., 1913; LL.D., Kentucky Wesleyan College, 1928; Cumberland University, 1930; Tulane University, 1935.

Wilhelmus Bogart Bryan, Dean of the College (1946)
B.A., Princeton University, 1920; M.A., Princeton University, 1924; Princeton Theological Seminary.

*Andrew Work Anderson, Professor of Philosophy, Emeritus (1891)
A.B., College of Wooster, 1889; A.M., 1892.

*John Porter Hall, Professor of Greek, Emeritus (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.

*—Retired
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.

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., Louisville Presbyterian 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.

BORGHILD, KATHARINE SUNDHEIM, Professor of French and Spanish (1927)
S.B., University of Minnesota, 1925; A.M., 1927; Ph.D., 1935.

MARY GWEN OWEN, Professor of Dramatic Art (1928)
A.B., Macalester College, 1923; A.M., University of Minnesota, 1936.

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, Registrar, Professor of Education (1932)
S.B., Cornell College, Iowa, 1912; Ph.D., University of Minnesota, 1929.

GORDON HARRISON, Professor of Spanish (1936)
Ph.B., University of Chicago, 1925; A.M., University of Michigan, 1929; Ph.D., University of Chicago, 1940.
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; B.A., in Librarianship, University of Washington, 1933; Ph. D., University of Minnesota, 1945.

Hugo W. Thompson, Professor of Philosophy and Religion (1943)
A.B., University of Minnesota, 1923; Ph.D., Yale University, 1935.

John Huntley Dupre, Director of Student Personnel Services, Professor of History (1946)
B.A., Ohio State University, 1914; LL.B., 1916; M.A., 1927; Ph.D., 1932.

Yahya Armajani, Visiting Professor of History and Religion (1946)
B.A., College of Emporia, 1930; Th.B., Princeton Theological Seminary, 1933; M.A., Princeton University, 1933; Ph.D., 1939.

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)

Georgiana Paine Palmer, Associate Professor of Classical Languages and Russian (1929)
A.B., Smith College, 1921; A.M., 1924; Ph.D., University of Chicago, 1932.

Hollis Lowell Johnson, Associate Professor of Music (1932)
A.B., Macalester College, 1932; Diploma, Macalester Conservatory of Music, 1932; A.M., University of Minnesota, 1943.
A. Phillips Beedon, Associate Professor of Communications (1933)
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.

Gabriel Fenyves, Associate Professor of Piano (1939)
Educated in Austria; Hon. D. Mus., Boguslawski College of Music, Chicago, 1939; D. Mus., Huron College, 1940.

Louis Krasner, Associate Professor of Violin, Director of String Department and Ensemble Music (1944)

Olive E. Berglund, Associate Professor of Home Economics (1945)
B.S., University of Minnesota, 1924; M.A., Columbia University, 1932.

Anne Helene Blegen, Associate Professor of French (1946)
B.A., University of Minnesota, 1921; M.A., 1930.

Thomas E. Hill, Associate Professor of Philosophy (1946)
A.B., Davidson College, 1929; M.A., University of Richmond, 1934; B.D., Union Theological Seminary, 1932; Ph.D., University of Edinburgh, 1937.

Donald L. Taylor, Associate Professor of Sociology (1946)
B.S., Utah State College, 1940; M.S., 1941; Ph.D., Duke University, 1945.

Donald Frederick Warner, Associate Professor of History (1946)
B.A., University of Minnesota, 1934; M.A., 1937; Ph.D., Yale University, 1940.

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.

G. Theodore Mitau, Assistant Professor of Political Science (1940)
A.B., Macalester College, 1940; M.A., University of Minnesota, 1942.
ROYAL ARCHIBALD MOORE, Assistant Professor of History (1941)

MRS. EDITH LANGLEY BARRETT, Assistant Professor of English (1941)
A.B., Macalester College, 1941.

JOHN HOWE SCOTT, Assistant Professor of Chemistry (1941)
A.B., Clark University, 1930; M.S., State University of Iowa, 1931; Ph.D., 1933.

HARRIET MCPHETRES, Assistant Professor of Dramatic Art (1942)
A.B. Macalester College, 1942; M.A., Northwestern University, 1945.

MRS. ELLA M. OLSON, Assistant Professor of Home Economics (1943)
B.S., University of Minnesota, 1926; M.A., Columbia University, 1941.

THEODORE SIELAFF, Assistant Professor of Economics (1943)
B.S., University of Minnesota, 1942; M.A., 1944.

ELSIE WEINLICK, Assistant Professor of Social Work (1944)
A.B., Moravian College, 1928; M.S., New York School of Social Work, 1944.

ALONZO HAUSER, Assistant Professor of Art (1945)
Layton School of Art, 1927 to 1929; University of Wisconsin, 1929 to 1930; Art Students League, 1930-31.

MRS. DOROTHY HOUSTON JACOBSON, Assistant Professor of Political Science (1945)
B.S., University of Minnesota, 1928; M.A., 1928.

PAUL MCCOY BERRY, Assistant Professor of Sociology (1946)
A.B., Pasadena College, 1931; M.A., College of the Pacific, 1932.

M. DOUGLAS BROWN, Assistant Professor of Mathematics (1946)
B.S., State Teachers College, Springfield, Missouri, 1934; M.A., Peabody College, 1944.
MRS. MARY JEFFERY COLLIER, Assistant Professor of Psychology (1946)
B.A., Queen’s University, Ontario, 1942; A.M., Radcliffe College, 1943; Ph.D., University of Minnesota, 1946.

BRUCE D. COMPTON, Assistant Professor of Religion (1946)
A.B., University of Pennsylvania, 1930; M.A., 1943; B.Th., Princeton Theological Seminary, 1933.

HENNING ARNOLD HOLTZ, Assistant Professor of Education (1946)
B.S., State Teachers College, Superior, Wisconsin, 1940; M.A., University of Minnesota, 1944.

DOROTHY MARIE MICHEL, Assistant Professor and Director of Physical Education for Women (1946)
B.S., University of Minnesota, 1924; M.A., Columbia Teachers College, 1931.

KENNETH A. MILLARD, Assistant Director of Student Personnel Services, Assistant Professor of Psychology (1946)
B.A., Hamline University, 1939.

HELEN LOUISE MORGAN, Assistant Professor of Spanish (1946)
B.A., University of Chicago, 1934; M.A., 1936.

PETER S. MOUSOLITE, Assistant Professor of Spanish (1946)
B.A., University of Iowa, 1936; M.A., 1939.

HILDING GUNNAR PETERSON, Assistant Professor of Dramatic Art (1946)
B.A., Macalester College, 1937; M.A., Northwestern University, 1941.

DWIGHT STUESSY, Assistant Professor and Director of Intercollegiate Athletics (1946)
S.B., University of Illinois, 1929.

WERNER LEVI, Visiting Lecturer in Far Eastern History (1944)
J.D., University of Fribourg, Switzerland, 1934; Ph.D., University of Minnesota, 1944.

WALKER FRAME VANCE, Visiting Lecturer in Religion (1945)
A.B., Lawrence College, 1917; B.D., McCormick Theological Seminary, 1921; D.D., Macalester College, 1937.
Ada G. Grandy, *Visiting Lecturer in English* (1946)
B.L., University of Wisconsin, 1902.

Willard Higley Reeves, *Visiting Lecturer in Religion* (1946)
B.A., Carroll College, 1925; B.D., McCormick Theological Seminary, 1929.

Jessie Young, *Instructor in Piano and Organ* (1920)

Harriet Allen, *Instructor in Piano and Organ* (1937)

Frieda Clausen, *Instructor in Medical Technology, Miller Hospital* (1937)
B.S., Smith College, 1920.

Clementine Gifford, *Instructor in Voice* (1937)

Mrs. Lucy Boothroyd Abbe, *Instructor in Biology* (1944)
A.B., Cornell University, 1928; M.S., Cornell University, 1930.

George Emmett Masters, *Instructor in Journalism* (1944)
B.A., University of Montana, 1922.

Lucille Wolford, *Instructor in Physical Education for Women* (1944)
B.A., University of Nebraska, 1944.

Jane Louise Barnhart, *Instructor in Dramatic Art* (1945)
A.B., Macalester College, 1945.

B.S., St. Cloud State Teachers College, 1941.

Kenneth Adrian Berg, *Instructor in Physics* (1946)
A.B., Macalester College, 1940.

Eric Henry Clamons, *Instructor in Mechanical Drawing* (1946)
A.B., Macalester College, 1942; M.S., University of Minnesota, 1943.
HARRY G. COSTELLO, JR., *Instructor in Business Law and Accounting* (1946)
LL.B., St. Paul College of Law, 1940.

CHARLES E. DAHLGREN, *Instructor in Surveying* (1946)
B.S., University of Minnesota, 1942.

LESTER L. ERICKSON, *Instructor in Biology* (1946)
A.B., Gustavus Adolphus College, 1942.

LENORE ERIK-ALT, *Instructor in Art* (1946)
Art Institute of Chicago, 1930-34.

MRS. CHELLIS FERGUSON, *Instructor in Latin* (1946)
A.B., Macalester College, 1938.

J. WINIFRED FLANNAGAN, *Instructor in English* (1946)
B.A., University of Minnesota, 1927; M.A., 1933.

MRS. CLIFTON GAYNE, *Instructor in English* (1947)
M.A., University of Wisconsin.

DORIS G. GREAVES, *Instructor in Religion* (1946)
A.B., Macalester College, 1941; M.A., Chicago Theological Seminary, 1946.

MRS. ALONZO HAUER, *Instructor in Dramatic Art and Dance* (1946)

PAUL EUGENE HERZOG, *Instructor in Economics* (1946)
A.B., Macalester College, 1946.

THOMAS WALLACE HOLMES, *Instructor in Geology* (1946)
A.B., Macalester College, 1942.

MAXINE INGMUNDSON, *Instructor in Piano* (1946)

A.B., Gustavus Adolphus College, 1942.

MRS. ISABEL H. MASTERS, *Visiting Instructor in Journalism* (1946)

GEORGE C. POWER, JR., *Instructor in Economics* (1946)
A.B., Carleton College, 1935.

MRS. MARGARET PRIMROSE STEEN, *Instructor in French* (1946)
A.B., Macalester College, 1940.
MRS. MARVIN P. STEINBERG, *Instructor in Mathematics* (1946)  
B.S., University of Minnesota, 1941; M.A., 1945.

LEONA SCHEUNEMANN WITTER, *Instructor in Voice* (1946)  
B.A., Hamline University, 1937.

MALCOLM EMIL LEIN, *Instructor in Architecture* (1947)  
B. Arch., University of Minnesota, 1936.

MRS. EVELYN ANTONSEN ALBINSON, *Instructor in German* (1947)  
B.A., University of Minnesota, 1941; M.A., 1945.

JULIUS LICHTENSTEIN, *Visiting Instructor in German* (1947)  
A.B., University of Berlin, 1914; M.A., University of Freiburg, 1916.

DONALD STUART WILLIAMS, *Instructor in Economics* (1947)  
B.A., Macalester College, 1942.

JOHN FINCH ARNESON, *Graduate Assistant in Communications* (1946)  
A.B., Macalester College, 1943.

ROGER KELLOGG BLAKELY, *Graduate Assistant in Communications* (1946)  
A.B., Macalester College, 1943.

MRS. MARJORIE DAWSON CLAMONS, *Graduate Assistant in Biology* (1946)  
A.B., Macalester College, 1944.

RUSSELL ROSS GARRETT, *Graduate Assistant in Communications* (1946)  
A.B., Macalester College, 1946.

KENNETH OWEN JOHNSON, *Graduate Assistant in Communications* (1946)  
A.B., Macalester College, 1946.

GRACE ELIZABETH LANGLEY, *Graduate Assistant in Speech* (1946)  
A.B., Macalester College, 1944.

JACK PATNODE, *Graduate Assistant in Communications* (1946)  
A.B., Macalester College, 1942.
DOUGLAS C. STENERSON, Graduate Assistant in Communications (1946)

MILTON WALTER JAHN, Assistant Football Coach (1946)
A.B., Macalester College, 1941.

WILLIS GEORGE KUNZE, Assistant Football Coach (1946)
A.B., Macalester College, 1937.

NATALIE MAHOFF, Teaching Fellow in Russian (1946)
D.D.S., University of Minnesota, 1945.

COMMITTEES OF THE FACULTY, 1946-47
(The first named in each instance is chairman)

Advisory Council:
THOMPSON, HOLMES, CAMP, SUNDHEIM, TUCKER, BRYAN, ex officio

Athletics:
HASTINGS, HOLMES, PRIMROSE, MICHEL, JOHNSON, STUESSY

Cabinet:
BRYAN, TURCK, DOTY, BRADLEY, KAGIN, ALEXANDER, PALMER, SIELAFF, HAUSER

Curriculum:
BRYAN, BRADLEY, HARRISON, TUCKER, HASTINGS, HOLMES, MAY, WALTER, TAYLOR

Chapel and Convocation:
BRYAN, JOHNSON, KAGIN, THOMPSON, MOORE

College Functions:
MOORE, DOTY, JENSEN, WALTER, OWEN

Library:
HOLMES, BRYAN, FRANKLIN, SHIFLETT, JENSEN, SUNDHEIM, TUCKER
Publications:
Beedon, Bradley, Bryan, Masters, Alexander, Ward

Religious Life:
Kagin, Thompson, Sielaff, Palmer, Scott

Social Affairs:
Doty, Harrison, Olson, Primrose, Moore

Student Honors:
Walter, Camp, Young, May, Sundheim

The President of the college appoints special committees from time to time to assist him in special tasks. Those now functioning are:

Christian Philosophy of Life:
Thompson, Kagin, Walter, Bryan, Hill

Institute of Adult Education (Evening College):
Moore, Beedon, Camp, Young, Taylor

Institute of International Relations:
Holmes, Moore, Shiflett, Sundheim, Young

The Content of a Liberal Education:
Bryan, Dupre, Walter, Young, H. Johnson, Taylor, Thompson
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.
UNDERGRADUATE LIFE

THE PLAN OF EDUCATION

The student who selects Macalester College has a right to expect that the college will help him to answer two questions:

1. How can I build a life that will be competent, happy, balanced and qualified to meet the responsibilities of a free citizen in a free world?

2. How can I prepare myself for a career that will make me a self-sustaining member of society, with joy and pride in my work and a sense of usefulness and achievement?

In the endeavor to assist in finding the answer to the first question, the faculty of Macalester College, aided at many points by student suggestions, has developed a program of general education that covers the major part of the curriculum in the first two years and a large part in the last two years.

In pointing the way to the answer of the second question, in so far as the career may rest upon a broad educational foundation and include a large measure of intellectual activity, the College offers a number of major course sequences in the last two years. Most of these courses in turn depend upon the satisfaction of general education requirements in the first two years.

WHAT IS GENERAL EDUCATION?

The content of the curriculum of a liberal arts college is modified from time to time to meet the needs of a changing society. However, its basic purposes remain the same, and one of these purposes is the development in each student of knowledge, ability and appreciation in these fields:

1. The art of thinking, through the use of the main tools and
skills in learning new truth, including familiarity with the scientific method, efficient habits of reading and listening, and training in logic and in the ability to separate fact from opinion.

2. The communication of ideas, largely through the most thorough training in the use of the English language, in reading, writing and speaking.

3. Acquaintance with the main fields of scientific knowledge and human activity, including the historical development of modern civilization and the constitution of modern society, its problems and its institutions.

4. Acquaintance with the literature and fine arts of the world.

5. The development of a Christian philosophy of life.

Most of the courses required in the freshman and sophomore year are designed to assist the student in these fields. However, all students are expected to take courses in general or liberal education throughout the four years spent at Macalester College.

**WHAT IS SPECIALIZED EDUCATION?**

There are many forms of specialized education, but a liberal arts college can engage in only a few of them. Those which are offered at Macalester College fall into two categories, (1) advanced courses in a particular field, designed to provide the benefits of intellectual discipline from continuous study in a concentrated area of knowledge. These are technically called “majors”, and each candidate for graduation must elect a “major” department or area of interest and study before the beginning of his junior year. (2) Advanced courses that prepare for study in a professional school of law, medicine, dentistry, theology and other learned professions, and also for careers in education and business administration. These two categories of advanced studies frequently overlap, as they are all designed to develop that intellectual ability upon which successful careers in many lines depend.

For students of outstanding ability and well-defined interests,
the field of concentration may be developed into a program of honors study.

PRIZES

At Macalester College prizes are awarded in recognition of scholastic achievement and for accomplishment and proficiency.

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 Prizes.—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.

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 must maintain an average grade of at least B in departmental courses.

Psychology Prizes.—Through a friend of the College, there has 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 psychology, and must maintain an average grade of at least B in departmental courses.

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.

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 and is, therefore, strongly recommended to each student.

The objective of the Citizenship 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 102R Rise of Modern Civilization
   History 104R Rise of Modern America
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 of the Communications Department, and the course, obligatory on all freshmen, is known as Communications 103-104, Freshman English.

The Citizenship 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

* 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 Civilization, (History 101-102) six credits, instead of one of the semester courses, 102R or 104R, each three credits.
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.

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 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 literature or in foreign literature are required. It is particularly urged that students satisfy this requirement by taking the course offered by the English Literature 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 Citizenship 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 CAREERS AND PROFESSIONS

MACALESTER College, which is a four year college of the liberal arts and sciences, holds to the view that such colleges in America have always been concerned and should be concerned with the training of young people for many useful careers and professions. In the early colonial colleges, the courses prepared students primarily for the ministry, the law, the public service and medicine. As the requirements of a broad cultural training are now recognized as important in many other professions and careers, Macalester College has widened its offerings without surrendering the central emphasis on culture and on the training of young men and women in the duties of citizenship. A detailed outline of each of the courses mentioned in this section of the catalog may be secured from the office of the Admissions Counsellor, and inquiries are invited as to the contents of these and similar courses of study.

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, political science, sociology, history, English, art, psychology, and logic as well as economics, secretarial studies and mathematics.

*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 the Study of Dentistry.*—Students planning to enter the School of Dentistry at the University of Minnesota must have a minimum of two years of college work in certain prescribed and elective courses (60 semester-credit-hours are equal to 90 quarter-credit-hours).

However, before deciding on taking only the minimum entrance requirements the prospective student will do well to consider carefully the following statement taken from the University of Minnesota Dental School Bulletin: “A broad cultural education is of such great value to the professional man that the University of Minnesota offers the opportunity for a student to secure both the Bachelor of Arts and the Doctor of Dentistry in seven years. To accomplish this the student completes three years work with a satisfactory record in the College of Science, Literature and the Arts and then enters the School of Dentistry.”

Macalester College not only offers this three-year course in science, literature and the arts but also strongly recommends this course as the *better preparation* for the profession of dentistry and for worth-while living. Satisfactory completion of the three year program at Macalester College and successful completion of the first year in any fully accredited School of Dentistry will enable the student to be graduated from Macalester College with the Bachelor of Arts degree.

*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 Foreign Service.—The student interested in foreign service, i.e., in the diplomatic and consular field, needs a broad college training in political science, history, economics and languages. The requirements of the United States State Department specify the equivalent of a four-year liberal arts program as basic preparation and advise also a year of graduate work. An interdepartmental major in economics and political science, a minor in history, and concentrated courses in foreign language constitute the basic program offered at Macalester. This course of training prepares the student for alternative opportunities in other governmental departments and also in business and journalism.

For Homemaking.—Since half of the students at Macalester are women, adequate courses are offered for those who wish to prepare themselves for the duties of homemaking. Adequate practical courses are offered in foods, clothing, and home management. A good foundation is laid for those who may wish to go into professional work in dietetics, home economics and institutional management, although in such cases a student should follow the work at Macalester by further studies in a professional school.

For Journalism.—The Macalester curriculum, with a major in Communications (Part A) as the center and the complete Citizenship Sequence as background material, will give the student preparing for journalism or creative writing excellent preparation in composition and literature and a broad understanding of human nature and the principles of organized society. The College maintains close relations with the Twin Cities press, while student publications offer campus journalistic experience.

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
The Bell Tower on the Front Campus
credits (three years) at Macalester, including all graduation re­
quirements, 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 and the transfer of his record in law
school to the Registrar’s office at Macalester, 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 fol­
lowing studies should be emphasized in a pre-law curriculum:
English language and literature, government, economics, Ameri­
can history, mathematics, English history and Latin. Other studies
recommended are: logic, philosophy, accounting, American liter­
atu­re, modern history, sociology, psychology, chemistry, medieval
history, ethics and biology.

For Library Work.—There are numerous opportunities in libra­
ry work calling for undergraduate preparation of two types: (1)
a well-rounded general background, for those entering a non-
specialized phase of the work, and (2) more definite concentra­
tion in the sciences or some other field, for those entering more
specialized phases of the work. Prospective library school stu­
dents should consult with the college librarian during their fresh­
man year if possible.

For the Study of Medicine.—Beginning with the academic year
1945-46 the majority of medical schools of the United States, in­
cluding the University of Minnesota, have returned to the admis­
sion standards and requirements which were in force in 1941.

Included in the present requirements are a minimum of three
years in college, preferably a “B” average or better scholastic rat­
ing, and a high percentile rating in the medical aptitude test.
Selection of candidates for admission to medical schools is based on these criteria and also on breadth as well as intensity of learning, on personal qualifications such as character, attitude toward life, emotional stability, and promise of success in the study and practice of medicine.

It should also be kept in mind that the Association of American Medical Schools, through its secretary, Doctor Fred C. Zapffe, recommends the standard four-year college course as the best preparation for medical school for the following reasons: “Cultural studies, and particularly a series of cultural studies pursued to the B.A. degree, constitute the best preparation for the study of medicine.” “Preparation that stresses science as against arts subjects is less satisfactory than cultural preparation.” “Minimal preparation does not permit of taking more than the prescribed (pre-medical) subjects.”

In keeping with these basic principles of the American Medical Association and in conformity with the admissions standards of the leading medical schools, Macalester College offers both a three-year and a four-year program. A student who takes the three-year program, if he desires to receive the A.B. degree from Macalester College, must be registered at Macalester as a candidate for graduation while he is a freshman in the medical school. This registration involves a nominal graduation fee of $10.

For Medical Technology.—This profession is recommended to women only. Students taking this course 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.

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 and the transfer of this record to the Registrar’s office at Macalester and its consequent approval as completing the requirements for graduation, the student will be given the bachelor’s degree. Upon successfully passing the examination of the Registry of Medical Technologists the student will receive the certificate in Medical Technology.

For Nursing.—This profession offers exceptional opportunities for service in the veterans hospitals of our country, as well as for private duty, public health and institutional nursing. The need for well trained and liberally educated nurses continues unabated. 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. 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.

For Recreational Leadership.—A special program is provided at Macalester for the purpose of preparing students for positions as leaders in recreational and group activities in a variety of social agencies. Among the types of work are: Y.M.C.A., Y.W.C.A., public playgrounds, neighborhood houses, churches, scouting, summer camps, etc. The program involves the completion of a major in the field of sociology, with related minors in two of the following fields: music, physical education, dramatic art. Since there are usually certain features of these types of work which involve teaching, general psychology, educational psychology, and general principles of teaching are also required.
For Secretarial Positions.—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 77.

For 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.

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 class room. 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 literature, 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.
MACALESTER College is located in a residence area midway between two great business centers, St. Paul and Minneapolis. Its students therefore have the advantage of being in daily touch with the affairs of a great metropolitan area, with its libraries, art museums, music concerts, lectures, governmental bureaus, courts, business houses, department stores, banks—all the institutions and functions that characterize American life in the twentieth century. There are no ivory towers on the Macalester campus. The students are encouraged in every way to use the Twin Cities as their social studies laboratory and as their art work opportunity.

Among the many functions that attract the support of Macalester students are the Minneapolis Symphony Orchestra and the St. Paul Civic Opera Association, for which tickets are available at reduced rates. Excellent plays are presented at the St. Paul Auditorium and the Edyth Bush Theatre in St. Paul. The St. Paul Winter Carnival is an unusual event in midwinter that brings thousands of visitors to the cities. The Foreign Policy Association offers a student rate and brings the ablest commentators on foreign affairs for lecture and questioning. A large number of distinguished musicians and other artists can be heard on the public concert stage during each musical season.

Many students work in volunteer Twin Cities social agencies and thus develop a degree of social and community responsibility. World citizenship is cultivated in programs like those of the Canadian-American conferences in which twenty Macalester students and twenty students from the United College in Winnipeg, Canada, meet each year to discuss their common problems. Each summer, the Macalester Mexican Caravan makes a tour to Mexico City and hears detailed accounts of the life and problems of the Republic of Mexico. Macalester College brings each week a convocation speaker of distinction who is shared with the listening public over the radio station KUOM of the University of Minnesota (770 kilocycles) on Tuesdays at 11:15 a.m. Most of these speakers are available to students and faculty members for informal conferences after their public appearances.
THROUGH the Social Commission of the Community Council and the Faculty Committee on Social Affairs there is provided on the Macalester College campus a wide variety of opportunity for both informal and formal social affairs. Through the college societies there is available an opportunity for social and group activity. The Macalester campus is not divided by "cliques," fraternities or sororities, racial discrimination or the lack of a cosmopolitan attitude. 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.

STUDENT 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 Christian ideas and Christian practice." This statement quoted from the constitution of the Council means that the students, 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, religious, 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 co-ordinated.

The Community Council, through its education commission, conducts 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:

The Macalester Christian Association is the coordinating agency for all Christian groups on the campus: Lutheran Students Association, Canterbury Club, Congregational Student Club, Westminster Fellowship, Wesleyan Club, the Inter-Varsity Christian Fellowship, the Ministerial Association, the YMCA and the YWCA.

The Association has a chairman, secretary, and treasurer who work with officials of the member bodies, other student groups, and faculty advisers. It maintains an office to carry on the routine tasks of all religious groups. The procedure followed permits maximum cooperation, thus making it possible for members of the Association to group into a men's and women's cabinet as well as to function co-educationally. The Christian Association directs the annual World Student Service Fund drive, it sponsors Religion and Life Week each spring, it holds an annual Christian Leadership Training Course, and each month a meeting is held to provide Christian fellowship for students not affiliated with a denominational campus group. Cabinet meetings are held regularly 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 societies under the general oversight of the faculty. Hyperion society admits to membership both men and women; Athenaean and Eulogian societies admit men and Chi Phi Delta, Clionian, Philotian and Thalian societies, women.

Social Societies.—Six social societies for freshmen women, Felician, Maconian, Sigma Delta, Phoenix, Florians, 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 six some time during the winter.

The Quill Club.—The American College Quill Club is a writer's organization for the purpose of encouraging literary effort and criticism. 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.*—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.

*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 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.*—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.

*Scot's Club.*—Open to undergraduate men who have earned letters in athletics at Macalester.
The Women's Athletic Association.—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 development of physical training for college men.

Alpha Delta Theta.—This is a national sorority 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 among its members.

The Mac Weekly.—A student newspaper established in 1914, published weekly by student editors under the supervision of a faculty adviser and the publications committee of the Community Council.

The Mac.—An annual publication devoted to college interests and published under auspices similar to The Mac Weekly.

The Gateway.—A literary magazine published by members of the College Quill Club.

The Scotsman.—A handbook for new students produced annually 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. 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.

Toastmaster Club.—For men students interested in improving
public speaking techniques. Chartered by the national organization.

*Future Teachers of America.*—The Macalester chapter of this national association is open to those students who are preparing for the teaching profession.

*Womens Off-Campus Club.*—For women students living off the campus.

*Mens Off-Campus Club.*—For men students living off the campus.

*Spanish Club.*—Membership is open to all Spanish students. Social functions, plays and regular meetings make up the club’s program.

*Sociology Club.*—An organization of sociology majors who are interested in keeping abreast of all developments in this field.

*Academy of Natural Sciences.*—Membership is by invitation on recommendation by science professors. The group meets twice a month for programs sponsored by the several departments of science.

*Others.*—Veteran and political organizations are also available for those eligible and interested. They include: American Veterans Committee, Veterans Club, Republican Club, and Independent Voters League.

**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 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 or "non-solid" subjects (including agriculture, commercial work, domestic science, physical education, industrial arts, band, orchestra or chorus, public speaking, journalism 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 and the satisfactory completion of certain aptitude and achievement tests. These tests are given in the Main Building, Room 102, on the last Saturday of May, June, July and August from 9:00 a.m. to 4:00 p.m.

A fee of $5.00 is charged whenever these examinations are taken at any time other than those listed above.

ADMISSION BY TRANSCRIPT OR DIPLOMA

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 Commissioner of Education and similar lists of the high schools of other states.

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 OF VETERANS**

MACALESTER College is an approved institution of higher education for the training of veterans of World War II under the various provisions of the Servicemen's Readjustment Act of 1944 (the G.I. Bill of Rights).

**ADMISSION WITH ADVANCED STANDING**

From Other Colleges.—Students transferring to Macalester College from accredited institutions of college grade must present evidence 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.

*From Other Institutions of Higher Learning.*—Credits from other institutions of higher learning including teachers colleges, professional schools and polytechnic institutes are to be evaluated according to the nature and quality of the work presented as judged by the Registrar.

*Credit for Military Training and Experience.*—The Guide to the Evaluation of Education Experiences in the Armed Services produced by the American Council on Education is used as a basis for awarding credit for training and experience in the military services.
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. ONE HUNDRED AND TWENTY-SIX 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.

C. FOR CULTURAL DISTRIBUTION or as background or tools for subsequent study:

1. Communications 103-104, Freshman English, six credits.

2. English literature courses numbered 200 or above, and/or foreign literature courses numbered 300 or above, six credits.

3. Foreign language 202, or equivalent. German 205 or French 306 is advised for students whose major is in the sciences.

Students with four units of high school credit in a foreign language may present these credits to fulfill the language requirement upon passing a satisfactory examination.

4. Religion, eight credits, six of which must be from Section A of the department.

5. Philosophy, 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 102R or 104R, or 203-204; Eco-
nomics 231 or 231-232; Political Science 231 or 231-232; Sociology 231 or 232, or 233-234.

7. Natural sciences and mathematics, fourteen credits. These credits to be elected according to either one of the following two plans:

a. Eight credits of a single laboratory science and six additional credits. Psychology 310 may be applied toward these six credits.

b. Fourteen credits to be elected from the following semester courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 109, Principles of Biology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Geology 102, Historical Geology</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Physics 109, Foundations of Physical Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Chemistry 110, Foundations of Chemical Science</td>
<td>4 cr.</td>
</tr>
<tr>
<td>Mathematics 109, Survey of the Principles of Mathematics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>Geology 110, Descriptive Astronomy</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

8. Mathematics 99 is also required of all who have not completed one year of high school algebra or its equivalent.

9. Physical Education 151R, or Biology 204R, and two credits in activity courses.

D. 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 minor subject approved by the advisor in the major; at least 12 credits in approved courses, with a grade of C or better.

E. DURING THE SENIOR YEAR CANDIDATES shall pass a comprehensive 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 related minor.

2. The general cultural fields with which a graduate from a

* NOTE:—A number of functional majors, inter-departmental in scope, have been established by the faculty that satisfy both major and minor requirements. These majors are available in pre-medical science, recreational leadership, dramatic arts, music, general science, and commercial education. Descriptions of these functional majors will be found under the appropriate departmental writeups in this Catalog.
liberal arts college should have made significant contact, either in courses taken or through outside activities.

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

F. 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.

Residence requirements are:

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.

Exceptions are:

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, or for other reasons, he may apply to the Cabinet for such modification as the Cabinet finds to be equitable under all the circumstances.

RESTRICTIONS ON CHOICE

A GIVEN course may not be counted toward the satisfaction of both major and minor requirements.

The following courses are not counted toward a major or minor: Chemistry 110, Communications 103-104, French 101-102, German 101-102, Greek 101-102, Latin 101-102, Mathematics 103 and 109, Physics 101-102, 109, Religion 103 and 105, Spanish 101-102. See, also Biology 101-102, 109, 121-122, Chemistry 101-102, 103-104, Math-
Mathematics 111, 112 and 114, and Psychology 201 in departmental 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 have registered. Such classes may, however, be organized at the option of the department head.

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

**RULES CONCERNING 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 43.

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

Dates for registration are announced each semester by the Registrar’s office.

Students in attendance are often expected to register in advance for the succeeding semester.

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 not earned 12 honor points and students who have completed two years of work and have not earned 30 honor points may not re-register.

Freshman students are placed upon academic probation if at the end of each of the first three marking periods they have not made an honor point average of .40 or better. Other students are placed upon academic probation at the end of each marking period if they have not achieved an honor point average of at least .60. Students
are eligible to be removed from probationary status upon making an honor point average of 1.00 or better. Students who have not removed themselves from probation within one semester after being placed thereon, may not re-register without special permission. If granted permission to re-register, they shall continue upon probationary status during the following semi-semester. While on probation, students must carry a reasonable program of courses, must restrict their extra-curricular and outside work, and may suffer the loss of certain other privileges, such as rights to scholarships or employment by the College.

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: Condition (Con.), Incomplete (Inc.) or Failure (F.). 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. An Incomplete means that the mark is withheld by the instructor because the work required has not been completed. A mark of Incomplete becomes a mark of F if not completed in the first six weeks of the next semester in residence. F means failure in the course. In cases of failure students may secure credit only by repeating the course. A Condition becomes an F upon failure to pass the second examination.

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

If a student does not return to Macalester within three years or does not make up a condition or incomplete by special arrange-
ment while not in residence within three years he shall lose the right to make up such work.

CLASSIFICATION OF STUDENTS

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 and also completing the basic foreign language and science requirements.

CHANGE OF COURSE

REGISTRATION at the beginning of the semester fixes the course of study for the student. Within ten calendar days from the close of the regular registration period, change is permitted without penalty fee with the written consent of the instructors concerned and the student's adviser. "Change of program" cards are secured in the Registrar's office. Dropping a subject comes under this rule. A course abandoned without formally dropping it will receive a grade of F.

After ten days, changes must be approved by the Cabinet as well as the above mentioned persons. Changes in all cases do not become official and effective until student and instructor receive notice of the completion of such change from the Registrar's office.

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 STUDENT AND THE COLLEGE

STUDENT PERSONNEL SERVICES

MACALESTER College is a friendly, intimate community in which the total development of the individual student is the paramount concern. The College is vitally interested in the intellectual, social, moral, spiritual, and emotional growth of every student as a person and as a citizen. To serve this objective Macalester College maintains a progressive program of Student Personnel Services as an integral part of the whole education of the student. These services provide the cooperative student with sympathetic and experienced counsel on the problems and choices associated with development into responsible maturity.

Those areas of the College program and activity not ordinarily included in the teaching and business administration of the College are coordinated in the program of Student Personnel Services. These are: orientation of new students, academic and general counseling, testing, vocational guidance, veterans' affairs, financial aid, scholarships, employment and placement, health service, housing, personnel records, and evaluation.

COUNSELING AND ORIENTATION

FRIENDLY, helpful relationships between faculty members and students are one of the outstanding features of life at Macalester. This is a natural condition in a small, church-related college where it is possible to know the members of the entire college community.
In order that this relationship may be utilized to the maximum in helpfulness, a counseling program operates under the supervision of the Director of Student Personnel Services. The goal is the development of intelligent and responsible self-management steadily by the student in his college experience.

Every freshman student is assigned a faculty counselor and an upperclass student counselor. These faculty and student counselors help the student make his adjustment to college speedily and meaningfully. They do not in any way interfere with the self-reliant independence of the student. Assignment of freshmen to faculty and student counselors is made at the time of approval for admission. The upperclass counselor usually makes a contact with his freshman counselees by correspondence and frequently by visit before the student enters college. The new student is urged to have a conference with his faculty counselor as soon as possible after admission.

The student counselors are particularly useful in helping freshmen get onto the ways of college life and associated with worthwhile extra-curricular activities. Their own experience with reference to courses, schedules, study, and activities make their counsel invaluable to newer students.

The faculty counselor discusses with the student his college plans, his schedule of courses, and his vocational objectives, registers the student, reports his grades to him, and interprets to him the results of various tests. Excepting for registration periods, the relationship is a voluntary one. The student naturally goes to his faculty counselor for friendly and confidential counsel when problems of an academic, social, psychological, vocational, health, or spiritual nature arise. The staff members of the office of Student Personnel Services are available at all times for special student counseling. Particular attention is given to vocational guidance.

Macalester College makes every effort to understand the student before he comes to college. Many students come to the campus, oftentimes with their parents, for interviews before they are admitted to college. Students are asked to provide the Personnel Office with life histories, recommendations, interest inventories, pictures, and high school experience records. Before students are admitted, full use is made of their high school records and the results of col-
lege aptitude tests administered annually through the Association of Minnesota Colleges. Those students are encouraged to come to Macalester College who, in the judgment of the personnel staff, will contribute to and profit by the type of program which this College provides.

Orientation for freshmen comes during Freshman Week, a period preceding registration. During these days the freshmen are introduced to the College in a constructive program planned by the officers of the College, the personnel staff, and the faculty and student counselors. There are social events, hikes, picnics and the Freshman Camps held off the campus during the first week-end the student is in college. These provide for fellowship, discussion and recreation. The testing program is given during this period, designed to measure the student's school subject achievement, general cultural achievement, scholastic aptitude, reading ability, personality adjustment, and vocational interests. Test results are subsequently interpreted to the student as guides for his own development in college.

Freshmen hear the purposes and traditions of the College from the President, other college officers, and student leaders in the assembly of new students, and enjoy a reception in the President's home during the first week of school. Informal gatherings of students and their counselors in faculty homes are frequent.

**VETERANS' SERVICES**

The complete program of Student Personnel Services is available to veterans who enroll at Macalester. This includes the counseling services described in the preceding section and the other services described in the sections which follow. In addition to these regular services, special assistance is given veterans at several points.

The Personnel Office is the clearing house for veterans activities with a special Veterans’ Counselor available for individual conferences. He acts as the center for up-to-date information on veterans affairs, as adviser for veterans having difficulty with V.E. procedures and as a medium through which the entire facilities of the Twin Cities veterans organizations are readily available.
Veterans applying for admission have the opportunity of taking the test provided by the Armed Forces Institute for additional help in choice of courses and vocational goal. The Macalester Veterans’ Club, an organization open to all ex-service personnel enrolled in the College, is an active service unit for veterans and works closely with the personnel office in providing help in all matters relating to the welfare of veterans.

**PERSONNEL RECORDS**

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, high school records, record of activities, pictures of the student, interview reports from counselors, recommendations provided by school authorities and other 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 help him discover his interests, aptitudes and abilities. These records are 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.

**STUDENT 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 direc-
tor, 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, the 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.

Each residence hall has its own elected council which is responsible for the social life and regulations of the hall.

**HEALTH SERVICE**

The Student Health Service is supervised by a graduate nurse, who is in residence at all times. The nurse 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.

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.

The graduate nurse is a member of the staff of Student Personnel Services. She works in close cooperation with the Department of Physical Education.

**EMPLOYMENT AND PLACEMENT**

Some students find it necessary to do part-time work to help themselves through college. The working student is an accepted part of the American college pattern. Macalester College maintains an employment bureau for its students as a part of its Student Per-
sonnel Services. Part-time jobs of many kinds are available to students, both in the College and off the campus. Careful records are kept and the highest quality of work is required. Students are advised to balance their work and study so that neither their academic work or health suffers. Where it is necessary to earn a considerable portion of one's expenses it is advisable to reduce the academic schedule and extend the period in college.

Placement services are available to all Macalester seniors and alumni. Prior to graduation from the College, all seniors assist in the preparation of a complete, permanent record which may be used in the future when credentials for placement are needed. Each year a number of persons who have graduated in years past are assisted in finding promotion in their vocational status. Obviously those are recommended who are registered with the student personnel services, 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 application. Graduates, former students, and those who are in college are advised to use the placement service as a reference when seeking employment or promotion.
COURSES OF STUDY

Odd numbers refer to first semester courses; even numbers to second semester courses. An R attached to a number indicates that the course is offered both semesters.

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

Mr. Hauser, Mrs. Erik-alt, Mr. Lein, Dean Bryan

The Art department has a twofold objective: First to aid the student who wishes to enlarge his appreciative powers and second to give basic training to the student who feels that a career in some phase of art-practice will be his life work. Therefore, in studio classes which emphasize a particular technique, that technique is reinforced by theory and history; and in theory classes, where possible, the theory and history are supported by practical exercises designed to further appreciation. Stated briefly, art is the realization in plastic mediums of man's emotional response to his world. We believe that an individual equipped by skill and understanding to appreciate the art forms of all mankind is one better equipped to find a place in the general culture of his own time.

A minor in art consists of 15 credits, depending upon the student's particular interest and approval of the department. Usually 12 credits in studio work and three in history or theory of art.

Course offerings for 1947-48 will depend upon the demand.
120. PRINCIPLES OF PHOTOGRAPHY. See Physics 120.

150R. ART WORKSHOP. A course in the experience in 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 various techniques and mediums and by first hand experience to broaden his understanding and appreciation of art. *Either semester, one or two credits, with a maximum of four.*

160R. DRAWING. A general foundation in drawing, consisting of study from the model in all drawing media. *Either semester, three two-hour periods a week, three credits.*

201-202. MODELING. The study of technical and aesthetic problems involved in three-dimensional design. Practical work in clay-modeling, armature construction, plaster casting and bisque firing for terra-cotta. *One year, three two-hour periods a week, six credits.*

203R. PRINCIPLES OF ART, THEORY AND PRACTICE. A course designed to develop the appreciative powers of the student. The theory section studies art as an act arising out of certain concepts grounded in time. The art object is considered as a by-product of the act. The practice section consists of analysis of abstract design principles. *Either semester, three hours a week, three credits.*

205-206. DESIGN AND COMPOSITION. This course offers training in arrangement of representational and non-representational forms in space. Two-dimensional and three-dimensional space problems are studied and creative solutions are carried out in all mediums. *One year, two two-hour periods a week, four credits.*

220R. COLOR THEORY AND PRACTICE. This is a course in color theory and harmony, including its practical application. The course should be of interest to drama and home economic students as well as art majors. It deals with the history of color, the various color systems in current practice, and uses practical exercises designed to give the student a sound color vocabulary. *Either semester, four hours a week, three credits.*

221, 222. HISTORY OF ART. This course studies the major art forms against the background of their times. The first semester will deal with the periods from Egyptian art to Gothic times. The second semester will include Gothic times up to the present. *One year, three hours a week, six credits.*

240R. ARCHITECTURE AND MAN. A study of the influences which produce architecture; its relationship to man as the most applicable and democratic of the fine arts; with primary emphasis on contemporary design and the practical application of architecture to the individual, his surroundings, and his life. *Either semester, four hours a week, three credits.*
303-304. ADVANCED SCULPTURE. The second year course is concerned with carving in wood and stone and further work in ceramics. Pre-requisite, Course 201-202. One year, three two-hour periods a week, six credits.

320R. PRIMITIVE ART AND PREPARATION OF EXHIBITS. In this course the student will select, after a brief survey of the field, one cultural period of primitive man. The arts and artifacts will be studied against the general material culture, and an exhibit will be prepared showing man’s attitude towards his world as expressed by his art. These exhibits will later be available to high schools and civic organizations throughout the state. Either semester, four hours a week, three credits. Prerequisite, consent of instructor.

BIOLOGY
Professor Walter, Mrs. Abbe, Mr. Erickson

The courses offered by the Biology department are of a general and a more special nature. They are planned and taught to serve two main purposes. The beginning courses are designed to help meet the needs of all students who are desirous of becoming liberally educated men and women. The aims are to establish an intelligent understanding of the fundamental concepts of life from amoeba to man; to gain a deeper appreciation of the interrelationships and the interdependencies of all life; to give the student a better understanding of himself as a biological being toward healthful and effective living in our modern complex society.

The advanced courses aim toward mastery of fundamental knowledge in a given field; to prepare for successful teaching of biology in high schools; to lay the foundations for graduate study in one or more biological sciences; and to give thorough basic training to students planning to enter the various branches of the medical profession, conservation, and related fields.

Students desiring a well-rounded education are advised to elect courses in which the more cultural aspects are emphasized. Included are General Botany, General Zoology, Nature Study, Human Physiology, Genetics and Eugenics.

For a major in biology the following courses are required: 101-102 or 121-122, 201 or 202 or 204, 300 or 302, 303, 304 or 305, and at least two credits in 409 or 410. Additional requirements include one year of college mathemat-
ics, a reading knowledge of scientific French, German, or Spanish, and a minor in either chemistry, geology, physics, or in one of the social sciences.

The requirements for a minor include course 101-102, or 121-122 and eight additional credits in courses which will best serve the student’s major interests.

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. (See also General Pre-medical Science Major, p. 63).

A. ZOOLOGY

101-102. GENERAL ZOOLOGY. 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 or better.

109. PRINCIPLES OF BIOLOGY. This course, intended for non-science majors, will be devoted to a study of the broad principles of biology. Included will be the following topics: the origin of life, the material basis of life, concepts of evolution, contributions of the great naturalists of the past and present, economic aspects of biology and conservation, and the relationship of Genetics and Eugenics to current sociological problems. Three lectures and one two-hour laboratory a week, four credits.

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 1947-1948.

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. Not offered 1947-1948.
204R. HUMAN PHYSIOLOGY. 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. 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.*

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 section are also prepared. *Prerequisite, Courses 102, 300. Second semester, two lectures and two two-hour laboratory periods a week, four credits. Not offered 1947-48.*

303. GENETICS AND EUGENICS. 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. 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. 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. 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, two lectures and two two-hour laboratory periods a week, eight credits. This course counts four credits toward a major or minor if the student's grade is B or better.*

221, 222. MINNESOTA PLANT LIFE. This course includes a study of the native and cultivated plants, their identification, distribution and culture. The first semester is devoted to fall flowering plants, local trees and shrubs. The second semester takes up principles of classification and spring flowering plants. Field trips to greenhouses, parks, woods, and native habitats are included. *One year, two two-hour laboratory periods or field trips, four credits.*

General Pre-Medical Science Major

This is a functional inter-departmental major and minor for the student planning to meet the graduation requirements for the bachelor’s degree, and at the same time to satisfy the admission requirements of the professional school he expects to enter.


* This course is required by the University of Minnesota Medical School, but not by some of the other schools.
For Medical Technology: Biology 101-102, 201, 204 or 300, 304, 305, and 409 or 410, 2 credits in Hematology. Chemistry 101-102, 302, 307-308. Psychology 201. A reading knowledge of scientific French, German, or Spanish.

NOTE: Since the admission requirements to professional schools vary somewhat, the student is advised to meet the specific admission requirements of the school he expects to enter.

CHEMISTRY
Professors Shiflett and Scott

The courses offered in the Chemistry department are designed to serve three purposes: (1) to contribute to a better understanding and a keener appreciation of man's natural environment, (2) to provide instruction in the field of chemistry necessary for the allied professions of engineering, medicine, dentistry, medical technology and nursing, and (3) to lay the foundation for further study in preparation for professional careers in chemistry either in the academic, research or industrial fields.

A major in chemistry consists of the basic courses in general, analytical, organic and physical chemistry, i.e., courses 101-102, 201, 202, 307-308, 309, 310 and 331-332. Physics 201-202, Mathematics 103-104 and two years of either French or German (Spanish may sometimes be elected) are also required.

A minor in chemistry consists of the basic courses in two of the above, either Chemistry 101-102, 201 and 202, or Chemistry 101-102 and 307-308, 309, 310.

Majors in chemistry will usually find it advisable to take a minor in mathematics, physics, biology or economics, the choice depending on the student's specific professional objective. Mathematics and physics would naturally be chosen by those expecting to specialize in physical chemistry and certain fields of pure research, while biology would be more desirable for specialization in physiological, agricultural or biochemistry.

101-102. GENERAL 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. One year, two lectures, one recitation and four hours in laboratory a week, eight credits.
The Chapel
108. THEORY OF SOLUTIONS. 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 Course 101 and are continuing 102 and who expect to continue with second year chemistry. *Second semester, two lectures a week, two credits.*

110. FOUNDATIONS OF CHEMICAL SCIENCE. Intended for non-science majors. The "scientific method" will be discussed and illustrated by the laboratory experiments. The emphasis throughout will be on the history and philosophy of chemistry and not on chemical technology. This is a companion course of Physics 109. *Prerequisite, Physics 109, or high school physics. Three lectures and one two-hour laboratory period a week, four credits.*

201. QUALITATIVE ANALYSIS. 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, complex ions, etc. *Prerequisite, Course 102 and one year of college mathematics (Mathematics 122 or 111 and 112R). First semester, two lectures, one recitation and two or four hours laboratory a week, three or four credits.*

202. QUANTITATIVE ANALYSIS. Lecture and laboratory work. Introduction to the methods of volumetric and gravimetric analysis. *Prerequisite, Course 201. Second semester, two lectures, one recitation and four or six hours laboratory a week, four or five credits.*

302. PHYSIOLOGICAL CHEMISTRY. 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. 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.*

303-304. ADVANCED INORGANIC CHEMISTRY. This is a continuation of Course 101-102, with an introduction to physical chemistry. *Prerequisite, Course 201. One year, two lectures, or recitations and six hours in laboratory a week, six credits.*
350R. ADVANCED QUANTITATIVE ANALYSIS. This laboratory course is a continuation of Course 202. Prerequisite, Course 202. One semester, four to eight hours laboratory a week, two to four credits.

307-308. ORGANIC CHEMISTRY. 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. Prerequisite, Course 201. One year, two lectures and one recitation a week, four credits.

309, 310. LABORATORY COURSE IN ORGANIC CHEMISTRY. A course complementary to 307-308 and should be taken together with it. Organic compounds illustrative of the material in Course 307-308 are prepared and their properties studied. The second semester consists of preparations in which the major synthetic reagents and apparatus are employed. One year, six hours a week, four credits.

311, 312. ADVANCED ORGANIC CHEMISTRY AND QUALITATIVE ORGANIC ANALYSIS. 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. 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. 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, Course 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. 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, Owen, May, McPhetres and Peterson, and Mr. Masters, Mrs. Barrett, Mrs. Fobes, Mrs. Masters

The broad aim of the Communications department is to assist students in improving their reading, writing, and speaking habits. Specifically, Section A of the curriculum has for its objective the development of skills in journalistic and imaginative writing; Section B's objective is the development of confidence and facility in oral communication to meet the practical needs of a college graduate. In each section advanced professional courses are designed to permit the student to specialize in a field of his choice in terms of his life's work. Section C offers the background courses that emphasize the role that oral and written communication media play in the formation of public opinion in modern society.

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.

Recommendations for minor fields for Section A majors: any of the social sciences, English literature, languages. For Section B majors: dramatic art, economics, physics.

A. ENGLISH COMPOSITION AND JOURNALISM

103-104. FRESHMAN ENGLISH. 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 con-
sidered 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.** 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. **NEWSPAPER REPORTING.** A course designed to prepare the student for newspaper reporting. Fundamentals of news gathering and news writing; journalism ethics. Extensive practice in writing news stories. **One year, two hours a week, four credits.**

301. **PLAY WRITING.** 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.** 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.**

303. **MAGAZINE ARTICLE WRITING.** 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.**

304. **BUSINESS AND SPECIALIZED JOURNALISM.** 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.**

307-308. **NEWS EDITING.** Newspaper copyreading methods, news display, headline writing, newspaper makeup. Instruction and practice in evaluation of news stories. Types and type sizes. Extensive laboratory work. **Prerequisite, Course 204. One year, two hours a week, four credits.**

**B. SPEECH AND RADIO**

200R. **SPEECH FUNDAMENTALS.** 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 con-
trol, personal poise and breath control. **Prerequisite, instructor's permission. Either semester, three recitations, one laboratory a week, four credits.**

**209R. PUBLIC SPEAKING.** This course is designed for students who wish additional training in public speaking techniques. Extemporaneous speaking from outline is the medium used to develop skills in speaking. Emphasis is on the development of confidence, poise, directness and voice techniques. **Prerequisite, Course 200R. Either semester, three hours a week, three credits.**

**210. ADVANCED PUBLIC SPEAKING.** This course is for those students who desire special training in public speaking areas. Prospective lawyers, ministers, teachers, business men and others will get advanced training in speech construction and persuasion. **Prerequisite, Course 200R. Second semester, three hours a week, three credits.**

**211, 212. ARGUMENTATION AND DEBATE.** Intensive study is made of the principles of argumentation. Analysis, elementary logic, briefing, arrangement, and developing the argument are given thorough consideration. 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.**

**221. RADIO AND ELECTRONICS.** See Physics 221.

**217, 218. ELEMENTS OF RADIO BROADCASTING.** First semester is an introduction to the radio industry. Students study the community organizations which influence radio, station and network organization, types of programs, facilities and equipment. Second semester is an introduction to program planning, building and production. In production groups students write continuity and commercial copy, announce, act, engineer and direct productions. **Prerequisite, Course 200R. Course 217 is prerequisite to Course 218. One year, three hours a week, six credits.**

**305, 306. RADIO-WRITING.** Instruction in writing commercial copy, music continuity, radio talks, interviews, discussions, original drama, dramatic adaptations, comedy and variety shows, and public service programs. **Prerequisite, Course 202 or 204 and 218. One year, two hours a week, four credits.**

**317-318. ADVANCED RADIO.** A course providing additional instruction in such areas as acting, announcing, program planning and production. **Prerequisite, Course 218. One year, three hours a week, six credits.**

**TEACHERS' COURSE.** See Education 451.
C. CONTENT FIELDS FOR COMMUNICATIONS

215, 216. THE PRESS AND THE PUBLIC. A discussion of the functions of journalism in society, staff organization, access to news, rights of privacy, freedom of the press, crime and court news, law of the press and relations of the press to government. Prerequisite, twenty-four credits or consent of instructor. One year, two hours a week, four credits. Not offered 1947-1948.

309, 310. NEWS ANALYSIS. A study of important national and international contemporary 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. 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.

DRAMA

Professors Owen, Peterson, McPhetres, Hauser and Miss Barnhart

The objectives of the department of Drama are two-fold: to give sound academic training to those preparing to continue in the field of dramatic art as teachers or directors or actors, as well as to help develop adults who are poised and articulate in any chosen profession.

The department of Drama offers majors and minors in interpretation and drama and the courses include not only theory but actual platform participation in the chosen field of endeavor. Courses in the fundamentals of speech, public speaking, argumentation and debate, and radio are given in and by the department of Communications.

Twenty-four credits are required for a major in drama, four of which must be taken in the senior year. The minor consists of seventeen credits. Fundamentals of Speech counts toward a major or minor.

The following courses are required for a drama major:
Communications 200R, Speech Fundamentals
Drama 201-202, Interpretation
Drama 309-310, Stage Craft
Communications 209 or 210 or 211
Minors who intend to teach must take the above courses. Other minors may choose courses according to major interests, but must take 200R.

It is suggested that majors in drama minor in the Speech and Radio division (Section B) of the department of Communications by taking Communications 217, 218, 309, and one of the following—209, 210, or 211. It is also suggested that majors in drama minor in English literature by taking English literature 261, 262, 267, and 388.

It is suggested that majors in Drama take as electives the Citizenship Sequence, Art 150R, Art 203R, Music 251R, to fulfill the science requirement Physics 109, Chemistry 110, and at least one foreign language to an extent sufficient to obtain a speaking ability therein.

200R. SPEECH FUNDAMENTALS. Same as Communications 200R. One semester, three hours a week, four credits, counts toward a major or minor in either the department of Drama or Communications, but cannot be counted twice.

201, 202. INTERPRETATION. 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, and for 202, Course 201 or consent of instructor. Either semester, two hours a week, two or four credits.

203-204. CHORAL READING. Analysis and interpretation of literature for group reading and program presentation. Prerequisite, Course 200R or instructor’s permission. One year, two hours a week, two credits.

205-206. FUNDAMENTALS OF ACTING. 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. Field trips to legitimate plays and cinema presentations are an integral part of the course. Prerequisite, Course 200R or instructor’s permission. One year, three hours a week, six credits.

301. MOVEMENT IN ACTING. The aim of this course is to develop a demonstration and concert dance group and to coordinate the activities of this group with the production of plays. Includes training in technique, improvisation, solo and group compositions and percussion accompaniment. Second semester, two hours a week, one credit.
303-304. PUBLIC READING. An advanced course designed for those who wish to read in recital. Emphasis on techniques of public presentations, reading, adaptations of short and long plays both classical and modern. Field trips to specified public reading presentations are an integral part of the course. Prerequisite, Course 200R or instructor's permission. One year, two hours a week, four credits.

305, 306. THEATRICAL BACKGROUND OF DRAMATIC LITERATURE. The first semester representative world plays will be studied and the second semester contemporary American plays will be considered both purely from theatrical standpoint. Study of theatrical personalities and field trips to legitimate plays and cinema presentations will be an integral part of the course. Prerequisite, Course 200R or instructor's permission. Either or both semesters, three hours a week, three credits a semester.

307. DANCE IN DRAMA. A course designed to give the student a knowledge of dance movement. Includes technique, a study of problems in timing, space and intensity. Second semester, two hours a week, one credit.

309-310. STAGE CRAFT. A course in modern theatre practices taught through lectures, laboratories, and crews. Lectures on scenery, costuming, directing, lighting, and 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 200R or instructor's permission. One year, two lectures, one two hour laboratory period a week, six credits.

312. HISTORY OF THE THEATRE. 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 or instructor's permission. Second semester, two hours a week, two credits.

401-402. SEMINARS. 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 AND BUSINESS ADMINISTRATION

Professors Young, Sielaff and Mr. Costello, Mr. Herzog, Mr. Power and Mr. Williams

Major objectives of this department include the development of good citizenship and the preparation of men and women for useful living. Students are prepared for careers on a professional level in business administration, education and research. Upon graduation employment is obtained in such fields as merchandising, industrial relations, banking and finance, accountancy, insurance, industrial relations, secretarial work, civil service, sales and office administration and market research.

Scholarships are available in leading universities to superior students interested in graduate and research work. Excellent opportunities exist in the field of commercial teaching. Departmental bulletins suggesting programs of study for those interested in a number of vocations are available.

Twenty credits are required for a major in Economics and Business Administration. Course 231 does not count toward a major or minor. A minor consists of twelve credits. Course 231-232 is required of all majors and minors. A minimum of nine credits in 300 and 400 courses is required of majors and three credits in such courses of minors. A maximum of five credits in Secretarial Studies, Economic Geography and Economic Geology may be counted toward a major and three toward a minor.

An interdepartmental major is available in economics and political science. It consists of thirty credits in the two departments. Fifteen credits must be in economics and include 231-232 and at least six credits in this department numbered 300 or above.

The minor may be selected on the basis of the vocational or cultural interests of the student.

231R. INTRODUCTORY ECONOMICS. 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 with emphasis on the production process and the price system. Problems of the consumer-buyer and of the citizen in making decisions on matters of economic policy are examined from the standpoint of economic principles. Either semester, three hours a week, three credits. Majors and minors will take Course 232 immediately after Course 231

232. ECONOMIC PROBLEMS. Economic analysis and methods in the study of, and interpretation of materials pertaining to such problems as: 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; regulation of business; tariffs, foreign exchange, international trade; socialism and communism; economic policy and objectives. Prerequisite, Course 231. Second semester, three hours a week, three credits.

231-232. PRINCIPLES OF ECONOMICS. 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. The elementary principles of statistics with emphasis on their use for interpretive 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. Second semester, three hours a week, three credits.

250. BUSINESS LAW. A practical course on the law of contracts, agency, sales, partnership, corporations, negotiable instruments, deeds, mortgages, leases, wills, bankruptcy. Second semester, three hours a week, three credits.

271, 272. PRINCIPLES OF ACCOUNTING. 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. One year, three hours a week, six credits.

301. INCOME TAX ACCOUNTING. Study of the current regulations and principles governing the preparation and filing of federal and state income tax returns. Prerequisite, Course 271 or equivalent, first semester, two hours a week, two credits.

303. INTERMEDIATE ACCOUNTING. 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. Study of accounting problems and their solution, the design and installation of modern accounting systems, application of principles and technical methods used in auditing practice. Prerequisite, Course 303 or equivalent. First semester, three hours a week, three credits.
339. LABOR ECONOMICS. A survey of labor problems such as individual 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; social security proposals; employment stabilization; British and European trends. Prerequisite, Course 231 or consent of instructor. First semester, three hours a week, three credits.

356. INTERNATIONAL ECONOMICS. Network of world trade; industrial regions; raw materials; shipping and trade routes; export and import practice; commodity agreements and cartels; loans and investments; tariffs and trade controls; International Bank for Reconstruction and Development; International Monetary Fund; Food and Agriculture Organization; International Labor Organization; Economic and Social Council of UNO; problem of international economic stability. Prerequisite, consent of instructor. Second semester, three hours a week, three credits.

368. ECONOMICS OF MARKETING. 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, selling 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. Alternates with 370.

370. STORE AND SALES MANAGEMENT. The first part deals with store location, layout, organization, stock control, budgeting and expense control, credits, sales promotion, pricing policies, buying, inventory, and competition.

The second half is a study of the administration of sales and advertising in a business establishment of any kind. Topics include: the selection and training of salesmen; salesmanship; sales planning and cost control; advertising media, including direct mail; preparation of the advertisement; industrial selling; the sales department; branch office management; market research. Prerequisite, Course 368, or junior standing. Alternates with 368. Second semester, three hours a week, three credits.

373. BUSINESS ORGANIZATION AND FINANCE. 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. First semester, three hours a week, three credits.
377. MONETARY AND BANKING POLICIES. Monetary and banking systems, problems, institutions, policies; banking operations, organization, and management; functions of trust companies, savings banks, Federal Reserve System, government credit institutions; 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. The development of economic thought from ancient times to the present with emphasis on outstanding writers. A comparative study of economic systems. Readings, conferences and reports. Prerequisite, major in economics and senior standing. First semester, two credits.

406R. ECONOMICS SEMINAR. Opportunity is afforded students with adequate background to study in such fields as public finance, insurance, industrial management, cartels, economic legislation. Readings, conferences and reports. Prerequisite, senior standing and consent of instructor. Either semester, one to three credits.

412. PERSONNEL MANAGEMENT. Seminar course dealing with scientific management, time and motion studies; selection, testing and training workers; wage systems; collective bargaining contracts and union relations; conciliation and arbitration machinery; laws and regulations affecting employer-employee relationships. Readings, conferences and reports. Prerequisite, Course 339 and senior standing. Second semester, two credits.

441R. SENIOR TOPICS IN ACCOUNTING. A course in which the student is given the opportunity to study thoroughly the topics in accounting that seem most helpful to him. See instructor for complete description of work covered. Readings, conferences, and reports. Prerequisite, Course 301, 304, and senior standing. Either semester, one to three credits.

491-492. COMMUNITY AS A LABORATORY. 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).

Geography 280. ECONOMIC GEOGRAPHY. This course or Geology 305 (Economic Geology) may be counted toward a major.

TEACHERS' COURSES. See Education 462 and 481.
SECRETARIAL STUDIES. See that department for courses in Business Correspondence, Office Machines, Secretarial Procedure, Typing and Short-hand, Office Management and Filing.

EDUCATION

Professors Bradley, Holtz and Staff in other departments

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, or with Dr. Dupre, who conducts the placement service for teachers, 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 .........................................................
    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 toward this fifteen hours is allowed for work taken in high school.

Teacher's 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 the public schools of any state without a certificate granted by that state.

Residence requirement at Macalester for 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 200R
and 303. No regular student should enroll for more than two courses in education during one semester, not including, however, Course 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. By proper election of courses the 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, otherwise 24 credits must be of C grade or above.

The minimum requirements for the general science major are as follows:
Prerequisite, Mathematics, six credits.
The Major.—
1. Physics, Chemistry, Biology and Geology .................................. 24 credits
   (8 credits in introductory year courses in at least two of the above and at least 4 credits in introductory one semester courses in each of the two others)
2. Additional, in one of the above sciences ............................... 6 or 8 credits
3. Additional, twelve credits in Group III, excluding the science covered by item two above. This may include not to exceed 4 credits in mathematics .................................................. 12 credits
   TOTAL  ............................................................................ 42 credits
   (At least 9 credits of the above total must be in courses numbered 300 or over)

Students electing this major should take the 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. Erkenbrack

The major 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 Commercial Certificate. For this certificate, training in all three major commercial subjects—shorthand, typing and bookkeeping—is required. Fifteen credits in Education are necessary and must include Special Commercial Methods and Practice Teaching.
Among the courses required in Economics and Secretarial Studies for the completion of the approved major in Commercial Education are the following:

- Principles of Accounting 271-272.
- Typewriting 111-112.
- Shorthand 211-212.
- Economics of Marketing 368.
- Shorthand 311-312.
- Office Machines 301.
- Monetary and Banking Policies 377.
- Labor Economics 339.
- Business Law 250.
- Office Management and Filing 303.
- Secretarial Procedure 302.

**General Courses in Education**

200R. **PRINCIPLES OF MODERN EDUCATION.** A discussion of the purposes of education, the role of the teacher, the influence of basic social trends on education, and the emerging pattern of the educational system in a democracy. A non-technical course of large cultural content, suggested for those wishing some insight into present educational conditions and problems and their trends as well as for prospective teachers. *Second semester, three hours a week, three credits.*

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 300R. 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. An attempt is made to relate the past to the problems of the present and to develop an understanding of the various philosophical points of view regarding education and thus to set up adequate standards for judging educational values. **Prerequisite**, fifty-four credits. **First semester**, three hours a week, three credits.

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.

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. Not offered 1947-1948.

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. 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. 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. 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. Consideration of the problems of foreign language instruction in the United States; data for their so-
olution 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. 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. 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. 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 observation, 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 231R. 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, Education 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, Education 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.*

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**ENGLISH LITERATURE**

Professors Ward, Doty and May and Mrs. Barrett and Mrs. Gayne

The objectives of this department are as follows: (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.

A major in English literature consists of at least 24 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 nine credits from courses numbered 387 and above. Students who plan to take the senior comprehensive examination in English literature should also elect Course 401.

In addition to courses in English literature, majors are to complete twelve credits in supporting courses, chosen according to the student’s interest and approved by the head of the department. These courses may be in foreign literature, communications, drama, philosophy, history, art, or music. When they are taken in a single department, they will count as a supporting minor.

The general requirement in literature consists of nine credits in English literature or foreign literature. This may be fulfilled in any course of Section A 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**

261R. MODERN FICTION: AMERICAN AND BRITISH. Representative novels and short stories, chiefly of the twentieth century. *Open to all students. Either semester, three hours a week, three credits.*
262R. MODERN DRAMA: EUROPEAN AND AMERICAN. Representative playwrights, beginning with Ibsen and Shaw. Open to all students. Either semester, three hours a week, three credits.

267. MODERN POETRY: AMERICAN AND BRITISH. 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. 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. Representative critics and essayists of the nineteenth century. Open to all students. Second semester, three hours a week, three credits.

301-302. GENERAL HUMANITIES. A course in literature, art, and music for juniors and seniors whose major interest is in other departments than English Literature. Its aim is to develop skill in interpreting the symbols used in communicating feeling and enjoyment and to foster emotional maturity through appreciation of human values. Prerequisite, fifty-four credits and no previous course in English literature. Four hours a week, six credits. Does not count toward a major.

375. THE NOVEL: ITS DEVELOPMENT IN ENGLAND AND AMERICA. Representative novelists from Defoe to George Eliot. Prerequisite, instructor’s permission. First semester, three hours a week, three credits.

376. CONTINENTAL NOVEL. 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. Intensive reading of Chaucer. Selections from Spenser. Prerequisite, six credits in English literature. First semester, three hours a week, three credits.

388. SHAKESPEARE. The plays of Shakespeare and representative plays of his predecessors and early contemporaries. Prerequisite, six credits in English literature. Second semester, three hours a week, three credits.

389. THE SEVENTEENTH CENTURY. Donne, Jonson, Milton, and their contemporaries, to Dryden. Prerequisite, six credits in English literature. First semester, three hours a week, three credits.
390. THE EIGHTEENTH CENTURY. Poetry and prose, from Dryden to Blake. **Prerequisite**, six credits in English literature. **Second semester**, three hours a week, three credits.

401. HISTORY OF ENGLISH LITERATURE. A survey of the field of English literature in preparation for the senior comprehensive examination. Recommended for all English majors. **Prerequisite**, twelve credits in English literature. **First semester**, three credits.

TEACHERS' COURSES. See Education 452, 453.

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**FRENCH**

**Professors Sundheim and Blegen and Mrs. Steen**

There are four major objectives of the French Department: (1.) Progressive development of the ability to pronounce correctly, to understand, and to use the language orally; the ability to read books, newspapers, and magazines within the scope of the student’s interests and intellectual powers; such knowledge of French grammar as is necessary for speaking correctly, reading with comprehension, and writing simple French, (2.) Development of an interest in the history, the institutions and the ideals of France, a better understanding of its contributions to civilization, and a less provincial attitude toward the merits and achievements of other peoples, (3.) Cultivation of available opportunities for promoting international understanding, (4.) For advanced students in the department, a survey knowledge and a critical evaluation of the leading writers and main currents of French literature.

A major in French consists of a minimum of 20 credits in courses numbered 200 or above and must include Courses 301-302 (History of French Literature), 303-304 (Phonetics and Conversation), and 333 (French Composition), or equivalents approved by the department. An equivalent of Course 333 is a grade of A or B in Course 201-202 (Intermediate French).

A minor in French consists of a minimum of 12 credits.

Courses 101-102 (Elementary French) and 103 (Elementary French—centrated course), are not counted toward a major or a minor. French 305, 306 (Scientific French) does not count toward a major, and counts toward a minor only for students whose major is in one of the natural sciences.

The department does not recommend candidates to teach French who have not completed at least a minor including courses 303-304 and 333 or approved equivalents. Teacher candidates should also have had course 301-302 if possible.
For students majoring in French who have not had at least 2 units of Latin in high school, Latin 101-102 (Elementary Latin and Caesar) is strongly recommended. History 101-102 (Rise of Modern Europe) is also recommended.

Suggested minors: For students majoring in French the choice of a minor will depend largely upon the vocational objectives of the student. For those intending to teach, a minor in English, History, Latin, or Spanish is suggested, although other combinations may be equally desirable in certain cases. Students who are planning to use their knowledge of French in the commercial world will do well to minor in secretarial studies or economics. Political science and history would be appropriate minors if the student's interest lies in the field of international relations or government.

101-102. ELEMENTARY FRENCH. An introduction to spoken French and elementary French reading. Pronunciation, oral work, essentials of grammar, and the reading of easy French prose. One year, five hours a week, eight credits.

103-204. ELEMENTARY SPEAKING AND INTERMEDIATE READING. A concentrated course for beginners of approved aptitude, designed to develop a basis for oral facility and a reading ability in two semesters. Offered when there is sufficient demand. This course may be taken to satisfy the foreign language requirement for graduation by students who have the consent of their faculty counselor and of the chairman of this department. One year, six recitations and two laboratory periods a week, twelve credits.

201-202. INTERMEDIATE FRENCH. 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. A general survey of French literature. Lectures, outside readings and reports. One year, three hours a week, six credits.

303-304. CONVERSATION. Intensive drill in pronunciation and conversational practice, use of the phonograph for corrective purposes and, in the second semester, the presentation of a play. Prerequisite, Course 202 or 204. One year, two recitations and one laboratory period a week, four credits.

305, 306. SCIENTIFIC FRENCH. 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 one of the natural sciences. One year, two hours a week, four credits.
316. THE MODERN NOVEL. Extensive reading of prose from Balzac to the present time. Second semester, three hours a week, three credits.

322. NINETEENTH CENTURY DRAMA. Extensive reading of plays representative of French dramatic currents since 1830. Second semester, three hours a week, three credits.

333. FRENCH COMPOSITION. 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, and French poetry. Hours and credits to be arranged.

TEACHERS' COURSE. See Education 454.

GEOGRAPHY

Professor Tucker

Geography, the study of the relationships between man and his environment, is significant as a field of study in itself and as valuable background for the study of such social sciences as history, economics, sociology, and political science. The courses listed below are intended to perform both functions.

201. HUMAN GEOGRAPHY. Changing relationships of the earth and man: climatic and resource elements, physiography, regions, and industries. Prerequisite, twenty-four credits or consent of instructor. First semester, three hours a week, three credits.

202. GEOGRAPHY OF THE WESTERN HEMISPHERE. A study of the relationships of man and his environment in the western hemisphere, with more than half of the course devoted to North America. Prerequisite, twenty-four credits or consent of instructor. Second semester, three hours a week, three credits. (To alternate with Geography 234.) Not offered 1947-1948.

234. POLITICAL GEOGRAPHY. Geographical factors conditioning current international problems, including: boundaries, politically significant material resources, and the distributional relationships of races, languages, nationalities, religions, populations, cultures, and governments. (Same as Po-
Political Science 234). Prerequisite, twenty-four credits or consent of instructor. Second semester, three hours a week, three credits. (To alternate with Geography 202).

280. ECONOMIC GEOGRAPHY. A study of the more significant resources, products, and industries, approached from the standpoint of the principal regions of the world. These factors are related to the development of a healthy international economic life. (Same as Economics 280). Prerequisite, twenty-four credits or consent of instructor. Second semester, three hours a week, three credits.

GEOL OGY
Professor Alexander and Mr. Holmes

The purpose of the major is to give the student a broad general aspect of the field of geology as well as to provide an adequate background for professional training and graduate study.

For a major in geology the following courses are required: 101, 102; 304, 305, and 401 for three or more credits. In addition to the above, six credits must be earned from other geology courses. A reading knowledge of Spanish, French or German is required. If the major is in Physical Geology a year each of college physics and chemistry must be completed before the senior year. Supporting minors should be in physics, chemistry or economics. If the major is in Historical Geology one year of college biology and a year of either physics or chemistry is required to be completed before the senior year, and the supporting minor should be in biology.

For a minor in geology six credits appropriately related to the student's major must be taken in addition to 101, 102.

Each student will be charged his portion of the expenses for all field work.

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 sem­
ester, three lectures a week, three credits; or, with a two-hour laboratory pe­
riod, 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 lab­
oratory 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 pe­
riods a week, three credits.

202. PETROLOGY. A study of the origin, occurrence, classification, al­
teration, and use of the most common and important rocks. Prerequisite, Course 201. Second semester, one lecture and two two-hour laboratory pe­
riods a week, three 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.

307. FOSSIL HISTORY OF MAN. This course deals with the general problems of physical anthropology and fossil evidences relating to pre-histor­
ic man, and the origin and development of the present races. Prerequisite, fifty-four credits. Second semester, three hours a week, three credits.

308. 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. *Pre-
requisite, Course 102 or Economics 232. First 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 re-
sourcefulness in carrying on investigation. Detailed maps and reports are re-
quired. *Prerequisite, eleven credits in geology. Either semester, or one year,
two or four credits.*

**GERMAN**

Professor Carleton, Mrs. Albinson and Mr. Lichtenstein

The purposes of the major sequence are: to equip students with **oral and**
written language skills necessary to the profitable study of German litera-
ture and culture and, more specifically, to prepare them to teach the language
or to continue the study of the literature in the graduate school. The major
sequence consists of 20 credits in courses above 102 and in which the stu-
dent has attained a grade of C or higher. These courses are: 201-202, 301,
304, 316. Course 401R may be substituted for either 301 or 316. Course
454 is required of those preparing to teach German.

The purposes of the minor sequence are: To equip students with **oral**
and written language skills necessary to the profitable study of science and
medicine through the medium of the German language and to provide them
with the values to be gained in a limited exploration of German literature.
The minor sequence consists of 12 credits in courses above 102 and in which
the student has attained a grade of C or higher. These courses are: 201-
202 or 205-206, and any course numbered 300 or above.

Desirable minor fields of study for students following the major sequence
are European history, religion, philosophy.

101-102. BASIC GERMAN. A thorough study of vocabulary, grammatic-
al 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 objec-
tive. 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 ad-
vanced courses. *One year, five hours a week, eight credits.*

201-202. INTERMEDIATE GERMAN. The reading of selected fic-
tion, 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.

304. CAMPUS CONVERSATION. A drill in conversation based on a careful study of campus speech patterns. Special practice arrangements will provide extra-class opportunities to speak the language. Prerequisite, an average of B in Course 202 or 206. Second 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 Palmer

Objective: Progress in the knowledge and understanding of the Greek language, literature, and culture, especially in their relation to our own language and literature.

A minor in Greek requires twelve credits. Course 101-102 is not counted toward a major or minor. Courses 201, 202, 203, and 204 are counted as 300 courses for third year students.

Suggested courses: History 301 and Philosophy 231 are strongly recommended.

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. Not offered 1946-1947.

201, 202. HERODOTUS, ILIAD. First semester, readings from Herodotus. Second semester, Homer's Iliad, Books I to IV. One year, four hours a week, four credits each semester.


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. Not offered 1947-1948.

Greek 401. ADVANCED READING. The reading and analysis of selected plays or orations in the language. Prerequisite, at least 12 credits above 101-102. Two to four credits.

HISTORY
Professors Holmes, Dupre, Warner, Moore, Armajani and Mr. Levi

The purpose of the course sequence in the freshman and sophomore years is to give an understanding of (1) the origins, development and spread of Western European civilization, including some examination of other civilizations with which it has come in contact; (2) the establishment and develop-
ment of the United States. In the junior and senior years it is purposed to
give the student an opportunity to engage in intensive study of certain sig­
nificant periods, phases of history or cultural areas which accord with his'
interests. Desirable minor fields are economics and political science.

A major in History consists of twenty-four credits hours including courses
101-102, 203-204 and four semester courses numbered 300 or above, select­
ed 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.

A minor consists of fifteen credit hours and must include courses 101-102
or 201, 202; and 203-204.

101-102. RISE OF MODERN CIVILIZATION. A survey of the cultur­
al achievements of ancient and medieval society followed by a more detailed
study of the development of modern civilization and its problems. This
course is intended 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. One year, three hours a week, six credits.

102R. RISE OF MODERN CIVILIZATION. Covers the period 1650
to the present. The second half of Course 101-102, offered as an alterna­
tive to Course 104R in the Citizenship Sequence. Either semester, three
hours a week, three credits.

104R. RISE OF MODERN AMERICA. A study of the development
and relations of Latin America, the United States and Canada from colonial
times to the present. This course is designed as a part of the Citizenship
Sequence for those freshmen who do not wish a major or minor in history.
Either semester, three hours a week, three credits.

201, 202. ENGLISH HISTORY. 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 Bris­
ish Empire, the course affords a background for the study of English liter­
ature, English constitutional history and, in the first semester, early American
institutions. First semester to 1603. One year, three hours a week, six cred­
its.

203-204. THE UNITED STATES FROM COLONIAL TIMES TO
THE PRESENT. A survey of American History. This course deals inten­
sively 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 World War I and post-war conditions are covered.
The course concludes with discussion of American participation in World War II and post-war problems. Prerequisite, twenty-four credits. One year, three hours a week, six credits.

301, 302. ANCIENT CIVILIZATION. 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.

205R. HISTORY OF MODERN RUSSIA. A study of Russian society before the revolution of 1917; the communist ideology, its accomplishments and failures in Russia; the foreign relations of Russia and her rise to power in the modern world. Prerequisite, twenty-four credits or approval of the head of the department. Either semester, three hours a week, three credits.

303. MEDIEVAL CIVILIZATION. 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.

304. EUROPE FROM THE RENAISSANCE TO THE FRENCH REVOLUTION. The development of national states and the expansion of Europe overseas. Prerequisite, fifty-four credits, including course 101-102. Second semester, three hours a week, three credits.

307. FRENCH REVOLUTION AND NAPOLEONIC ERA. A study of the political, social, economic and intellectual antecedents of the Revolution; the course of the Revolution ideologically and institutionally; the defense of France; the dictatorship of Napoleon and the Napoleonic wars; permanent results and universal meaning of the Revolution and Napoleon. Prerequisite, fifty-four credits, including Course 101-102. First semester, three hours a week, three credits.

308. GERMANY SINCE 1871. A study of Germany, unified under the Bismarckian constitution, during the Weimar Republic, under Hitler, and during and after two World Wars. Prerequisite, fifty-four credits, including Course 101-102. Second semester, three hours a week, three credits.

309. EUROPE AND THE WORLD FROM 1914 TO THE PRESENT. A study of the causes, nature, and results of World War I, as a basis for un-
derstanding the causes of World War II and the problems of maintaining peace. **Prerequisite, fifty-four credits, including Course 101-102 or consent of the instructor. First semester, three hours a week, three credits.**

**312. RECENT AMERICAN HISTORY.** 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 the causes, nature and results of American participation in two World Wars in order to provide the student with a basis for intelligent action in solving the problems of the future. **Prerequisite, fifty-four credits and Course 204 or consent of the instructor. Second semester, three hours a week, three credits.**

**313R. 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.**

**317R. LATIN AMERICA.** 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.**

**320R. FAR EASTERN HISTORY.** 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.**

**323. HISTORY OF CANADA AND CANADIAN-AMERICAN RELATIONS.** A brief survey of Canadian development to 1867 followed by an intensive study of the Dominion. Relations with the United States will be emphasized. **Prerequisite, fifty-four credits. First semester, three hours a week, three credits.**

**325. HISTORY OF THE NEAR EAST.** A study of the history and civilization of the Near and Middle East from the advent of Islam until the beginning of the twentieth century. The Arab, Persian and Ottoman empires and their relationship with the West. **Prerequisite, fifty-four credits and Course 102 or 202 or approval of the head of the department. First semester, three hours a week, three credits.**
326. STRUGGLE FOR POWER IN THE NEAR EAST. A study of the rivalry among the European Powers for supremacy in Turkey, Egypt, Iran, Syria, Palestine, Iraq and Saudi Arabia. The resources and the significance of these countries in the world will be discussed. **Prerequisite, fifty-four credits and Course 325 or approval of the head of the department. Second semester, three hours a week, three credits. This course not open to students who have completed Course 322.**

401, 402. INDIVIDUAL COURSE. 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 Berglund and Olson**

Objectives: Courses are offered for those who wish to prepare themselves for homemaking. Adequate practical courses are given in art, clothing, child development, consumer education, home furnishings and home management. A good foundation is laid for those who may wish to go into professional work in home economics, although in such cases a student should follow the work at Macalester by further studies in a professional school.

Many students who come to a liberal arts college wish to elect courses which will prepare them for meeting their responsibilities of home and community life with a greater degree of confidence. To meet the needs of such students, Macalester College is offering a general education program in which a number of courses in home economics are available both to men and to women. The courses offered in this field are open to all students as electives, or they may be chosen as a minor, or as the first two years of a major.

A major curriculum, for the freshman and sophomore years at Macalester, leading to a B.S. degree and requiring transfer to a professional school for the junior and senior years should be worked out with the members of the departmental staff.

A minor in home economics consists of 12 semester credit hours which should be chosen from three or more of the following groups:
Carnegie Science Hall
Art in the Home

103. ART IN EVERYDAY LIVING. An introduction to the study of art and its relation to daily life. *First semester, two hours a week, two credits.*

231. HOME PLANNING AND FURNISHING. Factors involved in the selection and furnishing of a convenient, comfortable and attractive home. *First semester, lecture and laboratory, six 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. *First semester, three hours, three credits.*

212R. CLOTHING CONSTRUCTION. A study of the fundamental construction problems involved in garment making. Students may choose problems according to their varying abilities. *Either semester, lecture and laboratory, six hours a week, three credits.*

Foods and Nutrition

121. INTRODUCTION TO NUTRITION. A study of human nutrition applied to daily food selection for the promotion and maintenance of health. *First semester, two hours a week, two credits.*

322. FAMILY FOOD PREPARATION. The application of nutrition principles to menu planning, food purchasing, food preparation, time management and forms of meal service in the home. Enrollment limited to 16 students. *Second semester, lecture and laboratory, six hours a week, three credits.*

The Home

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.*
204. HEALTH CARE OF THE FAMILY. Responsibilities of the individual, the family and the community toward healthful living. Actual laboratory practice in general nursing procedure for home care of the sick. 
Second semester, lecture and laboratory, three hours a week, two credits.

232R. HOME MANAGEMENT. This course relates to the problem of planning, guiding, directing and co-ordinating the human and material resources of the home for the development of happy, satisfying family living. 
Either semester, three hours a week, three credits.

334. INCOME MANAGEMENT AND CONSUMER EDUCATION. A course designed to help the individual 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.

LATIN
Professor Palmer, Mrs. Ferguson

Objective: To become as familiar as possible with the Latin language and with the literature and culture of ancient Greece and Rome, especially in their relation to our own language and literature.

Major and minor: A major in Latin requires twenty credits in the department including courses 309, 311 and 312. A minor requires twelve credits. A teaching minor must include course 309. Latin 101-102 does not count toward a major or minor.

Suggested courses: The following courses are strongly recommended: History 301, 302, Philosophy 231, and any courses in the Greek language and literature. The student should also be acquainted with a modern language and with modern literature. A wide choice of supporting minors is possible.

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. Pre-
requisite, 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. Not offered 1947-1948.

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.

306. LATIN LITERATURE IN TRANSLATION. 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 writers 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. Not offered 1947-1948.

355, 356. PLINY, TACITUS. Selections from the letters of Pliny the Younger in the first semester. In the second the Agricola of 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. Not offered 1947-1948.

357, 358. CATULLUS, HORACE—ODES AND EPODES. Prerequisites as above. One year, two hours a week, four credits. Not offered 1947-1948.

401R. INDIVIDUAL COURSE. Open to advanced students on consent of the instructor. Either semester, two or three credits.

TEACHERS' COURSE. See Education 458.
MATHEMATICS

PROFESSORS CAMP, BROWN AND MRS. STEINBERG, MR. CLAMONS, AND MR. DAHLGREN

Mathematics serves the field of the natural sciences in two ways. It furnishes the analytical framework on which the natural sciences are built and it also blazes the trail for new scientific discoveries. There are many instances where mathematics research has provided theories which have been found useful in the natural sciences years after their discovery. The department gives the student an excellent opportunity to prepare for teaching, engineering, or research.

All students who register for a freshman course in mathematics are required to take a mathematics pre-test. Those students who present at least one and one half units of algebra for college entrance, and who make a high score on the pre-test, may register for Course 121-122. Those students who present only one unit of algebra for entrance, or who show by their score on the pre-test that they need further preparation in higher algebra, will follow the sequence of courses (111, 112, and 114) or (111, 121-122). Credit will not be given for Course 112 or 114 if the student receives credit for Course 121-122. Mathematics 99 is intended for those students who present no high school algebra for entrance or who make a very low score on the pre-test. Course 109 is a survey course for those students who do not plan to continue in science or mathematics.

A major in mathematics consists of a minimum of twenty-eight credits taken in courses listed in section A and not including Course 99. The major must include Course 221-222 and may not include more than eight credits in courses in the 100 group. At least six credits of the major must be selected from mathematics courses in the 300 group. A supporting minor in physics or chemistry is recommended. The selection of advanced courses for the major will depend on the student’s vocational plans and should be made in consultation with the head of the department.

A minor in mathematics consists of a minimum of twenty credits including Course 221-222. The minor may not include more than eight credits from the 100 group.

The student who wishes to prepare for graduate work or research in mathematics should obtain a reading knowledge in French or German.
A. Mathematics

99. ALGEBRA. This is a course in ninth grade algebra designed for those students who are admitted to college with less than 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, four hours a week, no college credit.

109. SURVEY OF MODERN MATHEMATICS. This course is intended to acquaint the student with some of the methods of modern mathematics and their relation to the development of the sciences. Some attention will be given to the history of the development of these methods. This course does not prepare the student for more advanced work in mathematics. Prerequisite, one unit of high school algebra and one unit of plane geometry. First semester, three hours a week, three credits.

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

114R. 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. Corequisite, Course 112. Either semester, three hours a week, three credits.

121-122. 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.

206. MATHEMATICS OF INVESTMENT. Simple and compound interest, annuities, amortization and sinking funds, valuation of bonds, elementary principles of life insurance. Prerequisite, Course 111 or equivalent. Second semester, three hours a week, three credits.
221-222. 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 122 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 222. 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 122 or 114. First semester, three hours a week, three credits.

304. THEORY OF EQUATIONS. Complex numbers, numerical equations and their applications, constructions with ruler and compasses, determinants, symmetric functions, resultants and discriminants. Prerequisite, Course 222. Second semester, three hours a week, three credits.

309-310. ENGINEERING MECHANICS. Composition and resolution of forces, conditions for equilibrium of a particle, statics of rigid bodies, friction, work kinematics, dynamics of a particle, moments of inertia, dynamics of rigid bodies. Corequisite, Course 221-222. One year, three hours a week, six credits.

321-322. 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 222. One year, three hours a week, six credits. Not offered 1947-1948.

401, 402. SEMINAR IN HIGHER MATHEMATICS. An opportunity is offered for students of merit to study in special fields not covered by the course listed above. One credit a semester.

TEACHER'S COURSE. See Education 459.

B. Pre-Engineering Courses.

105-106. MECHANICAL DRAWING AND DESCRIPTIVE GEOMETRY. Elements of drafting, including an introductory course in represen-
tation and constructive geometry, sketching, lettering, working drawings, conventions, standards, tracing and blue-printing. Descriptive geometry correlated in part with analytic geometry. Prerequisite, solid geometry. Corequisite, Course 121-122 or 111, 112, 114. One year, six credits.

251-252. SURVEYING. This course includes a study of the functional 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.

MUSIC

PROFESSORS JENSEN, FENYVES, JOHNSON AND KRASNER, MISS ALLEN, MRS. GIFFORD, MISS INGMUNDSON AND MISS YOUNG

The primary objective of the music major sequence is two-fold: (1) To offer a comprehensive and technical preparation for avocational purposes, (2) To provide the basic training essential and prerequisite to professional studies in specialized fields of music. Of the thirty credits required for a major in music twenty must carry a grade of C or better. These twenty credits must be in courses in section I, The Theory of Music and section II, The Literature and History of Music. The primary objective of the music minor sequence is to provide a complete unit of training adequate for the general needs of the student with avocational interests in music. C0llateral minors are suggested in one or more of the following fields: art, English literature, drama, education.

Requirements and Recommendations

Electives

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<td>251</td>
<td>Appreciation of Music.</td>
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<tr>
<td>101-102</td>
<td>Elements of Musical Structure.</td>
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<tr>
<td>203-204</td>
<td>Musical Literature of the 18th and 19th Centuries.</td>
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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 or 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 qual-
ify for limited work in Public School Music by completion of the follow-
ing 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 473-474.

Classification and Description of Courses.

I. The Theory of Music

101-102. ELEMENTS OF MUSICAL STRUCTURE. Materials of har-
mony; 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

251. 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 lov-
ers 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 prac-
tice in the twentieth century. Prerequisites, Courses 202 and 308. One year,
one hour a week, two credits.

451R. PRINCIPLES OF MUSICAL EXPRESSION. An analytical in-
vestigation 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. Corequisite, 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. Corequisite, 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. Corequisite, 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

PHILOSOPHY
Professors Thompson and Hill

The purpose of philosophy courses is to assist the student in wise and unified interpretation and evaluation of facts from all fields of human experience and research, and thus lead to sound judgment and action.

Majors and minors in philosophy are suitable preparation for religious work, law, politics, or teaching, as well as for intelligent living and wholesome citizenship in general. The particular sequence in each case should be developed in consultation with the department, and adapted to other interests of the student.

A major in philosophy should help to develop:
(a) acquaintance with the chief types of philosophic thought, including historic representatives, technical terms, and modern trends.
(b) logical thought and expression, together with ability to analyze the logical validity of arguments, and
(c) ability to apply philosophic analysis and evaluation to problems old and new, both in philosophy and in other fields, so as to arrive at judgment and action which is both sound and reasonable.

A major must include courses 205, 220, 231, 232, 309, and 403 or 404.
A minor must include courses 231, 232 and 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. Prerequisite, twenty-four credits. Either semester, three hours a week, three credits.

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

309. LOGIC AND SCIENTIFIC METHOD. An introductory course
in the principles of thinking; including the traditional logic of the syllogism, the inductive methods of science, recent developments in logic, and exercises in critical thinking. The purpose of the course is to help the student distinguish sound from unsound argument. **Prerequisite, twenty-four credits. 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.** A study of American thought from Colonial times to the present. Seminar. **Prerequisite, fifty-four credits, including 220 or 232. First semester, two class hours a week, two or three credits.**

**335. AESTHETICS.** A study of aesthetic experience and aesthetic evaluation, considering philosophical, psychological, historical, and practical aspects. Applications in art, music and literature. **Prerequisite, fifty-four credits, including at least one course in philosophy or art or in music other than Courses 105 to 110. First semester, three hours a week, three 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 and Mr. Berg**

The objectives of the department of Physics are (1) to help its students acquire a deeper and more sympathetic understanding of the physical uni-
verse (2) to foster or create an ambition to enter physical research (3) to provide adequate preparation for the physical science requirements in the professions which require it.

For a major in Physics the following courses are required: Physics 201-202, 301, 302, 352, 411R; Mathematics 103-104, 201-202; Chemistry 101-102. A thesis is required in connection with course 411R.

For a minor in Physics the following courses are suggested: 201-202 and any one of 221, 302, or 352.

Students majoring in physics should ordinarily minor in mathematics unless a good reason exists for another choice. The following courses satisfy the minor requirement: Mathematics 103-104, 201-202. 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 engineering should register for courses 201-202, 221, 301, 302.

To help students select the proper course in physics, the department offerings are divided into groups A and B. In general, students wishing to specialize in physics or who are taking a pre-professional requirement in physics should select courses from group A. Courses in group B are of general interest and require no prerequisites. They do not count toward a major or minor.

Group A

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 fundamental experiments throughout the course. For students whose major is music this satisfies the laboratory course requirement for graduation. \textit{One year, three hours a week, six credits.}

201-202. GENERAL COLLEGE PHYSICS. An introductory survey in the field of physics, consisting of lecture demonstrations, discussions and laboratory practice. Development of analytical reasoning stressed. All succeeding work in physics is based on this course. \textit{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.}

221. RADIO AND ELECTRONICS. A course offered to provide students interested in electronics an opportunity to experiment with fundamental circuits. In radio the characteristic curves of vacuum tubes are plotted, tube constants are measured, and fundamental receiving and transmitting circuits are set up and tested. Theory and methods of modulation are emphasized. Modern control circuits, photoelectricity and radar are included.
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 thermodynamics. 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. Second 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, spectroscope, X-rays, the periodic system, radioactive disintegration, nuclear physics and relativity. Prerequisite, Course 202. Second semester, four hours 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.

TEACHERS' COURSE. See Education 461.

Group B

109. FOUNDATIONS OF PHYSICAL SCIENCE. A course planned for students who desire a general knowledge of the cultural and practical aspects of physical science. Lectures, collateral readings and laboratory work will emphasize the development of physical science and the methods of arriving at basic scientific truths. This course should be of interest to non-
science majors and may well serve as a refresher course in physics for returning servicemen. It should be followed by Chemisty 110. *Three lectures and one two-hour laboratory period a week, four credits.*

120. PRINCIPLES OF PHOTOGRAPHY. A course dealing with the elementary theories of optics as applied to photography. Students will be given practical experience in correct photographic exposures, the use of filters, development of film and the printing of pictures. With the exception of a camera and film, all materials are furnished by the department. *Two lectures and one laboratory a week, three credits.*

140R. NAVIGATION AND AERODYNAMICS. In navigation the use of aeronautical charts and the methods of piloting aircraft by dead reckoning are emphasized. Flight instruments are studied in detail. In aerodynamics the factors affecting aircraft in flight are presented. Engine instruments, parachutes, and load factors are also considered. *Either semester, three hours a week, three credits.*

**POLITICAL SCIENCE**

Professors Tucker, Mitau and Mrs. Jacobson; President Turck

The department of Political Science aims to provide students with both pre-professional training for government service and a general background of information about government which is a part of the training of every well-educated citizen. The courses which follow, correlated with courses in the other social sciences, seek to achieve these objectives.

A major in political science consists of 24 credits and must include courses 231, 232, 308, and one of the following: 301, 351, 352. A minor in political science consists of 12 credits and must include 231, 232 or 308, and one of the following: 301, 351, 352. Majors are also expected to obtain credit for the basic courses in economics, history and sociology.

An inter-departmental major is offered in economics and political science. Such a combined major consists of a total of 30 credits in the two departments, at least 15 of which must be in economics, including Economics 231-232, and the courses stated above for a political science minor.

Since political science is a field which is broad in scope and interests, minors can profitably be chosen by political science majors from a number of departments of instruction. Those of special interest include economics, sociology, history, communications, and psychology. Students looking toward
a career in government service are urged to take a major in political science or the inter-departmental major outlined above. Courses in other departments of special interest to students of political science include: Economics 231, 232, 339, 356, 385; History 101-102, 307-308, 313, 319; Sociology 231, 232, 302, 304, 310.

231. INTRODUCTORY POLITICAL SCIENCE. A study of the historical fundations of American political institutions, their origins and development, the evolution of the federal constitution and of the state constitutions, and their essential characteristics. *Each 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. *Prerequisite, Course 231 or consent of instructor. Each semester, three hours a week, three credits.*

234. POLITICAL GEOGRAPHY. Geographical factors conditioning current international problems, including: boundaries, politically significant material resources, and the distributional relationships of races, languages, nationalities, religions, populations, cultures, and governments. (Same as Geography 234). *Prerequisite, twenty-four credits or consent of instructor, Second semester, three hours a week, three credits.*

242. GOVERNMENT AND POLITICS OF MINNESOTA. A study of the institutions and processes of state and local government in a representative American state. Comparison will be made to other states but the history and conditions of the local communities will be utilized to enrich and clarify the study. *Prerequisite, Course 231 or 232. Second semester, 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 reorganiza-
tion, 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, Course 231 and consent of instructor. First semester, three hours a week, three credits.**

352. INTERNATIONAL ORGANIZATION. This course is a sequel to Course 351. A study of diplomatic procedures, plans for world peace, and international institutions, proposed and established historically as well as at present. The Concert of Europe, private administrative unions, Pan American Union, the League of Nations and the U.N. are examples of the organizations analyzed. **Prerequisite, eight credits in political science or consent of instructor. Second semester, three credits.**

357. INTRODUCTION TO POLITICAL PHILOSOPHY. Study of the main problems of political values and their implementation, as discussed in the writings of the great political thinkers. **Prerequisite, Course 231 and consent of instructor. First semester, three hours a week, three credits.**

360. AMERICAN POLITICAL THOUGHT. This course analyzes and interprets fundamental American political ideas in terms of their origins, assumptions, and development. **Prerequisite, Course 232 or consent of instructor. Second semester, three 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 instructor. One year, two, four or six credits (not more than two credits in political science).**
This department seeks to foster a scientific approach to the study of human nature, so that the student may have a more adequate and accurate insight into his own experience and conduct, as well as a deeper understanding of those about him.

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.

For those majoring in Psychology, the following are suggested as minor subjects: biology, sociology, economics, and religion, according to the vocational aims of the student, courses in mathematics are important for those expecting to pursue graduate work in psychology.

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. Biology 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 Course 201R (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 hered-
ity, prenatal life, infancy and childhood, based upon textbook, lecture ma-
terial, 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.

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 201R. First semester, three hours a week, three credits.

309R. THE HISTORY OF PSYCHOLOGY. A study of the develop-
ment of psychological thought from its primitive beginnings to its present
scientific status, with some reference to modern systems within the field.
Either semester, three hours a week, three credits.

310. EXPERIMENTAL PSYCHOLOGY. An introduction to the ex-
perimental method and the statistical treatment of data in the field of psy-
chology, with more detailed study of certain principles arising in General
Psychology, such as reflex action, sensation, perception, association, learning,
and attention. Prerequisite, Course 201R and consent of instructor. Second
semester, one lecture and two laboratory periods a week, three credits.

313. PERSONALITY AND MENTAL HYGIENE. A study of per-
sonality development and adjustment; wholesome and unwholesome meth-
ods of meeting conflicts; introductory consideration of personality measure-
ment and mental hygiene. Special reference to application of principles to
youth problems and fields of vocational choice. Prerequisite, fifty-four cred-
its, 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 sen-
sation, 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, includ-
ing Courses 201R and 313. Second semester, three hours a week, three cred-
its.

321 PSYCHOLOGY IN BUSINESS AND INDUSTRY. A survey of
applications of psychological techniques and principles to human relations
within business and industrial organizations. Specifically the course considers techniques aimed at maintaining a high degree of morale and a high level of individual productivity. These include techniques of selection, placement, training, supervision and employee counseling. The course does not consider applications of psychological techniques to advertising or selling. Prerequisite, Course 201R with grade of C or better. Some previous acquaintance with statistics is desirable but not required. First semester, three hours a week, three credits.

401, 402. INDIVIDUAL COURSE. 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 instructor. Two or three credits a semester.

RELIGION

Professors Kagin, Thompson, Compton, Greaves, Hill, May, Armajani, Vance and Reeves

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

Required courses: As a Christian institution the College expects its graduates to have a knowledge of the Bible and the fundamental principles of religious thought and life. Eight credits in Religion are required for graduation. At least six credits must be earned from courses offered in Section A, Bible. Students who can pass a Bible examination, offered by the department, may elect more widely from the courses offered in Sections B and C. Four credits in religion should be completed by the end of the sophomore year.

Majors are offered to meet three different needs, as follows: A service major is designed to enable the graduate to do effective work in his church as a lay leader on a voluntary basis. It consists of twenty credits in addition to Courses 103 and 105. It should include Courses 201, 208 or 313, 305, 311, 312, 341 and 342. Supporting courses advised in other fields should be chosen in consultation with the adviser in the department. A pre-theo-
logical major is designed for students who feel the need of special training for seminary work. It consists of twenty credits in addition to Courses 103 and 105. It should include Courses 201, 208 or 313, 305, 311, 312, 314, 335 and 341. Supporting courses from other fields should include Greek 101-102, 203, 204, and Philosophy 205, 231-232. A pre-religious education major is designed for those who want a special preparation for a school of religious education. It consists of twenty credits in addition to Courses 103 and 105 and should include Courses 201, 208 or 313, 305, 311, 312, 341 and 342. Supporting courses from other fields strongly advised are Philosophy 205, 231 and 232; Education 300R and 301R; Psychology 305 and 306.

Minors consist of twelve credits in addition to Courses 103 and 105. Students preparing for the ministry, religious education, and other forms of full-time Christian service should in general major in another field but build up a strong minor in religion.

A lay service minor is offered for the purpose of equipping interested students to give effective lay leadership in the local church. Members of the department will advice on the content of a minor in religion so that the program will fit the needs and plans of individual students.

A. English Bible

103. OLD TESTAMENT HISTORY. 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. 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. Each semester, two hours a week, two credits.

107R. SURVEY OF BIBLICAL LITERATURE. This course is planned for students who desire a brief introduction to Biblical literature. Each semester, two hours a week, two credits.

201R. THE APOSTOLIC CHURCH. 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. Each semester, two hours a week, two credits.

208. **THE PROPHETS OF ISRAEL.** 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.


311. **THE BASIC TEACHINGS OF THE BIBLE.** This course attempts to give the student an integrated conception of the teachings of the Scriptures on such fundamental problems as belief in God, nature of man, sin, law of God, judgment, redemption, Jesus Christ, the church, the good life, and the life after death. The teachings of the Bible are compared with contemporary thought and life. **First semester**, two hours a week, two credits.


B. History and Philosophy of Christianity

151R. **RELIGION AND LIFE.** 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. Each semester, two hours a week, two credits.
305. THE CHRISTIAN CHURCH. 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. 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, three hours a week, three credits.

312. THE RELIGIONS OF THE WORLD. 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. A study of the following phrases 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. 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. 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, three hours a week, three credits.

342. THE PROGRAM OF RELIGIOUS EDUCATION. 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, three hours a week, three credits.

343. RELIGIOUS EDUCATION AND THE ADOLESCENT. This course deals with the history, problems and methods of Christian 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 or four credits. Open only to seniors whose major is Religion, except by special permission.

CREDITS FROM OTHER DEPARTMENTS. 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

Professor Palmer and Miss Mahoff

101-102. ELEMENTARY RUSSIAN. An introduction to the 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.

210-202. INTERMEDIATE RUSSIAN. A continuation of the study of the Russian language and its literature. One year, four hours a week, eight credits.

SECRETARIAL STUDIES

Mrs. Erkenbrack

The secretarial studies courses are arranged to train students in the basic principles that control the social organization of business as well as in technical efficiency. Students who plan to teach commercial subjects in high school are admitted to the curriculum set forth on page 78 and must elect their major in commercial education.

111-112. TYPEWRITING. Designed to provide the basic knowledge and skill of the typewriter for personal use and as a prerequisite for advanced secretarial studies courses. One year, four hours a week, two credits.

202. BUSINESS CORRESPONDENCE. Deals with the structural make-up of the complete business letter. The evolution of the business letter is traced from the selection of stationery to the insertion of the finished product into its envelope. The various elements which go into the construction of an efficient, up-to-date business letter are also analyzed. Prerequisite, ability to typewrite. Second semester, two hours a week, two credits.

211-212. BEGINNING SHORTHAND. Mastery of the fundamentals of Gregg shorthand, and an introduction to transcription. One year, four hours a week, six credits.

301. OFFICE MACHINES. Gives the student an opportunity to become familiar with and to operate business machines, including the dictaphone, ditto duplicator, mimeoscope, mimeograph, adding machine, calculators and the comptometer. Prerequisite, ability to typewrite (seniors given preference). First semester, two hours a week, two credits.

302. SECRETARIAL PROCEDURE. Principles and practice of secr-
tarial procedure including an insight into the status of secretarial work and its relation to office organization; personality development; problems of business etiquette; mailing, telephoning, financial affairs, editing, locating reference materials and making tables and graphs; and finally the prospective secretary will receive guidance in obtaining a position and promotion to higher positions. Prerequisite, ability to typewrite. Second semester, three hours a week, three credits.

303. OFFICE MANAGEMENT AND FILING. To give certain basic principles associated with the various phases of office management work. Also includes fundamental rules of filing and indexing, familiarizes students with methods of filing, modern filing equipment and the actual practice in using these different types of filing systems. First semester, two hours a week, two credits.

311-312. ADVANCED SHORTHAND AND TRANSCRIPTION. Advanced training in shorthand with special emphasis on speed of writing shorthand and also in transcribing accurately from shorthand notes. Prerequisite, ability to typewrite, Course 211-212 or by permission of the instructor. One year, five hours a week, six credits.

TEACHERS' COURSE—See Education 481.

SOCIOMETRY
Professors Taylor, Berry, Weinlick, and Miss Johnson

The sociology department seeks to provide three major types of training and attempts to organize individual course sequences within these three categories. They are as follows: (1) Training for students interested in preparation for effective participation in the community, nation, and world; and as background for vocational work. Course sequences will be directed toward non-technical courses within the department. Supporting courses within the social sciences are strongly recommended and may be counted toward major requirements upon consent of department head. Minors may be chosen according to vocational or other interests. (2) Training for students interested in preparing for vocational work in sociology. Course sequences will be directed toward technical courses. Sociology 231-232 is recommended in place of 231R. Minors should be selected in psychology, economics, political science, history, home economics, biology, mathematics, or education. (3) Training
for students interested in preparing for social work. Course sequences will be
directed toward preparation for graduate work or vocational work after
graduation. Training will include forty to sixty hours in sociology, economics,
psychology, and political science. Sociology 304, 352, and 373 are required of
students intending to accept social work positions upon graduation.

A major in sociology consists of twenty-three credit hours, a minor twelve
credit hours. Sociology 231R is prerequisite to other sociology courses.

231R. INTRODUCTORY SOCIOLOGY. 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. Either semester, three hours a
week, three credits.

232R. SOCIAL PROBLEMS. Problems of individual, family, and com-
community disorganization, including physical defectiveness, feeble-mindedness,
isanity, 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.

233-234. PRINCIPLES OF SOCIOLOGY. A more detailed study of
course 231R. Intended for majors, minors, and other students desiring a more
intensive study of human relationships. Three hours a week, three credits
per semester.

252. INTRODUCTION TO RECREATIONAL LEADERSHIP. This
course is intended particularly for students who will be group leaders in
camps and it is designed to acquaint individuals with camp activities. Camp
routines, governments, skills and programs features will be discussed. Analy-
sis of group behavior as well as study of the problems of individuals in camp
will form an integral part of the course.

Second semester, three hours class plus a minimum of two hours labora-
tory. Three credits in sociology or in physical education, according to stu-
dent’s preference. Credits do not count toward a major or a minor in sociol-
ogy.

301. RACE RELATIONS AND MINORITY PROBLEMS. 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. 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 231. Second semester, three hours a week, three credits.

303. RURAL SOCIOLOGY. A study of community living in a rural setting. Emphasis will be placed upon the meaning of community; the roles of groups, institutions, and personalities; the problems of social organization and disorganization. Prerequisite, Course 231. First semester, three hours a week, three credits.

304. COMMUNITY ORGANIZATION. Understanding the community itself through the study of community processes and the social forces determining the community life and its social needs. Case studies are reviewed to show how the community organizes to meet its needs. Each student will be required to select a community within the local metropolitan area for and disorganization. Prerequisite, Course 231. First semester, three hours a week, three credits.

306. CULTURAL ANTHROPOLOGY. A comparison of the solutions to basic human problems which various primitive, peasant, and contemporary societies have evolved. The interrelations of social institutions and their impact on personality are stressed. Second semester, three hours a week, three credits.

307R. MARRIAGE AND THE FAMILY. 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 or consent of instructor. Three hours a week, three credits.

310. INTRODUCTORY SOCIAL PSYCHOLOGY. Human nature; personality and its development in the social situation; theories of personality; adjustment and maladjustment in social interaction; present day trends in the family, the community, and culture as they affect personality. Prerequisite, Course 231. Second semester, three hours a week, three credits.

320. POPULATION PROBLEMS. 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, pro-
blems of maldistribution of population, totalitarian population policies, effects of urbanization and an aging population, population policies and international relations. Prerequisite, Course 231. Second semester, three hours a week, three credits.

351-352. FIELDS OF SOCIAL WORK. An orientation course presenting a general view of the field of social work including a survey of existing social agencies in Minnesota. The history and the development of the various types 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 consent of instructor. First semester, three hours a week. Two hours class work and one hour field work, three credits. Second semester, three hours a week. Two hours class work and one hour field work, three credits.

371. INTRODUCTION TO SOCIAL CASE WORK. 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 work will be used to show the general application of the case work method and special emphasis in the entire course is upon philosophy of case work rather than upon technique. This course will be especially helpful for ministerial students. Prerequisite, Courses 307 and 231. First semester, three hours a week, three credits.

401R. INDIVIDUAL READING COURSE. Open, with consent of instructor, to seniors of high rank whose major is sociology. Either semester, two credits.

420. METHODS OF SOCIAL RESEARCH. A survey of the development of sociological theory and method. The advent of modern science is considered against the background of Greek science and Renaissance 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 a week, three credits.

491-492. COMMUNITY AS A LABORATORY. 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, Sundheim, Blegen, Mousolite and Morgan

A major consists of courses 201-202 and 315-316, plus enough courses numbered 300 or above to make a total of 20 hours. Course 204 may be substituted for 201-202.

A minor consists of course 201-202, plus enough courses numbered 300 or above to make a total of 12 hours. Course 204 may be substituted for 201-202. If the student plans to teach, course 315-316 must be taken. Course 101-102 is not counted toward a major or minor.

Supporting courses for students following the major sequence: students who plan to teach should consult the head of the Education department regarding their education minor and minors in other fields which might make good combinations with Spanish from the standpoint of getting and holding a job. It is recommended that the student have experience in another foreign language to the extent of at least one college year.

101-102. ELEMENTARY SPANISH. Pronunciation, the essentials of grammar, elementary conversation and reading. One year, five hours a week, eight credits.

103-204. ELEMENTARY AND INTERMEDIATE SPANISH. A concentrated course for beginners, designed to develop reading ability and an oral basis in two semesters. One year, six hours a week, twelve 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 in 1947-1948

315, 316. CONVERSATION. Special attention paid to pronunciation, oral expression, and understanding of spoken Spanish. 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.

HEALTH AND PHYSICAL EDUCATION

Professors Primrose, Michel, Stuessy and Miss Wolford

Physical Education is required of all freshmen and sophomores, unless excused through physical disability. 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. 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. 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. 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. (Sophomore men are required to take one course numbered 201 to 253.)

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. 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.

WOMEN

Miss Michel, 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. 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 prin-
WAXING SKIS FOR A W.A.A. WINTER CAMP TRIP
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. Instruction in seasonal individual sports: archery, badminton, golf, tennis, and bowling. Recommended for minors. One year, two hours a week, one credit.

203, 204. TEAM SPORTS. Instruction in field hockey, basketball, volleyball and softball. Recommended for minors. One year, two hours a week, one credit.

205-206. ELEMENTARY SWIMMING. For non-swimmers and beginners. One year, two hours a week, one credit.

207, 208. INTERMEDIATE SWIMMING. Instruction in the standard strokes and elementary diving. One year, two hours a week, one credit.

209, 210. ADVANCED SWIMMING. Instruction in life saving, form swimming, and springboard diving. One year, two hours a week, one credit.

211. GYMNASTICS. A course in body building activity with special emphasis on posture. One semester, two hours a week, one-half credit.

213, 214. MODERN DANCE. Theory and practice of fundamental body movements and elements of the modern dance. Body coordination, rhythmic response, interpretation of music and emotions through movement. One year, two hours a week, one credit.

215, 216. FOLK DANCING AND RHYTHMIC ACTIVITIES. This course includes instruction in folk dancing, tap and clog, national dancing, and beginning modern dance. One semester, two hours a week, one-half credit. Recommended for minors in Physical Education.

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 or who are majoring in Recreational Leadership.
Students who have completed or who are taking Sociology 252 may receive credit in Course 353-354. Prerequisite for all the following courses in Physical Education (Men) 101-102 or (Women) 203-204. Minors are encouraged to pass the Life Saving Course in swimming.

252. INTRODUCTION TO RECREATIONAL LEADERSHIP. See Sociology 252.

253-254. GYMNASTICS AND SELF TESTING ACTIVITIES. 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 203-204. One year, two hours a week, two credits.

253-254. GYMNASTICS, self testing, and body building activities. 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 101-102. One year, two hours a week, two credits.

353-354. INDIVIDUAL AND DUAL SPORTS, RHYTHMS AND RECREATIONAL ACTIVITIES. 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. 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. 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.

363. THEORY OF TEAM SPORTS. 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 203, 204. First semester, four hours a week, two credits. Not offered 1947-1948.
364. THE DANCE IN EDUCATION. Dance as an art. The teaching of dance in the public school education program. Practice teaching in various kinds of dancing. Open to women only. Second semester, two hours a week, one credit.

365-366. THEORY OF SPORTS. The major and minor sports (such as football, baseball, basketball, 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. 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 or agency, physical education, health, or recreation department. Open to senior men and women. Second semester, two hours a week, two credits.
**COLLEGE FINANCES**

**A Student and His Budget**

**TUITION AND EXPENSES, 1947-48**

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.

<table>
<thead>
<tr>
<th><em>Tuition</em></th>
<th>Semester $175.00</th>
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Special Fees—

| Biology 101, 102, 121, 122, 201, 202, 204, 300, 304, 305... | " 5.00 |
| Biology 109, 221, 222 | " 3.00 |
| Chemistry 101-102, 201, 202, 303-304, 305, 309, 310, 311, 312, 313, 331-332 | " 8.00 |
| Chemistry 110, 302 | " 5.00 |
| Communications 103-104, 200R, 217-218, 317-318... | " 2.00 |
| Dramatic Art 201-202, 203-204, 205, 303-304, 309-310, 311, 401-402 | " 2.00 |
| Education 300, 307 | " 1.00 |
| Geology | " 1.00 |
| Home Economics 322 | " 3.00 |
| Music: (a) Individual instruction in piano, organ, voice, violin | " 35.00 |
| (b) Practice room rental, six hours a week | " 8.00 |
### Physics
- Physics 101-102, 109, 120: $2.50
- Physics 201-202, 221, 301-302, 411: $5.00

### Psychology
- Psychology 310: $2.50

### Secretarial Studies
- Secretarial Studies 111, 112: $5.00
- Secretarial Studies 202: $1.00
- Secretarial Studies 211, 212: $2.50
- Secretarial Studies 301: $7.50
- Secretarial Studies 302: $2.50
- Secretarial Studies 311, 312, 303: $3.50

### Change of Course
- Change of Course: $1.00

### Guarantee Fee (Dormitories)
- Guarantee Fee: $2.50

### Graduation
- Graduation: $5.00

*The tuition fee includes an appropriation of $5.00 for all types of student activities, including the yearbook, the Mac Weekly, admission to various musical and dramatic events and an appropriation to the Student Council.

Tuition of a student taking eleven hours or fewer is reckoned at $15.00 a semester hour.

A fee of $10.00 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.

NOTE: Library services, health services, the facilities of the physical education departments and admission to all home athletic contests are available to all students without special fee.

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 tui-
tion 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 condition:

   (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—Girls

*Board, per semester, each person .................................................. $137.50
Room rent, per semester, each person, in double room .................. 70.00
single room ................................................................. 80.00
Bed linen furnished and laundered (optional) per sem. ............. 2.50

Kirk Hall—Men

*Board, per semester, each person (minimum) ......................... $100.00
Room rent, per semester, each person in suites ..................... 75.00
single room ................................................................. 80.00
Bed linen furnished and laundered (optional) per sem. ............. 2.50

Bigelow Hall

*Board, per semester, each person ........................................... 137.50
Room rent, per semester, each person in double room ............. 70.00
Single room ................................................................. 80.00
Bed linen furnished and laundered (optional) per sem. ............. 2.50

Home Management House—Girls

Room rent, per semester, per person in double room ............. 70.00
Bed linen furnished and laundered (optional) per sem. ............. 2.50

Rice Hall—Girls

Room rent, per semester, each person in double room ............. 55.00
Bed linen furnished and laundered (optional) per sem. ............. 2.50

*Board at Wallace Hall and Bigelow 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 $100.00 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 $100.00 to $137.50 a semester. 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.

In Bigelow Hall each room has the following built-in equipment: wardrobe with drawers, study desks with fluorescent lighting, book shelves, dressing tables with mirrors, lavatory with hot and cold water and a supply cabinet over the lavatory. Each room also has single beds, mattresses, pillows and two study chairs.

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.

**STUDENT AID AND SELF SUPPORT**

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.

The type and amount of aid varies according to the student's need, scholastic standing, graduation plan, health, and character. 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 assignment.

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.
9. Part-time Employment, Off-Campus.

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 the 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.

*The "M" Club Memorial Scholarship Fund.*—Established in memory of those M-men who died in World War II. Given by the "M" Club scholarship committee to men students whom the committee selects as possessing outstanding leadership and academic potentialities.

## 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.
PART-TIME EMPLOYMENT

THE Office of Student Personnel Services endeavors to find employment for students who need to earn a part of their expenses by off-campus work. This employment includes a wide variety of work, both skilled and unskilled.

Applications for this type of help should be made directly to the Office of Student Personnel Services, before or after registration.
SUMMER SESSION--1947

THE annual Summer Session of Macalester College is designed to serve the needs of three groups:

1. Regular college undergraduates who wish to shorten the time necessary for earning their degree.

2. High school graduates who wish to begin college immediately after high school graduation.

3. In-service teachers who wish to advance professionally or to work towards a degree.

THE SUMMER PLAN

THE Macalester College Summer Session for 1947 begins June 16 and runs through August 16. Courses are conducted on a double-time basis covering semester units in nine weeks. Normally a student may earn eight or nine credits in nine weeks. Those with superior standing may register for more hours upon payment of additional credit hour fees. Each course carries a full semester's credit valuation. High school graduates may earn one and a half years' credit in one calendar year by starting their college course with the Summer Session. Credits earned in Macalester Summer Session are transferable on the same basis as those of the regular
academic year. Admission to the Summer Session does not necessarily constitute admission to the regular college session.

**REGISTRATION**

As step number one, send the admission blank to the Admissions Counsellor. Credentials may be sent to the Admissions Counsellor as late as June 14th, but early application is desirable, since our college facilities are limited. A student regularly matriculated in another college should present a certificate showing that he is in good standing in that college. Registration will be on June 16, the first day of the Session. Classes begin June 16th at 8:10 a.m.

**ROOM AND BOARD**

Living accommodations for both men and women will be available in the college dormitories. To reserve a room send a deposit of $10, which will be applied on the room account.

**FEES**

The tuition and general fee is $72. Rate for part-time (fewer than six credits) work or excess hours (more than nine) is $12 a credit hour. Half the payment may be deferred to July 14. Persons who wish to take college work for their profit or pleasure as auditors (without credit) will pay a fee of $5 for each course. Individual music lessons are extra. The costs for room and board will be announced May 1.
EDUCATIONAL GUIDANCE

Personnel officers and faculty counsellors will be available to advise students, especially during the first week of the Summer Session.

SUMMER EMPLOYMENT

The College maintains a free employment service for students who are partially or wholly self-supporting. For information, address Student Personnel Office, Macalester College, St. Paul 5, Minnesota.

RECREATION

Macalester students enjoy the cultural, social, and recreational advantages of the Twin Cities—largest metropolitan area in the Northwest. Minnesota with its thousands of lakes is an ideal spot for summer study. A program of campus social and athletic activities is sponsored by the Community Council.

HEALTH SERVICE

The regular College Health Service is not given during the Summer Session; however, a nurse will be available for health counseling, and doctors and hospital facilities are available in cases of illness.
GENERAL INFORMATION

HISTORICAL SKETCH OF THE COLLEGE

For those students who are interested in the history and stability of their college, the following summary statement is appended for their information.

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 1946, is 2,664 of whom 1,208 are men and 1,456 women.

The endowment of the college has grown from $25,000 in 1885 to $2,324,000 in 1946. 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, the Weyerhaeuser Library in 1942, and Bigelow Hall in 1947. 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 Weyerhaeuser Library Building, erected in 1942, named in memory of Rudolph M. Weyerhaeuser, 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.

Recent additions to the Library include a phonograph record collection and a collection of American hymnals. The record col-
lection of classical and semi-classical numbers totals about 500 items, and is being increased at the rate of some 200 a year. The Arthur Billings Hunt Hymnology collection, the foremost of its kind in the United States, is housed in the Library.

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. Is 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 124 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 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.

*Bigelow Hall*, the new dormitory located on the corner of Macalaster Street and Grand Avenue, will be ready for complete occupancy in September, 1947. It is partly occupied since January, 1947. The building is named in memory of Frederic R. Bigelow, late chairman of the Board of Trustees (1937-1946), and his brother Charles H. Bigelow, who preceded him as chairman (1925-1936). The architecture is American Colonial in style, and the usual arrangement is a double room with built-in cabinets and desks. The building will house when completed 110 students.

*Macville*, a group of eleven buildings erected by the Federal Public Housing Administration for the use of veterans. Nine buildings accommodate thirty-two married veterans, and two buildings accommodate thirty-two single veterans. While temporary in their construction, the buildings rest on a concrete base, are compactly arranged with all housekeeping facilities, oil heaters, gas and electricity, and have attractive exteriors and convenient arrangements indoors. The buildings were erected in 1946 and are available for veterans only.

**GENERAL AND DEPARTMENTAL FOUNDATIONS**

*The Sarah Elizabeth Bloedel Trust Fund.*—Established by Frederick E. Weyerhaeuser and Rudolph M. Weyerhaeuser in the sum of $200,000, held in trust by the Board of Christian Education of the Presbyterian Church, U. S. A., for the general uses of the College as a Christian institution.

*The Frederic R. Bigelow Trust Fund.*—Established by Frederic
R. Bigelow in the sum of $250,000 as part of the endowment of the College, the income to be used for the general purposes of the College.

*The Weyerhaeuser Foundation.*—Founded by Frederick E. 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.
MACALESTER COLLEGE ALUMNI ASSOCIATION

THE Alumni Association of Macalester College has two objectives: to bind into a unit the graduate body, and to further the interests of Alma Mater. Communications to the Alumni Association should be sent to the Alumni Office. 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. The official publication of the Association is the Macalester College Bulletin edited by A. Phillips Beedon, '28.

REGIONAL GROUPS

Macalester Clubs (clans) whose membership is made up of both graduates and former students are active in the following centers: New York City, Chicago, Washington, D. C., San Francisco, Los Angeles, Pittsburgh, Boston, Milwaukee, Omaha, Portland, Ore., Rochester, N. Y., Brookings, S. D., Columbus, Ohio, Denver, Cleveland, and in Albert Lea, Austin, Crookston, Duluth, Rochester, St. Cloud, and Warroad (and vicinity) as well as in the Twin Cities, Minnesota.

OFFICERS—1946-1947

Oakley R. Tripp, '12 .............................................................. President
Edward R. Kienitz, '30 ....................................................... Vice-President
Marion E. Haigh, '21 .......................................................... Secretary
Charles M. Wenzel, '19 ...................................................... Treasurer
A. Phillips Beedon, '28 ......................................................... Director of Alumni Affairs

BOARD OF DIRECTORS

Dr. Thomas H. Dickson, '04; Ann Elizabeth Taylor, '10; Oakley R. Tripp, '12; Vera Dunlap-Marvin, '14; Howard J. Rankin, '16; Charles M. Wenzel, '19; Marion E. Haigh, '21; Jean J. McVeety, '25; Vida Alexander, '27; Edward R. Kienitz, '30; Dwight H. Ball, '34; Robert Elliott, '42; Ethel Wagner-De Long, '43.

The Board of Directors of the Alumni Association meets bi-monthly during the school year on the second Thursday at 6 P.M. in Wallace Hall.
GRADUATES OF 1946

Degrees Conferred June 3

Bachelor of Arts

Phyllis Grace Anderson
Calvin Perry Armin
Edna Ethel Ash
Lois Emily Baldwin
Virginia Hains Black
Violet Edeline Carlson
Robert Eugene Carter
Ruth Virginia Carver
Jane Colleen Clarke
Mary Louise Collar
Lois Ray Critchfield
Gordon Lewis Deegan
Virginia Cara Denton
Lois Marie Denzer
Shirley Mary DeWitt
Marilynn Lila Ellis
Edwin Richard Engstrom, Jr.
Elizabeth Jane Espeland
Ardelle Fish
Elaine Joyce Gartner
Elaine Elizabeth Griesbach
Mary Catherine Grieser
Carl Albert Hagen
Dorothy Esther Hajicek
Duane Elwood Hanson
Esther Virginia Hedman

Marjorie Jean Hellquist
Paul Eugene Herzog
Elizabeth Louise Hicks
Douglas Murray Hill
Ruth Geraldine Hofmeister
Ethel Mae Ikeda
Florence Marie Jensen
Elaine Joyce Gartner
Elaine Elizabeth Griesbach
Mary Catherine Grieser
Carl Albert Hagen
Dorothy Esther Hajicek
Duane Elwood Hanson
Esther Virginia Hedman

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ROLL OF STUDENTS

Audrey Jeanne Otto
Wendeline Dorothy Otto
Gloria LaVonne Parriott
Burton Eugene Paulsen
Mary Florence Reeves
Stanley Carlyle Rude
Olive Marguerite Sanford
Eileen Clarice Sellers
Lois Margaret Shedd
Joanne Pauline Smith
Norma Emma Snavely
Patricia Mae Sorenson
Jane Strigel
Irene Marion Svanda

Mary Isabelle Taylor
Gordon Marius Thompson
Esther Mikiko Torii
Robert A. Uppgren
Dorothy Elaine Wagner
June Carolyn Waller

Bachelor of Science

Bernadine Bertha Hoben

Bachelor of Arts degree conferred at the close of the Summer Session, August 10

John Albert Clipson
Allen Moore Fobes
Russell Ross Garrett
Helen Ruth Jones
Patricia Ann Justice
Marion Primeau Kole
Lois Ann Metag
Jessie Dunn Norris
Walter Lawrence Nyberg

Roger Irving Sanford
Helen Lucille Scheffler
Harold Kenneth Schneider
Kathryn Mary Sigfrid
Peter Tom
Rose Clark Turner
Margaret Marie Von der Heide
Norma Louise Way
Joyce Marilyn Wheeler

Donald Clark Williamson
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<th>So.—Sophomore</th>
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Baach, William | Faribault, Minnesota | So. |
Bach, Dorothy Mae | Arlington, Minnesota | So. |
Bachman, Elinor J. | Minneapolis, Minnesota | Jr. |
Bachrach, Jerome | St. Paul, Minnesota | Fr. |
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ROLL OF STUDENTS

Hulet, Helen
St. Paul, Minnesota
So.

Hunt, Carroll A.
Big Lake, Minnesota
Fr.

Hunt, Freed K.
Big Lake, Minnesota
Post Graduate

Hurd, Joan
Hibbing, Minnesota
So.

Huseth, Beulah
Thief River Falls, Minnesota
Fr.

Ikeda, Ethel
St. Paul, Minnesota
Se.

Inouye, Tokiko
Rivers, Arizona
So.

Jackson, Clyde H.
St. Paul, Minnesota
Se.

Jackson, Martha
St. Paul, Minnesota
Ju.

Jacobson, Edna
Roberts, Wisconsin
Fr.

Jander, George
Minneapolis, Minnesota
Fr.

Janke, Carmen
Dawson, Minnesota
Fr.

Jarrett, Phillis O.
Washington, Pennsylvania
So.

Jarvis, Dwight
St. Paul, Minnesota
Fr.

Jefferson, Priscilla
St. Paul, Minnesota
Ju.

Jensen, Florence
White Bear, Minnesota
Se.

Jensen, Margaret A.
St. Paul, Minnesota
Fr.

Jepsen, Priscilla
St. Paul, Minnesota
Fr.

Jerde, Barbara Ann
St. Paul, Minnesota
Fr.

Johansen, Halvor U.
Tyler, Minnesota
Ju.

Johnson, Adorphus D.
St. Paul, Minnesota
So.

Johnson, Ardyle
Lake Crystal, Minnesota
So.

Johnson, Arlene
St. Paul, Minnesota
Fr.

Johnson, Arthur H.
Buffalo, Minnesota
Se.

Johnson, Carl
Minneapolis, Minnesota
Fr.

Johnson, Clinton
Hector, Minnesota
Fr.

Johnson, Dorothea
Dawson, Minnesota
So.

Johnson, Douglas
Dawson, Minnesota
Fr.

Johnson, Earl
St. Paul, Minnesota
Fr.

Johnson, Elaine P.
So. St. Paul, Minnesota
Fr.

Johnson, Evelyn
St. Paul, Minnesota
Fr.

Johnson, Floyd
Isle, Minnesota
Fr.

Johnson, Forrest
St. Paul, Minnesota
Fr.

Johnson, Glenn
Fergus Falls, Minnesota
So.

Johnson, Harriet
Minneapolis, Minnesota
Se.

Johnson, Janice
St. Cloud, Minnesota
Fr.

Johnson, Jean
Siren, Wisconsin
Fr.

Johnson, Jeanette
St. Paul, Minnesota
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Johnson, Kenneth O.
St. Paul, Minnesota
Se.

Johnson, Leo T.
Watertown, South Dakota
Fr.

Johnson, Leonard W.
Ely, Minnesota
Fr.

Johnson, Lowell A.
Lake Crystal, Minnesota
So.

Johnson, Margaret
Hallock, Minnesota
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Johnson, Marjorie
St. Paul, Minnesota
Fr.

Johnson, Norma
Fergus Falls, Minnesota
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Johnson, Patricia
Paynesville, Minnesota
Fr.

Johnson, Pauline
Minneapolis, Minnesota
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Jones, Helen
Milbank, South Dakota
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Jones, Jeanette
Redwood Falls, Minnesota
Fr.

Jones, Leslie
Bismarck, North Dakota
Fr.

Jorgenson, Donna
Chester, Iowa
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Jorgensen, Randolph C.
St. Paul, Minnesota
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Joslyn, Patricia
Champlin, Minnesota
So.

Justice, Mary
Montevideo, Minnesota
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Justice, Patricia
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Kadota, Emily
Chicago, Illinois
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Kari, Raymond
Embarrass, Minnesota
So.

Karlen, Dorothy
LeRoy, Minnesota
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Karon, Kenneth
Mora, Minnesota
Fr.

Kassell, Beverly
Walnut Grove, Minnesota
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Kast, Marilyn
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Kast, Richard
Minneapolis, Minnesota
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Kaufman, Gail
Appleton, Minnesota
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Keller, Bette
Slayton, Minnesota
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Keller, Doris C.
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Kemling, Dona
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Kennedy, Harold M.
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Kerr, Richard W.
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Keys, Lorraine
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Kimble, Patty
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Kidder, Howard F.
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King, Joanne
Minneapolis, Minnesota
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King, Kathryn
Utica, Minnesota
Fr.

Kirby, Richard
Casper, Wyoming
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Kircher, William
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Kirkham, Harry A.
Pipestone, Minnesota
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Knight, Donald H.
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Knowles, William
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Krone, Areilda
Loretto, Minnesota
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Kuempel, Hugh
Minneapolis, Minnesota
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Kujawa, Leonard A.
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Kurtz, Kenneth M.
Redwood Falls, Minnesota
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Kuhlmann, Ruth (Mrs. F.)
St. Paul, Minnesota
Sp.

Kvenberg, Orpha M.
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Lambert, Billie Ann
Pipestone, Minnesota
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LaMere, June
St. Paul, Minnesota
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Lampe, Robert Gordon
Chatsfield, Minnesota
So.

Lane, Ellen
Red Lake Falls, Minnesota
So.

Langenran, Patricia
South St. Paul, Minnesota
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Larson, Louise
Little Falls, Minnesota
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Prescott, Wisconsin
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Larson, Shirley
Hendricks, Minnesota
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LaRue, Norma
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Fr.

Law, Keith
Lake City, Minnesota
Fr.

Lawrence, Carol
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Lawrence, Virginia
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<tr>
<td>Rohland, Mary Louise</td>
<td>St. Paul, Minnesota</td>
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<td>Rommel, Gloria</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Ronning, Neale</td>
<td>Kenyon, Minnesota</td>
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<tr>
<td>Root, Donna</td>
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<tr>
<td>Redwood Falls, Minnesota</td>
<td></td>
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<tr>
<td>Rose, Richard Irving</td>
<td>Minneapolis, Minnesota</td>
<td></td>
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<tr>
<td>Rose, Robert</td>
<td>Amboy, Minnesota</td>
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<tr>
<td>Rosemont, Conrad</td>
<td>Omaha, Nebraska</td>
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<tr>
<td>Rosenquist, Charles K.</td>
<td>Minneapolis, Minnesota</td>
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<td>Rude, Stanley</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Rupp, Betty</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Russell, Frances</td>
<td>Jackson, Minnesota</td>
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</tr>
</tbody>
</table>
ROLL OF STUDENTS

Russell, Marion
Butterfield, Minnesota

Sadek, Charles Julius
St. Paul, Minnesota

Sagmoen, Charlotte
Minneapolis, Minnesota

Saltness, Beverly Ruth
Dawson, Minnesota

Sanborn, Eugenia
St. Paul, Minnesota

Sanford, Olive
St. Paul, Minnesota

Sanford, Roger I.
Minneapolis, Minnesota

Sather, Charlotte
St. Paul, Minnesota

Sather, Claire
St. Paul, Minnesota

Sather, Nellie
Warroad, Minnesota

Sathre, George Trygve
Minneapolis, Minnesota

Scheffler, Helen
Morton, Minnesota

Schein, Patricia
Danville, Illinois

Schilling, James
Minneapolis, Minnesota

Schlichting, Gwendolyn
St. Paul, Minnesota

Schmidt, John
LeSueur, Minnesota

Schneider, Francis Lee
St. Paul, Minnesota

Schneider, Harold
St. Paul, Minnesota

Schneiter, Margaret
Grove City, Minnesota

Schramm, Walter Melvin
St. Paul, Minnesota

Schueler, Marian
Hudson, Wisconsin

Schulte, Shirley
No. St. Paul, Minnesota

Schultz, Thomas E.
St. Paul, Minnesota

Schutz, Marjorie
Mountain Lake, Minnesota

Schwab, Claudia Agnes
St. Paul, Minnesota

Schwanke, Jean
Randall, Minnesota

Schwartz, Albert
St. Paul, Minnesota

Scott, Dorothy
Faribault, Minnesota

Seaberg, Virginia
St. Paul, Minnesota

Sellers, Eileen
Whitewood, South Dakota

Setzer, Hobert
St. Paul, Minnesota

Severance, Frances
Turtle Lake, Wisconsin

Severance, Mary
Turtle Lake, Wisconsin

Severson, Samuel W.
Faribault, Minnesota

Shackell, Richard
Winona, Minnesota

Shackleton, Mrs. Doris M.
Monroe City, Indiana

Shedd, Lois
Jackson, Minnesota

Sheffer, Lois
St. Paul, Minnesota

Sherk, Edward
Cumberland, Maryland

Sherwood, Phyllis
DeSmet, South Dakota

Shimotsuka, Uta
Sacramento, California

Shirley, Thomas Alden
Whitie Bear Lake, Minnesota

Shoquist, Marc
Forest Lake, Minnesota

Sigfried, Kathryn
Parkers Prairie, Minnesota

Sigvartsen, Jr., John S.
Minneapolis, Minnesota

Siman, Roger Lane
Fulda, Minnesota

Simpson, Walter Ordway
Fairmont, Minnesota

Sjostrand, Robert
Minneapolis, Minnesota

Skoog, Walter Edward
St. Paul, Minnesota

Slaughter, Ruth
Bayport, Minnesota

Smith, David E.
St. Paul, Minnesota

Smith, Harriet
St. Paul, Minnesota

Smith, Joanne
St. Paul, Minnesota

Smith, Louise
Sandstone, Minnesota

Smith, Mary
Rochester, Minnesota

Smith, Phyllis
St. Paul, Minnesota
Smith, Robert Clifford  
Aberdeen, South Dakota  

Sonnenberg, Timothy Oliver  
Port Arthur, Texas  

Snavely, Norma  
Foley, Minnesota  

Sorensen, Patricia  
Morgan, Minnesota  

Spaeth, Gerard H.  
Ada, Minnesota  

Spaeth, Sandra  
Ada, Minnesota  

Spear, Richard  
Excelsior, Minnesota  

Spieker, Shirley  
Brainerd, Minnesota  

Springsted, Marilyn  
Claremont, Minnesota  

Stanberry, Betty Lou  
Minneapolis, Minnesota  

Stebbin, William Alfred  
St. Paul, Minnesota  

Steele, Albert  
St. Paul, Minnesota  

Steen, Doris  
Elbow Lake, Minnesota  

Steenhoven, Evelyn  
Marshall, Minnesota  

Stegmeir, Bethel  
St. Paul, Minnesota  

Stegner, Priscilla  
St. Paul, Minnesota  

Stempel, Elizabeth  
St. Paul, Minnesota  

Stensgaard, James  
Tyler, Minnesota  

Stevensen, Lorraine  
Chester, Iowa  

Stiefer, Donald Richard  
St. Paul, Minnesota  

Stock, Doris  
St. Paul, Minnesota  

Stock, Elizabeth  
St. Paul, Minnesota  

Stoltenberg, Joyce  
Round Lake, Minnesota  

Stoneman, Jean  
St. Paul, Minnesota  

Strigel, Jane  
St. Paul, Minnesota  

Strom, Shirley  
St. Paul, Minnesota  

Strom, William  
Minneapolis, Minnesota  

Stromberg, Lois  
Buffalo, Minnesota  

Sullivan, Jean  
Blackduck, Minnesota  

Svanda, Irene  
Silver Lake, Minnesota  

Svenneby, Marilyn  
Fergus Falls, Minnesota  

Swanson, Alan Emnett  
St. Paul, Minnesota  

Swanson, Clarence  
St. Paul, Minnesota  

Swanson, Elmer Orville  
Milnor, North Dakota  

Swanson, Ralph  
So. St. Paul, Minnesota  

Sweet, Jerry F.  
St. Paul, Minnesota  

Swenborg, Donal Blaine  
Stillwater, Minnesota  

Swennes, Wanda  
Cottonwood, Minnesota  

Swinbank, Elsa Thompson  
Jackson, Minnesota  

Takano, George  
Seattle, Washington  

Talles, Joanola  
Minneapolis, Minnesota  

Taverna, Donald Irving  
St. Paul, Minnesota  

Taylor, Allyn Cairncross  
St. Paul, Minnesota  

Taylor Marabelle  
Hastings, Minnesota  

Taylor, Meryl  
St. Paul, Minnesota  

Teel, Charles  
Hickman Mills, Missouri  

Teipel, Robert W.  
St. Paul, Minnesota  

Thomas, Marjorie  
Minneapolis, Minnesota  

Thomas, Oliver  
Aitkin, Minnesota  

Thompson, Bernard  
Dawson, Minnesota  

Thompson, Gordon  
St. Paul, Minnesota  

Thompson, Lloyd Robert  
Minneapolis, Minnesota  

Thompson, Marvin  
Minneapolis, Minnesota  

Thoreson, LeRoy Paul  
St. Paul, Minnesota  

Thornton, Cecil Arthur  
Minneapolis, Minnesota  

Thorsen, Richard Merrick  
St. Paul, Minnesota  

Tobias, Jerome  
Ashland, Wisconsin  

Tom, Peter  
Hoyping, Kawangtung, China
ROLL OF STUDENTS

Torii, Esther Mikiko                      Se.  Wallin, Carol
St. Paul, Minnesota                      St. Paul, Minnesota

Totushek, Gretchen                      Fr.  Warford, Patricia
Belle Plaine, Minnesota                  Bemidji, Minnesota

Tow, Rodney                             Fr.  Warren, George Douglas
Worthington, Minnesota                   Minneapolis, Minnesota

Townsend, Caroline                      Sp.  Watkins, Mrs. Shirley Nyquist
Decatur, Minnesota                      Carlton, Minnesota

Tracy, Lloyd                            So.  Watts, Frances
Hutchinson, Minnesota                   St. Paul, Minnesota

Trautmann, James                        So.  Way, Norma
Hastings, Minnesota                     Claremont, Minnesota

Trooten, Donald                         Fr.  Wedes, Christ John
St. Paul, Minnesota                     St. Paul, Minnesota

Trotter, Stanford L.                    Fr.  Weeks, Shirley
Dawson, Minnesota                       Redwood Falls, Minnesota

Turner, Rose Clark                      Se.  Wefer, Jean
Elkader, Iowa                            Philadelphia, Pennsylvania

Twete, Donna                            Fr.  Weiheneth, Edna
Thief River Falls, Minnesota

Uiber, Marjorie                         So.  Welch, Marilyn
Glenwood City, Wisconsin

Ulmer, Irene                             So.  Wells, George
St. Paul, Minnesota

Uppgren, Margaret                       Ju.  Wemeier, Mary
White Bear, Minnesota

Uppgren, Robert A.                      Se.  Wengler, Shirley
White Bear, Minnesota

Utoft, Leon Maurice                     Fr.  Westlund, Washing
Tyler, Minnesota

Valentine, Margaret                     Se.  Wenzel, Elaine
Ely, Minnesota                          St. Paul, Minnesota

Van, Theodore C.                        So.  Wenzel, James
St. Paul, Minnesota

Van Dyke, Florence                      So.  Westlund, Marshall
St. Paul, Minnesota

Van Slyke, Carol                        Fr.  St. Paul, Minnesota
Benson, Minnesota

Van Slyke, Donald                       Fr.  Wheeler, Ruth L.
St. Paul, Minnesota

Vogt, Phyllis                           So.  Austin, Minnesota
St. Paul, Minnesota

VonderHeide, Margaret                   Fr.  Whiston, Dorothy
Grand Rapids, Minnesota

Wagner, Dorothy                         Se.  Whitacre, John
Conde, South Dakota

Wagner, Eugene Arthur                   Fr.  St. Paul, Minnesota
St. Paul, Minnesota

Wallace, Ruth                            Fr.  Wiese, Robert
St. Paul, Minnesota                      Slayton, Minnesota

Waller, June                             Se.  Wiese, Roger
Redwood Falls, Minnesota

Williams, Shirley                       Ju.  Luverne, Minnesota
Lakewood, Ohio
SUMMARY OF REGISTRATION BY CLASSES
ACADEMIC YEAR 1945-46

<table>
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<tr>
<th>Class</th>
<th>Number</th>
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<tr>
<td>Freshmen</td>
<td>478</td>
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<tr>
<td>Sophomores</td>
<td>209</td>
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<tr>
<td>Juniors</td>
<td>107</td>
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<tr>
<td>Seniors</td>
<td>90</td>
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<tr>
<td>Post Graduates</td>
<td>7</td>
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<tr>
<td>Special Students</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>908</td>
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ROLL OF STUDENTS
1946 Summer Session
*Indicates Married Students on Record

Adams, John 
Fargo, North Dakota

Alexander, Vida Ruth 
St. Paul, Minnesota

Alton, Donald Gilman 
St. Paul, Minnesota

Amundrud, Maxine Audrey 
Fairdale, North Dakota

Amundson, Glen L. 
Evansville, Minnesota

Anderson, Shirley Claire 
Minneapolis, Minnesota

Anderson, David E. 
Dresser, Wisconsin

Anderson, Gene Edwin 
Minneapolis, Minnesota

Anderson, James H. 
Newfolden, Minnesota

Anderson, Phyllis Grace 
St. Paul, Minnesota

Anderson, Ralph E. 
Minneapolis, Minnesota

Anderson, Richard B. 
Grand Rapids, Minnesota

Anderson, Warren Howard 
Grand Rapids, Minnesota

*Armstrong, Dick J. 
Fosston, Minnesota

Arneson, Herman 
Menomonie, Wisconsin

Williamson, Donald
Charlotte, North Carolina

Wilson, Bruce
St. Paul, Minnesota

Wilson, Jane S.
St. Paul, Minnesota

Wise, Albert
St. Paul, Minnesota

Wise, Robert H.
St. Paul, Minnesota

Woelk, Betty
Crookston, Minnesota

Woestehoff, Ethel
St. Paul, Minnesota

Wold, Keith Clinton
St. Paul, Minnesota

Wolfgram, Donald Edward
St. Paul, Minnesota

Wood, Beverly
Minneapolis, Minnesota

Wood, Marjorie
St. Paul, Minnesota

Woolsey, Joan
St. Paul, Minnesota

Wulf, Margaret

Wylling, Carol
Clara City, Minnesota

Wunderlich, Margaret
St. Paul, Minnesota

Wyatt, James Roy
Minneapolis, Minnesota

Yates, Gerald
Rochester, Minnesota

Yocum, John Curtis
St. Paul, Minnesota

Young, Douglas Stanford
St. Paul, Minnesota

Young, Stanley
St. Paul, Minnesota

Zeman, Elaine
Minneapolis, Minnesota

Zwerenz, Norma
White Bear Lake, Minnesota
 Arnstrom, John Douglas
 Minneapolis, Minnesota
*Ashby, Gordon Benjamin
 St. Paul, Minnesota
Atwood, Betty Lou
 Mankato, Minnesota
Awsumb, Kenneth Paul
 St. Paul, Minnesota
Bach, Dorothy Mae
 Arlington, Minnesota
Bachman, Elinor Louise
 Minneapolis, Minnesota
Bachrach, Jerome
 St. Paul, Minnesota
Baker, Burton Charles Jr.
 St. Paul, Minnesota
Baker, Ray Lewis
 Aitkin, Minnesota
Baker, Robert Clair
 Madelia, Minnesota
Baldwin, James E.
 Minneapolis, Minnesota
Baran, Virginia Marie
 St. Paul, Minnesota
*Barnes, Leonard Raymond
 San Antonio, Texas
Bauer, Walter Wesley
 St. Paul, Minnesota
Bawden, Clayton M.
 St. Paul, Minnesota
Beall, Barbara
 Minneapolis, Minnesota
Beck, Herbert Charles
 Seekonk, Massachusetts
Beck, Stanley Charles
 Minneapolis, Minnesota
*Beckman, Elmer F.
 Little Falls, Minnesota
Beczakalo, William A.
 Minneapolis, Minnesota
*Beecroft, Chris Armun
 St. Paul, Minnesota
Berg, Bernadean Lois
 St. Paul, Minnesota
Berglund, Earl Marvin
 Minneapolis, Minnesota
*Bergstrahl, Kermit Leroy
 Rockford, Illinois
*Bergstrahl, Vinette (Mrs. K. L.)
 St. Paul, Minnesota
Bergup, George Edward
 St. Paul, Minnesota
Berkus, Hershel
 St. Paul, Minnesota
Bier, Charles A.
 St. Paul, Minnesota
Bigelow, James Grant
 St. Paul, Minnesota
*Bilodeau, Joseph Henry
 White Bear, Minn.
Binaris, Helen
 Westfield, New Jersey
Biscoe, Florence May
 Moose Lake, Minnesota
Blixt, Robert Paul
 Minneapolis, Minnesota
Blomgren, Jack F.
 St. Paul, Minnesota
Boorman, Wesley Paul
 St. Paul, Minnesota
*Bowell, William D.
 Long Beach, California
Brack, James
 St. Paul, Minnesota
*Bradley, Robert O.
 Lamasapas, Texas
*Brady, Charles Elmer Jr.
 Raten, New Mexico
Brandt, Gordon Wesley
 St. Paul, Minnesota
Brodie, Thomas A.
 St. Paul, Minnesota
Broms, Myron Joseph
 Minneapolis, Minnesota
*Brown, Cyril (Pat)
 St. Paul, Minnesota
Brown, Robert V.
 St. Paul, Minnesota
Brueck, Donald
 Battle Creek, Iowa
Brummond, Robert Jr.
 Truman, Minnesota
Brunner, Ione Mary
 Gibson, Minnesota
Budolfson, Donald L.
 Westbrook, Minnesota
Burges, Neil A.
 St. Paul, Minnesota
Burgess, Mary Katherine
 La Crosse, Wisconsin
*Burnes, Robert Cameron
 Minneapolis, Minnesota
Buselmeier, Robert W.
 Hastings, Minnesota
*Campion, Mrs. Dorothy
 Fountain City, Wis.
Carlberg, Gordon G.
 Windom, Minnesota
Carrell, Robert F.
 St. Paul, Minnesota
Carter, Leroy J.
 Minneapolis, Minnesota
*Celany, Basil A., Jr.
 St. Paul, Minnesota
Chamberlain, Victor P.
 Minneapolis, Minnesota
Christensen, T. Leroy
 Stanchfield, Minnesota
*Christenson, Harold R.
 Minneapolis, Minnesota
Clark, Dale Willardene
 Madison, Minnesota
Clausen, Robert John
 St. Paul, Minnesota
*Claxton, Charles L.
 St. Paul, Minnesota
Clements, Herbert Harvey
 Minneapolis, Minnesota
*Clipson, John Albert
 St. Paul, Minnesota
Coleman, Phyllis
 White Bear Lake, Minn.
Collins, Robert C.
 Louisville, Kentucky
*Colvin, Thurman Jackson
 Mt. Pleasant, S. C.
Comer, John Robert
 St. Paul, Minnesota
Cone, Richard W.
 St. Paul, Minnesota
Conger, Stephen Brace
 St. Paul, Minnesota
Conrad, Edwin M.
 Stillwater, Minnesota
Conzet, Donna Mae
 St. Paul, Minnesota
*Cork, Willis L.
 Chicago, Illinois
Croft, Audrey Claire
 Minneapolis, Minnesota
Cross, Paul B.
 Lakeville, Minnesota
Crowley, Robert A.
 St. James, Minnesota
Cunningham, Elliott Lee
 Worthington, Minn.
Davis, Charlotte Katherine
 Minneapolis, Minnesota
Davis, Joan Elizabeth
 Minneapolis, Minnesota
Dedolph, Robert Charles
 St. Paul, Minnesota
*Delapp, Roland R.
 Rochester, Minnesota
DeCarlo, Arnold S.
 St. Paul, Minnesota
DeMong, Vance Clyde
 Minneapolis, Minnesota
Denzer, Donald William
 St. Paul, Minnesota
Dibble, Richard Kenneth
 Minneapolis, Minnesota
Diez, Carlos E., Jr.
Costa Rica (San Jose)

Dobie, Joseph McGregor
Mapleton, Minnesota

Donnelly, Joe Arthur
Albert Lea, Minnesota

*Douglas, Leland C.
St. Paul, Minnesota

*Druck, Mrs. Bernard
St. Paul, Minnesota

Earhart, Donovan Howard
Pipestone, Minnesota

Edwall, Robert N.
Minneapolis, Minnesota

Ellenbecker, John O.
Birchwood, Wisconsin

Elliott, Norman K.
St. Paul, Minnesota

Elsenpeter, Thomas F.
Minneapolis, Minnesota

Emerson, Roger F.
Little Falls, Minnesota

Engebretson, Harold
Madison, Minnesota

Engeman, Eleanor
Redwood Falls, Minn.

Erickson, Herbert A.
No. St. Paul, Minnesota

Erickson, Wallace R.
St. Paul, Minnesota

Evans, David Lloyd
Mankato, Minnesota

Ewald, Emarie
Minneapolis, Minnesota

Feaster, Ruth Ann
Minneapolis, Minnesota

Ferber, Lorene Dorothy
St. Paul, Minnesota

*Ferron, Alan W.
Minneapolis, Minnesota

Field, Harold D., Jr.
St. Paul, Minnesota

Finck, Josephine
St. Paul, Minnesota

Finnegan, Rose Marie
St. Paul, Minnesota

Flaten, Leo G.
Atwater, Minnesota

*Flug, Frederick C.
North St. Paul, Minn.

*Freeman, John R.
Glenville, Minnesota

*Freeman, Ruth Smith
Glenville, Minnesota

*Freile, Robert A.
Eau Gallie, Florida

Frese, Jack
St. Paul, Minnesota

Frese, Margaret C.
St. Paul, Minnesota

*Fuller, Curtis E.
St. Paul, Minnesota

Fulton, Charles L.
St. Paul, Minnesota

Gallos, John P.
Minneapolis, Minnesota

Garcia, Anthony
St. Paul, Minnesota

Gardner, John W.
St. Paul, Minnesota

Garrett, Russell Ross
Minneapolis, Minnesota

Gauger, Douglas Merlyn
Minneapolis, Minnesota

Getty, Glen Stanley
Minneapolis, Minnesota

Gilbertson, Edward L.
St. Paul, Minnesota

Gilbraith, Walter A.
St. Paul, Minnesota

Gillott, Thomas A.
Dawson, Minnesota

Gottenborg, Miriam J.
Detroit Lakes, Minn.

Graham, Asa Briggs
St. Paul, Minnesota

Green, Gordon C.
St. Paul, Minnesota

Greer, Yates C.
St. Paul, Minnesota

Grindstaff, Marian Josephine
Aberdeen, S. D.

Gruner, Donald C.
St. Paul, Minnesota

Gullette, Margaret E.
St. Paul, Minnesota

Gunderson, Herbert
Minneapolis, Minnesota

Hafermann, Jean Louise
Minneapolis, Minnesota

*Hagen, James W.
Buffalo, New York

Hakenson, Walter P.
Pleasant Valley, Iowa

Hall, Pauline
Red Wing, Minnesota

Hammergren, Warren J.
St. Paul, Minnesota

Hands, Ruth Marie
Minneapolis, Minnesota

*Hanks, Stanley D.
Middletown, Ohio

Hansen, Donald C.
Minneapolis, Minnesota

*Hansen, James E.
St. Paul, Minnesota

Hankins, William K.
Minneapolis, Minnesota

Harrod, Alfre D.
Mahtomedi, Minnesota

Hauser, Carol Mae
Gibbon, Minnesota

Hawkinson, Helen L.
Minneapolis, Minnesota

Hazen, Stanley P.
Parkers Prairie, Minnesota

*Heller, Charles W.
St. Paul, Minnesota

Herrman, Gene C.
Wayzata, Minnesota

Hermanson, Tenho E.
Swan River, Minnesota

Hibbert, Albert Kemp Jr.
Chester, Pennsylvania

Hoeltje, Conradine M.
St. Paul, Minnesota

Hoffman, Thomas
Minneapolis, Minnesota

Holcomb, Warren D.
Minneapolis, Minnesota

Holliday, Harley T.
White Bear, Minnesota

Holloway, Clifford C.
West Plains, Missouri

*Holmes, Thomas W. Jr.
St. Paul, Minnesota

*Holter, Curtis M.
Minneapolis, Minnesota

Hooker, Gerald W.
St. Paul, Minnesota

Horan, Michael Harry
St. Paul, Minnesota

*Houg, Kenneth L.
St. Paul, Minnesota

Howes, George D.
St. Paul, Minnesota

Hrachovina, Frederick V.
St. Paul, Minnesota

Hubbard, Janet M.
St. Paul, Minnesota

Hughes, Jack E.
St. Paul, Minnesota

Humphrey, Constance
Faribault, Minnesota

Hunt, Carroll Alden
Big Lake, Minnesota

Hunt, F. Kieth
Big Lake, Minnesota
<table>
<thead>
<tr>
<th>Name</th>
<th>City, State</th>
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<tbody>
<tr>
<td>Huntley, William A.</td>
<td>Hill City, Minnesota</td>
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<tr>
<td>Jackson, Fredric G.</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Jarrett, Phillips O.</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Jarvis, Dwight C.</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Jensen, Donald</td>
<td>Worthington, Minnesota</td>
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<tr>
<td>Johnson, Adolphus D.</td>
<td>Minneapolis, Minnesota</td>
</tr>
<tr>
<td>Johnson, Bobby Lynn</td>
<td>Duncan, Oklahoma</td>
</tr>
<tr>
<td>Johnson, Dorothea M.</td>
<td>Dawson, Minnesota</td>
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<tr>
<td>Johnson, Douglas M.</td>
<td>Dawson, Minnesota</td>
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<tr>
<td>Johnson, Earl Samuel</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Johnson, Elaine P.</td>
<td>So. St. Paul, Minnesota</td>
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<tr>
<td>Johnson, Evelyn L.</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Johnson, Glenn E.</td>
<td>Fergus Falls, Minnesota</td>
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<tr>
<td>Johnson, Gordon G.</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Johnson, Harris M.</td>
<td>Lake City, Minnesota</td>
</tr>
<tr>
<td>Johnson, Kenneth C.</td>
<td>St. Paul, Minnesota</td>
</tr>
<tr>
<td>Johnson, Leo T.</td>
<td>Watertown, South Dakota</td>
</tr>
<tr>
<td>Johnson, Pauline</td>
<td>Minneapolis, Minnesota</td>
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<td>Johnson, Richard G.</td>
<td>St. Paul, Minnesota</td>
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<tr>
<td>Jonson, Joanne</td>
<td>Red Wing, Minnesota</td>
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<tr>
<td>Justice, Mary V.</td>
<td>Montevideo, Minnesota</td>
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<tr>
<td>Justice, Patricia A.</td>
<td>Montevideo, Minnesota</td>
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<tr>
<td>Kallsen, Leslie W.</td>
<td>Pipestone, Minnesota</td>
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<tr>
<td>Kari, Raymond R.</td>
<td>Embarrass, Minnesota</td>
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<td>Kast, Richard John</td>
<td>Minneapolis, Minnesota</td>
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<td>*Kennedy, Harold Martin</td>
<td>Benson, Minnesota</td>
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<td>Kerr, Richard W.</td>
<td>Minneapolis, Minnesota</td>
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<td>Kinvig, Merle Stephen</td>
<td>Zumbrota, Minnesota</td>
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<tr>
<td>Knowles, William</td>
<td>St. Paul, Minnesota</td>
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<td>Kocour, Joseph</td>
<td>St. Paul, Minnesota</td>
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<td>Koerner, Ralph L.</td>
<td>St. Paul, Minnesota</td>
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<td>*Kole, Marion Primeau</td>
<td>St. Paul, Minnesota</td>
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<td>Konig, Wilhelmina</td>
<td>St. Paul, Minnesota</td>
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<td>Kostohryz, Donald W.</td>
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<td>Kundert, Donald V.</td>
<td>Minneapolis, Minnesota</td>
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<td>Kurtz, Kenneth M.</td>
<td>Redwood Falls, Minn.</td>
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<td>LaCourse, Wilfred L.</td>
<td>St. Paul, Minnesota</td>
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<td>Lanegran, Patricia</td>
<td>So. St. Paul, Minnesota</td>
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<td>Laramy, Shirley E.</td>
<td>St. Paul, Minnesota</td>
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<td>Larkin, Charles R.</td>
<td>Osage, Minnesota</td>
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<td>Larson, Evert Clifford</td>
<td>Minneapolis, Minnesota</td>
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<td>Larson, Richard S.</td>
<td>Prescott, Wisconsin</td>
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<td>Law, Robert Burton</td>
<td>Lake City, Minnesota</td>
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<td>Lawrence, Carol</td>
<td>St. Paul, Minnesota</td>
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<td>Leathers, Elizabeth J.</td>
<td>St. Paul, Minnesota</td>
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<td>St. Paul, Minnesota</td>
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<td>Lee, Robert S.</td>
<td>St. Paul, Minnesota</td>
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Virginia, Minnesota

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Detroit, Michigan

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Montevideo, Minnesota

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White Bear Lake, Minn.

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Slayton, Minnesota

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Priebe, Elizabeth L.
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Ramaley, John E.
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*Ramstad, Robert L.
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*Reed, Mrs. Jean
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*Reed, Milford N.
Chicago, Illinois

Robens, Warren H.
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*Roberts, John H.
Neillsville, Wisconsin

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Lake Crystal, Minnesota

Roche, Janice Ann
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Robertson, Lee Anne
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*Rose, Donald H.
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Brainerd, Minn.

*Scheffler, Helen L.
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Custer City, Penn.
ROLL OF STUDENTS

*Sinnock, Robert G.
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Aberdeen, S. D.

Sorenson, Stanley
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Stougaard, Raymond L.
St. Paul, Minnesota

Strauch, Kenneth T.
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Strom, Harold P.
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Minneapolis, Minnesota

Sundin, Liane E.
St. Paul, Minnesota

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Fergus Falls, Minnesota

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*Swanson, Charles A.
Gowrie, Iowa

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Swenberg, Donal
Stillwater, Minnesota

Talles, Joanola
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*Taylor, Allyn C.
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Teipel, Robert W.
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Dawson, Minnesota

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Ashland, Wisconsin

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China

Tow, Lynn R.
Worthington, Minnesota

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Trotter, Stanford L.
Dawson, Minnesota

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Turner, Mrs. Rose Clark
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Van, Theodore C.
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Van Slyke, Donald K.
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Von der Heide, Margaret
Grand Rapids, Minn.

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*Wiebusch, Martin A.
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*Wilson, Bruce E.
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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.