# MACALESTER COLLEGE BULLETIN CATALOG NO. 1968-69

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GENERAL INFORMATION

Purposes and Goals
Macalester College is a Christian liberal arts college that endeavors to unite excellence in academic achievement with dedication in service. Its purpose is to help able young persons to develop, through serious study in the liberal arts and wholesome participation in the life of the College, significant capacities for full and selfless leadership grounded in free inquiry, justice and compassionate concern for all human beings.

Believing that worthwhile life and a free society hinge upon enlightened intelligence, the College takes its primary task to be the sharing of great ideas among growing minds. The College leads the student so to discern, ponder, discuss and apply the best that men have thought, felt and done in the arts, humanities and sciences that he may grow to be wise in judgment, reasonable in discourse and resolute in action. The College leads the student in time to bring his studies to focus in a scholarly discipline to the end that he may gain respect for all such disciplines, skill in methods of responsible inquiry and solid foundations for further study and expanding personal and vocational experience.

Taking good will rooted in faith to be basic, the College seeks to constitute a community exemplifying the spirit of brotherhood. Christian in spirit and Presbyterian in background, but not sectarian in outlook, Macalester endeavors in its instruction, activity and worship to enable the student to develop a philosophy and way of life rooted not only in knowledge and useful capacity, but also in character, sensitivity and reverence. Macalester seeks to cultivate in all its students constructive citizenship and aspires to bring out in many fearless zeal for justice, freedom and human well-being.

Location
Macalester College of St. Paul, Minnesota, is located in Macalester Park, a residential section nearly equidistant from the downtown areas of St. Paul and Minneapolis. The Twin Cities metropolitan area, with more than 1,800,000 population, is one of the largest industrial, educational and business centers between Chicago and the West Coast. Transportation facilities of every form are available, including seven scheduled airlines.

Degrees and Accreditation
The Bachelor of Arts degree is awarded to students who complete four years of successful educational experience. The College also awards the degree of Master in Education to those who complete the requirements.* Macalester is fully accredited as a member by the North Central Asso-

*The College stopped admitting students to the M.Ed. program June 1, 1968.
ciation of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. Approved by the American Chemical Society, Macalester is also a member of the Association of American Colleges, the Presbyterian College Union, the Minnesota Association of Colleges and the American Association of Colleges for Teacher Education.

**Historical Sketch**

One of the 45 institutions of higher learning related to the United Presbyterian Church, U.S.A., the College had its origin in two educational enterprises founded by Dr. Edward Duffield Neill, distinguished Minnesota pioneer missionary and educator. Dr. Neill established Baldwin Academy in St. Paul in 1853, naming it after 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, Charles Macalester of Philadelphia, bequeathed the building to the College. On March 5, 1874, the institution was formally incorporated as Macalester College in honor of the donor.

The school as a collegiate institution was not, however, opened until 1885. Dr. Neill was unable to obtain adequate funds for the support of the College until 1880, when the Synod of Minnesota of the Presbyterian Church, U.S.A. (now the United Presbyterian Church in the U.S.A.) accepted temporary responsibility for the institution. The trustees of the College in 1883 donated 40 acres in St. Paul which, in 1962-63, were increased by purchase of adjacent property to make a campus today of nearly 50 acres. The trustees 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.

A coeducational institution, the College was, for its first eight years, a college for men only.

The endowment of the College has grown from $25,000 in 1885 to $26,750,000 (book value). 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 value of the campus and buildings is $19 million. The College is presently engaged in a $32 million Challenge Program to provide endowment for great teaching and facilities for learning.

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
Academic Program

The education of the student at Macalester College takes place not only in the classroom and as a result of formal class work, but also in the multitudinous learning experiences which occur as a result of formal and spontaneous activities outside of class. Both kinds of situations provide opportunities for learning which may contribute to a progressive development of the student from the time he enters as a freshman until his graduation four years later.

Four ingredients are regarded as essential to a meaningful experience at Macalester: education in depth; education in breadth; involvement in pertinent problems of the world; and the careful development of techniques of independent thought and action which will enable the student to continue his learning and development long after he graduates from college.

In his major concentration or in the somewhat broader core concentration at the College, the student will find ample opportunity to probe deeply into an area of his own choosing, an area to which he may wish to devote his life following graduation. Each student also should know a great deal about the neighboring subject-matter areas from which his chosen discipline borrows. He should realize that no single discipline stands in isolation from other disciplines which surround and impinge upon it—sometimes slightly, sometimes profoundly.

World involvement takes place in two ways: by bringing the world to the campus and by giving the student opportunities to be involved in world problems. The student thus should participate in activities which can bring academic competence to bear on the actuality of world situations.

The last ingredient, the development of progressive independence, is not an entity in itself. Rather, it characterizes the other three aspects of undergraduate life. If it becomes an important part of the life of each undergraduate, this capacity will have a profound effect upon the role that continued learning will play in his life and work after graduation.

The business of Macalester is that of changing students. It is the task of the College to help the student develop his greatest potential so that he may become an effective agent in helping to guide and mold forces at work in the world and not be simply buffeted and driven by them. It is toward these ends that liberal education at Macalester strives.
Expectations of Students
The College is dedicated to high standards of intellectual inquiry and social responsibility. It assumes a high degree of cooperation, individual responsibility, mutual concern and integrity in the members of the College community. Students who abuse the personal rights or property of others or who demonstrate lack of integrity in dealing with others, both in and out of the classroom, are liable to disciplinary action.

On matters of integrity in the classroom and academic work, individual faculty members are responsible for taking action. Flagrant cases are referred to the faculty Advisory Council and the Dean of the College. Violations of personal and property rights of others outside the classroom, and violations of College policies outside the classroom, will result in disciplinary action by the Office of the Dean of Students. In such disciplinary cases, student judicial bodies are involved in recommending action to the Dean of Students.

In disciplinary action for offenses both in and out of the classroom, students are guaranteed the right of appeal.

Buildings and Facilities
THE MAIN BUILDING contains classrooms and administrative offices.
THE CARNEGIE SCIENCE HALL is a gift of Andrew Carnegie. Psychology, geology, biology and geography are taught in this building, which also houses the offices of the Economics and Business Department and the Bureau of Economic Studies.
THE WEVERHAEUSER LIBRARY, erected in 1942 and expanded in 1960, is named in memory of Rudolph M. Weyerhaeuser, a long-time member of the Board of Trustees. This building is of American Colonial design and has a capacity of 135,000 volumes. The library provides seating for 500 students in the reading rooms, individual carrels, seminars, lounges and small group study rooms. The expansion of the library, completed in 1960, not only increased the space available for readers, books and work areas but also provided the Margaret MacGregor Doty Lounge for informal meetings of college-related groups, a rare books room and space on the ground floor for the College's Audio-Visual Department and its closed circuit television system.
KIRK HALL, a residence hall for men, 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 accommodates 142 students.
WALrACE HALL, a residence hall for women students, was named for James Wallace, fifth president of the College. This three-story, fireproof brick building contains rooms for 124 students. Although it is modern in equipment, the Hall is old enough to have built up many traditions and customs.
The GYMNASIUM is of American Colonial design and has a running track, swimming pool, handball courts, locker rooms and offices.
SHAW ATHLETIC FIELD, which was dedicated at the opening of the 1909 school year, was named in honor of Professor Thomas Shaw, former President of the Board of Trustees, because of his interest and assistance in developing the athletic program. Relocated in 1963 at the southeast corner of the campus, it includes a new stadium with track, football and baseball fields. The track is surfaced with the green 3M-developed "Tartan" Brand all-weather, non-slip material. This is the first college running track in the nation of its kind.

BIGELOW HALL, a residence hall for women, was completed in September, 1947, and 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. The building houses 110 women students.

STELLA LOUISE WOOD HALL, an Education Department office building, is named in honor of Stella Louise Wood, founder of Miss Wood's Kindergarten and Primary Training School.

SUMMIT HOUSE is actually two homes located at the northeast corner of the campus and connected by an enclosed ambulatory. The combined accommodations provide residence for 36 women students.

THE STUDENT UNION BUILDING is of American Colonial design. A large snack-bar, game room, faculty lounges, bookstore, post office, information desk, student radio station and student organization offices are in this building. A large general lounge, two stories high, dominates the interior and is bordered at the second floor level by a mezzanine balcony on three sides. The lounge is available for all student social functions. The Office of Career Planning and Placement also is in the Union.

THE WINTON HEALTH SERVICE BUILDING, named in memory of the late Mr. and Mrs. Charles J. Winton, is the gift of their three children, Mrs. Carl W. Jones, Charles J. and David J. Winton. The building includes a large waiting room, office, examination room, physical therapy room, X-ray room, kitchen, drug room, laboratory, three two-bed wards, an isolation room and a three-room and bath apartment for two resident nurses. The building also houses the Office of Counseling and Testing.

THE FIELD HOUSE, a $400,000 building with classrooms and offices in addition to athletic facilities, was formally dedicated in December, 1956. It is adjacent to and connected to the Gymnasium. A Tartan composition floor recently was installed in the Field House.

DAYTON HALL, a residence for men, and TURCK HALL, a residence hall for women, were both opened for occupancy in 1957. They house 132 and 150 students, respectively.

THE INTERNATIONAL CENTER, at 1635 Summit Avenue, houses the offices of the International Program staff and has facilities for seminars, meetings and discussion groups.

DUPRE HALL houses 280 men. This five-story structure, completed in 1964, stands along the north side of the campus and incorporates the latest features for this kind of facility.

DOTY HALL, housing 161 women, offers occupants modern and attractive
living quarters — including a sundeck on the roof. It was ready for occupancy in 1964.

A DINING COMMONS, located on the North Mall and first used in 1964, serves 700 students at a time in the main dining room. This glass-sided building has private dining rooms. Dining is co-educational.

THE JANET WALLACE FINE ARTS CENTER is the gift of Mr. and Mrs. DeWitt Wallace, co-editors and founders of the Reader's Digest. This five-structure complex — with separate buildings for art, drama-speech, music and the humanities — was dedicated October 26, 1965. A fifth building, the Lila Wallace Garden Court, is flanked by lounges for students and faculty, plus exhibition galleries, and serves as a physical link for all the buildings.

THE OLIN HALL OF SCIENCE, made possible by a gift of $1,600,000 from the Olin Foundation, houses Macalester's Astronomy, Chemistry, Mathematics and Physics Departments, as well as a science library.

THE KATHERINE ORDWAY NATURAL HISTORY STUDY AREA, a tract of approximately 280 acres, is used primarily for field biology. The land, about a half-hour's drive southeast of the campus, was donated by Katherine Ordway of New York. She is a sister of Macalester Trustee Richard Ordway of St. Paul. The area offers Mississippi River frontage, forests, a prairie, marshes, a lake and a pond. A field station containing research, laboratory and lecture facilities — plus eating and sleeping accommodations — has been constructed in the area.

THE FREDERICK Weyerhaeuser MEMORIAL CHAPEL, a hexagonal, glass-walled structure, is scheduled for completion in November 1968. It was given to the College by members of the family of the late Frederick Weyerhaeuser, who was a Trustee of the College when he died in January, 1961, at 54.

THE HARVEY M. RICE SCIENCE BUILDING, named in honor of President Rice (1958-1968) and made possible by a grant of more than $1,600,000 from the Olin Foundation, is scheduled to be available for classes in the fall of 1970. It will be attached to the Olin Hall of Science and will house the Biology, Geology and Psychology Departments.

THE HUGH S. ALEXANDER ALUMNI HOUSE, established in 1968, is named after Dr. Hugh S. Alexander, '99, who was for many years chairman of the Department of Geology at Macalester. The 14-room building at 1685 Lincoln Avenue houses the professional staff of the Alumni Office and has facilities for a variety of activities and services.

Macalester College Alumni Association

The Macalester College Alumni Association was incorporated in 1918 as a social or charitable corporation under the laws of Minnesota for the year 1913. Communications to the Association should be sent to the Alumni Office. Checks for contributions should be made out to "Macalester College Alumni Fund."

Macalester holds the three basic types of memberships in the American Alumni Council: Type A (Alumni Administration), Type B (Educa-
tion Fund Raising), and Type C (Publications). This official publication of the Association is the *Macalester College Bulletin* edited by A. Phillips Beechon, '28, Director of Alumni Affairs. Alexander G. Hill, '57, is Associate Director of Alumni Affairs.

By action of the Board of Directors of the Alumni Association on May 2, 1968, the Hugh S. Alexander Alumni House was established. This facility—a 14-room building at 1685 Lincoln Avenue—houses the professional staff and provides accommodations for nearly 200 persons for such varied activities as seminars, meetings, conferences, wedding receptions and Open Houses. The House was officially opened in the Fall of 1968.

Macalester Clubs (Clans) whose membership is made up of both graduates and former students are active in some 50 centers in the United States and abroad.

The Board of Directors of the Alumni Association is the governing body and meets bi-monthly on the campus during the school year on the first Thursday at 6:00 p.m. There is also an annual meeting. Directors, of whom there are 39, serve for a three-year term.

By action of the Board of Directors, an Advisory Council was set up in January, 1949. The Council membership includes the presidents or chairmen of every organized Macalester Club (Clan) in the United States and abroad with personnel changing as new officers are elected. The Council is designed to bring wide geographical representation of the alumni family to the Alumni Board. These members are ex-officio members of the Board, may participate in all discussions, but are not entitled to vote.

**Visitors to the Campus**

Visitors are welcome on the campus. Upon arrival, they should go to the Admissions Office at 58 S. Snelling Ave. It is recommended that visitors notify the Admissions Office of their arrival time in advance. Administrative Offices are open from 8 a.m. to 4:30 p.m., Monday through Friday.
Through its many international programs, Macalester hopes at least 75 per cent of its students will travel or study abroad before graduation.
THE STUDENT AND THE COLLEGE

Student Personnel Program
Macalester College strives to be a concerned, cooperative community in which the development of the individual student is the paramount focus. The College is vitally interested in the intellectual, social, moral, religious, cultural and emotional growth of every student. To achieve this objective, Macalester maintains a professionally staffed student personnel program to assist the individual student to maximum growth and maturity and to promote a total campus environment that encourages this growth.

Counseling
A counseling program operates under the supervision of the Dean of the College and the Dean of Students. Advising and counseling are viewed as a part of the total educational process. The goal is the steady development of intelligent and responsible self-management by the student as he progresses through his college experience.

Two areas of advising and counseling services are offered: academic advising and specialized counseling. Each student has available the assistance of his faculty adviser, his residence hall director and student resident counselor (if a resident of a hall), and the officers of the College. Specialized counseling is provided in the office of the Dean of Students. A new student is notified of the names of his faculty adviser and his student counselor a few weeks before beginning college.

The faculty adviser carries on educational and vocational counseling with the student and periodically helps him review his plans and progress. Conferences with faculty advisers are scheduled during registration periods, but are usually voluntary at other times.

Professional counseling by the Dean of Students' staff is available in the areas of personal and social adjustments, psychological test interpretation, vocational and career planning and military affairs. In addition to the regular counseling services available, foreign students on the campus are assisted by a Foreign Student Adviser.

Career Planning and Placement
The Office of Career Planning and Placement assists students beginning in their freshman year in career and post-graduate planning. Recruiting visits by companies and government agencies, the Peace Corps, professional schools and other organizations are coordinated by the office. The office sponsors a series of seminars on various careers and maintains a reading room which contains information on graduate and professional school programs and fellowships, part-time, summer and post-graduate
job opportunities, and general occupational information. In addition, faculty department heads and special faculty advisers advise students on graduate and professional schools.

The Teacher Placement Bureau assists Macalester education graduates in locating teaching positions. The Bureau keeps an up-to-date file of the prospective teacher's credentials, schedules appointments with prospective employers and maintains lists of available teaching positions in all parts of the United States. Information may be obtained from the Department of Education.

Student Housing
A student's living arrangements and relationships are influential factors in his personal development. A residence hall is an intimate community, providing an opportunity for the student to receive some of his most effective education in human relations. The residence hall directors and the resident counselors cooperate with the student residence hall councils in planning and encouraging a high level of citizenship as well as an active intellectual and social life. The College believes that a residence hall experience is of basic importance; it therefore requires new students not living at home to live in a residence hall or college-owned, student house, during their first year. Upperclass students who are not living in residence halls must apply to the office of the Dean of Students for approved off-campus housing. Any exceptions to living in approved off-campus housing must be made by the office of the Dean of Students. The College requires parental permission for students under age 21 to live off campus in unapproved housing.

The Community Organization and Participation
The Community Council plays a central role in student life at Macalester. Its main functions are to provide official representation for the student body in the governing of the College and to fulfill such needs as the coordination of student activities, the allocation of student funds and the training of student leaders.

The Community Council makes recommendations to the faculty, administration and Board of Trustees representing student opinion on problems in all areas of college life. It also sets general policies in such areas as programming of events, financing of student activities and organizations, and election of student government, publications, and judicial officers. One of its most important responsibilities is the appointment of student chairmen of activities and student members of two standing committees of the faculty - the Curriculum and Out-of-Class Activities Committees. Student members of each of these groups discuss and vote as equals with their faculty counterparts and thus provide a direct means of communicating student views and improving faculty-student cooperation.

The Community Council includes a president and vice-president elected by the entire campus community; six representatives of the off-
campus students; thirteen representatives of the residence hall students; the president of each of the classes; a representative from the College administration and a representative of the faculty.

The student body, faculty and administration, through its Community Council, became affiliated in 1947 with the National Student Association. This membership provides an opportunity for the College community to exchange information and viewpoints with college students across the nation and throughout the world student community.

Membership in the Twin City Inter-College Coordinating Committee (IC3), a unique association of eight small private colleges in St. Paul and Minneapolis, makes possible close cooperation on common problems of a local nature.

Religious Life
The College offers a variety of opportunities for growth in understanding, commitment and action in the area of religion. Scholarly courses, both required and elective, are provided for credit by the Department of Religion. Each term, a number of Religious Confrontations expose the student body to major contemporary issues in the light of the Judeo-Christian faith and ethic. Weekly Chapel services, with voluntary attendance, are ecumenical in nature and, in large part, student-led. The Macalester College Christian Movement (MCCM) serves as the overall student religious association and includes Roman Catholics as well as Protestants. MCCM is ecumenically Christian in leadership, but participation in its programs is open to all students, regardless of religious background or affiliation. MCCM coordinates the extensive Volunteer Community Service program, stimulates informal study of topics of ethical import, promotes attendance at retreats and inter-collegiate conferences, sponsors a Church Vocations Fellowship and provides a rallying point for such related groups as the Intervarsity Christian Fellowship and students who are members of the Church of Christ, Scientist, or the Society of Friends. Students are also encouraged to worship and participate in the activities of local congregations. A high point of the academic year 1968-69 will be completion and dedication of the Weyerhaeuser Memorial Chapel. With a seating capacity of 375 and modern facilities for the entire student religious program, the Chapel will further enhance the part religion plays in the life of the College.

Campus Social, Recreational and Cultural Life
The Community Council, its committees and commissions, and various student organizations on the campus provide a wide variety of social, educational, cultural and recreational activities. The student-run Mac Cinema is especially active in developing an excellent film series each semester. Activities are planned on a campus-wide as well as on an organization basis. The emphasis is on acceptance of the individual worth of each student through active participation and the providing of quality activities for all students.
The Twin Cities as an Educational Laboratory

Living in a metropolitan area provides students at Macalester with an opportunity to share in the diversity of the city and in its intellectual and cultural vitality. Libraries, art galleries, concerts, lectures, governmental agencies, courts and businesses are all available as educational resources.

Among the many cultural functions that attract the support of Macalester students are the Minneapolis Symphony Orchestra, the St. Paul Civic Opera Association and the Saint Paul Chamber Orchestra, for which tickets are available at reduced rates. The Guthrie Theatre offers exceptional repertory productions. Excellent plays from Broadway are presented in the Twin Cities in addition to numerous local theater productions. A large number of distinguished musicians can be heard on the public concert stage during each musical season. Tickets to most events are available on the Macalester Campus; free transportation can often be arranged through the services of the Mac Shuttle Bus.

Many students work as volunteers for Twin Cities social service agencies and thus learn firsthand the many dimensions of problems facing modern society. In addition, they enrich their own lives by making a personal contribution in an area of great need.

The resources of the community make possible the exploration through class projects and individual independent research opportunities a variety of political, economic and sociological problems and issues. Many phases of the community life, from the religious to the cultural, can become part of a student's total college educational experience.

International Center

The Macalester College International Center is the campus focal point for the international programs of the Macalester community.

The Center programs include conferences, seminars, discussions, films, open houses, social events and informal activities. Such groups as the International Club and the language clubs regularly meet at the International Center. Foreign students and participants in Macalester's unique Study-Work Abroad Project (SWAP) and the Student Project for Amity Among Nations (SPAN), sponsored by the colleges and universities in Minnesota, report on their experiences and impressions at regular discussion "study breaks."

The Center staff is responsible for administering and developing programs for sending Macalester students abroad for work, service, travel or study, and the bringing of foreign students to the campus. An up-to-date file is maintained on all international programs in which members of the Macalester community may be interested. Experienced counseling for those individuals and groups planning work, study and travel programs abroad is available at the Center.

The Center serves as the Office of the Foreign Student Adviser and provides a variety of services to the foreign students on campus. Regular office hours are maintained for foreign student counseling at the Center. It is also an informal meeting place for both American and foreign stu-
students every evening. Television, radio, hi-fi, books, newspapers, magazines and table games provide an atmosphere for relaxed but stimulating conversation for Macites from around the world.

Programs for International Understanding
The International Affairs Program of the International Center is a comprehensive effort to focus attention on world affairs at the College. The major event of the Program is the Annual Symposium on a topic of vital international interest, featuring addresses by outstanding national and international leaders. Five young men under twenty-five who have made significant contributions to international understanding are selected each year for the International Distinguished Service Award. The Center program also includes a continuing series of meetings, discussions, seminars, films and lectures in international affairs. Each year, three senior men are selected to participate in the International Affairs Internship program. The Interns work at the International Center developing their own programs under staff guidance, staffing Center programs and serving as coordinators for World Press Institute tours during the summer.

The World Press Institute brings 15 working journalists to the United States each year for a program of study, work and travel. The journalists are enrolled at Macalester as Resident Fellows in American Studies during the first semester and attend classes and special seminars to learn about the United States. They then serve for three months as working interns on American newspapers, magazines and television stations, after which they tour the country.

Macalester College also sponsors the Ambassadors for Friendship program, which provides an opportunity for over 100 foreign and American students to tour the USA and to meet Americans in their homes and on their jobs — to learn of America firsthand. Selected foreign students travel for six weeks during the summer with American students from Macalester serving as drivers and tour coordinators.

The Study-Work Abroad Project offers summer opportunities for study in language institutes or specialized programs, for work in offices, factories, laboratories, art galleries, farms and volunteer camps in Europe each summer. Students either work or take special training for at least eight weeks and then travel throughout Europe, visiting special points of interest. Participants are chosen on the basis of maturity, potential, and contributions to the campus and the community, and are placed in positions abroad for which they are qualified. Transportation is by chartered jet. Fares are subsidized substantially and travel grants-in-aid based on financial need are given to over 75 per cent of the participants.

Student Organizations and Activities
The College believes student organizations and activities provide a significant opportunity for learning and individual development. The program of student activities is advised and coordinated through the Macalester Community Council, the office of the Director of Student Activities and the staff of the Dean of Students.
The organizations active on the campus offer a wide and varied opportunity for sharing interests, striving toward mutual goals, developing leadership and individual self-development.

The academic honorary societies are: Phi Beta Kappa; Alpha Kappa Delta (sociology); Kappa Delta Pi (education); Omicron Delta Epsilon (economics); Phi Alpha Theta (history); Pi Epsilon Delta (dramatics); Pi Sigma Alpha (political science); Pi Kappa Delta (speech); Pi Mu Epsilon (mathematics).

Students with like majors or special interests may join such groups as Alpha Delta Theta (medical technology), Classical Club, French Club, Geology Club, German Club, National Collegiate Players (drama), Phi Delta Mu (pre-medical and pre-dental), Russian Club, Spanish Club and Student National Education Association.

In the theater arts area, Drama Club, National Collegiate Players and Drama Choros are active. The Macalester College Music Department offers the student opportunity to participate in various musical organizations, including Collegium, the Festival Choir, the Concert Choir, the College Band and the College Orchestra. Student publications include the *Mac Weekly* (campus newspaper), *The Mac* (yearbook), *The Chanter* (literary) and the *Spotlite* (directory). KMAC is the campus radio station.

Athletic related organizations are: Ski Club, Cheerleaders, Flying Scots, Scots Club, Women’s Physical Education Major and Minor Club, and Women’s Recreation Association.

In the area of citizenship are: Association of Women Students (AWS), Campus Chest Committee, Canadian-American Conference, International Club, Macalester Junior Toastmasters, SPAN, Black Liberation Affairs Committee (BLAC), Young DFL, Young Republicans, and Student Action for Human Rights (SAHR).

The Thalian Society is a social club on campus.

**Financial Aid Program**

Macalester College has an extensive financial aid program to assist students who otherwise would be unable to attend Macalester. This program includes scholarships, grants-in-aid, loans, part-time work for the College as well as off-campus part-time work. For a complete and detailed listing, see Section III, Expenses and Financial Aid. A booklet, *Student Aid and Self-Support*, is also available from the Admissions Office.

**Winton Health Service**

The Winton Health Service is located on campus and offers a consulting physician from 9 to 11:30 a.m., Monday through Friday. Office hours are 7:30 a.m. to 8:30 p.m., Monday through Friday. Saturday hours are 8 a.m. to noon.

Services available include free consultation with the physician, laboratory facilities, physiotherapy which includes whirlpool, diathermy,
infra-red lamp, ultra-violet lamp (the use of ultra-violet lamps in the residence halls or rooming houses is not permitted) and limited use of the X-ray machine. All cases requiring major surgery and all serious illnesses are cared for at local hospitals. The College is not responsible for expenditures in such cases. A minimum fee is charged for antibiotics, special drugs and X-rays. All other medications are given free of charge.

A voluntary plan of accident reimbursement insurance is available to students. The policy provides reimbursement up to $1,000 for each accident for any medical expenses originating from an accident in which the student is injured. The plan protects all participating students twenty-four hours a day for the school year, September through June. Full protection is assured during interim vacations, and participation in all activities including athletics, either on or off campus, is covered.

The cost of this insurance per student for the school year is nominal. The premium will be added to the student's account and payment made at the time of settlement of the account with the College.

Medical and Surgical Group Insurance with Blue Cross and MII is also available at favorable group rates to all students. Premiums for this coverage are payable in October for the six-months period beginning November 1 and in April for the six-months period beginning May 1.

Additional information will be furnished upon request.

Library Services
Library services of the College support and extend the academic programs of its students, assist in meeting the teaching and research needs of its faculty, and provide study facilities, research materials and recreational reading for the college community. Housed in the Weyerhaeuser Library and Olin Science Library, the collection now numbers about 165,000 cataloged volumes. The library receives more than 1,350 current periodicals, journals and newspapers. Backruns of important scholarly journals are being built up as funds are available. The present rate of growth approximates 15,000 new volumes annually. Total library expenditures per student have increased steadily to a present level of $150 per student.

During most of the academic year the Weyerhaeuser Library and the Olin Science Library are open and staffed as follows:

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<th></th>
<th>Weyerhaeuser Library</th>
<th>Olin Library</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL TERM, INTERIM TERM, SPRING TERM</strong></td>
<td><strong>8:00 a.m.-10:30 p.m.</strong></td>
<td><strong>8:00 a.m.-10:30 p.m.</strong></td>
</tr>
<tr>
<td>Monday through Friday</td>
<td>7:30 a.m.-12:00 midnight</td>
<td>8:00 a.m.-10:30 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 a.m.-10:30 p.m.</td>
<td>9:00 a.m.-12:00 noon</td>
</tr>
<tr>
<td>Sunday</td>
<td>2:00 p.m.-12:00 midnight</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMER TERM**

<table>
<thead>
<tr>
<th></th>
<th>Weyerhaeuser Library</th>
<th>Olin Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday through Friday</td>
<td>8:00 a.m.-5:00 p.m.</td>
<td>8:00 a.m.-5:00 p.m.</td>
</tr>
<tr>
<td>Saturday, Sunday</td>
<td>Closed</td>
<td>Closed</td>
</tr>
</tbody>
</table>

Holiday and Reading Day Schedules as Announced

The library services are so organized that all students have open access to the main book collection. In the periodicals room are found current journals and a small reserve book collection. A curriculum laboratory provides a wide variety of materials in the field of teacher education.
Monographs and journals of interest to the disciplines supported are in the Olin Science Library and also indexed in the Weyerhaeuser Library card catalog. Micro-readers and copying equipment are available to support student and faculty use of library facilities.

The reference and public affairs room houses an extensive reference collection. United Nations, U. S., state and local government documents and their indices are located in this room, as well as pamphlet runs, annual reports, college catalogs and ephemeral publications. Numerous bibliographies to assist faculty and student researchers are also found in the reference area. They cover a wide variety of study areas, such as anthropology, the social sciences, international affairs, all forms of literature, the pure sciences and history.

Special collections of the library include the memorial library of Edward Duffield Neill, strong in early American and Minnesota history; the Arthur Billings Hunt books on American hymnology; the Gustavus Loevinger Shakespeare collection; the Stella Louise Wood collection of juvenile literature; the J. Harold Kittleson collection of Sinclair Lewis materials, and smaller collections of Willa Cather and Adlai Stevenson materials; the Cyrus B. Yandes collection on field sports; the Norman H. Strouse collection of Mosher imprints; the Charles W. Ferguson materials in linguistics; the Tartan Room housing college archival materials; a treasure room for rare books; a growing fine arts collection of Macalester undergraduate work, and collections of art prints, phonograph records and tapes. The library continues to rely on gifts and special purchases to strengthen subject collections in particular areas.

Trained librarians who staff the Weyerhaeuser Library and Olin Science Library organize the collections and provide expert assistance to students and faculty in bibliographic search, book selection, reference work and related areas of academic library service. Members of the staff conduct initial student visits to the library as a part of the freshman orientation program; appear in classes at the invitation of faculty members to discuss with students various methods of making effective use of the library's resources; and instruct students on either a group or an individual basis to develop with them effective search techniques for fully exploiting the facilities of the library. The continuing goal of the library staff is to develop in Macalester students lifelong habits which will make the intelligent use of books an essential part of each individual's college experience.

All students are encouraged to make full and independent use of the library's resources, knowing that librarians are available to provide assistance when needed. Rules are kept to a minimum, and exceptions can be made when circumstances warrant. Such an operational pattern is based on the assumption that students are mature individuals who make honorable and responsible use of library materials provided by the College.

Because of its urban location, library services at Macalester are backed up by major research collections accessible from the campus. These include: the James Jerome Hill Reference Library, the St. Paul Public Library, the library and manuscript collections of the Minnesota Historical Society, the Minnesota State State Law Library, the University of
Minnesota Libraries, the Minneapolis Public Library, and special libraries in the metropolitan area. In addition, through a mutual interlibrary use agreement with six other metropolitan area private liberal arts colleges, Macalester students may borrow materials from their libraries.

### ENDOWMENT FUNDS FOR LIBRARY BOOK PURCHASES

<table>
<thead>
<tr>
<th>Name</th>
<th>Purpose</th>
<th>1968-69 Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anonymous Book Fund</td>
<td>Books and journals</td>
<td>$20,666.00</td>
</tr>
<tr>
<td>Class of 1902 Fund</td>
<td>Books and journals in political science</td>
<td>1,870.00</td>
</tr>
<tr>
<td>Class of 1965 Fund</td>
<td>Books and journals</td>
<td>3,258.35</td>
</tr>
<tr>
<td>James Davenport Fund</td>
<td>Books and journals</td>
<td>375.00</td>
</tr>
<tr>
<td>Doubleday &amp; Co. Fund</td>
<td>Books and journals</td>
<td>34,000.00</td>
</tr>
<tr>
<td>(John T. Sargent )</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elisabeth Ives Gillette Fund</td>
<td>Curricular materials in elementary education</td>
<td>5,000.00</td>
</tr>
<tr>
<td>Raymond T. Gunderson Memorial Fund</td>
<td>Books in English literature and economics</td>
<td>925.00</td>
</tr>
<tr>
<td>Harper &amp; Row, Harper's Magazine Fund</td>
<td>Books and journals</td>
<td>17,500.00</td>
</tr>
<tr>
<td>(Cass Canfield)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farquhar David MacRae Memorial Fund</td>
<td>Books and journals</td>
<td>20,900.00</td>
</tr>
<tr>
<td>William Morrow &amp; Co. Fund</td>
<td>Books and journals</td>
<td>12,100.00</td>
</tr>
<tr>
<td>(John T. Lawrence)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anna Reimers Richardson Memorial Fund</td>
<td>Books and journals</td>
<td>25,914.92</td>
</tr>
<tr>
<td>J. Walter Thompson Rare Book Fund</td>
<td>Rare books “for the glory of the library”</td>
<td>24,500.00</td>
</tr>
<tr>
<td>(Norman H. Strouse)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DeWitt Wallace Book Fund</td>
<td>Books and journals</td>
<td>143,600.00</td>
</tr>
<tr>
<td>James Wallace Professorship of History Fund</td>
<td>Books and journals in history, philosophy and the humanities</td>
<td>375,000.00</td>
</tr>
<tr>
<td>Stella Louise Wood Memorial Collection Fund</td>
<td>Juvenile books</td>
<td>7,500.00</td>
</tr>
</tbody>
</table>

**Total:** $693,109.27
Looking toward Dupre Hall, residence for men.
III
EXPENSES AND FINANCIAL AID

All charges assessed by the College are due and payable no later than the beginning of each term, before completion of registration and before admittance to classes.

All applicants for admission must pay an application fee of $10 with the submission of an application. This payment is not refundable. A tuition deposit of $50 is required of each student accepted for admission. This deposit must be paid upon notice of admission in order to confirm the acceptance. Upon registration in the College, the deposit is applied as a payment against the tuition charge.

Parents of Macalester students desiring to meet educational costs on a monthly installment basis may obtain information and application materials by writing to Education Funds, Inc., 10 Dorrance Street, Providence, Rhode Island 02901. Information is also available at the Business Office, Macalester College, St. Paul, Minnesota 55101.

Tuition
The tuition rate for fulltime students entering September 1968 is $1,600 per year, except for returning students who are still under the former guaranteed tuition rates. An additional charge of $50 per course per term is made for each extra course taken above the normal four course sequence.

Interim Term Tuition

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fulltime academic year student</td>
<td>No additional charge</td>
</tr>
<tr>
<td>Fulltime, first term, December graduating student</td>
<td>No additional charge</td>
</tr>
<tr>
<td>Fulltime one term student</td>
<td>$ 75.00</td>
</tr>
<tr>
<td>Special or part-time student</td>
<td>150.00</td>
</tr>
<tr>
<td>Studio or private Music Lessons</td>
<td>Negotiated</td>
</tr>
<tr>
<td>Student teaching fees—per unit</td>
<td>25.00</td>
</tr>
</tbody>
</table>

Other Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity fee — per year</td>
<td>$84.00</td>
</tr>
<tr>
<td>Audit fee — per course</td>
<td>10.00</td>
</tr>
<tr>
<td>Change of course</td>
<td>5.00</td>
</tr>
<tr>
<td>Diploma fee</td>
<td>5.00</td>
</tr>
<tr>
<td>Music fees — private lessons</td>
<td></td>
</tr>
<tr>
<td>Fulltime student — per term</td>
<td>45.00</td>
</tr>
<tr>
<td>Special students — per term</td>
<td>55.00</td>
</tr>
<tr>
<td>Class lessons in piano — per term</td>
<td>15.00</td>
</tr>
<tr>
<td>Efficient Reading — per term</td>
<td>35.00</td>
</tr>
<tr>
<td>Education — student teaching fees</td>
<td></td>
</tr>
<tr>
<td>Education 64 — per unit per term</td>
<td>25.00</td>
</tr>
</tbody>
</table>
Education 65 — per unit per term . . . . . . . 25.00
SNEA annual membership (required) . . . . . 2.50

Validation and registration after the scheduled period each term is subject to a fine of $5.00 per day for each late day.

**Room and Board Charge 1968-69**

All rooms — per student per academic year . . . . $375.00
Board — per student per academic year . . . . 525.00

**Refunds**

No tuition is refunded or credited after midterm. For purposes of calculating the pro rata tuition refund during the first half of the term, two weeks are added to the date of cancellation notice and the refund or credit is calculated on the proportion that the unused portion bears to the total term. No tuition refunds or credits are granted without first receiving a notice of cancellation from the Office of the Dean of the College.

In cases of prolonged illness which requires the student’s withdrawal from the College, refunds or credits are made in tuition and room and board from the end of a two-week period following the beginning of illness, according to the records of the College Health Service. No tuition is refunded or credited on courses completed.

Students leaving the College any time after registration without approval, or by reason of suspension or dismissal, will not be eligible for any refunds.

**Residence Halls**

Macalester College accommodates approximately 65 per cent of its students in residence halls. Women reside in Bigelow, Doty, Dupre, Summit, Turck and Wallace Halls. Men reside in Dayton, Dupre and Kirk Halls. A number of dwellings adjacent to and owned by the College are also available for students.

Applicants interested in living in a residence hall will be provided with a residence hall application at the time they receive the Notice of Admission to the College. The completed room application card and a $25 room deposit should be returned immediately to the Admissions Office. Residence hall accommodations are assigned in order of receipt of the residence hall applications accompanied by the deposit of $25. If the room reservation is cancelled before May 1, the room deposit will be refunded.

All applications for residence hall accommodations are for the entire academic year. Each dormitory resident is held responsible for the room and board charge for the entire academic year, whether or not continuously occupied. The first term residence hall period ends and the second term residence hall period begins at mid-interim term.

The residence halls and dining rooms are closed during the Christmas vacation. For the shorter vacations, Thanksgiving, Term Break, and Easter, provisions are made for students to reside in one of the halls. The yearly board charge does not include providing meals during the vacation periods of Thanksgiving, Christmas or Easter.
Student Aid and Self-Support

Macalester College provides a variety of financial aids to fulltime students through scholarships, grants-in-aid, work opportunities, loans and ministerial discounts.

The type and amount of aid vary according to the student's need, scholastic standing, leadership potential and character. In addition, recognition is given for significant contributions in extra-curricular activities. The student aid program is designed to give a reasonable amount of financial assistance to a large number of students.

In order for the student to be considered for aid, his parent or guardian must submit a Parents' Confidential Statement to the College Scholarship Service. Macalester College receives from CSS a copy of the Parents' Confidential Statement, along with a needs analysis. Awards are then made on the basis of demonstrated need.

General Policies

Financial assistance is administered by the Financial Aid Committee under the general policies that:

1. All financial assistance awarded is based on academic background (i.e., grades earned in high school and standardized test scores) and the financial need of the family.

2. Need is defined as the difference between the amount the student and his parents can reasonably be expected to provide for college expenses and the total cost of attending Macalester College. Computation of need will be based on the Parents' Confidential Statement of the College Scholarship Service.

3. Foreign students coming to Macalester College must state their financial situation in writing when applying for admission to the College.

4. Financial assistance for subsequent years is not renewed automatically. Each student who desires aid must file a college application form and submit a Renewal Parents' Confidential Statement each year he is in attendance at the College. Each student's financial assistance is subject to review annually and to adjustment if the financial need or academic status of the student has changed.

Types of Financial Assistance

Honor Scholarships

Honor scholarships are awarded to those who meet the requirements for other scholarships, but do not show financial need. These awards do not carry a stipend.

General Scholarships

General scholarships are awarded to entering freshmen showing financial need and having a high school rank above the 80th percentile, plus a college ability test score above the 80th percentile. Transfer students are eligible on the same basis as freshmen and must follow the same procedure. Awards to upperclassmen are available to those earning a 2.75 (B-) average or above.

Endowed Scholarships

A number of endowed scholarships are available as a result of gen-
erous gifts creating endowed funds. The income from these funds is awarded annually to outstanding students who otherwise would be unable financially to avail themselves of a Macalester education. Endowed scholarships generally are restricted to sophomores, juniors and seniors.

Grants-in-Aid
Grants-in-Aid are designed to assist students who show academic promise, but whose grade point average (or percentile rank for entering freshmen) is below the minimum for scholarship aid and who are unable to devote time to a large service contract. No services are required.

Service Contracts
Service contracts are awarded to students who receive aid in exchange for work in a department of the College. These are awarded for the school year but will be continued for the second semester only if fulfilled in a satisfactory manner. Service contracts may be cancelled if the student fails to earn a grade point average of 2.00 (C) or above for the first term.

Ministerial Discounts
A reduction of 20 per cent in the tuition is granted to sons and daughters of ordained ministers. Men preparing for the ministry who have been accepted for this vocation by their church bodies are also granted similar reduction without reference to denomination. All students requesting ministerial discounts must be certified by the Chaplain. All such students will be held honor bound to refund to the College treasury the amount of tuition rebated in case they abandon their purpose to enter the ministry.

Educational Opportunity Grants
This is a program of Federal grants administered by the college in which the student receives a non-obligating award of funds, based on exceptional financial need and evidence of academic or creative promise.

Loan Assistance
Macalester College participates in the National Defense Student Loan Program, created under the National Defense Education Act of 1958. These loans are available at low interest rate which begins nine months after the student discontinues his studies. The College also has its own loan program. In addition, through membership in United Student Aid Funds, Inc., loans from participating banks are available to students on their own application. Students applying for either a National Defense Student Loan or a college loan must have a Parents' Confidential Statement on file in the Financial Aid Office.

The Guaranteed Loan program is primarily for students from middle or upper-income families. Under this program an undergraduate student may borrow a maximum of $1,000 from a bank or other financial institution. Because there are some minor differences from state to state in the administration of the Guaranteed Loan program, students are urged to secure further information from their local bank.

The Federal Work-Study Program
The purpose of the Federal Work-Study Program is to stimulate
and promote the part-time employment of students, particularly students from low-income families, who are in need of the earnings from such employment to pursue a course of study at Macalester.

How to Apply for Financial Aid
New students who are candidates for financial aid at Macalester College must take the following steps:

1. File formal application for admission (including the required $10 application fee) with the Admissions Office.
2. Submit required admissions credentials as requested by the Admissions Office.
3. File the Macalester application for financial aid in the Admissions Office.
4. File the Parents' Confidential Statement with the College Scholarship Service and request that a copy be sent to Macalester College.

Admissions and financial aid applications may be obtained from the Office of Admissions, 58 So. Snelling Avenue, Macalester College, St. Paul, Minnesota 55105. The Parents' Confidential Statement is normally available in the office of the high school principal or counselor but if necessary it may be obtained from the Macalester Admissions Office.

Employment Opportunities

Undergraduate Assistantships. A number of upperclassmen with outstanding records are engaged each year by faculty members or academic departments to assist in the teaching and scholarly work of the faculty.

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

Part-time Off-Campus Employment. Students who must earn part of their expenses while attending college, or those who desire practical work experience, may receive assistance in obtaining suitable employment from the Office of Career Planning and Placement. Regular or occasional jobs of various kinds are available.

Endowed Scholarships
The following scholarships have been created at Macalester College by generous gifts of endowed funds. The income from these funds is awarded annually to outstanding students — usually upperclassmen — who otherwise would be financially unable to avail themselves of a Macalester education.

The name of the scholarship appears in capital letters and is followed by the year in which the fund was established, the name or class of the donor or donors, and the preference, if any, to be given in awarding the scholarship. In many instances the initial gift was augmented by an anonymous donor.

ANSTICE T. ABBOTT (1962). Established by the national Wood's School Alumnae Association for an elementary education major. Principal, $5,010.
ROY C. ABBOTT (1958). Established by the former treasurer of The Reader's Digest Association, Inc. Principal, $2,500.

BARCLAY ACHESON (1959). Established by members of his family in memory of Dr. Acheson, who was Director of Near East Relief and, later, of the International Editions of the Reader's Digest. A graduate of Macalester College, 1910, he served on the Board of Trustees 1937-1957. Principal, $29,626.


EDNA AHRENS INDIAN SCHOLARSHIP FUND (1964). Established by the late Edna A. Ahrens of Hutchinson, Minnesota, through a deferred gift for students of American Indian lineage. Principal, $29,418.

HORACE M. ALBRIGHT (1961). Established by Horace M. Albright, nationally known conservationist and former Director of the National Park Service. Principal, $5,000.

HUGH S. ALEXANDER (1957). Established by friends and former students of the late Dr. Alexander, Professor of Geology at Macalester 1906-1948. Principal, $3,756.


ALUMNI (1958). Established by former Macalester students through contributions so designated to the annual Alumni Fund. Principal, $24,803.

AMERICAN CYANAMID COMPANY (1962). Established by the American Cyanamid Company. For upper-classmen who are taking a pre-medical course in preparation for entrance to a medical school. Principal, $50,000.

AMERICAN FRIENDS OF THE MIDDLE EAST (1963). Established by American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $7,500.

WILLIAM R. ANGELL FOUNDATION BIOLOGY SCHOLARSHIP (1957). Established by the Detroit foundation, named for the late President of Continental Motors Corporation, Muskegon, Michigan. For students majoring in biology. Principal, $15,300.

ANONYMOUS INDIVIDUAL (1968). Established by an anonymous admirer of Lila and DeWitt Wallace. Principal, $5,000.


JULIAN B. BAIRD (1967). Established by the First National Bank of Saint Paul to honor its former President, who served as Undersecretary of the Treasury under President Eisenhower. Principal, $25,000.

CLARENCE D. BAKER - DR. JAMES WALLACE (1958). Established by Harry D. Baker, President of the Baker Land and Title Co. of St. Croix Falls, Wisconsin, in memory of his brother, Clarence D. Baker, Class of 1898, and of Macalester's fifth President, Dr. James Wallace. To be paid twice
annually, when most needed by beneficiaries, to deserving rural students with satisfactory scholastic records and outstanding reputation for industry and integrity, and who show determination to make their own expenses as far as possible. Principal, $12,500.

**GEORGE F. BAKER TRUST (1967).** Established by the George F. Baker Trust of New York City. For young men of the highest overall promise. Principal, $250,000.

**Baldwin Paper Company (1963).** Established by the Baldwin Paper Company of New York City. Principal, $12,000.

**Bruce Barton (1957).** Established by the late New York advertising executive, author and former United States Representative. For a student of high scholastic standing who has shown unusual qualities of leadership. Principal, $21,750.

**Violet Olson Beltmann (1967).** Established by Albert A. Beltmann, Macalester graduate, Class of 1923, founder and former President, Beltmann North American Van Lines, Saint Paul, in memory of Violet Olson Beltmann, Class of 1920. To be awarded to students majoring in chemistry. Principal, $98,469.

**William Benton (1957).** Established by the Publisher and Chairman of the Board of Encyclopaedia Britannica and former United States Senator and Assistant Secretary of State. For students of unusual ability who plan on a career in government. Principal, $26,000.

**Frank Stanley Beveridge (1958).** Established by the Frank Stanley Beveridge Foundation in memory of the founder of Stanley Home Products, Westfield, Massachusetts. Principal, $5,000.

**Frank M. Bitetto (1964).** Established by Frank M. Bitetto, Thunder Hill Drive, Stamford, Connecticut. Principal, $2,500.


**Eugene R. Black (1959).** Established by the former President of the International Bank for Reconstruction and Development, Washington, D. C. Principal, $3,250.

**Frederick O. Bohen (1959).** Established by the Chairman of the Meredith Publishing Company, Des Moines, Iowa, publishers of *Better Homes and Gardens* and *Successful Farming*. Principal, $5,000.

**Maude Fielding Brashares (1963).** Established by Mrs. Brashares through a bequest in her will for academically able students who are in financial need. Principal, $9,154.

**Lee H. Bristol Memorial (1962).** Established by the late Chairman of the Board of Bristol-Myers Company. Principal, $13,695.

**Charles H. Brower (1963).** Established by the Chairman of the Board of Batten, Barton, Durstine and Osborn, Inc. Principal, $10,500.

**John S. Campbell (1959).** Established by the President of Malt-O-Meal Company of Minneapolis. Mr. Campbell is a former student of Macalester. Principal, $2,500.

**Cass Canfield (1965).** Established by the former Chairman of Harper & Row, New York City. Principal, $5,000.

**George E. Carlson (1964).** Established by Robert W. Carlson, President
of the Minnesota Rubber Company, in honor of his father. For a male student majoring in one of the natural or physical sciences. Principal, $100,000.


GEORGE CHAMPION (1964). Established by the Chairman of the Board of the Chase Manhattan Bank, New York City. Principal, $7,000.


COLBY MITCHELL CHESTER (1958). Established by the late Chairman of the Board of General Foods Corporation, 250 Park Avenue, New York City. Principal, $11,809.

CHRISTIAN SERVICE SCHOLARSHIP (1953). In memory of Gertruida Niemeyer; established by her daughters, Gertrude and Joanne, and her son, Reinder, in memory of their mother, who immigrated to the United States from Holland. Preference is to be given a student from Merriam Park Presbyterian Church in Saint Paul, who is planning to enter Christian service that is sponsored by the church. Principal, $4,880.

CHURCH VOCATION SCHOLARSHIP OF MERRIAM PARK PRESBYTERIAN CHURCH (1963). Established by the congregation of the Merriam Park Presbyterian Church of Saint Paul. For students who wish to equip themselves for a church occupation. Principal, $10,259.

BLAKE CLARK (1963). Established by Mr. Clark, Capitol Car Distributors, Ltd., Takoma Park, Maryland. Principal, $5,000.

GLENN CLARK (1957). Established by friends and former students in memory of Professor Clark, Chairman of the English Department and track coach at Macalester 1912-1944. Principal, $7,801.

CLASS OF 1910 (1967). Established by Miss Ann Elizabeth Taylor. For children of United Presbyterian ministers with preference given to the children of ministers whose income is less than the median salary of all Presbyterian ministers at the time. Principal, $6,000.

CLASS OF 1927 (1957). Established by members of the Macalester Class of 1927. Principal, $4,300.


HOMER P. COCHRAN (1963). Established by the Senior Vice-President of the Morgan Guaranty Trust Co., New York City. Principal, $10,000.

H. W. Coffin (1926). Established by Mrs. Mary E. Coffin, Duluth, Minnesota. For a student who is a relative of the H. W. Coffin family, or who is from the Glen Avon Presbyterian Church, Duluth, preparing for the ministry or missionary work, in the order named. Principal, $2,500.

A. L. Cole (1957). Established by the Chairman, Executive Committee, of The Reader's Digest Association, Inc. Principal, $36,000.

Colgate-Palmolive Peet Company (1967). Established by the Colgate-Palmolive Peet Company, New York City, for male students whose intention it is to plan a business career. Principal, $12,500.

Consolidated Foods Corporation (1967). Established by the New York food processing and distributing company. Principal, $25,000.


Gardner Cowles (1961). Established by the Chairman, Cowles Communications, Inc. Principal, $24,000.

Ira L. Crawford (1903). Established by his brothers and sisters in memory of Ira C. Crawford, one of the pioneers of Rock County, Minnesota. Principal, $2,500.

Charles A. Dana (1962). Established by the nationally known industrialist. Awarded only to students in the upper three classes of the College. Principal, $50,000.

Dr. and Mrs. Solomon D. David (1960). Established by Dr. David, orthopedic surgeon, Houston, Texas, Macalester graduate, Class of 1913. Principal, $23,941.


George W. Davis (1958). Established by friends and former students in memory of Dr. George W. Davis of the Political Science Department at Macalester College 1892-1934. Principal, $8,091.

The George W. Davis Memorial Scholarship Fund in Religion (1959). Established by Ethel Mary Davis in memory of her husband, Dr. George W. Davis, Professor of Hebrew and Biblical Literature, 1892-1899, and Professor of Social and Political Science at Macalester College, 1892-1934. This fund is awarded by the Department of Religion to juniors (for use in their senior year) who in the judgment of the Department of Religion have attained the highest degree of excellence. Principal, $25,534.

Walter H. and Lydia Juememann Deubener (1964). Established by the Deubener-Juememann Foundation and named for Mr. and Mrs. Deubener, who developed the paper shopping bag. Principal, $49,000.

Walter F. Dillingham (1957). Established by the late Honolulu industrialist. Principal, $25,000.

Cleveland E. Dodge (1959). Established by a Director of Phelps Dodge Corporation, the copper company, New York City. Principal, $28,500.

Albert Dorne (1964). Established by the late President of the Famous
Artist Schools, Inc., Westport, Connecticut, and New York City. Principal, $12,033.


CARL A. AND KATHARINE D. DREVES (1965). Established by Mr. Drees on Mrs. Drees’ 75th birthday. Principal, $25,000.


MARGARET WEYERHÄUSER DRISCOLL (1960). Established by Mrs. Dris­ collateral, Vice-President, Board of Christian Education, United Presbyterian Church, U.S.A., and member of the Board of Trustees, Macalester Col­ lege. Principal, $7,000.

PENDLETON DUDLEY (1957). Established by the senior partner of Dudley-Anderson-Yutzy of New York City who was known as dean of the public relations profession. For an unusually talented young man who aspires to be a teacher. Principal, $19,000.

DR. AND MRS. J. HUNTLEY DUPRE (1967). Created by alumni and friends for upperclass majors in history or political science interested in teaching, or in public service, at home or abroad. Dr. Dupre is Emeritus Professor of History and former Dean of the College. Principal, $3,620.


FREDERICK H. ECKER (1958). Established by the late President and Chairman of the Metropolitan Life Insurance Company. Principal, $6,500.

CHARLES EDISON (1957). Established by the former Governor of New Jersey, former Secretary of the Navy and son of the inventor. For a student of unusual promise interested in a career in science. Principal, $18,000.

CHARLES W. EISENMENGER (1959). Established through a bequest in the will of Mr. Charles W. Eisenmenger, a Saint Paul meat dealer. Principal, $10,000.

EDWIN L. ELWELL-MIDDLE EAST (1964). Established by Mr. Elwell and the Directors of the American Friends of the Middle East for a student attending Macalester from a Middle Eastern country. Principal, $30,000.

ETTINGER FOUNDATION, New York City (1961). Established by the Ett­inger Foundation. Principal, $5,000.

FIELD ENTERPRISES EDUCATIONAL CORPORATION SCHOLARSHIP FUND (1959). Established by the late Marshall Field, Jr. Principal, $45,000.

HARVEY S. FIRESTONE, JR. (1960). Established by the former Chairman of the Firestone Tire and Rubber Company. Principal, $20,400.

FIRST PRESBYTERIAN CHURCH OF LAKE CRYSTAL, MINNESOTA (1960). Established by the Presbyterian Church of Lake Crystal with money received from the R. G. James estate. Principal, $3,000.

RAOUL H. FLEISCHMANN (1959). Established by the President and Chairman of the New Yorker Magazine. Principal, $10,000.


D. FRAAD, JR. (1959). Established by the Chairman of the Board of Allied Maintenance Corporation of New York City. Principal, $8,000.

WILFRED FUNK (1957). Established by the late book and magazine publisher of New York City. For a student of unusual ability. Principal, $10,000.

GENERAL ELECTRIC FOUNDATION (1966). Established by the General Electric Foundation for students majoring in chemistry. Principal, $33,000.

GENERAL FOODS FUND, INC. (1962). Established by the manufacturers of cereals and packaged foods. Principal, $25,000.

ROBERT B. GILE - MIDDLE EAST (1963). Established by Mr. Gile and the Directors of the American Friends of the Middle East, for a student attending Macalester from a Middle Eastern country. Principal, $10,000.

ROBERT AND JEAN GILRUTH (1964). Established by Dr. Robert R. Gilruth, head of the Manned Space Center who was responsible for selection and training of astronauts for Project Mercury. To assist a student majoring in the physical sciences or one who is working on a special science project. Principal, $5,000.


SAMUEL GOLDWYN (1962). Established by the Chairman of the Board, Samuel Goldwyn Productions, Inc. Principal, $10,000.

GRACE PRESBYTERIAN CHURCH (1961). Established by the Women’s Association of Grace Presbyterian Church of Minneapolis and George P. Leonard of Los Altos, California. Principal, $2,850.

THEODORE GRANIK (1962). Established by the founder and director of “American Forum of the Air.” Principal, $14,000.

WILLIAM T. GRANT (1956). Established by the chain store executive of New York City. For a student of outstanding academic achievement. Principal, $20,000.


RUTH AND FRED GUINZBURG (1961). Established by Mr. and Mrs. Guinzburg, New York City. Principal, $5,000.

DR. DOUGLAS L. GUY, ’49, MEMORIAL (1965). Established by James Todd Guy, attorney at law, Milwaukee, Wisconsin, Macalester graduate, Class of 1908, in memory of his son, also a Macalester graduate, Class of 1949. Principal, $5,000.

JAMES GUY (1960). Established by James Todd Guy, attorney at law, Milwaukee, Wisconsin, Macalester graduate, Class of 1908, in memory of his father who was a member of the College staff at the turn of the century. Principal, $2,500.
J. H. (Mo.) (1929). From an anonymous donor of Missouri. Principal, $48,000.

JOHN P. HALL (1961). Established by Dr. L. Margaret Johnson, Macalester graduate, Class of 1920, in memory of Professor Hall, Registrar and Professor of Greek, 1897-1945, coach of baseball and director of the Men's Glee Club. Principal, $6,185.


CHARLES HATTAUER (1958). Established by the New York dental surgeon. Principal, $8,000.

MR. AND MRS. WENDELL O. HAWKINS (1966). Established by the late Mr. Hawkins and Mrs. Hawkins of Minneapolis. Principal, $4,761.

G. L. HEEGAARD (1960). Established by the late Minneapolis industrialist, who was a student at Macalester's Baldwin Academy. Principal, $16,800.


HENRY H. HENLY, JR. (1967). Established by Cluett, Peabody Co., Inc., of New York, to honor their President. Principal, $10,000.

HIGHLAND DRUG CENTER (1967). Established by Mr. and Mrs. Harold B. Shapira of Saint Paul to assist an Israeli student to attend Macalester College under the International Exchange Plan. Principal, $3,000.

MELL AND LYDIA HOBART (1964). Established by the late Mell W. Hobart, Macalester graduate, Class of 1908, and former Macalester Trustee, in memory of his wife, also a Macalester graduate, and supplemented by Ministers Life and Casualty Union. Principal, $27,500.

OVETA CULP HOBBY (1964). Established by the President and Editor of the Houston (Texas) Post. Principal, $10,000.


ARTHUR BRISTOW HOOD (1962). Established by his family and friends in memory of the late Vice-President of Ralph L. Smith Lumber Company, who was a graduate of Macalester College, Class of 1916. Principal, $3,595.

WARREN C. HUNTER, JR. (1958). Established by Dr. Warren C. Hunter of Portland, Oregon, in memory of his son, Warren, Macalester graduate, Class of 1952. For a student who has a genuine interest in public affairs, majoring in social sciences with emphasis in political science. Principal, $5,754.

IBM (1965). Established by International Business Machines Corporation, to be awarded to students majoring in mathematics. Principal, $40,000.

DR. AND MRS. KANO IKEDA (1960). Established by Dr. Charles W. Jarvis, Macalester graduate, Class of 1942, Saint Paul physician, in memory of Kano Ikeda, M.D., chief pathologist at the Charles T. Miller Hospital, and member of the Macalester faculty. For a student majoring in medical technology. Principal, $3,804.

HOWARD JOHNSON (1958). Established by the chain restaurant executive of New York City. Principal, $65,000.

JULIA M. JOHNSON (1959). Established by DeWitt Wallace in memory of Mrs. Julia M. Johnson, first woman professor at Macalester (English Literature 1898-1935) and first Dean of Women. Principal, $8,110.


WALTER H. JUDD (1963). Established by the former Minnesota Congressman for a student who is concentrating on studies in government or international relations. Principal, $11,000.

EDWIN KAGIN PRIZE SCHOLARSHIP (1960). Established by Dr. and Mrs. William H. A. Watson and other former students and friends of Dr. Kagin, Professor of Religion at Macalester 1926-1952. Awarded to a junior who is preparing for a church vocation. Principal, $12,731.

MARY FRANCES JOHNSTONE KAGIN MEMORIAL (1966). Established by her husband, Dr. Edwin Kagin, relatives and friends. To be awarded to a student planning for a fulltime church vocation for use during the sophomore year. Principal, $16,277.

HENRY J. KAISER FAMILY FOUNDATION (1959). Established by the Henry J. Kaiser Family Foundation of Oakland, California, and named for the late industrialist and builder. For a pre-medical student who qualifies on the basis of ability, character and financial need. Principal, $20,000.

W. K. KELLOGG FOUNDATION (1944). Established by the W. K. Kellogg Foundation of Battle Creek, Michigan, this fund is used for loans and scholarships for medical technology students in the Macalester College-Charles T. Miller Hospital course. Principal, $2,452.

DR. WILLIAM H. KENDALL (1960). Established by Dr. Kendall, a clergyman of Florissant, Missouri, Macalester graduate, Class of 1904. Principal, $2,500.

MILDRED PHILLIPS KINDY (1967). Established by Miss Ann Elizabeth Taylor in memory of her classmate, Mildred Phillips Kindy. For students specializing in piano or voice. Principal, $4,000.


JULIUS KLEIN (1959). Established by the late consultant of Latin American governments and former United States Secretary of Commerce. Principal, $5,000.

WALTER KNOTT (1964). Established by Walter Knott, owner and manager of Knott's Berry Farm and Ghost Town, Buena Park, California. Principal, $20,000.

THOMAS S. LAMONT (1963). Established by a Director of the Morgan Guaranty Trust Co. Principal, $10,000.


JUSTUS BALDWIN LAWRENCE (1964). Established by the Chairman of the International Fact Finding Institute, New York City, as a Memorial to his wife, Mary Peace Lawrence. Principal, $10,075.

ROBERT LEHMAN (1964). Established by Mr. Robert Lehman of Lehman Brothers, New York City. Principal, $10,000.


GEORGE P. LEONARD (1960). Established by Mrs. George P. Leonard, Macalester graduate, Class of 1927, Los Altos, California, in honor of her husband. Principal, $33,255.

MRS. WILLIAM H. LEONARD (1959). Established by Mr. and Mrs. George P. Leonard, Macalester graduates, Class of 1927, Los Altos, California, in memory of the mother of Mr. Leonard. Principal, $16,725.


HOBART AND EDITH LEWIS (1960). Established by Mr. and Mrs. Hobart Lewis of Katonah, New York. Principal, $7,000.

WALTER A. LIENKE (1961). Established by his bequest and supplemented by the members of his family and friends. To be awarded to students majoring in music. Principal, $8,365.


SAMUEL E. LOWE (1965). Created by Mr. Paul Lyle, Executive Vice-President, Western Printing and Lithographing Company, Racine, Wisconsin. Principal, $6,084.

HENRY R. LUCE (1962). Established by the late founder of *Time, Life* and *Fortune* magazines. Principal, $54,599.


MACALESTER CLUB OF NEW YORK (1967). Established by alumni with priority use for students from the East Coast. Principal, $7,494.

MACALESTER PRESBYTERIAN CHURCH (1965). Established by the Session of Macalester Presbyterian Church, Saint Paul. Principal, $5,115.

ROSWELL MAGILL (1958). Established by the late President of the Tax Foundation, partner in the New York law firm of Cravath, Swaine and Moore and former Undersecretary of the Treasury. Principal, $5,000.

WILLIAM H. AND HELEN HOYE MAHLE (1964). Established by Mr. and
Mrs. William H. Mahle, Macalester graduates, 1936 and 1934. Principal, $16,066.

George M. Mardikian (1957). Established by the San Francisco restaurateur (Omar Khayyam’s) and author. For a journalist from the Near East who is enrolled in Macalester’s World Press Institute. Principal, $18,500.

Marsh & McLennan (1967). Established by the New York City insurance brokers. Principal, $10,000.

Edward Everett McCabe (1920). Established through a bequest in the will of Mr. McCabe, Macalester, Class of 1914, a Lieutenant in the U. S. Aviation Corps, World War I, and the first Macalester alumnus to leave a legacy to the College. Principal, $2,500.


Mead Corporation (1965). Established by the Mead Corporation, Dayton, Ohio. Principal, $10,000.

Merriam Park Presbyterian Church (1926). Established by members of this Saint Paul church. For two students, nominated by the church, who aspire to careers in religious work. Principal, $3,400.

Agnes E. Meyer (1965). Established by Mrs. Agnes E. Meyer of Washington, D. C. Principal, $9,000.

James A. Michener (1968). Established by the well-known author. Principal, $5,000.

Jeremiah Milbank (1962). Established by a New York City corporation executive. Principal, $25,000.

Roger Milliken (1962). Established by the President of Deering-Milliken, Inc., textile manufacturers. Principal, $15,520.

Minnesota and Ontario Paper Company (1959). Established by the manufacturers of specialty papers, newsprint and insulation materials. Students from International Falls, Minnesota, and Fort Frances and Kenora, Ontario, area are given preference. Freshmen eligible. Principal, $6,000.

Minnesota Rubber Company (1968). Established by the Minneapolis corporation for students majoring in the natural and behavioral sciences with first consideration given to children of their employees. Principal, $25,000.

Mobil (1967). Established by Mobil Oil Corporation to be awarded to promising upperclass students interested in pursuing chemistry, physics or business as a career. Principal, $25,000.

Lois and James Monahan (1958). Roving Editor and Senior Editor, respectively, of the Reader’s Digest. Mrs. Monahan writes under the name Lois Mattox Miller. Principal, $8,500.

Moore - Middle East (1963). Established by Mrs. Allan Q. Moore and the Directors of the American Friends of the Middle East, for a student attending Macalester from a Middle Eastern country. Principal, $16,666.
MALCOLM MUIR (1962). Established by Mr. Muir, a Director of *Newsweek* magazine. Principal, $5,000.

JAMES MULVEY MEMORIAL (1922). Established by the Misses Jessie and Edna Mulvey in memory of their father, James Mulvey, a lumberman. For a student committed to fulltime church service. Principal, $12,500.

CARL BERTRAM MYERS (1921). Established by S. F. Myers of Saint Paul in memory of his son. Principal, $2,500.

KATHRYN Jo NEILY MEMORIAL (1963). Established by Mr. and Mrs. Joseph E. Neily in memory of their daughter, who died during her freshman year at Macalester. Principal, $50,273.

NIEMEYZER (1966). Established by the late Gertrude Niemeyer, a Saint Paul school teacher, in memory of her mother, Gertruida. Principal, $6,849.

EDWARD JOHN NOBLE FOUNDATION (1958). Established by the late Chairman of both the American Broadcasting Company and the Beech-Nut Life Savers Corporation, New York City, and continued by the Foundation. Principal, $26,000.

NORTHERN PACIFIC RAILWAY FOUNDATION (1967). Established by the Northern Pacific Railway Company of Saint Paul. Principal, $25,000.


ELMER E. NYBERG (1961). Established by Stanley Home Products, Inc., Easthampton, Massachusetts, and its employees to honor Mr. Nyberg, Macalester graduate, Class of 1922, and educational director of the company for 30 years. Principal, $101,615.

CATHERINE L. O'BRIEN (1958). Established by the Chairman of the Board of Stanley Home Products, Westfield, Massachusetts. Principal, $17,500.


ELLA M. OSBORNE (1942). Established through a bequest in the will of Mrs. Edwin W. Osborne of Saint Paul, wife of the former chief fire and insurance inspector of the Northern Pacific Railroad. Principal, $2,800.

OUTWARD BOUND (1966). Established by John P. Stevens, Jr., of New York City to assist Macalester students to attend Outward Bound Schools. Principal, $20,000.

WILLIAM S. PALEY (1967). Established by the Chairman of the Board of the Columbia Broadcasting System. Principal, $5,000.

CARLO M. PATERNIO FOUNDATION (1967). Established by Mr. Paterno, North Salem, New York. Principal, $5,000.

DR. AND MRS. ROBERT LEE PATTERSON, JR. (1967). Established by Dr. and Mrs. Patterson of New York City. Principal, $7,500.
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EXPENSES AND FINANCIAL AID

PEAVEY COMPANY GROUP FOUNDATION (1966). Established by the Minneapolis based grain firm. Principal, $25,000.


DAVID C. PRIMROSE (1956). Established by his family, friends and former students in memory of Professor David C. Primrose, Director of Physical Education and track coach at Macalester 1926-1954. For a male junior student who participates in intercollegiate activities, has leadership ability and satisfactory academic standing. Principal, $8,033.

SAMUEL F. PRYOR (1965). Established by the Vice-President of Pan American Airways. Principal, $5,000.

EUGENE C. PULLIAM (1958). Established by the Indiana and Arizona newspaper publisher. Principal, $32,100.

SAMUEL WESLEY RAUDENBUSH MEMORIAL (1956). Created by Mrs. Alma M. Raudenbush as a memorial to her husband. It is awarded to a Protestant woman student, during her junior year, who is a major in music. Principal, $5,000.


STANLEY RESOR (1958). Established by the late Chairman of the Board of J. Walter Thompson Company, New York City-based advertising agency. Principal, $5,050.

REXALL DRUG COMPANY (1962). Established by the drug store chain. Principal, $5,000.

CHARLES A. RHEINSTROM (1967). Established by a Vice-President of J. Walter Thompson Company advertising agency, New York City. Principal, $7,800.

BRYAN MCDONALD RICE (1961). Established by President (1958-68) and Mrs. Harvey M. Rice, and friends, in memory of their son, who died in his freshman year at Macalester. Principal, $30,180.

WILLIAM E. ROBINSON (1960). Established by the Chairman of the Board of the Coca-Cola Company, New York City. Principal, $5,000.

FRANCES M. ROGERS (1964). Established through testamentary bequest by Frances M. Rogers, member of a pioneer Saint Paul family, to help needy men students defray their college expenses. Principal, $20,000.


S. W. ROYCE (1957). Established by the President of the Pasadena-Sheraton Corporation of California. For a student of unusual promise. Principal, $14,000.

HARRY J. RUDICK (1958). Established by the late Professor of Law, New York University, and partner of the New York City law firm of Lord, Day & Lord. Principal, $13,750.
SAINT PAUL PRESBYTERY (1931). Established by the Presbytery. For a student nominated by the Presbytery. Principal, $2,500.

CLARKE SALMON MEMORIAL (1959). Established by Mr. and Mrs. DeWitt Wallace in memory of the New Orleans editor, Clarke Salmon, who was a founder of the American Society of Newspaper Editors and of the Associated Press Managing Editors Association. Principal, $3,000.

MR. AND MRS. PLATO E. SARGENT (1965). Established by the late Plato E. Sargent, Macalester graduate, Class of 1915, and the late Mrs. Sargent for students seeking to enter vocations in the Presbyterian Church. Principal, $7,500.

DAVID SARNOFF (1959). Established by The Radio Corporation of America in honor of its Chairman of the Board. Principal, $20,000.

HARRY SCHERMAN (1958). Established by the founder and Chairman of the Board of the Book of the Month Club. Principal, $16,000.


JOHN W. SEALE MEMORIAL (1968). Established by Paul H. Davis, a Trustee-at-large of Macalester, in memory of Mr. Seale, who at the time of his death was General Secretary of Macalester College. Principal, $40,005.

THOMAS SHAW (1931). Established by the late Professor Shaw, who was a member of the Board of Trustees 1898-1918 and President of the Board 1901-1919. For a student nominated by the Central Presbyterian Church of Saint Paul. Principal, $3,044.

CHESTER H. SHIFLETT (1966). Established by former students and friends to honor Professor Shiflett on his retirement from Macalester College, where he taught in the Department of Chemistry for thirty-seven years. To be awarded to a student majoring in chemistry. Principal, $26,086.


ADMIRAL LEWIS L. STRAUSS (1960). Established by friends of Admiral Strauss in grateful appreciation of his distinguished public career and for his Commencement address (1960) at Macalester. Principal, $14,125.

Dwight D. Stuessy (1957). Established by alumni, friends and members of the “M” Club in memory of Dwight D. Stuessy, the Athletic Director at Macalester 1946-1957. Principal, $8,127.

ANN ELIZABETH TAYLOR (1967). Established by an alumnae friend, Macalester College graduate, Class of 1910, Austin, Minnesota. For students majoring in history. Principal, $1,485.
HENRY J. TAYLOR (1957). Established by the former United States Ambassador to Switzerland. For an unusually promising young man. Principal, $6,000.


LOWELL THOMAS (1957). Established by the author, newscaster and lecturer. Principal, $18,000.

TOBIN-SMITH (1962). Established by Chester M. Tobin and Edward M. Smith of Saint Paul. Awarded to students accomplished in the Scottish arts of piping or drumming. Principal, $20,000.

JAMES E. TRIPP (1968). Established by Mr. and Mrs. Oakley Tripp, Class of 1912, to be used for a student from a minority group—American Indian or Negro, or, on occasion, for a foreign student. Principal, $10,000.


GENE TUNNEY (1967). Established by the former boxing champion. Principal, $5,000.


ROBERT A. UPPEGREN MEMORIAL (1967). Given by the family and friends of Robert A. Uppgren, Macalester graduate, Class of 1946, to be awarded with preference to a student of the biology of natural resources. Principal, $2,867.


DEWITT WALLACE — LILA ACHESON WALLACE HONORARY SCHOLARSHIP FUND (1959). Established by the faculty and staff of Macalester College in honor of Mr. and Mrs. Wallace in appreciation of their magnificent contributions to Macalester; to be awarded to a student of high intellectual promise and in serious financial need. Two thousand dollars has been added to the principal by an anonymous donor in admiration of the generous support of the College by Mr. and Mrs. Wallace. Principal, $17,976.

JAMES WALLACE (1916). Established by the family of Dr. Wallace, who was at Macalester 1887-1939 and was President 1894-1906. Principal, $33,800.

JANET D. WALLACE (1959). Established by John C. Benson, Minneapolis attorney and former Macalester Trustee, in memory of Janet D. Wallace, the wife of Dr. James Wallace, Macalester's fifth President. Principal, $14,600.


FRANCES M. AND MILTON G. WALLS (1961). Established by Dr. and Mrs. Milton G. Walls, Saint Paul. Principal, $14,000.
O. T. AND KATHRYN M. WALTER (1954). Established by former pre-medical and pre-dental students in honor of Dr. Walter, Professor of Biology at Macalester 1922-1963 and in memory of Mrs. Walter. For a pre-medical student in his senior year who has made the most of his opportunity at Macalester College and who by his character, scholarship and citizenship gives great promise of success in his chosen profession. Principal, $20,281.


F. EARL WARD (1965). Established by students, friends and colleagues of Prof. F. Earl Ward, former chairman of the College’s English Department, the recipient an upperclass English major nominated each year by the English Department. Principal, $5,617.

FRED A. WATEROUS (1962). Established by the retired Chairman of the Board of the Waterous Company, Saint Paul. Principal, $5,000.

RIDLEY WATTS (1915). Established by the retired New York textile manufacturer. Principal, $10,000.

E. A. WEBB (1915). Established through a bequest in the will of Mr. Webb, founder of the Webb Publishing Company of Saint Paul and of The Farmer. For a student from the Central Presbyterian Church of Saint Paul. Principal, $3,044.

SIDNEY J. WEINBERG (1963). Established by the New York City investment broker. Principal, $10,000.

O. J. WELDON (1958). Established by the late New York City accountant and former member of the firm of Hunter and Weldon. Principal, $7,700.

LOUIS F. WEYAND (1963). Established by a former executive of Minnesota Mining and Manufacturing Co. and former member of the Macalester College Board of Trustees. Principal, $6,841.

WHITE BEAR LAKE PRESBYTERIAN CENTENNIAL (1963). Established by the First Presbyterian Church of White Bear Lake, Minnesota, for a student who plans to enter a church vocation. Principal, $15,000.

WHITE-OLDS (1960). Established by Dr. F. Laurence White and his wife, Dorothy Olds White, missionary educators, in memory of their parents. Dr. and Mrs. White are alumni of Macalester, Class of 1923. Principal, $16,263.

GRACE B. WHITRIDGE (1956). Established by former students of Miss Whitridge, Professor of Drama and Speech at Macalester 1900-1941. Preference is given to a student in Speech. Principal, $12,167.

JAMES S. WILL (1961). Established by classmates and friends as a memorial to Mr. Will, Macalester graduate, Class of 1954. Principal, $5,699.


GEN. ROBERT E. WOOD (1959). Established by Gen. Wood, Director and
former President and Chairman of Sears, Roebuck & Company, Chicago. Principal, $5,000.

Stella Louise Wood (1964). Established by the alumnae of Miss Wood's School of Macalester, for students interested in elementary education. Principal, $13,000.

Anne Wunderlich (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, $25,000.

Marie Wunderlich (1959). Established by Martin Wunderlich, Omaha and San Francisco contractor, in memory of his mother, Marie Wunderlich, who brought him at the age of three to this country from Denmark. For a student preferably of Danish background. Principal, $10,000.

Martin Wunderlich (1965). Established by George P. and Wilma Fox Leonard of the San Francisco area. Principal, $25,000.

Forrest A. Young (1964). Established by Murel L. Humphrey, Macalester graduate, Class of 1934. Mr. Humphrey, an Economics major, established this scholarship to honor Dr. Young, the retired department chairman. It is awarded to students majoring in this field. Principal, $30,305.

Mary S. and Thomas E. Young (1961). Established by Mr. and Mrs. Young, financiers, Portland, Oregon. Principal, $14,000.

Robert R. Young (1957-1964). Established by the late President of the New York Central Railroad and augmented by his successor, Alfred E. Perlman, and other friends of Mr. Young. Principal, $8,556.

Loan Funds

Carrie E. Alvord Student Loan Fund (1965). Established by the Alvord Foundation. This loan is available to any needy Macalester student and is interest-free until the borrower leaves the College. Principal, $4,222.

Judith Beach Memorial Book Loan Fund (1964). Established by Mr. and Mrs. Rex Beach and friends, in memory of their daughter who died in her freshman year at Macalester. Principal, $1,111.

Class of 1943 Loan Fund (1943). 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. Principal, $1,111.

L. D. Coffman (1926). The principal of this fund is used as a general loan fund. Interest received from students on this fund is applied to increase the principal. Principal, $300.

Dames of the Round Table (1923). This fund was established in memory of Mrs. Jennie E. Straight. 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. Principal, $120.

Paul A. Ewert - Endowed (1925). This fund was established by the will
of Paul A. Ewert of the Class of 1894, the income of which is to be used in making loans to worthy students. Principal, $5,000.

JAMES FARICY (1949). The principal of this fund is used as a general loan fund to worthy students. Principal, $200.


GEORGE J. HECHT-PARENTS’ MAGAZINE FOUNDATION (1962). A grant making loan funds of $256,250 available from banks through underwriting by United Student Aid Funds, Inc.

JENNIE HODGMAN (1942). This fund, administered by the Faculty Women’s Club, is used for loans to junior and senior women. Principal, $4,553.

KNOX MEMORIAL - ENDOWED (1926). This fund, established by Mrs. Jane Knox of Jackson, Minnesota, provides income for loans to worthy students. Principal, $2,500.

MACALESTER COLLEGE LOAN FUND (1967). This program provides for low-interest (2.5 per cent), deferred-payment loans up to $1,000 per student per year. Interest is waived and payment of principal is deferred while the student is enrolled at Macalester, is attending a graduate school after graduating from Macalester, or is a full-time member of the U.S. Armed Forces. Repayment begins four months after discontinuance of full-time student or military status and must be completed within a five-year period.

MEMORIAL LOAN FUND. Established through gifts to the College, it is used specifically for loans to students for college expenses. Principal, $24,754.

NATIONAL DEFENSE STUDENT LOANS. Macalester College participates in the National Defense Student Loan program, created under the National Defense Education Act of 1958. These loan funds are available to eligible students on a long term basis at a low rate of interest (three per cent) beginning nine months after the student ceases to carry half of the normal fulltime workload at an eligible institution. Applications must be made to the Student Financial Aid Committee on forms provided by the College. Principal, $711,237.

WILLIAM F. ROGERS MEMORIAL - ENDOWED (1927). This fund, bequeathed by Mr. William F. Rogers, provides income which is available for student loans. Principal, $5,000.


SENIOR LOAN FUND (1961). This fund has been created by Messrs. DeWitt Wallace, Charles B. Thomas and George P. Leonard for the specific purpose of providing needy senior students with low interest, easy payment loans; interest at four per cent begins October 1 following graduation. Principal, $71,431.

HENRY STRONG EDUCATIONAL FOUNDATION (1959). This fund was created
under the will of General Henry Strong for loans to juniors and seniors in the upper third of their class. Interest at four per cent begins to accrue at graduation. Repayment may be made over a four-year period beginning at graduation. Principal, $30,851.

UNITED STUDENT AID FUNDS LOAN PROGRAM (1962). Macalester is one of more than 600 colleges and universities participating in this national nonprofit loan program for needy and deserving students. Fulltime undergraduate students may borrow up to $1,000 per year and graduate students may borrow as much as $1,500 per year, but no student may borrow more than $7,500. Interest is six per cent simple and payments of interest and principal begin the tenth month after the student leaves school. For a student who qualifies under the Federal guaranteed loan program, the Federal Government will pay the six per cent interest until repayments are due to begin and three per cent interest while the student is repaying the loan. The financial aid officer recommends the loan after consultation with the student, and the loan is then negotiated at the student's hometown bank on the student's own signature.

JAMES WALLACE ALUMNI LOAN FUND (1939). This fund was established by the Alumni Association as a memorial to Dr. 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 granting of the loan. Principal, $23,776.

Special and Annually Contributed Scholarships

THE CHARLES AND ELLORA ALLISS EDUCATIONAL FOUNDATION. An educational trust created by the will of the late Charles Clifford Alliss of Gull Lake, Minnesota, provides for 39 $1,000 scholarships each year for the benefit of undergraduate students selected by Macalester.

GEORGE F. BAKER TRUST SCHOLARSHIPS. In 1963 Macalester College was invited to participate in the scholarship program sponsored by the George F. Baker Trust of New York City. The scholarships are for exceptional young men and each grant is based upon the winner’s financial need and can be as much as full tuition each year for four years. There are only 25 selected liberal arts colleges participating in this program.

CALIFORNIA SCHOLARSHIP FEDERATION FOR SEALBEARERS. One scholarship for one year, value up to full tuition depending on need. The College will select a CSF Sealbearer as the recipient, employing the same criteria that are used with the award of all other freshman scholarships. Applicants need not apply specifically for this CSF scholarship, but Sealbearer status must be verified by the CSF adviser. Scholarship is renewable if need continues and holder has satisfactory record of grades and conduct.

MACALESTER PARENTS FOR INTERNATIONAL RELATIONS FINANCIAL AID FUND (1962). The organization contributes annually to a fund to be awarded to outstanding international students at Macalester College whose academic achievements merit financial assistance.

NATIONAL PRESBYTERIAN COLLEGE SCHOLARSHIP PROGRAM. The Board of Christian Education of the United Presbyterian Church awards a number of National Presbyterian Scholarships each year to qualified Presbyterian students on the basis of competitive examinations.
Reader's Digest MERIT SCHOLARSHIPS. One hundred and sixty-nine students were enrolled at Macalester in 1967-68, selected by the National Merit Scholarship Corporation, and sponsored by The Reader's Digest Association, Inc.

RALPH L. SMITH FREEDOM SCHOLARS PROGRAM (1964). Ralph L. Smith of Kansas City, Missouri, has established this special fund at Macalester to assist, each year, 24 outstanding male Negro and white students. A special Advisory Committee reviews the selection of the scholars with the Director of Admissions.

Prizes

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

H. S. ALEXANDER PRIZE. In honor of the late Dr. Hugh S. Alexander, Professor of Geology at Macalester 1906-1948, a prize of $50 is awarded annually to the outstanding senior majoring in geology.

VIRGINIA MCKNIGHT BINGER PRIZE IN THE HUMANITIES. An award of $100 in cash and a copy of Bury's *History of Greece* and Cary's *History of Rome* to each of two students, one who shows the greatest proficiency in Greek, Latin, or Ancient History, and one who shows the greatest proficiency in modern language or literature.

THE BORDEN FRESHMAN PRIZE. Established by the Borden Company Foundation, Inc., as an annual award of $200 for the student who has attained the highest average grade in the freshman class.

COLLINS PRIZES IN EXTEMPORANEOUS SPEAKING. A contest in Extemporaneous Speaking is held annually. For this purpose Dr. G. Rowland Collins, Class of '16, former Dean, School of Business, New York University, offers each year prizes totaling $50, divided into three prizes of $30, $15, $5.

CHARLES W. FERGUSON PRIZES IN PUBLIC SPEAKING. Established by a senior editor of the Reader's Digest. Each year prizes from $50 to $300 are awarded to any regularly enrolled student on the basis of the student's demonstrated ability in public speaking during the entire forensic year. In particular, awards will be made to students who exhibit a sense of propriety in their remarks, and who gain instant rapport and maintain this rapport throughout the course of the speech. Principal, $11,950.

FUNK PRIZES. For the encouragement of outstanding achievement in history, the Henry D. Funk Memorial Foundation, established in 1929 by his wife, offers $100 annually in three prizes. These prizes are awarded respectively to the senior and two juniors, majoring in history, who have demonstrated the highest achievement in the work of the department.

THE CHARLES T. MILLER HOSPITAL PRIZES. Awarded to the outstanding senior student at the hospital, and to two junior students at Macalester College preparing to enter the profession of medical technology.

NORTH CENTRAL PUBLISHING COMPANY PRIZE IN JOURNALISM. This prize is awarded to a student planning to enter the field of journalism who takes three courses in journalism, and who performs outstanding work in practical journalism on the campus.
NOYES PRIZES. Established by Mrs. D. R. Noyes through a gift of $2,000, the interest of which is used as prizes for student scholarships. These are awarded to the first honor students of the senior, junior and sophomore classes.

STRINGER PRIZE. In memory of her husband, Mrs. E. C. Stringer bequeathed $500 to the College, the income of which is awarded to the students who place first and second in an original oratorical contest.

LOWELL THOMAS PRIZES IN PUBLIC SPEAKING. Established by the author, newscaster and lecturer. Each year prizes from $50 to $300 are awarded on the basis of financial need to students of freshman, sophomore and junior standing who have made significant contributions in the field of public address through outstanding individual achievements while representing the College in intercollegiate debate and forensic competition. Principal, $10,000.

THE WALL STREET JOURNAL PRIZE. A medal of merit and a year's subscription to the Wall Street Journal is given annually to the outstanding senior in the field of economics and business administration.

CAROL A. WURTZEBACH ENDOWED PRIZE IN ORAL INTERPRETATION. Established in 1965 by James W. Pratt and friends in memory of Carol A. Wurtzebach, this prize is to be awarded at the discretion of the Speech Department to a student, or students, for excellence in oral interpretation.
ADMISSION TO MACALESTER

General Information

Application for admission to Macalester College should be addressed to the Director of Admissions. It should be accompanied by a non-refundable application or service fee of $10. Application blanks for admission may be obtained from the Admissions Office of the College.

Entrance Requirements

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

In general, the admission of students to Macalester College is based upon the following factors:

1. Graduation from an accredited high school with a scholastic record and test scores which indicate that the student is likely to succeed in college.

2. Meeting of the requirement that all applicants for admission to the College as freshmen must take the Scholastic Aptitude Test section of the College Entrance Examination Board and three achievement tests including the English Composition test of the College Board. It is the applicant's responsibility to have these test results forwarded to the Admissions Office of the College. It is recommended that students interested in continuing study in the areas of languages or mathematics take achievement tests in those areas.

Information about these tests may be obtained from your high school counselor or by writing to the College Entrance Board, Box 592, Princeton, N. J. A Bulletin of Information, containing rules for the filing of applications, the payment of fees, and a listing of the examination centers will be provided free of charge by the College Board Office. The College prefers that the tests be taken no later than January of the student's senior year.

3. Recommendation as to character, intellectual ability, and purpose by a teacher and by the school superintendent, high school principal, or counselor.

4. Additional evidence regarding character and personality, intellectual curiosity, seriousness of purpose, breadth of interests and activities, and special fitness for pursuing one of the programs offered at Macalester. Such evidence would come from persons who know the student outside of school, such as employers, from records of extra-curricular activities and church activities, and from any other available sources.

An applicant is not required to present specified units of credit for admission. But, because of the character of study later required in the College, applicants who present a minimum of four years of English, two years of a single foreign language, three years of mathematics, one year of history and one year of a laboratory science will find the least difficulty in making the transition to college.

All new students must make a deposit of $50 in order to hold their
place in the entering class. If the student has been accepted as a resident student, an additional deposit of $25 must be made.

Admission by Transcript or Diploma

From Accredited High Schools and Academies.—Graduates of accredited high schools and academies are considered for admission to the freshman class, subject to the requirements of the preceding paragraphs, upon presentation of transcripts certifying such graduation. 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 Department of Education and similar lists of approved high schools of other states.

From Other Colleges.—Students desiring to receive consideration for transfer 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. It is normally expected that the transfer applicant will present a record of "C" average or better. If the Scholastic Aptitude Test of the College Entrance Examination Board has been taken, the results should be requested for Macalester College. The Scholastic Aptitude test will not be required of transfer applicants if they have completed a year or more of college work.

From Other Institutions of Higher Learning.—Credits from other institutions of higher learning including general colleges, teachers colleges, professional schools and polytechnic institutes will be evaluated according to the nature and quality of the work presented as judged by the Registrar. Students who have attended non-accredited institutions must have their work validated by examination or by showing competency to carry advanced work successfully. Award of credit in such cases may be delayed for one or two semesters awaiting such validation.

Admission by Examination

Students not presenting transcripts as provided for above must present a course of study equal to a four-year high school program. Such students may be required to take examinations in the courses presented in order to receive consideration for admission to the Freshman class.

Advanced Placement Program

Students whose scores on the College Board Advanced Placement Examinations are rated 3 (creditable), 4 (honors), or 5 (high honors) will be considered for advanced placement and appropriate credit. Freshmen who wish to apply for advanced placement should arrange to have the test and results transmitted to the Director of Admissions of the College. In some cases, it may be necessary for the student to have a conference with the appropriate department chairman during freshman orientation week.

A maximum of six courses may be counted toward a bachelor's degree. A grade of 2 will receive no credit but the department chairman may recommend some exemption. A grade of 1 will carry neither credit nor exemption.

Awarding of credit may be deferred until the end of the academic year in order to give the student a chance to prove himself.
GENERAL ACADEMIC INFORMATION

Calendar and Course Patterns
The academic calendar includes an Interim Term of four weeks in January between Fall and Spring Terms of 14 weeks each. In each of the 14-week terms a student will take four courses, each of which is designed to occupy approximately one-fourth of his study time. This reduced number of courses compared to the five or more in the traditional pattern provides the student a better chance to pursue in depth fewer subjects. In the Interim Term a student will take a single course which is designed to constitute his full-time academic work for the month.

Summer Term
The College has operated a Summer Term for many years. For information, contact the office of the Dean of the College.

The Interim Term
Courses in the Interim Term are planned to give the student the opportunity for uninterrupted and intensive study of a subject which particularly draws his interest. They are intended to encourage the greatest possible exercise of creative imagination and independent inquiry. Interim courses may include research in libraries, studios, museums or laboratories; contacts with visiting scholars, scientists or creative writers brought to the campus especially for this period; field trips as well as other off-campus projects for the study of political, economic and social institutions; various cultural expressions such as the theater. It is hoped that absence of the customary credit and grading provisions will encourage exploration of subjects a student might otherwise avoid and also encourage pursuit of intellectual inquiry for its own sake. Students are invited to share with faculty members suggestions for course topics.

Student Load
Each course offered in the Macalester College curriculum (with the exception of the non-credit courses in physical education activities and in music and speech ensemble and studio work) is equivalent to four semester credits. Four courses taken for credit is the normal and maximum load a student may carry. A student may, in addition, audit one course with the permission of the instructor, his adviser and the Associate Dean of the College.

Testing Out and Credit by Examination
Students whose mastery of an area of knowledge is exceptional may, upon approval of the Dean of the College and the chairman of the department concerned, take an examination for college credit or for a waiver of requirements in courses for which students are eligible to receive credit in the ordinary manner. Only a superior rating will qualify for college credit and only a very good rating will qualify for a waiver.

Independent and Individual Study
A number of courses which rely heavily upon independent or individual study are offered in the College. Each academic department is encouraged to offer one or more courses devoted to individual study. These courses are tutorial in structure and may be taught to qualified students during
any term, but most often are offered during the Interim Term. ("Tutor­
ial" refers to the type of course which enrolls very few students—possi­
bly only one. The teacher usually meets each student separately.)

Academic departments may offer one or more courses or seminars
devoted to directed independent study. (Directed independent study re­
fers to the type of course enrolling an average-size class of perhaps 10
to 20 students whose independent work is restricted to an area more or
less unified for the whole class. The class meets as a group several times
during the semester and is guided by aids such as a syllabus with selected
topics for study, a list of readings and specific requirements for reports
or papers due.)

Independent study courses offered during the Fall or Spring Terms
may be included in the major or core program either as options or as
requirements.

Patterns of Concentration
To insure appropriate depth within some area of knowledge, students
are required to elect one or the other of alternative patterns of concentra­
tion: (1) a major concentration or (2) a core concentration. The major
concentration is intended for students who wish to take an intensive
program of work centered largely in a single department. The core con­
centration is intended for students who, requiring somewhat less depth
in a single department, wish to supplement courses from this department
with an organized pattern of related courses in other departments.

Major Concentration
A major concentration consists of from 6 to 10 courses within a depart­
ment and up to 6 courses outside the department, the total not to exceed
12. Ten is the maximum number of courses in a given department which
may be required of a student in his major concentration. A department
may recommend that its students take as electives additional courses from
among its own offerings or in supporting fields as indicated by the stu­
dent's educational and career objectives.

Core Concentration
A core concentration in a given department consists of two sets of six
courses, one set to be within the department, the other set outside of it.
In general, departments suggest one or more patterns of courses with
particular reference to the sequence within the department. The stu­
dent, in consultation with his adviser, will plan a pattern of six courses
outside of the department. This pattern is designed to meet the needs of
the individual student and will also have a rational relation to the pattern
of courses within the department. Each student's total plan for a core
concentration must be approved by the department concerned.

Regulations Concerning Concentrations
Students shall file an approved plan for either a major or core concen­
tration no later than the end of their fourth semester. The plan is to be
filed with the Registrar and constitutes the student's declaration of his
field of concentration. Concurrent approval of two departments may be
necessary where the courses in a concentration have two departmental
focii. In addition, students in the teacher education program must receive
approval from the Chairman of the Education Department.
Departmental and Interdisciplinary Honors Program

The Honors program was approved by the faculty in the spring of 1966 and became effective for sophomores and juniors in September of that year. Admission to the program is by vote of the Curriculum Committee. Normally, the applicant must have earned a grade point average of 3.0 or higher, completed three semesters of regular course work and shown some interest and ability in independent work and creative scholarship. The grade point average requirement is relaxed if other evidence of the suitability of the applicant for the program is strong.

The program is based in the academic department and each participating department creates Honors courses and programs for its students within the general pattern set by the faculty. Interdisciplinary as well as departmental programs are encouraged, and a program need not necessarily be related to the student's major.

The definition of an Honors course is unrestricted and is determined by the department. A variety of formats may be used; common formats are independent study or research, seminars, and Honors sections in regular courses.

The minimum individual Honors program is three Honors courses taken in the three successive semesters before graduation, although rarely the two senior semesters may be counted as a full program. Since a sophomore may enter the Honors program at midyear, the entire Honors course of study may be as long as five semesters. Under certain conditions, Interim Term work in the senior year may count as one of the three semesters in the minimum program. Apart from that, work for Honors credit may be done during Interim Term and summers, but will not count as any of the three semesters required in the minimum program. There is no stated limit on the maximum number of Honors courses a candidate may take. The department determines whether or how much of the Honors work will count toward satisfaction of the major requirement, but in any event the Honors courses are counted toward the total required for graduation.

The Honors candidate need not maintain a 3.0 grade point average once he is in the program, but he may be dropped if his department chairman, faculty adviser and thesis adviser agree that he is not maintaining a superior level of achievement in the Honors work and a satisfactory level in his other courses.

The final evaluation of the quality of the Honors work, including the thesis, is made by an outside examiner, who sets an oral and/or written comprehensive examination and defense of the thesis. One of two levels of achievement may be recognized, Honors or Special Honors. If the outside examiner does not recommend the degree with Honors, the department chairman determines whether the candidate's general performance satisfies the requirements for a pass degree.

Honors candidates have certain prerogatives designed to help them to concentrate on their Honors work. Although held responsible for satisfactory performance in classes, they are excused from all attendance requirements in the college. They also may request that they be graded in up to four of their general graduation requirement or free elective courses with a Satisfactory or Unsatisfactory rather than a conventional letter grade. (In conjunction with the general S-U option described below,
junior and senior Honors students are eligible to take two courses each term on an S-U basis.) Other note is taken of their special standing by social or intellectual gatherings and designation on the Commencement program that they receive the Bachelor of Arts Degree with Department Honors in their major department or program.

**Special International Study Programs**

The College provides a variety of special international study opportunities for students in addition to the core concentration in International Studies and the Area Studies Program described in the curriculum section of this catalogue. Some of these programs offer students an opportunity to participate in a significant educational experience in another country. Others involve activities at the College.

The International Study Scholarship Program provides funds on a need basis for students wishing to study abroad for a term or for the academic year. Students may also apply for the Junior Year Abroad Program sponsored by the Commission on Ecumenical Mission and Relations of the United Presbyterian Church of the USA. Countries which have participating universities are Brazil, Chile, Ethiopia, France, Germany, Ghana, Hong Kong, India, Japan, Lebanon, Nigeria, Mexico, Pakistan, The Philippines, Sierra Leone and Switzerland.

In co-operation with the College of Europe in Bruges, Belgium, Macalester offers a one-semester study program in European integration to approximately 20 students in the social sciences and humanities. Seminars in the history of the European Community, its politics, economics and foreign relations are supplemented with field trips and extensive interviews with prominent leaders of the European movement.

During the Interim Term, unique opportunities for intensive study in European countries are offered under a cooperative arrangement with four other Interim Term colleges. Students study foreign languages, national cultures, art, drama, international economic and political problems and other fields in several European countries under the direction of a qualified professor. Other Interim courses are conducted in Mexico and in a Russian-speaking community in the United States. These courses generally involve lectures, discussions, field trips and direct experience with various kinds of resource materials.

The FOCUS'D (Foreign-on-the-Scene Confrontation with Unusually Significant Developments) Scholarship Program selects twelve Macalester students each year to study by direct contact a movement, development, process, or situation of historic significance in a foreign nation in any part of the world. Each study is undertaken on an independent basis for academic credit under the direction of a member of the Macalester faculty.

The Student Project for Amity among Nations (SPAN) is a cooperative venture of the Minnesota private colleges and the University of Minnesota for independent academic study abroad in four different countries each summer. After intensive preliminary study for two semesters, the student studies abroad and then writes a detailed report of his work. Scholarship assistance for participating Macalester students is available through the International Studies Program.

Students enrolled in international studies and planning careers in
the international field are eligible for Advanced and Specialized Training Scholarships for study at the University of Minnesota in courses not available at the College. Qualified students receive grants for work in advanced or first year graduate level courses, specialized courses in languages not taught by the College, and specialized courses in area studies not included in the four-college co-operative program.

To encourage a concern for and the study of international issues through interactions among persons with various national, political, and cultural backgrounds, Macalester seeks to attract a large number of foreign students to the campus each year. The International Student Leader Program offers scholarships to student leaders abroad for a year of study at Macalester. Such foreign student leaders contribute significantly to the curricular and extra-curricular life of the College and help to increase the international awareness and involvement of Macalester undergraduates.

Still a different feature of the international program is the participation of International Adjunct Professors in the academic life of the College. These are persons not on the regular faculty who bring to the College experience in the practical or professional aspects of a field of study in the international area, including businessmen or professional persons engaged in occupations with international programs as well as teachers from other institutions in fields bearing on international affairs. The International Distinguished Visitor Program brings foreign scholars and other international figures to the Macalester campus to enhance student understanding of world affairs and foreign cultures through direct contact and interaction.

**Senior Comprehensive Exams**

The Senior Comprehensive Exam is administered by each student's core or major department at the end of his final term. It is one component of the work in his field of concentration. The functions of the comprehensive are (a) to encourage an attitude and approach toward study which involves the student's assuming greater responsibility for his learning and his seeking of interrelations among his courses of study and (b) to provide a culminating event in which the student can exercise his competence and both he and his department can assess their joint accomplishment.

The content of the comprehensive exam will generally be broader than the specific courses which a student has taken. This breadth will most certainly involve an emphasis on interrelations among course areas. It may also involve questions on materials not explicitly covered in formal course work. It is the responsibility of each department to inform its students when they enter the core or major program as to the coverage of the comprehensive exam which the student will face as a senior. Past comprehensives will be furnished to the library by the departments for student use.

The examination will generally consist of four to six hours of written work and may be supplemented by an oral examination and/or a "standardized" achievement test such as the GRE Advanced Test. Many departments will utilize a Visiting Examiner in the planning and conduct of the comprehensive. The rationale for the Visiting Examiner involves
preventing the comprehensive from becoming simply a re-examination in courses of study and establishing a relationship between faculty and student in which they work together in the shared task of preparing for comprehensives.

In the semester of his comprehensive exams, the student will be excused from all final exams in courses in the field of concentration and may be excused from final exams in other courses at the discretion of the instructor when arranged during the week following submission of mid-term grades.

The student's performance on the comprehensive examination will be entered on his permanent record. Grades will be recorded as Pass with Highest Distinction, Pass with Distinction, Pass, or Fail. A Pass grade is required for graduation. Students who fail the comprehensive may re-take it at the next scheduled examination period (usually the end of the following Summer, Fall or Spring Term). A makeup examination must be passed within one year of the original attempt.

**Course Examinations, Reports, and Grades**

In general, at least one examination is held during each term in each course and a final examination is held at the close of the term. A record is kept of each student's grades, a copy of which is sent at mid-term to the parents or guardian of all freshmen. At the close of the term, grades are sent out for all students.

Students who obtain a passing mark in courses, except those taken on an S-U basis (see below), are graded as follows: A, B, C, or D, which means excellent, good, fair, or poor, respectively. Students who do not reach a passing mark are graded as follows: Incomplete (I) or Failure (F). An Incomplete is recorded for work of satisfactory quality when the full work of the course has not been completed because of illness or for some other cause beyond the student's control. An Incomplete is not given for poor or neglected work. Before the instructor reports a grade of Incomplete, he must confer with the Associate Dean of the College indicating the reason for incomplete work and the date by which it is to be completed. In any case, an Incomplete grade not removed by the end of the sixth week of the next 14-week period in which the student is in residence automatically becomes an F.

The letter grades A, B, C, D, and F are assigned honor points of 4, 3, 2, 1, and 0, respectively.

When grades of "Satisfactory" and "Unsatisfactory" (S and U) are employed, S is defined as the equivalent of C work or better in the regular grading system and U as D or F work.

Physical Education activities courses are graded S or U.

**Optional S-U Grades**

All students are eligible to take one course each term on an S-U basis. Junior and senior Honors students are eligible to take two such courses each term.

Courses taken on an S-U basis may not be taken as part of a concentration, either major or core, except with specific permission of the major or core department or, in the case of non-departmental concentration, of the coordinator of the major or core program.
Courses taken by a student on an S-U basis will not be included in the computation of the grade point average of that student.

**Interim Term Grades**

A grade of S or U will be reported for Interim Term courses. A rating of Incomplete incurred in an Interim Term course must be made up within the first three weeks of classes in the following Spring Term. A student who receives a grade of U for an Interim course must make up the deficit by one of the following: (a) Satisfactory completion of a special Interim make-up course offered during the following summer, or (b) Satisfactory completion of an on- or off-campus individual project during the following summer. A proposal for such an individual project must be approved by the Curriculum Committee.

**Classification of Students**

Sophomore standing is granted upon the completion of seven courses and 14 honor points. Junior standing is granted upon the completion of 15 courses and 30 honor points. Senior standing is granted upon the completion of 23 courses and 46 honor points. Condensed Education classification is granted upon admission to the College as a degree candidate. Special student classification is assigned to non-degree candidates.

**Honors in Scholarship**

Honors in Scholarship are awarded at graduation on the basis of cumulative grade point average and are entirely independent of the Departmental and Interdisciplinary Honors Program described above.

To qualify for **Cum Laude** a candidate must attain a cumulative grade point average of 3.3. For **Magna Cum Laude** the average must be 3.6. For **Summa Cum Laude** the average must be 3.75.

**ACADEMIC REGULATIONS AND REQUIREMENTS**

**Rules Concerning Registration and Validation**

Students are required to register and/or validate at definite times announced in advance by the Registrar. In case of delay in registration or validation beyond the announced days, a fine of $5.00 per day will be assessed.

Students approved for admission to Macalester College may register or validate previous registration within the first two weeks (in Summer Term, one week) after the first day of classes in each term. Students who wish to enter after this date may do so only upon special permission from the Dean of the College and may be asked to carry proportionately restricted loads.

Fulltime students seeking their first bachelor's degree are required to register for an Interim Term course in order to qualify for registration in subsequent terms.

**Auditing Courses**

A regularly enrolled full-time student in good standing will be charged a fee of $10 for each course audited except that in the case in which the student is taking only three courses for credit, no fee for one audit course will be assessed. Part-time students may not audit courses.

To audit a course, an eligible student must register with the Registrar after securing approval of the instructor, the adviser and the Associate
Dean of the College, in that order. Audit registrations may take place at any time in the term so long as the registration procedures above are followed.

No entry will be made on the student’s transcript for the auditing of a course.

**Minimum Size of Classes**
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 chairman with approval by the Dean of the College.

**Change of Registration**
All requests for changes of registration require the signature of the adviser and the instructor involved, in that order.

Students initiating requests for change of registration after the first week of classes will be assessed a $5.00 fee for each drop and add card issued.

Students may not add courses after the first three weeks of classes.

Courses from which the student withdraws within the first three weeks of classes will carry no grades and will not appear on his permanent card. Courses dropped after the third week will appear on the permanent record card with the notation W (withdrawn).

Until 4:30 p.m. on the seventh class day following the date on which mid-term grades are due, a student may withdraw with the approval of his adviser and instructor. After this, he will be permitted to withdraw only by petition to the Dean of the College presenting evidence of special circumstances (such as illness or family difficulties).

If the student withdraws from a course without due permission, he will receive a grade of F for the course. This also applies to non-credit courses such as physical education activities courses and Drama Choros. Students leaving college before the end of a term without officially withdrawing from college will receive the grade of F for all courses being taken during the term of withdrawal.

**Regulations Concerning Academic Performance, Probation, and Suspension**
All students admitted to Macalester should be able to succeed. Satisfactory progress toward completion of an educational program ordinarily will take four years. When substandard academic performance indicates that such progress is not being made, academic probation is invoked. Probation is a warning to a student to stop and appraise his goals and performance. A probation interview is required and a student newly placed on probation is asked to arrange such an interview with the Associate Dean of the College. The Dean of Students and the faculty adviser are also available for counseling and appropriate persons should be sought out by the student so that careful plans can be made to remedy the academic difficulty. If a student on probation demonstrates through his performance during the semester, or through grades at the end of the term, or through his performance during Interim Term, that his academic performance continues to be unsatisfactory, then it is to his benefit and the College’s that he not continue as a student.
A. Requirements by classification
A first-year student will be placed on probation at the end of the first term if he has a grade point average of 1.50 or below in all courses taken for credit during that term, unless he comes under the provisions in B below. A freshman who has not achieved a cumulative average of 1.80 by the end of his second term will be placed on probation.

A second-year student will be placed on probation if he has a cumulative average below 2.00 at the end of his third term in residence (but see also B below).

Students who have not attained a 2.00 cumulative grade point average by the end of their fourth and all subsequent terms will be subject to dismissal (but see also B below).

In order to graduate from the College a student must have at least a 2.00 cumulative grade point average in all courses taken for credit at the time of graduation.

B. Requirements and conditions other than by classification
Any student who obtains a grade of F or U in two or more courses taken for credit during any term, or who accrues a 1.00 grade point average or below in courses taken for credit in any term, will be subject to dismissal or probation.

Any student who is on probation must maintain at least a 2.00 average in all courses taken for credit during the first probation term and must do so on a fulltime basis. A student who is continued on probation after a first term on probation will be deemed to be on strict academic probation and will be required to earn a term average sufficiently above a 2.00 to remove himself from probation within a reasonable time, the required term average being determined by the Dean of the College or his representative. Strict probation may be invoked for a first term of probation where that is deemed wise.

Any student while on probation who fails to achieve the required average or who incurs a grade of Unsatisfactory in an Interim Term shall be subject to dismissal.

While on probation, students must restrict their extracurricular and outside work and may suffer loss of certain privileges such as rights to scholarships or employment by the College.

C. Academic suspension
A student may be suspended from the College for a term or more if he is violating academic requirements other than those involving courses for academic credit, such as gross and continued failure to meet physical education requirements and failure to attend the required number of Confrontation programs.

Withdrawal from the College
In order to withdraw officially from the College and to receive a tuition refund according to the policy described in the section on Expenses and Financial Aid, a student shall obtain an application for withdrawal in the Student Personnel Services Office before conferring with his adviser. As noted above, unofficial withdrawal will result in a grade of F for each registered course in the term involved.

Readmission to the College
Any student who was not enrolled or who did not pre-register in the term
preceding that term in which he wishes to resume his studies is required to make application for re-admission. Application forms should be requested of the Registrar and returned to the Registrar's Office at least one month prior to the date of intended registration.

Graduation Requirements

THE DEGREE BACHELOR OF ARTS

At least 31 regular credit courses and four Interim Term courses are required for graduation.* Courses with grades of F or U may not be included in these totals. The 31 courses include general graduation requirements and courses in the program of the major or core concentration (described below) plus other courses selected by the student as free electives. In the curriculum section of this catalog each department identifies the course which satisfy general graduation requirements.

The general and concentration requirements are as follows:

- Freshman Composition and Literature 1 course (or test-out)
- Foreign Language (above the introductory level)** 2 courses
- Judaic-Christian Heritage 1 course
- Natural Science and Mathematics*** 2 courses
  (At least one laboratory science course must be included.)
- Social Sciences*** 2 courses
- Humanities*** 2 courses
  (At least one course must be included from Philosophy, Art, Music, or Speech and Dramatic Arts. The other course may come from these or from English, Humanities, Foreign Languages and Literature, or Religion—the latter to be in addition to the course fulfilling the requirement in Judaic-Christian Heritage.)
- Applied Speech 1 course (or test-out)
- Physical Education Activities 6 non-credit courses
- Major Concentration 6-12 courses
  or Core Concentration 12 courses

*Students who transfer into Macalester or who do not proceed continuously toward their degree or who take summer courses are required to enroll in one Interim course for each six courses taken at Macalester during the Fall, Spring and Summer Terms, with the qualification that no more than four Interim courses are required for graduation.

**Students entering from high school with two or more years of a language and wishing to continue that language at Macalester will take a placement test. All those who make a grade above the established minimum will go into the second year (unless they make an extremely good score, in which case, if they elect to take further study in that language, the department concerned will decide what course they should enter). Those who fall below the minimum will be allowed to enter a first year course for credit after consultation with and approval by the chairman of the department concerned.

See the language department sections in the curriculum portion of the catalog for details on satisfying the graduation requirement in the different languages.

***A student automatically meets the general graduation requirement in this division if the department of his major or core concentration is in this division. Courses listed in a student's core or major program may not be used to satisfy the "divisional" general graduation requirement in either of the other two divisions.
Speech Proficiency Requirement

Degree candidates must show reasonable ability to speak the English language. A student may satisfy this requirement by one of two methods: (1) satisfactory performance in a skill-oriented speech course (a student who takes either Speech 11, Speech Fundamentals or Speech 25, Argumentation and Debate, and passes with a grade of C or above shall be considered proficient in oral communication); (2) successful performance in a Speech Proficiency Examination. These tests will be administered to students in the second term of their sophomore year and will be taken by all students who have not otherwise satisfied this requirement. A fee of $5.00 will be assessed students applying for each proficiency exam after the first.

Swimming Proficiency Requirement

Each student must demonstrate swimming proficiency by passing an activities course in swimming or by passing a proficiency test administered by the Physical Education Department.

Residence Requirement

A bachelor’s degree candidate will normally have been in attendance at Macalester College for the full four years. However, students may transfer a maximum of 16 courses or the equivalent of the first two years of college work. The number of years spent in residence is not to be less than two except in the Condensed Education program. The senior year must, in all cases, be spent in residence.

Attendance at Convocations and Religious Confrontations

Attendance at five of the seven Religious Confrontation programs is required of all regular students at the College each term, as is attendance at three special ceremonial convocations during the academic year.

REQUIREMENTS FOR THE DEGREE MASTER IN EDUCATION*

The program of studies for candidates in Secondary Education includes the following:

Eight courses approved by advisers and committee, including six courses in an academic field other than Education in which a foundation has been established by an undergraduate major and two courses in Education beyond certification requirements.

A teaching internship, if candidate has not had public school teaching experience.

(All degree work should bear a reasonable relation to the candidate’s teaching responsibilities or plans.)

The program for candidates in Elementary Education includes the following:

Eight courses approved by advisers and committee, including five courses in an academic field other than Education, one course in Psychology, and two courses in Education beyond basic certification requirements.

A teaching internship, if candidate has not had public school teaching experience.

All candidates must receive at least “B” grades in their courses; must submit one formal well-documented paper or original production; must pass a comprehensive examination, consisting of written and oral components, in the field of academic concentration; and must pass a written examination in professional education.

*No new students will be admitted to the M.Ed. program after June 1, 1968. Students previously admitted and making normal progress toward the degree will be permitted to continue their work toward the M.Ed. degree.
Total flexibility of staging—proscenium arch, three-quarters thrust and in-the-round—is possible in the theatre of the Janet Wallace Fine Arts Center.

Biology students do field work at the 280-acre Katherine Ordway Natural History Study Area on the Mississippi River, about a half-hour's drive southeast of the campus.
CURRICULUM

The following course listings are for the Fall and Spring Terms. Separate course listings are issued for the Interim and Summer Terms.

AREA STUDIES PROGRAM
Mr. Armajani, Mr. Berry, Mrs. Johnson, Mr. Mitau, Mr. Swain, Mr. Trask

The Area Study Program provides students, faculties, and administrators of the four participating colleges (Hamline, Macalester, St. Catherine’s and St. Thomas) with an opportunity to study together, work together and plan together, to the end that levels of scholarship may be raised, interest in serious study may be stimulated, and closer bonds of friendship and understanding may be developed; to offer to students in four independent Christian liberal arts colleges in St. Paul a series of integrated studies on the upper class level, given cooperatively by professors in the four colleges, as a unique contribution to American undergraduate education; to contribute to the life of the community by sharing special lectures and programs as widely as possible with the citizens of St. Paul within the area selected for special study.

Area Study courses will consider the history, foreign policy, and political, economic, and social institutions as well as the geography, nationalities, natural resources, art, literature, music, religion, education, manners, morals, and customs of the various areas.

70, 71. Area Study of Africa
   Upperclass standing. Fall and spring terms.
   (Not offered 1968-69)

72, 73. Area Study of Russia
   Upperclass standing. Fall and spring terms.

74, 75. Area Study of Latin America
   Upperclass standing. Fall and spring terms.
   (Not offered 1968-69)

76, 77. Area Study of the Middle East
   Upperclass standing. Fall and spring terms.
   (Not offered 1968-69)

78, 79. Area Study of the Far East
   Upperclass standing. Fall and spring terms.
   (Not offered 1968-69)

FRESHMAN SEMINARS AND COURSES
Mr. Armajani, Mr. Bair, Mr. D. Baird, Mr. Chase, Mr. Lepp, Mr. Mech, Mr. Webers, Mr. West

Freshman seminars allow a limited number of first-year students an opportunity to work closely with a faculty member on a subject of mutual interest in order to develop a genuine sense of intellectual and social community. Seminar groups are restricted to 12 students and ordinarily meet for two or more hours one afternoon or evening each week in the home of the instructor or in a campus lounge. A seminar counts as an elective course.

Freshmen courses are designed especially for entering students. They meet

NUMBERING OF COURSES. Courses 1 through 49 are lower division courses, 50 through 99 are upper division courses. Non-credit courses such as physical education activities and applied music courses are numbered 100 through 199 (first year level), 200 through 299 (second year level), 300 through 399 (third year level), and 400 through 499 (fourth year level). Master in Education level courses are numbered 500 through 549.
during regularly scheduled class periods and are conducted as lecture-discussion
courses. They count as electives.

Seminar 1. The Origins of World War II:
A Problem in Historical Interpretation
   Fall Term
Seminar 2. Law and Society
   Spring Term
Seminar 3. Great Philosophers and Current Issues
   Fall and Spring Terms

GENERAL SCIENCE
Mr. Jones (Coordinator)

The core concentration in General Science is designed to prepare students
to teach general science in the secondary schools. To provide the broad science
background needed to teach general science, the curriculum is planned to include
courses from each branch of science and to insure an adequate background in
mathematics.

CORE CONCENTRATION
A core concentration in General Science is basically a core concentration in one
of the science fields. It consists of a six-course sequence in one science (Biology,
Chemistry, Physics, or Geology) and two courses in each of the other three sciences.
Students who do not have an adequate preparation in mathematics for the physics
and chemistry courses must take as electives sufficient mathematics to correct this
deficiency. The student's final plan for the core concentration is to be approved by
the coordinator. This program is restricted to those students who plan to teach. (See
also Department of Education.)

THE HUMANITIES PROGRAM
Mr. Donovan (Coordinator)

The aim of the Humanities Program is to present for study and discussion
certain classic and seminal statements (both in letters and in art) that express
characteristic views of deity, man, and the world, especially in Western civilization.

GENERAL GRADUATION REQUIREMENT
Any of the courses in Humanities can satisfy general college graduation re­
quirements.

CORE CONCENTRATION
The Humanities core shall consist of twelve courses. The inner core in Hu­
manities includes 25, 26, 29, 56, and one course numbered above 90, together with
Classics 53 or 54 (Classic Literary Tradition). Supporting the concentration will
be six courses chosen in close consultation with the adviser from one of the
following options.
Option A: Intellectual and Cultural History. Six courses with at least one from
each of the first three disciplines:
   Art History
   Music (Music 10 or Advanced courses in History of Music or Music
       Literature)
   Philosophy
   Speech (Selected courses in Rhetoric and Theater)
   Religion (Selected courses)
   History (Selected courses)
Option B: Foreign Language Core Concentration. Six courses in literature beyond the elementary courses in a foreign language, excluding “conversation” courses. (This six-course concentration would be a non-teaching concentration, inasmuch as conversation courses necessary for teaching would not be included except in excess of the basic six.)

Option C: A Humanities and English Core Concentration. A six course core concentration, excluding the Freshman Course, in English Literature. Survey of English Literature, a course required in all English core concentrations, is required here.

25. The Modern World—I
Classics of European art and letters from the 17th and 18th centuries. Fall term.

26. The Modern World—II
The 19th century. Spring term.

29. Major Continental Literature of the Twentieth Century
The expression of ideas in major European literature of the 20th century. Studies in selected representative works. Prerequisite, sophomore standing. This is the same course as English 29.

56. The Medieval and Renaissance World
Classics of European art and letters. Prerequisite, junior standing or permission. Spring term.

65. The Oriental World
Classics of Eastern art and letters.

95, 96. Independent Study
Further reading and the writing of papers based upon the matter of the core and supporting courses. Senior standing and permission.

97, 98. Topics in the Humanities
Seminar or independent study to fill out and pull together the matter of the first four courses. Prerequisite, junior standing.

INTERNATIONAL STUDIES PROGRAM
Miss Dodge (Coordinator)

The International Studies concentration is designed for (1) students who plan a career in governmental agencies, in the service of international organizations, in journalism, in the foreign service of banks, industrial or commercial organizations, in the missionary field, in the educational field, and (2) students who wish to obtain a general understanding of international relations for a more intelligent citizenship in our modern world community.

CORE CONCENTRATION

The core concentration in International Studies consists of six courses in one of the following fields: Economics, Geography, History, or Political Science. The other six courses in the concentration should be taken from the departments of Economics, Geography, History, Political Science, or Sociology, excluding the core field. The selection of courses must include Political Science 62, Political Science 63, History 61, Economics 62, Geography 64, and one of the Sociology-Anthropology courses: 21, 65, 68, or 81. The Area Studies Program may be counted as one course in Political Science and one course in History.

Students electing International Studies as a core concentration who are anticipating advanced graduate work in International Relations or an M.A. program leading to a Foreign Service career should consult with the coordinator and with the chairmen of the participating departments regarding their specific needs.

All core programs must be signed by the coordinator.

HONORS PROGRAM

Application for Honors in International Studies may be made as early as the second semester of the sophomore year, but ordinarily candidates will be expected to enter the program in the first semester of the junior year.

Honors students will be expected to complete successfully at least three courses
designated "Honors" by the International Studies Coordinating Committee. At least one of these courses will be a Senior Independent Study Seminar to be taken in conjunction with the preparation of the Honors Thesis (see below). Other courses may be selected from those advanced courses designated by the International Studies Committee as available for Honors credit. During the academic year 1968-69 the following courses will be available for Honors credit:

- Political Science 63. Contemporary Theory of International Politics
- Political Science 62. International Law and Organization
- History 61. American Diplomatic History
- Economics 62. International Economics
- Geography 64. Political Geography

Candidates will be expected to meet Honors standards in these courses and should consult with the instructors of each course concerning specific arrangements.

Each candidate will be expected to present an Honors Thesis in the spring of his senior year and be subject to an oral examination by an outside examiner.

SOCIAL SCIENCE PROGRAM
Mrs. Johnson (Coordinator)

Both the major and the core concentrations in Social Science are designed to prepare students to teach the social sciences at the elementary or secondary school levels. It is advisable to discuss the program with the coordinator, who must sign the approved program, not later than the junior year. The following sequences are recommended:

I. Preparation to Teach in Elementary Education

Students who have been accepted in the Elementary Education program may elect a major concentration in Social Science which consists of:

A. Six courses in any one of the following departments:
   - Economics, Geography, History, Political Science, or Sociology.
B. Four additional courses from the above listed departments and Psychology. These additional courses must not be taken from the core department. These courses may be from (a) four different departments or (b) two courses each from two different departments or (c) two courses from one department and one course from each of two additional departments.

The requirements may be stated in formula form as follows:

- 6-1-1-1-1
- 6-2-2
- 6-2-1-1

II. Preparation to Teach in Secondary Education

Students who have been accepted in the Secondary Education program may elect a core concentration in Social Science which consists of:

A. Six courses in any one of the following departments:
   - Economics, Geography, History, Political Science, or Sociology.
B. Six additional courses from the above listed departments, excluding the core department, with two courses from two departments and one course each from two departments, or three courses from one department and one course each from three departments.

The requirements may be stated in formula form as follows:

- 6-2-2-1-1
- 6-3-1-1-1
ART

Mr. Caponi, (Chairman, on leave), Mr. Celender, Mrs. Gayne, Mr. Hendrickson, Mr. Rudquist (Acting Chairman), Mr. Saltzman

The Art Department is oriented to meet the needs of four groups of students:

Group 1. Those who wish to explore an approach to knowledge that aims at developing and refining their aesthetic values, through contact with art media in the studio and art theory in the lecture classes.

Group 2. Those with special aptitudes in practical art who plan for a career as artists or who plan to continue their studies in a professional art school.

Group 3. Those who plan to teach art in the public schools. Such students will also require courses in Secondary Education or in Elementary Education (see Education).

Group 4. Those who wish to concentrate further in the theory and history of art in graduate school.

GENERAL GRADUATION REQUIREMENTS

Art 42, 49, 60, and 61 count toward the general graduation requirement in Humanities.

MAJOR CONCENTRATION

PLAN A (for students in Groups 1, 2 and 3):

A major concentration for these students will consist of twelve courses, ten from the Art Department and two from without the department. It will include Art 30, 34, 35, 49, 60, 61, 66, 71 or 72 or 75, 98, one additional course selected from the Art curriculum, Philosophy 71 (Aesthetics), and one course from Speech (Interpretation), Music, Literature.

PLAN B (for students in Group 4):

A major concentration for these students will consist of twelve courses, ten from the Art Department and two from without the Department. It will include Art 60, 61, 62, 75, 76, 77, 49, 42, 98; one course selected from Painting, Graphics or Sculpture; Philosophy 71 (Aesthetics); and one history course beyond the Social Science requirement.

CORE CONCENTRATION

A core concentration will consist of six courses in Art: 30, 34, 35, 49, 60, 61 and six additional courses to be selected outside of the Art Department. These should not include more than two disciplines and should be from the following fields: English (Literature), History, Languages, Music, Philosophy, Psychology, Sociology, Speech and Dramatic Arts, and Religion.

HONORS PROGRAM

Students interested in Honors work in Art should consult with the department chairman.

30. Drawing

Fundamental techniques, varied approaches, and individual development in drawing from the human figure, still life, nature and the imagination. Four two-hour periods per week. Fall and spring terms.

34. Painting

Emphasizing a variety of approaches in oil and water-base paints. Four two-hour periods per week. Fall and spring terms.

35. Sculpture

Various techniques and materials involving modeling, carving, welding, and bronze casting. Four two-hour periods per week. Fall and spring terms.

42. Art, Its Processes and Application

Four hours of studio to familiarize the student with basic art experiences and techniques in drawing, painting, sculpture, and crafts. Two hours of lecture and discussion relating...
art to individual growth and its broader application to life. Recommended for students in Education, Psychology, and Sociology. Six hours per week. Spring term.

49. Principles of Art
A philosophical approach to the creative field, relating art to man, the creator and consumer; and to the social and psychological. Three hours of lecture and discussion, two hours of studio per week. Fall term.

50. Graphics
Etching, block printing, photography, lithography, and serigraphy. Four two-hour periods per week. Fall term.

60. History of Art
Western Art through the Renaissance. Four hours per week. Fall term.

61. History of Art
Baroque through Contemporary Art. Four hours per week. Spring term.

62. Modern Art
Major trends in painting, sculpture, and architecture of the past ten years, with special emphasis on historical, aesthetic, and philosophical development. Four hours per week. Fall term.

66. Design
Concentration on elemental visual properties such as color, shape, texture, space and their creative possibilities. Four two-hour periods per week. Spring term.

70. Advanced Drawing
Continuation of Art 30 with greater emphasis on individual expression. Four two-hour periods per week. Spring term.

71. Advanced Painting
Continuation of Art 34. Exploration of additional media to suit expressive needs. Four two-hour periods per week. Fall and spring terms.

72. Advanced Sculpture
Modeling, carving, and casting, with emphasis on the personal approach. Four two-hour periods per week. Fall and spring terms.

75. American Art
A comprehensive study of the painting, sculpture, architecture and household arts of the United States from earliest Colonial times to the present with particular reference to European influences and to indigenous tendencies. Four hours per week. Spring term.

76. Oriental Art
Art and architecture of India, China, and Japan; aesthetic principles; relation to Oriental philosophies. Four hours per week.

77. Primitive Art
Art of the cultures of Africa, Oceania, and the Americas; pre-historic art. Four hours per week.

95, 96. Independent Projects
Independent work in any art medium or in the history of art, with departmental approval. Advanced students in Art concentrations only. Fall and spring terms.

98. Senior Seminar
A synthesis of the knowledge acquired in the Art Department with that of other areas of study. Students in Art concentrations only. See also:
Education 41. Fine Arts in the Elementary School.
Education 51. Secondary Curriculum and Instruction.

BIOLOGY

Mr. Frenzel, Mr. E. Hill, Mr. Jones, Mr. Robinson (Chairman), Mr. Shields,
Mrs. Sims, Mr. Smail
Mr. Mech (Post-doctoral Research and Teaching Fellow)

The objective of the Biology Department is to educate its students in the content, methods, history, and philosophy of biological science and to relate this science to certain practical and philosophical problems of man. Some of the departmental offerings cover the subject areas recommended by the AIBS Subcommittee on Facilities and Standards as a desirable curricular structure for biology, while other courses examine selected fields in some depth and contribute to a well-rounded major program.

These courses, with the addition of supporting work in other sciences and mathematics, allow preparation for careers based on biological science, with or without formal postgraduate training. These include: professional biology, with Ph.D. training leading to college or university teaching and research; industrial and government research; medicine, veterinary medicine, dentistry, nursing, medical technology, physical therapy, and a variety of para-medical specialities; hospital administration; conservation work; and business careers in the drug and other industries.
A number of departmental activities contribute to the general education of biology students. Phi Delta Mu is a local organization of pre-medical and pre-dental students which brings speakers to the campus, arranges trips to places of interest, holds social events, and helps to disseminate information about preparation for professional school. Alpha Delta Theta, a professional organization for young women interested in medical technology, has an active chapter on campus. The visiting speaker program and other sources are used to bring prominent biologists into the department for visits ranging from a day or so to a semester. These visitors work with classes, Honors program groups and individual project students, and also give general lectures open to all students interested in biology. The members of the department staff have skills and a wide range of materials to use in coordinated pre-professional and career advising, as well as in finding part-time or summer positions suitable for biology students.

The department features special strength in field, developmental and physiological biology. However, most of the major fields of undergraduate biology are represented in our offerings, and the major requirement is so flexible that emphasis can be given to one particular interest.

The field biology teaching effort is supported by a 270-acre field biology teaching area near the campus, where teachers and students have ready access to natural aquatic and terrestrial habitats adapted to ecological study. Physical facilities have been added to the natural ones. Two field biology courses and the first course include extensive field work. Several distant field trips are made each year under the auspices of the department, which complement the field biology offerings. Each Interim Term at least one off-campus field biology course is offered. This most usually is marine biology, taught at a marine laboratory in Florida. Occasionally other Interim Term courses are given in such subjects as desert ecology (in Arizona) and winter ecology (in Minnesota).

The on-campus facilities include an electron microscope and a computer, both available to biology staff and students. Every course has benefitted from the purchase of about $80,000 worth of teaching and research equipment since 1963. This includes a complete replacement of all microscopes in freshman laboratories, as well as such equipment as a refrigerated Warburg apparatus, refrigerated centrifuge, spectrophotometer, several research microscopes (brightfield, phase and polarizing), electrophoresis apparatus, many types of recording instruments, and a boat and motor for ecological work.

MAJOR CONCENTRATION

The biology major consists of eight courses of biology, two courses of chemistry, and two elected courses in any department of the Science Division or the Philosophy Department.

The biology courses are Biology 11, 12 and 13, and five advanced courses selected in consultation with and approved by the major adviser. These advanced subjects must constitute a reasonable sequence within themselves and with the elected courses, but each student is free to propose his own program. The first three courses should be completed by the end of the sophomore year.

The required chemistry is Chemistry 11 and 12. A qualified student may take Chemistry 13 in place of these, in which case he would have three elected courses in the major instead of two.

The elected courses ordinarily would be chosen from among mathematics offerings relevant to biology, such as calculus and statistics; from geology courses...
with a strong biological component; from advanced chemistry, particularly organic and analytical; college physics; additional biology; and philosophy courses concerned with logic, metaphysics, or the philosophy of science. Other courses, and subjects in other departments, will be considered if the student proposing them can justify their inclusion in a worthwhile program.

All students who expect to undertake work toward any kind of graduate degree after leaving Macalester should realize that certain science courses in addition to biology are among prerequisites of graduate and medical schools. These most often include organic chemistry, college physics, calculus, quantitative analysis, and less frequently, other chemistry or mathematics courses. The members of the Biology Department are prepared to assist students in determining the prerequisites of these schools, and in designing a course of study which will include the necessary subjects.

CORE CONCENTRATIONS
The department encourages the use of the core concentration plan for students whose interests either do not require a full biology major, or which may demand some courses which cannot fit into a biology major concentration. The six biology courses in a core are Biology 11, 12 and 13, and three advanced courses selected in consultation with the faculty adviser. The remaining six courses may be in any of several other departments, and are selected according to the student's particular requirements, such as preparation for science teaching at the secondary level, physical education teaching, or preparation for medical or dental school. The set of twelve courses must bear a sensible relationship to each other, and all core concentrations require the approval of the department chairman.

DEPARTMENTAL HONORS PROGRAM
The Biology Department has a full Honors program which qualified students may enter in their fourth, fifth or sixth semester. The minimum program consists of a thesis course (Biology 95 or 96), in which the Honors research project is carried out; the Senior Honors Seminar (Biology 98) which is a reading and discussion course on selected topics of wide theoretical interest but which are not specifically treated in regular courses; and one other course taken for Honors credit, including if desired the Junior Honors Seminar (Biology 97). To this minimum program may be added other of the regular advanced courses, modified for Honors candidates and taken for Honors credit; individual independent study for Honors credit; and approved Honors courses in other departments. Interim Term and summer work also may be done for Honors credit, if the student so desires.

A particular Honors course of study may or may not be included wholly or partially within the major requirement, according to circumstances.

11. Principles of Biology
An introductory course considering fundamentals and concepts of biology in terms of historical background and with emphasis on modern developments. Lecture and laboratory subjects vary from the molecular to the ecosystem levels of biological interactions, with an evolutionary approach to their study. The course is open to non-science majors and satisfies both general graduation and departmental major requirements. No prerequisite. Three lectures and two two-to-three hour laboratory periods per week. Fall and spring terms.

12. Introduction to Zoology
The course is divided between a study of vertebrate and invertebrate animals. The structure, evolution and physiological function of organs and organ systems, especially of mammals, is the emphasis given in the vertebrate part of the course. In the invertebrate portion, a typical survey is made of the taxonomy, structure and habitat of selected types from eight phyla. About one week is spent on embryology, including an introduction to serial sections of chick embryos. Pre requisite, Biology 11. Three lectures, two
two-hour laboratory periods per week. Fall and spring terms.

13. Introduction to Botany
An elementary course which covers botanical principles and a survey of the plant kingdom. Particular emphasis is given to the principles exemplified by seed plants. Prerequisite, Biology 11. Three lectures, two two-hour laboratory periods per week. Fall and spring terms.

40. Field Zoology
A study of the local fauna, including phylogenetic relationships, taxonomy, life histories, distribution and behavior. The importance of these animals economically, ecologically, aesthetically, and in human health, is emphasized. Study of natural groups of animals in the laboratory is followed by extensive field observations. Prerequisite, for biology majors, Biology 11 and 12; for others, consent of the instructor. Three lectures, two two-hour laboratory periods per week. Spring term.

41. Ecology
A study of natural communities and the principles which underlie their structure and change. The physical factors of the environment, population dynamics, energy flow and conservation are emphasized. Prerequisite, Biology 11; Biology 12, 13 and 40 are recommended. Three lectures, two two-hour laboratory periods per week. Fall term.

42. Parasitology
The adaptations of parasites and some other kinds of animal symbionts to solutions of their biological problems are studied, with emphasis on structure, ecology and life cycles. All phyla containing parasitic species are covered, there is an elementary taxonomic treatment, and special topics such as immunity and resistance are treated in the latter part of the course. Prerequisite, Biology 12. Three lectures, two two-hour laboratory periods per week. Spring term.

43. Microbiology
A course devoted to the study of microorganisms, with the emphasis on diagnostic bacteriology. Prerequisite, Biology 12 or 13; Chemistry 37 recommended. Three lectures, two two-hour laboratory periods per week. Fall term.

44. Vertebrate Anatomy and Evolution
The study of the origin, evolution and natural history of living and fossil vertebrates as revealed by their anatomical, ecological and behavioral adaptations. Laboratories stress the comparative anatomical study of preserved specimens representing all major Chordate groups. Lectures stress theoretical aspects. Prerequisite, Biology 12. Three lectures, two three-hour laboratory periods per week. Spring term.

45, 46. Individual Research and Independent Study
For freshmen and sophomores, including Honors work. Prerequisite, consent of the instructor. Fall and spring terms.

49. Embryology
A comparative study of vertebrate development and differentiation. Laboratory work stresses the anatomical development of the frog, chick and pig. Lectures emphasize experimental and theoretical aspects of development. Prerequisite, Biology 12. Three lectures, two two-hour laboratory periods per week. Fall term.

50. Algae and Fungi
The study of the physiology, morphology, ecology and phylogeny of the algae and fungi. The laboratory stresses the basic techniques for the study of these plants. Prerequisite, Biology 13; Biology 43 recommended. Three lectures, one three-hour laboratory period per week. Spring term.

52. Genetics
A general genetics course giving equal emphasis to the classical and the modern phases, with opportunity for students to follow a particular interest in some special specialized area. The laboratory work is based on Drosophila and Neurospora. Prerequisite, Biology 12. Three lectures and two two-hour laboratory periods per week. Spring term.

61. Histology
A study of the microscopic structure and ultrastructure of animals, with particular attention to structure-function correlations. Prerequisite, Biology 12; Chemistry 12 or 13 recommended. Three lectures per week, and directed independent study laboratory equivalent to six hours per week. Fall term.

63. Plant Physiology
The physiology of plant nutrition, metabolism, and growth and development. Topics include: photosynthesis, intermediary metabolism, mineral nutrition, water relations, auxins and growth, and tropisms. Prerequisite, Biology 13 and Chemistry 37. Three lectures, one three-hour laboratory period per week. Fall term.

64. Cell Physiology and Biochemistry
The study of structural and functional relationships of cells and their physico-chemical environments as revealed by biochemical methods and the electron microscope. Laboratories, while stressing activities of the cell, bring students into contact with current techniques of investigation and analysis such as cell fractionation, micro-respirometry, electron microscopy, electrophoresis, chromatography, etc. Prerequisite, Biology 12 and Chemistry 37. Three lectures, one three-hour laboratory period per week. Spring term.

65. Advanced Botany
An advanced study of selected topics in plant development, anatomy, evolution and physiology. Prerequisite, Biology 13 and consent of the instructor. Three lectures, one
CHEMISTRY

Mr. Burtle, Mr. Howell, Mr. Schwartz, Mr. Scott, Mr. Slowinski (Chairman, on leave), Mr. Stocker (Acting Chairman), Mr. Wolsey

The Chemistry curriculum is designed to serve three purposes:

1. To enhance and broaden the general culture of all its students by a consideration of some of the great intellectual achievements and current frontiers in the field of chemistry.
2. To lay the foundation for graduate study and professional careers in chemistry in the academic, research, or industrial fields.
3. To provide the training in chemistry necessary for those who plan professional careers in biology, biochemistry, geology, medicine, or dentistry.

GENERAL GRADUATION REQUIREMENT
Chemistry 11, 12, or 13 may be used to fulfill the general graduation requirement without specific college level prerequisites.

MAJOR CONCENTRATION
The major concentration in Chemistry consists of Chemistry 11 and 12, or 13, plus 23, 37 and 38, 55 and 56, 63, Physics 21 and 22, or 26 and 27, and Mathematics 22, and 33 or 34.

CORE CONCENTRATION
The core concentration in Chemistry includes Chemistry 11 and 12, or 13 and 23, plus 37 and 38, and 55 and 56. Required supporting courses are Physics 21 and 22 or 26 and 27 and Mathematics 21 and 22. Two additional science courses are required and may be chosen from the fields of biology, geology, physics, or mathematics.

HONORS PROGRAM
The Honors Program in Chemistry includes Honors seminars in Chemistry 38, 55, and 56, plus two seminars chosen from Chemistry 61, 62, 63, 64, and 66. Ordinarily the Honors student will spend at least one summer working on a research problem, and may substitute this research for one of the two seminars to be chosen.

FURTHER PREPARATION
Students contemplating graduate work should elect additional courses in Chemistry in consultation with the department. The Chemistry Department is approved by the Committee of the American Chemical Society for Professional Training; students wishing to meet the requirements recommended by this Committee should confer with the chairman of the department.

11. General Chemistry
An introduction to the principles of chemistry. The chemical and physical properties of substances are considered and related to the atomic, kinetic, and equilibrium theories.

12. General Chemistry
Continuation of Chemistry 11. Laboratorv work in part devoted to qualitative analysis.
Three lectures, three hours laboratory a week. Spring term.

13. General Chemistry
A one-term combination of 11 and 12. For students who have good preparation in chemistry and an aptitude for mathematics. Three lectures, three hours laboratory a week. Fall term.

23. Analytical Chemistry
Application of chemical principles to problems in chemical analysis. Laboratory work includes volumetric, gravimetric, and instrumental methods for quantitative analysis. Prerequisite, 12 or 13. Three lectures, six hours laboratory a week. Spring term.

34. Radiochemistry
Nuclear and radio chemistry and their applications to inorganic and analytical chemistry. Prerequisite 12 or 13. Three lectures, three hours laboratory a week. Spring term.

37. Organic Chemistry
The carbon compounds, their structures, reactions, and syntheses. Prerequisite, 12 or 13. Three lectures, six hours laboratory a week. Fall term.

38. Organic Chemistry
Continuation of 37. Three lectures, six hours laboratory a week. Spring term.

55. Physical Chemistry
Thermodynamics, quantum theory, and reaction rate theory as related to chemical systems. Prerequisite, 12 or 13, Physics 22, and Mathematics 22. Three lectures, three hours laboratory a week. Fall term.

56. Physical Chemistry
Continuation of 55. Three lectures, three hours laboratory a week. Spring term.

61. Qualitative Organic Analysis
Identification of representatives of the major homologous series. Prerequisite, 38. Two lectures, six hours laboratory a week. Fall term.

62. Advanced Organic Chemistry
Stereochemistry and reaction mechanisms. Prerequisite, 56; may be taken concurrently. Three lectures. Spring term.

63. Advanced Inorganic Chemistry
Reactions and structures of inorganic compounds. Prerequisite, 56. Three lectures, three hours laboratory a week. Fall term.

64. Advanced Analytical Chemistry
Instrumental methods of analysis. Prerequisite, 56; may be taken concurrently. Two lectures, three hours laboratory a week. Spring term.

66. Advanced Physical Chemistry
Statistical and quantum mechanics, molecular spectra and structure, and kinetics of chemical reaction. Prerequisite, 56. Three lectures. Spring term.

95, 96. Independent Study
Laboratory and library research on an original problem with a thesis. Prerequisite, junior standing and permission of department. Either term.

CLASSICS

Mr. Brooks, Mr. Donovan (Chairman), Mr. Reedy

The program of the Department of Classics is designed to give students knowledge of the languages, literatures, and civilizations of Greece and Rome as well as an awareness of the close relationship of those civilizations and their problems to our own. This program is also designed to prepare students for graduate study in Classics, Comparative Literature, and related fields.

GENERAL GRADUATION REQUIREMENTS

The General Graduation Requirement in language may be met (a) by completing successfully two courses in Greek, or two in Latin, above the elementary level (Greek 33-35, Latin 31-32), or (b) by passing a test demonstrating language proficiency equivalent to that attained through the successful completion of intermediate level courses, or (c) by completing successfully one course above the intermediate level in Greek or Latin.

MAJOR CONCENTRATION

A major concentration in Classics shall consist of (a) a minimum of eight courses in Greek and one in Classical Civilization, or (b) a minimum of six courses in Latin above the intermediate level and one in Classical Civilization, or (c) a minimum of eight courses in Latin and Greek (not to include Latin 11 or 12) and one in Classical Civilization.
CORE CONCENTRATION

A core concentration in Classics shall consist of (a) six courses in Greek, or (b) six courses in Latin beyond the elementary level, or (c) six courses in Greek and Latin (not to include Latin 11 or 12); six related courses must also be selected from those offered by other departments.

HONORS PROGRAM

The student admitted to the Honors program in Classics will prepare an honors thesis, take an honors comprehensive, and take from three to five honors courses in Classics. These shall be any courses in Latin and Greek above the intermediate level for which additional work, either reading or a paper, shall be done under the direction of the instructor.

Greek

11. Elementary Greek
   A study of the elements of the language. Drill in forms, vocabulary, and composition. Fall term.

12. Elementary Greek
   Continuation of the study of grammar with readings from Xenophon's Anabasis. Spring term.

33. Plato
   Offered in alternate years. Fall term.

34. Iliad
   Spring semester.

35. New Testament
   Offered in alternate years. Fall term.

Latin

11, 12. Elementary Latin
   A study of the Latin language; reading easy Latin and Caesar.

31. Intermediate Latin
   A thorough review of first year grammar followed by readings from Cicero. Fall term.

32. Intermediate Latin
   Vergil and the Augustan Age. Spring term.

51, 52. History of Classical Latin Literature
   One class hour a week will be devoted to Latin prose composition.

Classical Civilization (knowledge of Latin and Greek not required)

18. The Ancient World (same as Religion 18)
   Study of selected literature of the ancient world in translation, both classical and biblical. Lectures and Discussion.

ECONOMICS AND BUSINESS

Mr. Aslanian, Mr. Francia, Mr. Horiba, Mr. Meiselman (Acting Chairman), Mr. Mirus, Mr. Simpson

The objectives of the Department of Economics and Business are (1) to provide students with a deeper understanding of the nature and functioning of their own and other economic systems, which will also assist them in making
sounder and more responsible private and public decisions, and (2) to develop the analytical and empirical skills for rewarding careers in business, government, and public service as well as in preparation for advanced work in graduate and professional schools.

The department also seeks to assist non-major students whose objective is a career in business. Today it is increasingly common for liberal arts graduates to continue their education in a graduate school of business. Students with such an objective may elect to major in any of a large number of departments, but should include among their electives appropriate courses in economics and mathematics. (See section under Further Preparation.)

DEPARTMENTAL ACTIVITIES:

The Bureau of Economic Studies: The Bureau undertakes studies of economic problems and issues. Its facilities are available for faculty research and for introducing students to research skills and discipline.

Honor Societies: Outstanding academic achievement makes Economics and Business students eligible for membership in Omicron Delta Epsilon, national honor society in Economics and in Pi Gamma Mu, national honor society in the Social sciences.

GENERAL GRADUATION REQUIREMENT

Any course in the Department of Economics, with the exception of Business Law, Statistics, and Accounting Courses, will satisfy the general graduation requirement in the social sciences.

MAJOR CONCENTRATION

The major concentration in Economics consists of a minimum of eight courses of which the following five are required:

Principles of Economics
Intermediate Micro Economic Analysis
Intermediate Macro Economic Analysis

The major concentration in Business consists of a minimum of eight courses of which the following six are required:

Principles of Economics
Intermediate Micro Economic Analysis
Intermediate Macro Economic Analysis

Principles of Accounting
Economic Statistics

Financial and Tax Accounting
Economic Statistics

CORE CONCENTRATION

A core concentration is also available in Economics. The requirements are:

The five required courses listed under the major concentration in Economics, plus one elective course.

Six additional courses from other departments approved in advance by this department. Four of these would ordinarily be from one department. These courses, together with the departmental courses, must form a definite pattern for attaining specific goals, career objectives or graduate study programs. For example, a student interested in operations research or graduate work in quantitative economics might supplement his work in economics with a program of courses in mathematics.

A student may also elect an interdepartmental core concentration involving Economics and Political Science. It consists of (1) the five required courses listed under the major concentration in Economics plus one elective course, and (2) six
courses in Political Science which must be approved by the chairman of that department. (See Political Science Department.)

HONORS PROGRAM

The Honors Program for students in this Department consists of three courses and is designed to help students develop advanced research skills. The first two (Economics 97 and 98) are seminar courses in which the work consists of readings and the preparation of reports designed to fit the research interests of the individual student. During the two seminars the student is also expected to develop an individual research project. He will then pursue the completion of this project as an Independent Study for the third course (Economics 96).

Students interested in pursuing the Honors Program are asked to consult with the Department Chairman during their sophomore or junior year regarding their course of study.

FURTHER PREPARATION

The growing use of quantitative techniques in both economics and business makes it essential that all students acquire basic skills in mathematics and statistics. This requirement may be satisfied by taking Mathematics 11 and Economics 24. Students who intend to pursue graduate study in economics or business, including accounting, are strongly urged to supplement the above and to take as a minimum, Mathematics 21.

Non-majors planning graduate study in business are encouraged to include Economics 11, 22, 23, and, if feasible, several advanced courses in this Department. In addition appropriate courses in mathematics and statistics should be included. (See paragraph above.)

11. Principles of Economics
Micro and Macro; production, prices, economics of the firm, national income, economic growth, stability, economic welfare, selected economic problems. Either term.

22. Principles of Accounting
Use, summary, reporting, theory (alternatives with implications on financial actions), use of accounting for basic forms of business organization; preparation, analysis of accounting statements. Fall term.

23. Financial and Tax Accounting
Accounting problems of the corporation; cash flows; statement analysis; sources and uses of funds; individual, partnership income tax problems. Prerequisite, one accounting course. Spring term.

Introduction to the use and programming of computers. Probability theory and statistical analysis, with special applications to economics. Sources and presentation of data; sampling distributions; statistical estimation; linear regression and correlation; index numbers and time series analysis. No prerequisite.

25. Economic Statistics II.
Built upon Economics 24, this course will prepare the student for modern economic research. Topics will include sampling theory, testing hypothesis, extensions of linear regression analysis, and systems of simultaneous linear relations. Prerequisite: Economics 24 and Mathematics 21, or consent of instructor. Mathematics 33 is recommended.

26. Business Law
Contracts; agency, negotiable instruments; property; credit transactions; business organizations; wills; mortgages. Not offered 1967-68.

51. Intermediate Micro Economic Analysis
Advanced theory of prices, production function, factor pricing and economics of the firm; method of price theory. Prerequisite, Economics 11 and Mathematics 11 or 21, 21 strongly recommended. Fall term.

52. Intermediate Macro Economic Analysis
Advanced macro theory of national income, employment, economic growth; the dynamics of national income theory. Prerequisite, Economics 11 and Mathematics 11 or 21, 21 strongly recommended. Spring term.

54. Managerial Accounting
Uses and basic systems of cost accounting; capital budgeting; inventory valuation; costs as they apply to business decisions; cases and problems. Prerequisite, two courses in accounting. Fall term.

56. Capital Markets
Financial intermediaries, securities, markets, investment banking; sources and management of business funds; short-term, intermediate and long-term capital; factors
influencing financial decisions; regulation. Prerequisite, Economics 11 and 22. Fall term.

58. Public Finance and Fiscal Policy

60. Administrative Accounting

61. Manpower Economics
Labor movement theories; labor union history and organization; collective bargaining; labor disputes; wage theories; social security; industrial relations; labor legislation. Prerequisite, Economics 11. Fall term.

62. International Economics

63. Economic Development
Economic conditions associated with underdevelopment and the particular economic problems of the less-developed nations. Study of economic theory in the area of development and critical examination of current economic development policies and programs. Prerequisite, Economics 11. Spring term.

64. Advanced Accounting Problems
Complex accounting problems in specialized areas, viz., leaseholds, consolidations, receiver's statements, partnership formation, liquidation; C.P.A. problems. Prerequisite, two accounting courses. Spring term. Not offered 1967-68.

66. Money, Banking and Public Policy
The banking system, the Federal Reserve and the creation of money; domestic and international monetary standards and the role of gold; monetary theory; money as a factor in business cycles; monetary and credit control for economic stabilization. Prerequisite, Economics 11. Either term.

71. Industrial Organization and Market Economy
A study of the economic and legal framework of industrial organization and antitrust legislation in the United States. Structure, conduct, and performance criteria; the welfare implications of perfect vs. imperfect competition; formulation of legal policies towards industrial regulation; contemporary antitrust legislation and its interpretation. Prerequisite, Economics 11. Spring term.

72. Economic Thought, Concepts and Systems
Historical development of methodology and structure of economic theory. Comparative economic systems. Prerequisite, Economics 11. Not offered 1967-68.

74. Public Accounting
Verification of accounts, internal control, reports and working papers. Corporate income taxation, C.P.A. problems. Prerequisite, three accounting courses. Not offered 1967-68.

76. Business Conditions and Economic Analysis
Business and economic environment; nature of economic change; analysis of methods used to predict change; oral and written reports. Prerequisite, majors, senior standing. Not offered 1967-68.

95, 96. Independent Study
Further study in fields of special interest. Readings, conferences, field work, reports. Prerequisite, majors, senior standing. By permission. Either term.

97, 98. Seminars
a. Honors Seminars
b. Readings in Recent Economic Journals (open to seniors).

EDUCATION

Mr. Dierenfield, Mr. Ekman, Mr. Faix, Mr. Holtz (on leave fall term), Mrs. Johansen, Miss Lyle, Mrs. O'Brien, Mr. Obsatz
Mr. Williams (Director, Macalester Creativity Project)

The State of Minnesota requires that all those who are engaged in public school teaching from kindergarten through 12th grade be certified by the State Department of Education.

The State Board has stipulated the following for certification: For teaching in the elementary schools, a teacher must have a college degree from an institution which has been approved for teacher education, must have taken a program which included at least 30 semester hours in professional education with a minimum of six semester hours in student teaching, and must be recommended for certification by the college.

Certification for secondary teaching, including seventh and eighth grades, requires a degree from an approved institution with a program which included at
least 18 semester hours of professional education with a minimum of 6 semester hours of student teaching. In Minnesota a teacher who spends over half time teaching in a subject must have a college major in that subject, and teaching assignments of one-half time or less require a minor in that field.

Recently the State Board of Education passed new requirements designed to strengthen the teacher's academic preparation. The academic concentrations at Macalester College have been augmented (where necessary) to comply with the new regulations.

The Macalester teacher education programs are accredited by the State of Minnesota, the North Central Association of Colleges and Secondary Schools, and the National Council for Accreditation of Teacher Education.

As candidates prepare themselves for teaching, they will be counseled by a major adviser (major or core concentration) and a second adviser (education). In addition to the general graduation requirements and the completion of a core and major concentration, the candidate must complete the professional education sequence. After completion of the program and graduation, the candidate is recommended to the State Department of Education for certification.

All candidates should familiarize themselves with the current demands in the different teaching fields, i.e., history, English, science, languages, etc. It is generally recommended that students preparing themselves for secondary school teaching select major concentrations and that elementary school candidates pursue core concentrations. Some core concentrations are desirable as preparation for secondary school teaching; i.e., physics, chemistry. The differences between the social science major and core concentration should be noted. A social science major concentration may be selected by those preparing to teach in the elementary schools. Students should not hesitate to question members of the Education Department and the various academic departments regarding these differences as well as possible combinations of courses. The Macalester course offerings are designed to meet the vocational needs of the students as well as preserve the integrity of the disciplines.

ELEMENTARY PROGRAM

Ordinarily, students may be identified with the elementary education program as freshmen. However, they are encouraged to make formal application to the Teacher Education Committee by the end of the sophomore year. The Teacher Education Committee is composed of faculty members who constitute a cross section of the academic areas of the College. Each individual will be reviewed by the committee, and the acceptance into the elementary program is based on (1) scholarship, (2) recommendations from the major or core department, (3) health and physical conditions of the candidate adequate to the needs of the profession, (4) command of English, both written and oral, and (5) possession of traits of character and personality suited for teaching. A 2.5 overall average is required before admission to the program. Admission to the program does not automatically entitle the candidate to student teaching. The candidate must file application for student teaching after he has been admitted into the program. A 2.5 overall average is required to student teach. There is a fee of $25 per unit of student teaching.

In addition to the general graduation requirements and core concentration, elementary teacher candidates are required to take the following courses in Education:
Two different experiences of student teaching are required. The elementary candidate may decide to fulfill this requirement within a two or three unit program. The candidate may elect to receive one or two units for a semester all-morning experience. The choice will be dictated by the candidate's program. This all-morning semester of student teaching constitutes one experience. A second experience may be taken during the Interim Term for one unit. The Interim Term student teaching provides the opportunity for an all-day student teaching experience in the public schools. It is also possible for a limited number of elementary candidates to elect one unit of student teaching during the summer session. Afternoon teaching in the public schools may be taken for one unit only.

Elementary education students must take Physical Education 217, 218. These courses may be counted in the six required physical education activities courses. Math 16 is required of all elementary students. This course may be listed as a general graduation requirement or as part of the outer six courses in the core concentration.

The student must pass a proficiency test in the use of audio-visual materials. Arrangements for this can be made by contacting the Audio-Visual director.

Elementary Education students who desire Kindergarten endorsement should take an additional course, Education 95, Kindergarten Theory. One of the units of student teaching will be completed in the Macalester Children's Center or in a public school kindergarten.

Students who wish Junior High School endorsement must take an additional course, Education 95—The Junior High School. The student teaching assignment will include 1 unit in the junior high school.

SECONDARY PROGRAM

Candidates for secondary school certification should make application for admission to the secondary program at the time they take their first course in education or by the end of their sophomore year. Applicants must have an overall grade point average of 2.5 and an overall average of 2.6 in their major or core concentration. Each individual applicant will be considered by the Teacher Education Committee and acceptance is based on the same criteria as listed under the elementary program. The candidate must file applications for student teaching after he has been admitted into the program.

In addition to the major or core concentration and the general graduation requirements, the following courses in education must be taken by students in the secondary program:

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<tr>
<th>40. Educational Foundations</th>
<th>53. Elementary Curriculum and Instruction (Science, health and arithmetic)</th>
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<tr>
<td>41. Fine Arts in the Elementary School</td>
<td>63. Elementary Curriculum and Instruction (English-language arts and social studies)</td>
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<tr>
<td>50. Educational Psychology</td>
<td>65. Student Teaching (2 units)</td>
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<td>52. Reading in the Elementary School</td>
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<td>84. Philosophy of Education may be substituted for Education 40 by upperclassmen.</td>
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Application forms and further information are available at the Education Department.

CERTIFICATION AFTER GRADUATION

Individuals with a baccalaureate degree from Macalester or another accredited college may apply for admission into the education program to work toward certification. The candidate for elementary or secondary certification will be screened by the Teacher Education Committee. If the elementary candidate lacks preparation in certain areas, i.e., modern math, he will be required to take such courses. If the secondary candidate does not present a major comparable to the Macalester major, he will be required to take additional courses. In addition, the candidate must finish the professional education sequence as outlined under the elementary and secondary sections and must successfully complete the student teaching requirements.

Persons interested in this program should consult with the Department of Education and with the Registrar.

STUDENT TEACHING

The culmination of the professional education program is student teaching. After the candidate has been approved by the Teacher Education Committee, he will be assigned to the appropriate classroom or grade level in the public schools. Macalester candidates are placed in the public schools of Minneapolis, St. Paul, and the surrounding metropolitan area. The candidates are responsible for their own transportation. In cases of accidents traveling to and from the schools, liability resulting from such accidents involve the insurable interest of the individual auto owners or pedestrian and auto owner — as the case may be. While the candidates are on the premises of the participating schools, they must have liability insurance. This may be obtained by joining SNEA or by private insurance.

OTHER ACTIVITIES

The Student National Education Association (SNEA) is a large group made up of both elementary and secondary students. All education students are welcome, and each year a slate of interesting meetings is planned. Subscriptions to two educational journals are given to members.

The Kappa Delta Pi honorary education society is open for membership upon invitation only. A high scholastic average is required. A scholarly quarterly journal is provided each member and several dinner meetings are held throughout the year.

TEACHER PLACEMENT

The College operates a Teacher Placement Bureau which assists Macalester Education graduates in finding teaching positions. The primary functions of the Bureau are: (1) keeping an up to date file of the teacher's credentials, (2) scheduling appointments with prospective employers, and (3) maintaining lists of available teaching positions. The responsibilities of the teacher are: (1) paying a placement fee and the compiling of credentials, (2) initiating contacts with prospective employers, and (3) informing the Bureau when a position has been obtained.

Placement folders or credentials should be compiled early in the senior year. These materials on placement are available at the Placement Office, Wood Hall. Since prospective employers are particularly interested in the reports on student
teaching, it is advisable to complete student teaching before the last semester of the senior year.

40. Educational Foundations
Directions in curriculum based on a sociological and philosophical approach. Required of elementary and secondary students. Fall and spring terms.

41. Fine Arts in the Elementary School
Concepts of learning as they apply to the areas of art, music, and literature in the elementary school. Time allotment 2-2-1, respectively, for the areas listed. Required of elementary students. Fall and spring terms.

50. Educational Psychology
Human growth and development in the areas of childhood and adolescence. Required of elementary and secondary students. Fall and spring terms.

51. Secondary Curriculum and Instruction
First half devoted to general principles and procedures in instruction, second half to application of these in the specific areas. Required of secondary students. Fall and spring terms.

52. Reading in the Elementary School
Approaches to the building of skills, abilities, and competencies in a developmental reading program. Required of elementary students. Fall and spring terms.

53. Elementary Curriculum and Instruction
Science, health, and arithmetic in the elementary school. Methods and materials stressed. Required of elementary students. Fall and spring terms.

63. Elementary Curriculum and Instruction
English-language arts and social studies in the elementary school. Special area methods and materials stressed. Required of elementary students. Fall and spring terms.

64. Student Teaching
Student teaching in the public schools at the secondary level. Observations as well as actual student teaching. Required of secondary students, two units. Fall and spring terms.*

65. Student Teaching
Student teaching in the public schools at the elementary level. Observation as well as actual student teaching. Required of elementary students, two units. Fall and spring terms.*

66. Student Teaching (Kindergarten)

67. Student Teaching (Junior High)

84. Philosophy of Education
System approaches and philosophical analysis approach to education and educational language, respectively. One term and Summer Session.

90. Guidance in Education
Theories and principles and their application in teaching and counseling programs in elementary and secondary schools. Alternate years and Summer Session.

91. Measurements in Education
Construction of teacher-made tests, statistical analysis of tests results, research methods, and understanding of standardized tests. Alternate years and Summer Session.

92. School and Society
Church and state, nationalism and education, politics and educational ideology, pressure groups and education, structure. Alternate years.

93. Comparative Education
Major national education systems on elementary, secondary, and collegiate levels in terms of aims, curriculum organization, and teaching methods. Summer Session.

95, 96. Independent Study in:
Children's Literature
History of Education
Junior High School Curriculum
Administration and Supervision
Nursery School Theory
Education of the Gifted
Kindergarten Theory

501. Learning in Education
Theories and constructs with application to education. For M.Ed. students. Summer Session and as demand warrants.

502. Research in Education
Methodology — descriptive and experimental, statistical tools, and education design needed for M.Ed. paper. For M.Ed. students. Summer Session and as demand warrants.

503. Elementary and Secondary Curriculum
History, organization, control patterns, and trends of elementary and secondary school curriculum. For M.Ed. students. Summer Session and as demand warrants.

504. Fifth Year Internship
General observation and participation in varied activities, plus actual teaching, in elementary or secondary schools. For M.Ed. students. Fall and spring terms.

*One unit may be taken during Interim Term.
ENGLISH

Mr. Baer, Mr. Bernstein, Mr. Blakely (Acting Chairman), Mr. Foster,
Mr. Gamble, Mr. Greenberg, Mr. Henry, Mr. R. Hill (on leave fall term),
Mr. Huelster (on leave spring term), Mrs. Kane, Mr. Keenan, Miss Meister,
Mr. Murray, Mr. Norman, Mr. Patnode, Mrs. Rose, Mr. Wm. Thompson

GENERAL GRADUATION REQUIREMENT

Any course in English above English 11 and below English 91 will satisfy
general graduation requirements in Humanities.

MAJOR CONCENTRATION

Nine courses above English 11, including at least one course in American
Literature. Majors should take either 25 or 26 but not both, with at least three of
their nine courses chosen in the period omitted from 25 or 26. Any course num­
bered below 91 may be taken by sophomores who have the instructor's permis­
sion. Of the nine courses no more than two should be in American literature and
no more than one in 20th century literature. To complete the concentration, stu­
dents will choose three more courses in consultation with their advisers.

Upperclass English courses will regularly contain practice in writing both
exposition and criticism, which will be carefully evaluated for its presentation
as well as for its content.

Those who plan to teach in high schools must include English 91 as one of the
nine courses. Beyond these courses they must also take Speech-Dramatic Arts 36
and either Speech-Dramatic Arts 20 or 30.

CORE CONCENTRATION

Six courses in English beyond English 11, normally including English 25
and 26, English 51 or 52, and English 24, 27, or 28. Certifying teachers must also
take English 91 as one of the six courses. The remaining six courses must come
from a related field or fields and must be chosen in consultation with the student’s
major adviser and the other departments concerned. The prospective Core stu­
dent will be expected to present a rationale for these supporting courses before
they are approved by the adviser and the department.

HONORS PROGRAM

The purpose of the department’s Honors program is to enable the qualified
student to acquire a sound theoretical basis for the study of literature, to ap­
proach the regular course offerings with flexibility and in depth, to go beyond the
course structure by properly supervised individual study, to develop the discipline
and imagination required for a definitive and original critical inquiry or for a
literary production, and by written work and examination to demonstrate his
knowledge and ability in the study of literature.

Three Honors Programs are offered:

A. Honors in English and American Literature, leading to the writing of
three papers which demonstrate the candidate's study of a period of literary his­
tory, an aspect of a period, a particular author or group of authors, or problems in
literary criticism.

B. Honors in Criticism and Research, leading to a thesis which demonstrates
the candidate's knowledge of his subject and its primary literature, the literary
period in which he is working, and his scholarly and critical abilities.

C. Honors in Creative Writing, leading to special familiarity with modern
literature, and a significant and original achievement in poetry, fiction, or drama.
All candidates must have completed two semesters of English above English 11 by the time they begin their honors work. They must complete four honors courses and one interim term of honors work. A maximum of five courses and two interims will be permitted. All candidates must take English 92 or Philosophy 71 (Aesthetics) and English 95 or 96, must take a written honors comprehensive examination based on the honors syllabus, and must make an oral defense of their written examination and, in most cases, of their essays, thesis, or creative work.

In addition, candidates electing Program A must take English 51, 52, 55, 56, 97, or 98 for honors, and English 87 or another course numbered 50 or above for honors; candidates electing Program B must take a second semester of independent study, and English 87 or a course numbered 50 or above for honors; candidates electing Program C must take a second semester of independent study, and English 94 or English 27, 28, or 29 for honors. The individual instructor will determine the honors work required in any regular course.

For further information and applications, the student should consult the Chairman or the Department Honors Committee.

### Courses

11. Freshman English
   The reading of great works of literature and the writing of papers on these works. Offered both semesters.

24. Modern Dramatic Literature
   Critical exploration of the most important American and continental plays of the twentieth century.

25. Survey of English Literature
   The historical development of English literature from its beginnings through Milton. Open to freshmen.

26. Survey of English Literature
   Continuing English 25 to the early 20th century. Open to freshmen.

27. The Twentieth Century Novel: British and American
   Open to freshmen.

28. Twentieth Century Poetry: British and American
   Open to freshmen.

29. Major Continental Literature of the Twentieth Century
   Modern works translated into English. Same as Humanities 29. Sophomore standing required.

51. American Literature I
   From colonial times to the mid-19th century.

52. American Literature II
   From the mid-19th century to the early 20th century.

55. The Novel
   Various manifestations of longer fiction to the early 19th century.

56. The Novel
   Continuing 55 in both England and America to the early 20th century.

61. Elizabethan Literature
   Non-dramatic literature centering in the Faerie Queene.

62. The Early 17th Century
   The non-dramatic literature of the Stuart and Commonwealth periods.

63. The Age of Satire
   Dryden, Swift, Pope and their contemporaries.

64. The Mid and Late Eighteenth Century
   Literature from Fielding to Blake.

65. The Romantic Period

66. The Victorian Period

71. Chaucer

72. Shakespeare

75. English Dramatic Literature to 1642
   English medieval drama, leading into Elizabethan plays and concluding with the closure of the theaters in 1642. Shakespeare is excluded.

87. Topics
   The subject matter of this course, announced in advance of registration, will vary but will not duplicate any other course offering.

91. The English Language
   A historical and descriptive approach to Modern English. Required of all teachers certifying in English.

92. Criticism
   The history, theory, and application of criticism in literature.

93. Advanced Writing
   Practice in the various forms of writing, including the expository. Open to freshmen and sophomores with the permission of the instructor.

94. Advanced Creative Writing
   Prerequisite: permission of instructor.

95, 96. Independent Reading

97, 98. Seminar

504. Seminar, American Literature

505. Seminar, English Literature
The major objectives of the French department are to help all its students attain a workable level of proficiency in the aural-oral, reading and written skills of the French language, and a knowledge and sympathetic understanding of the civilization and literature of France.

A major concentration in French provides a study in depth of French literature, language and culture.

In all Elementary, Intermediate, and Conversation courses extensive use will be made of the Foreign Language Laboratory.

GENERAL GRADUATION REQUIREMENT

The foreign language requirement may be met (a) by completing successfully two courses in French above the elementary level (e.g. French 31, 32) or (b) by passing a test demonstrating language proficiency equivalent to that attained through successfully completing intermediate level courses (French 31, 32) or (c) by completing successfully one course above the intermediate level.

MAJOR CONCENTRATION

A major concentration in French shall consist of a minimum of eight courses beyond the elementary level (French 11, 12 or equivalent). Required courses: French 31, 32: Intermediate French (unless the student enters with a good enough preparation to begin on an advanced level), French 51, 52: Conversation and Composition, French 53: The Civilization of Modern France, French 73: The Classical Age, A Survey of Seventeenth Century French Literature.

To complete his major concentration a student may choose from among the other advanced course offerings.

At least four supporting courses, chosen according to the student’s vocational interest, are strongly recommended: (1) for those students who intend to teach French—courses in a second foreign language, English, Humanities, or History; (2) for those students who are going into government work, business or allied fields—supporting courses in Political Science, History, Economics, Geography.

CORE CONCENTRATION

The French Department offers two possibilities under the core plan: (1) Those who wish to specialize in language skills should take French 31, 32, 51, 52, 53, and 72; (2) Those who wish to specialize in literature should take French 31, 32, and four additional courses to be chosen from any of the advanced literature courses. For either of these patterns, six additional courses are to be chosen from outside the department; they are selected by the student with the approval of his adviser and the department(s) concerned. Some acceptable patterns would be:

1. Six courses in a second foreign language beyond the elementary level
2. Six courses in the Humanities
3. Six courses in English Literature beyond the freshman level
4. A combination of (2) and (3)
5. Six courses in History, Political Science, Geography which are relevant to France and the study of the French language
6. Six courses from a group in the Comparative Arts, with at least one from each...
of the following: Art History, Music, Philosophy; the three other courses may be chosen from Religion, Speech, Humanities or English Literature.

HONORS PROGRAM

For students accepted into the Honors Program, any of the advanced courses in literature, French 61, 62, 73, 74, 76, 79, may be taken as Honors courses if additional Honors work is done. French 95, 96, Independent Study, and French 98, Senior Seminar, may also be adapted for Honors work.

Students should consult with the department chairman to work out details of their own programs which will be arranged to suit their individual needs.

To receive departmental Honors in French, a student must complete satisfactorily at least three Honors courses, present a thesis showing independent and original work, and defend successfully his thesis before an outside examiner.

11, 12. Elementary French

Pronunciation, elementary conversation and reading, essentials of grammar. Four hours a week in class and two hours in the laboratory. French 12 is also offered in the Fall term for those students with previous experience in French who do not place into the intermediate course.

31, 32. Intermediate French

Review of grammar essentials, conversation, composition and the reading of French literary texts. Four hours a week. Prerequisite, French 12 or two years of French in high school or equivalent, plus satisfactory score on the placement test. French 32 is offered in the Fall term for those students who have completed French 31 or who have received a score on the placement test which places them on this level.

51. Advanced Conversation and Language Usage

Intensive training in oral usage and phonetics. Study of special grammatical patterns. Four hours a week. Prerequisite, French 32 or equivalent. Fall and spring terms.

52. Composition and Introduction to Literary Criticism

Training for the study of literature as an art. Readings and class discussion of French masterpieces leading to essay writing and literary criticism. Four hours a week. Prerequisite, French 32 or equivalent. Spring term.

53. The Civilization of Modern France

The history, art, institutions of modern France, and the most important social, economic, artistic and political developments of the contemporary scene. Extensive use of audio-visual materials. Four hours a week. Prerequisite, French 32 or equivalent. Fall term.

61. Romanticism

Early nineteenth century literature. Emphasis on the works of Chateaubriand, Mme. de Staël, Lamartine, Hugo, Vigny and Musset. Four hours a week. Prerequisite, French 32 or equivalent. Fall term. (French 61 will alternate with French 73.) Not offered 1968-69.

62. Realism, Naturalism, Symbolism

Later nineteenth century literature. The novel and short story: Balzac, Flaubert, Maupassant, Daudet, Zola; drama: Dumas fils, Augier, Becque, Curel, Rostand; poetry: Parnassian and Symbolist groups. Four hours a week. Prerequisite: French 32 or equivalent. (French 62 will alternate with French 74.) Not offered 1968-69.

72. Stylistics

Special problems of language and introduction to history of language. Corrective phonetics. Prerequisite, French 52 or Interim Term in France. Spring term.

73. The Classical Age

Seventeenth century literature. The great classic writers: Corneille, Racine, Molière, Descartes, Pascal, LaFontaine, Boileau, and others. Four hours a week. Prerequisite: French 32 or equivalent. Fall term. (This course will alternate with French 61.)

74. The Age of Enlightenment

Eighteenth century literature. Major emphasis on Montesquieu, Voltaire, Rousseau, and the Encyclopedists. Four hours a week. Prerequisite: French 32 or equivalent. Spring term. This course will alternate with French 62.

76. Contemporary French Literature

Contemporary novel, drama, poetry. Four hours a week. Prerequisite: French 32 or equivalent. Spring term.

79. Medieval and Renaissance Literature

Study of the epic (Chanson de Roland), courtly and lyric poetry (Chretien de Troyes, Charles d'Orleans, Francois Villon), satirical literature (Roman de Renard, Fabliaux), didactic literature (Roman de la Rose), and the development of the theater in medieval literature. Study of Rabelais, the Pleiade (Ronson, DuBellay), Montaigne, and the theater in Renaissance literature. Four hours a week. Prerequisite: French 32 or equivalent. Offered in alternate years. Not offered 1968-69.

95, 96. Independent Study

Advanced students may undertake individual projects involving library or laboratory research with a comprehensive report or thesis. Prerequisite, junior or senior standing, departmental approval. Either term.

98. Senior Seminar in French Literature

Studies to round out the field of the major concentration. Prerequisite, senior standing, departmental approval. Spring term.
GEOGRAPHY
Mrs. Johnson (Chairman), Mr. Knuth

The Department of Geography aims to provide students with a meaningful knowledge of peoples in their different physical surroundings, of geographical distribution of world patterns and of economic development and cultural change. It trains the ability to master geographic concepts and the critical and intelligent use of geographic tools, particularly maps. Field work is an integral part of certain courses. The core and major programs are adjusted to the students' needs: (1) To become liberally educated citizens without specific vocational goals in geography, (2) To become teachers in elementary or secondary schools, (3) To prepare for admission to graduate schools, (4) To begin without further training professional work such as in planning, in federal agencies, in business and industry.

The Department offers all basic systematic courses such as human, urban, economic, and physical geography, three regional courses of developed and underdeveloped regions and maintains a well-equipped cartographic laboratory.

GENERAL GRADUATION REQUIREMENT

All courses but Geography 25, 26, and above 50 may be used to fulfill the general graduation requirement in Social Science. Human Geography best serves the needs of students in fields other than geography as a general course and is required as a preparation for courses in geography numbered above 50.

MAJOR CONCENTRATION

A major concentration consists of eight courses and must normally include Geography 11 and 25, three other lower division courses, and three upper division courses. The program must include two regional courses and one Senior Seminar. The student will complement his course of study from other departments with a view toward his vocational goals in consultation with the adviser.

CORE CONCENTRATION

A core concentration in Geography consists of six courses in Geography which must include Geography 11 unless the student is excused by the chairman of the Department and six complementary courses selected by the student in consultation with the adviser and in consideration of his vocational goals, particularly in the field of teaching. See International Studies Program and Social Science Program for other Geography core programs.

HONORS PROGRAM

The Honors program in Geography must include at least two courses numbered 95-98. Folders explaining thesis requirements in Geography are available from the department.

FURTHER PREPARATION

To meet requirements for graduate study, a student with a major or a core concentration in Geography should select courses from the social science and the science departments in consultation with the department chairman.

11. Human Geography
Introduction to basic concepts and patterns of distribution of population and of the physical environment; settlement and urbanization. Fall and spring terms.

25. Cartography and Aerial Photo Interpretation
Training in planning and designing simple maps and charts; the techniques of applying and mapping data. Aerial photography in planning. Fall term.
26. Physical Resources
   Emphasis on the physical geography of Anglo-America, particularly Minnesota. Spring term.

40. Urban Geography
   Primate cities in historical perspective. General spatial aspects of urbanization. Classification systems and urban functions. Model building, central place theory and the hierarchy of places with reference to regional urban planning. Urban blight and renewal in urban design. Fall term.

41. Europe including U.S.S.R.
   General regional characteristics of relief and climate; the distribution of resources and circulation. Forces underlying cultural diversity and regional groupings, stages of economic development. Intensive study of individual countries with special attention to students' regional interests and foreign language facilities. Spring term.

42. Latin America
   An assessment of major physical geographic features and the distribution of settlement, transportation, agricultural resources and minerals. Regional development and cultural change in selected regions of Latin America. Spring term.

44. Economic Geography
   Agricultural and industrial resources, trade patterns, phenomenology of location and dynamics of transportation. Resource attitudes and resource management. Spring term.

53. Africa
   The basic geographic features of Africa including climate, soils, landforms, water resources. Cultural, regional and political geography of African countries south of the Sahara. Fall term.

55. Climatology
   Elements of weather and climate and their basic controls; mechanisms of the general circulation of the atmosphere; weather disturbance in middle latitudes; description and analysis of climatic types. Fall term.

64. Political Geography
   Boundaries and the role of geography in international affairs. Theories in political geography, intensive study of reasons for boundary frictions. Spring term.

65. Historical Geography
   Geographic beliefs and the history of the cultural landscape. Emphasis on the Middle West and settlement geography. Field trips and individual projects. Fall term.

95, 96. Independent Study
   Regional specialization and the use of a foreign language is encouraged through this course. Fall and spring terms upon arrangement.

97, 98. Senior Seminar
   For geography majors only. The history of geographic thought and methods is studied through individual reports and papers. Fall and spring terms.

GEOLOGY
Mr. Lepp (Chairman), Mr. Southwick, Mr. Webers

The Department of Geology seeks to acquaint the general college student with the methods, the findings, and the theories of modern geology. It aims to provide him with an appreciation of the techniques and principles used to investigate planet Earth and to inform him about the composition, the physical and organic history, and the place of our planet in the universe.

The department also works to prepare qualified students for graduate work which is a prerequisite for professional work in the Earth Sciences. The core concentration program may be chosen by prospective secondary school teachers of Earth Science.

GENERAL GRADUATION REQUIREMENT
All courses in the Geology Department may be used to fulfill the general graduation requirement as laboratory sciences.

MAJOR CONCENTRATION
The normal geology major consists of eight courses in geology, two courses in chemistry, Mathematics 21, plus one other science course. The major program is very flexible, however, and students planning careers in such areas as geochemistry, geophysics, or paleontology may substitute advanced chemistry, physics, or biology courses for some of the required geology courses. All programs must be approved by the department.
CORE CONCENTRATION

The core concentration includes six geology courses and six courses outside the department. The core concentration is particularly suited for prospective secondary school Earth Science teachers. Students interested in careers in Earth Science teaching should choose the six outside courses from three or more of the following: astronomy, biology, chemistry, geography, mathematics or physics. Other core combinations are available. All require departmental approval.

HONORS PROGRAM

For details concerning Honors work in Geology, the student should consult the department chairman.

FURTHER PREPARATION

Students preparing for graduate study in the Earth Sciences should select additional courses in mathematics, biology, chemistry and physics chosen in consultation with the department. A course in physical chemistry is strongly recommended. A summer field camp or one or more summers field experience in the mining or petroleum industry is frequently a requirement for admission to graduate programs in geology. Consult with the department chairman for recommended field camps or for possible summer employment in geology.

DEPARTMENTAL ACTIVITIES

The Macalester Geology Club meets each week to discuss topics of current interest in the science. These meetings are open to all students. Several visiting scientists sponsored by national professional organizations normally visit the campus each year. The department plans at least two extensive field trips per year and non-majors are encouraged to participate in these trips.

11. Physical Geology
   Materials and structure of the earth. Processes acting on and in the crust of the earth to produce change. Origin of landforms. Three lectures and three hours laboratory per week. Local field trips. Fall and spring terms.

12. Historical Geology
   Origin of the earth and solar systems, physical history of the earth, particularly of North America, and history of life on earth. Prerequisite, Geology 11. Three lectures and two hours of laboratory per week. Field trip. Spring term.

31. Mineralogy
   Crystallography and crystal chemistry. Physical and chemical properties and occurrence of the common minerals. Identification of minerals in hand specimen, microscopically, and by X-ray diffraction. Prerequisite, one course in chemistry and consent of instructor. Three hours lecture and four hours laboratory per week. Fall term.

32. Structural and Field Geology
   Primary and secondary structures of rocks, mechanics of rock deformation. Use of orthographic and stereographic projections in solving structural problems. Introduction to pace and compass and to plane table mapping. Three hours lecture and two-hour laboratory per week. Prerequisite, Geology 12. Spring term.

51. Invertebrate Paleontology
   Taxonomy, morphology, ecology and evolution of the invertebrates. Use of fossils in stratigraphy and as indicators of paleoenvironments. Prerequisite, Geology 12 or consent of instructor. Three lectures and one two-hour laboratory per week. Local field trips and one all-day field trip to southern Minnesota. Fall term.

61. Geomorphology and Glacial Geology

65. Petrology
   The origin and occurrence of igneous, sedimentary, and metamorphic rocks. Introduction to experimental phase equilibria studies with applications to natural systems. Geochemistry of element distribution to the crust. Use of the petrographic microscope in the study of rock thin sections. Prerequisite, Geology 31. Three hours lecture and four hours laboratory per week. Spring term.

67. Economic Geology
   Occurrence, characteristics and origin of mineral deposits. Factors controlling the dis-
V | CURRICULUM

German

Mrs. Albinson, Mr. Clark (Chairman), Mr. Dye, Mr. Sanford, Mrs. Seguin, Mr. Sorenson, Mr. Westermeier

The purpose of the major sequence is to equip the student with language skills necessary to the study of German literature and culture, to study the significant literature in original texts, and to prepare him to teach the language and/or to continue the study of the literature in graduate school.

In all Elementary, Intermediate and Conversation courses extensive use will be made of the Foreign Language Laboratory.

General Graduation Requirement

The general graduation language requirement may be met (1) by completing successfully two courses in German above the elementary level, (normally Courses 31 and 32), (2) by passing a qualifying test and demonstrating language proficiency equivalent to that attained by successful completion of intermediate level courses, or (3) by completing successfully one course above the intermediate level.

Major Concentration

A departmental major in German shall consist of a minimum of eight courses beyond the elementary level (German 11 and 12, or their equivalent). A major shall include 31, 32, 51, and 52. At least four supporting courses to be chosen according to the vocational interests of the students are strongly recommended: for those interested in teaching German, a course in another foreign language, in humanities, in English, and in history; for those interested in government service courses in political science, in economics; and in history.

Core Concentration

The core concentration for teachers shall include six courses: German 31, 32, 51, 52, and two additional literature courses.

The core concentration for those planning graduate study courses should include six courses: German 31, 32; and four courses to be chosen from literature offerings.

In addition courses from outside the department to be selected by the student with the approval of his adviser and the department concerned would include the following acceptable patterns: (1) six courses in a second foreign language beyond elementary level; (2) six courses in humanities; (3) six courses in English literature beyond freshman level; (4) a combination of 2 and 3; (5) six courses in history, political science, and geography to be chosen from courses relative to German; (6) six courses from the comparative arts with at least one from each of the following disciplines: art, history, music. The other three may be chosen from religion, speech, humanities, philosophy and English literature.

81. Stratigraphy and Sedimentation

Principles of stratigraphy and sedimentation and their application in the interpretation of sedimentary environments. Classification and origin of sediments, sedimentary structures, diagenesis, index fossils and depositional environments. Three hours lecture and two hours laboratory per week. Prerequisite, Geology 51 or consent of instructor.

95, 96. Independent Research

Independent study of geologic problems or preparation of senior research thesis. Prerequisite, Geology major or consent of department. Either term.

Distribution of elements in the earth's crust. Relation of mineral deposit theory to problems of mineral economics, discovery and evaluation of deposits. Field trip to mining regions. Three hours lecture and two hours laboratory per week. Prerequisite, Geology 11 and consent of instructor. Fall term.
HONORS PROGRAM

Applicants for Departmental Honors will be accepted into the following courses by permission of the department chairman and arrangement with the instructor. Courses 57, 62, 63, 64, 66, 67 and 68. All Honors students will carry out at least one independent study program (course 95, 96, 97 or 98) under their thesis adviser. Interim Term individual study projects are additionally recommended to Honors students and may be carried out with any qualified member of the staff.

11, 12. Elementary German
   Intended for beginning students in German or for students with insufficient knowledge for Intermediate German. Four class hours a week plus laboratory periods.

31, 32. Intermediate German
   Grammar review, conversation and selected readings in classical and modern German texts. Students with two years of high school German will be admitted after satisfactorily passing a qualifying foreign language examination. Prerequisite, German 12. Four hours a week.

34. Scientific German
   Reading material from the various sciences forms the basis for a study of vocabulary and translation techniques. Prerequisite, German 31 or by examination. Four hours a week. Spring term. (Offered alternate years if sufficient enrollment.)

51. Conversation and Composition
   Special emphasis placed on pronunciation and general audio-lingual proficiency. Four hours a week. Fall term.

52. Advanced Conversation and Composition
   Prerequisite, German 51, or its equivalent. Four hours a week. Spring term.

53. Introduction to German Literature
   A transitional course between the intermediate level and advanced literature classes. An examination of literary genre through the reading of representative German texts. Four hours a week. Fall term.

55. German Culture and Civilization
   The development of German culture and its contributions to civilization of the present period in terms of social, historical, political, intellectual and artistic figures and events. Four hours a week. Alternate years.

57. German Literature
   From its beginnings up to the classical period. Prerequisite, German 32, or equivalent. Four hours a week. Fall term.

62. German Lyric Poetry from Luther to Rilke
   Including consideration of German contributions to music. Prerequisite, German 32. Four hours a week. (Offered alternate years.)

63, 64. The Classical Period in German Literature
   Selected representative works of Lessing, Goethe, and Schiller, etc. Prerequisite, German 32. Four hours a week. Fall and spring terms.

66. 20th Century Literature
   Selected readings of contemporary German writers. Prerequisite, German 32. Four hours a week.

67. German Novelle of the 19th Century
   Including the works of the German romanticists, realists and the early naturalists. Prerequisite, German 32. Four hours a week. Fall term. (Offered alternate years.)

68. German Drama of the 19th Century
   Featuring dramas of Kleist, Hebbel, and Grillparzer. Prerequisite, German 32. Four hours a week. Spring term. (Offered alternate years.)

95, 96. Independent Study
   Advanced students may undertake individual projects involving library or laboratory research, with a comprehensive report or thesis. Prerequisite, departmental approval. Either term.

97, 98. Special Studies for Seniors
   Studies to round out the field of the major or core concentration in German. Also designed to give students an opportunity to study German texts related to their major or core concentrations originating in other departments such as History, Philosophy, Psychology, Religion, Sociology, and others. Prerequisite, approval of the department chairman.

HISTORY

Mr. Armajani, Mr. Bair, Mr. Carlsson, Mr. Marquardt, Mr. Sandeen, Mr. Shafer (Chairman), Mr. Smith, Mr. Spangler, Mr. Trask

The Department of History offers courses in the development of ideas and institutions in different eras and cultural areas. Courses in history contribute not only to general education, but to the preparation of students for graduate education, teaching, law, the ministry, international relations, the foreign service, research, and understanding of an individual's place in society.
GENERAL GRADUATION REQUIREMENT

Courses 11, 40, and 41 fulfill the requirement in Social Science for the general graduation requirement. If properly prepared, a student, with the permission of the Department, may elect higher level courses to fulfill the general graduation requirement.

MAJOR CONCENTRATION

A. History

Nine or ten courses including:

Basic courses
- History 11 — Modern Europe
- History 40 and/or 41 — United States History
  (Advanced Placement and other test scores may permit waiver of above courses.)

Advanced courses
- United States History — one course
- European History — one course
- Non-Western History (Middle East, Far East, Africa, Russia) — one course
- Philosophies of History — one course
- Additional electives — two to four courses, including Area Studies

B. Supporting Courses

Since those who choose history as their field of concentration have varied post-college plans, it is not desirable to hold them to a predetermined, rigid program. Consequently, students will be advised individually. The nature of the at least three supporting courses they will be asked to take will depend upon their individual plans.

CORE CONCENTRATION

Six courses in history to be distributed as follows:

Philosophies of History — one course
United States History — one course
European History — one course
Non-Western History — one course
Elective — two courses from the upper division

An additional six courses in other related fields will be selected from the field desired by the student in consultation with the chairman of the Department of History.

The above pattern will likewise apply to the program of Social Science core concentration.

A core concentration may also be taken with an American Studies emphasis consisting of six courses in history, three in Political Science and three courses in American literature and philosophy.

HONORS PROGRAM

The department encourages Honors work for junior and senior students of demonstrated ability. The chairman admits students on recommendation of members of the department. Honors work may be done in regular courses or independent courses. The former is favored for juniors and the latter for seniors. Students are required to do an Honors paper (essay or thesis) and to pass a comprehensive examination on this paper given by an outside examiner.
PARTICIPATION IN OTHER PROGRAMS

The Department of History co-operates in the Area Studies Program of International Studies.

11. Modern Western Civilization
A survey of western civilization from the Reformation and the beginnings of the Scientific Revolution to the present.

40. National History of the United States to 1865
A study of political and cultural institutions of the American Colonies and the unifying and divisive forces in the United States from the Revolution through the Civil War.

41. National History of the United States since 1865
A study of the political and cultural institutions during the growth of the United States and its emergence as a world power from 1865 to the present.

50. The Ancient World
Selected topics in the history of life, thought, and institutions of the ancient world—Greece, Rome, and Near East.

51. History of Latin America
A study of the life and development of Latin American republics from colonial times to the present.

52. History of the Middle East
The political, social, and religious institutions of Islam in Iran, Turkey and the Arab world and their transformation in encounters with the West.

53. History of the Far East
India, China, and Japan before and after their encounters with the West.

54. Twentieth Century World
An historical treatment of the major forces of the twentieth century as the peoples of the world became members of an interdependent and international society.

55. History of Africa
After a brief survey of African history before 1850, the course stresses the formation and impact of the European colonial empires, African cultures and resistance movements, the development of African elites, and the drive for independence.

60. Twentieth Century United States
A study of American progressiveness, liberalism, conservatism, and reaction in the twentieth century. The influence of these ideas on the institutional development of the country is stressed.

61. American Diplomatic History
A study of the role of foreign affairs in the history of the United States and the increasing strength and influence of the nation in world affairs.

62. The American Frontier
History and analysis of the movement of the peoples to the frontier; impact of the frontier on American politics and society; study of Frederick Jackson Turner and his critics.

63. The South in American History
A history and analysis of this section and its impact on American history from 1607 to the present. Considerable emphasis is given to the pre-Civil War South and its social, political and economic characteristics, the Negro question, and the New South.

64. American Intellectual History
The Puritans, the enlightenment, Jonathan Edwards and the Great Awakening, Unitarianism and Transcendentalism, the Evangelical ethos and revivalism, the Gospel of Wealth, and the social and economic critics of industrialism.

65. American Political Biography
A study of the major phases and aspects of political development in the United States from the end of the American Revolution to the present within the framework of the lives and contributions of major personalities.

70. Renaissance-Reformation
Europe 1400-1648 with special emphasis on Italy in the fifteenth century and Germany and the Rhineland in the sixteenth century.

71. Tudor and Stuart England
English history from 1485-1715: the English Reformation, the age of Elizabeth, the commercial revolution, colonization, the constitutional crisis, and the Civil War.

72. French Revolution
Political, social, economic, and intellectual antecedents, the ideological and institutional revolutions from 1789 to 1795, and the Napoleonic era.

73. European Intellectual History
Discussions, lectures, and readings on main currents of European political, economic, and social thought, with emphasis on the period since the late seventeenth century.

74. History of Russia
Social, religious, and political institutions of Tsarist Russia and their transformation under Marxism during the Soviet period.

75. German History
Historical study of the major events, issues, personalities, and historiographical problems of Germany since unification (1870-1). Special emphasis is given to Germany's role in international affairs.

83. Nationalism
Historical study and analysis of the sentiment of nationalism and the differing ways this sentiment expresses itself in the modern world both as a unifying and divisive force.

87. Philosophies of History
Historiography and an analysis of different
views of history from the ancient times to
the present.

95, 96. Independent Studies
Conferences, research paper and reports
based on independent work in the fields of
history.

97, 98. Seminars in American, European, and
Non-Western History

JOURNALISM
Mr. Burg (Chairman)

The Journalism Department offers four courses (16 semester credits), the
equivalent of a minor. Completion of the four courses will admit a student to
most journalism graduate schools. Completion of the four courses with work on
the Mac Weekly and the yearbook generally will qualify a student for a beginning
position in journalism. Journalism courses are not open to freshmen.

48. Journalistic Writing
A study of the straight news story, the
feature story, the editorial, and practice in
writing them. Regular lectures and regular
class discussions. An assigned textbook. Four
hours per week. Fall term.

49. History of News Media
A study of the history of newspapers, mag-
azines, radio, television, and press services.
Tracing the development of news media start-
ing with the early news letters and early
magazines, the rise of the penny newspapers
in New York City, etc., and a study of the
trend toward monopolies. Regular lectures,
recitations, discussions, and assigned papers.
An assigned textbook. Four hours per week.
Fall term.

74. Public Opinion and News Analysis
A study of propaganda techniques and a
study of media through which contemporary
events reach the public. An assigned text-
book. Four hours per week. Spring term.

78. Law of the News Media
A study of news media, libel, and the laws
that govern news media. An assigned text-
book. Four hours per week. Spring term.

95, 96. Independent Study
Further study in fields of special journal-
ism interest. Offered by permission to a lim-
ited number of juniors and seniors. Either
term.

MATHEMATICS
Mr. Braden, Mr. Camp (Chairman), Mr. Kirch, Mr. Konhauser, Mrs. Probst,
Mr. Rabenstein, Mr. Roberts, Mr. Schue (on leave)

The Department of Mathematics offers courses in pure and applied mathe-
matics in preparation for careers in mathematics or for careers in one of the
natural or social sciences or engineering.

The Department has a chapter of Pi Mu Epsilon, national honor society,
which brings in guest speakers and sponsors student programs.

GENERAL GRADUATION REQUIREMENT
Mathematics 14, 16, or 21 may be used toward the fulfillment of the general
graduation requirement in science. Course 11 may not be used for this purpose.
Most entering students who are well prepared in high school mathematics and who
wish to continue with mathematics in college will register for Mathematics 21.
Courses 14 and 16 are designed to meet special needs as stated in the course
description. Course 11 is designed for students who do not have adequate mathe-
matical background to begin with Course 21. The need for this course as a pre-
requisite to Course 21 will be determined by the College Board score or by a special
pre-test in mathematics.
MAJOR CONCENTRATION
Courses 21, 22, 33 and 34 or their equivalent are required of all students majoring in mathematics. Four additional courses, numbered 50 or higher, are required and should be selected in consultation with a departmental adviser.

Students who are preparing to teach mathematics in the secondary schools are required to include Courses 51, 54, 56, 61 and 62 in their program of upper level courses in order to meet Minnesota requirements for certification.

A student preparing for graduate work in mathematics should include Courses 61, 62, 81, 83, 84, 97 and 98.

Courses 56 and 70 may not both be counted in the minimum requirement of eight courses for the major.

CORE CONCENTRATION
The core concentration consists of six courses including Courses 21, 22, 33, 34 and two upper level courses. In addition, the program should include six relevant courses in a related field or fields. In mathematics the core concentration should be elected only in such rare instances where the student's total program does not allow time for a full major. The program for preparing elementary teachers is one such instance where the core concentration is useful.

HONORS PROGRAM
The Department offers three courses designed especially for Honors students. They are courses 55, 97 and 98. Course 55 is a seminar which is given during the interim term of the sophomore or junior year for Honors candidates who do not qualify for Mathematics 97 and 98 in their junior year. Courses 97 and 98 are seminars which are given during the fall and spring terms respectively and are usually taken during the senior year. However, a student who enters with advanced placement may take these courses in the junior year and repeat them in the senior year since the subject matter changes from year to year. These courses are described under the regular course listings.

FURTHER PREPARATION
Any student who wishes to prepare for graduate work or research in mathematics should obtain a reading knowledge of French, German, or Russian.

PLACEMENT TEST
As a prerequisite to any courses in college mathematics, it is assumed that a student has taken at least two years of college preparatory mathematics, consisting of a year of algebra and a year of geometry or the same material in integrated courses.

Scores on the College Board achievement test in mathematics (Level II, Intensive) will be used, when available, to place students at the proper level in their beginning mathematics course. Students who have not taken this test will be given a placement test prior to registration in mathematics courses.

(In what follows, courses 22 and 34 are equivalent to courses numbered 31 and 32, respectively, in the 1967-68 catalog.)

11. Basic College Mathematics
For students who are not prepared to enter course 21. Will emphasize college-level topics in algebra and trigonometry, and is intended to prepare students for satisfactory work in Mathematics 21. Fall term.

14. Introduction to Statistics
An introduction to the theory and applications of statistics, suitable for students in the physical, biological, and social sciences, and for liberal arts students in general. Students should have a knowledge of high school algebra. The course will stress both logical development and practical utilization. Topics to be considered include: probability distributions,
measures of dispersion, sampling, testing of hypotheses, and correlation. Either term. Prerequisite, proficiency in intermediate high school algebra or its equivalent. Either term.

16. Fundamental Mathematics
Designed for students in Elementary Education, but sufficiently broad in scope that it can be applied toward the distribution requirement in the Natural Sciences. Topics to be considered will include the nature of mathematical proof, number systems, algebraic systems, and sets. Some proficiency in the elementary algebraic operations is required. Either term.

21. Analytic Geometry and Calculus
An integrated course in analytic geometry and calculus, open to students who have a strong background preparation in algebra and trigonometry. Prerequisite, satisfactory score on pre-test or Mathematics 11. Either term.

22. Calculus
Further study of the differentiation and integration of functions of a real variable, with applications in geometry and the sciences. Prerequisite, Mathematics 21. Either term.

33. Linear Analysis
The first half of this course will be an introduction to linear algebra including such topics as real vector spaces, subspaces, linear independence and dependence, geometric vectors, introduction to linear transformations, matrices, and determinants. In the second half of the course the ideas of linear algebra will be applied to the study of differential equations, particularly linear differential equations. Prerequisite, Mathematics 22. Fall Term.

34. Intermediate Calculus
Solid analytic geometry, vector analysis, multiple integrals, partial differentiation, applications to geometry and physics. Prerequisite, Mathematics 22. Spring term.

50. Advanced Calculus for Applications
This course presents topics that are of importance in many fields of applications, at a level that requires a background in elementary calculus. The main topics considered are vector analysis, Fourier series and integrals, and partial differential equations of mathematical physics. Prerequisite, Mathematics 33 and 34. Fall term. This course will be given for the first time in the fall of 1969.

51. Mathematical Statistics
An introduction to the theory and application of statistics, employing calculus where it is appropriate. Topics to be considered will include: measures of dispersion, correlation, probability, sampling, estimation of parameters, and testing of hypotheses. Continuous probability distributions will be treated much more extensively than in Math 14. Prerequisite, Math 34 or consent of the instructor.

53. Advanced Calculus and Differential Equations
An analysis of the concept of convergence of infinite series and improper integrals and including the theory of uniform convergence. This will be followed by a more intensive study of differential equations making use of power series and solutions of boundary value problems by means of Fourier series. Prerequisite, Mathematics 34. Fall term.

(Nota: This course will be given for the last time during the fall of 1968. During the year 1969-1970, when Courses 83 and 84 will be given for the first time, they will be modified so that it will be possible to go directly from Course 53 to Course 84. A student cannot receive credit for both Course 53 and Course 83.)

54. Modern Geometry
The various postulates of Euclidean and non-Euclidean geometry. Projective geometry and its relations to affine, Euclidean, hyperbolic, and elliptic geometries will be considered. Prerequisite, Mathematics 34. Fall term. (Offered 1967-68 and alternate years.)

55. Seminar
This course is offered in the Interim Term only and is designed for honors work in mathematics. Topics to be considered will vary from year to year depending on the staff member in charge. This seminar can be taken either in the sophomore or junior year, but not both. The subject matter will supplement but will not duplicate the material covered in main sequence courses. Interim term.

56. Foundations of Mathematics
This course presents, for advanced undergraduates, an introductory treatment of the foundations of mathematics and of concepts that are basic to mathematical knowledge. It traces the historical development of the logical structure of the main branches of mathematics, with especial attention to geometry, algebra, and analysis. It gives particular attention to deductive systems, and their role in modern mathematics. Prerequisite, Mathematics 34. Fall term. (Offered 1968-69 and alternate years.)

61. Linear Algebra
Vectors and vector spaces, matrices, systems of linear equations, determinants. Prerequisite, Mathematics 34. Fall term.

62. Abstract Algebra
Topics to be considered will include groups, rings, fields, and properties of number systems. Prerequisite, Mathematics 61. Spring term.

70. Advanced Logic
Procedures and findings of symbolic or mathematical logic. Identical with Philosophy 70. Prerequisite, Philosophy 40 and permission. Spring term. (Offered 1967-68 and alternate years.)

81. Theory of Functions of a Complex Variable
Topics covered will include the algebra of complex numbers, analytic functions, the Cauchy-Riemann equations, Cauchy's theorem, the Cauchy integral formula, Taylor and
Laurent series, the residue theorem, and conformal mapping. Prerequisite, Mathematics 83. Spring term. (Offered 1968-69 and alternate years.)

83. Theory of Functions of a Real Variable (Course I)
Elementary set theory, the real number system, topology of the real line, metric spaces, continuity and differentiability of functions, functions of bounded variation. Prerequisite, Mathematics 34. Fall term. (Offered 1969-70 and succeeding years.)

84. Theory of Functions of a Real Variable (Course II)
Riemann-Stieltjes integrals, Stone-Weierstrass Theorem, infinite series including Fourier series, introduction to Lebesgue integrals. Prerequisite Mathematics 53 or 83. Spring term. (Offered 1969-70 and alternate years.)

97. Topics in Mathematics
Will be conducted as a seminar with the students lecturing. The subject matter will vary from year to year and will usually be in the field of special competency of the supervisor. Open only on the consent of the instructor and limited to students who have at least a B average in five or more courses in Mathematics. Fall term.

98. Topics in Mathematics
A continuation of Course 97. Each student will be assigned a special topic to investigate, under the guidance of a supervisor, and the results of the investigation must be written up in a paper which is acceptable to the supervisor and to the Mathematics department. Prerequisite, Mathematics 97. Spring term.

MUSIC
Mr. Betts, Mrs. Frazee, Mr. King, Mr. Parthun, Mr. Warland
Mr. LeHuray (Barclay Acheson Professor of International Studies)
Mr. Cleman (Post-doctoral Teaching and Research Fellow)

The Department of Music offers courses for those planning to enter graduate study, for those planning teaching careers in secondary or elementary education, and those who simply wish to pursue music as an avocation. A careful balance is maintained between courses in theory, literature, history, and performance. Special emphasis is given to creative work in composition.

Any Macalester student may begin or continue private study on an instrument or in voice, and all students are invited to audition for Band, the Choirs, Orchestra, Pipe Band, Highland Dancing, and Chamber Music. Students who are taking a major or core concentration are expected to be taking private lessons or performing in one of the ensembles each semester. Fees for studio courses are described elsewhere in this catalog. It should be noted that students taking studio work during an Interim Term must arrange to pay to the instructor, directly, a fee which will be agreed upon at that time with the instructor.

Majors with a concentration in music for teacher preparation should note that: (1) Education 51 provides further work in conducting and rehearsal techniques, (2) In order to provide maximum time in music education courses, the student should elect to do practice teaching either Interim and Spring Terms, or in the Spring Term only, of the senior year, (3) The three-course sequence chosen from Music 71, 72, 73, 74, and 76 should be started in the sophomore year, (4) A student interested in a Music Supervisor position (which entails teaching music only, at any level from kindergarten through twelfth grade) should elect to take Music 76 and plan to take one of the practice teaching courses at the elementary level and one at the secondary school level.

Students with a major concentration in music should begin their history-literature sequence no later than fall term of their junior year.

GENERAL GRADUATION REQUIREMENT
Music 10 will normally be used to satisfy the Humanities general graduation requirement.
MAJOR CONCENTRATION


Major concentration in music for teacher preparation. Music 11, 12, 21, 22, 41, 53, one from 42, 43, or 52. Also 71, 73, and one from 72, 74, or 76.

CORE CONCENTRATION

Music 11, 12, 21; three courses from Music 41 42, 43, 52, 53, 76. Also six courses outside the department selected by the student and the chairman of the department.

HONORS PROGRAM

The following courses may be taken as part of the music honors program: Music 22, 31, 41, 42, 43, 52, 53, 92, 93, 94, 95, 96. Details of the program are to be worked out by the student with the department chairman.

FURTHER PREPARATION

Students preparing for graduate study should continue their work in piano to a point where they can sight read music comparable in difficulty to a Mozart sonata. They should take as electives Music 91, 95, 96, and, if possible, courses from Music 92, 93, 94.

DEPARTMENT ACTIVITIES

The Collegium Musicum is an organization, open to all students, which sponsors student recitals, student composers' concerts, and other presentations related to music throughout the school year.

The department also encourages and helps sponsor such organizations as a stage band, jazz ensembles, etc.

Opera and musical comedy productions are often part of the Interim Term course offerings.

10. Bach, Mozart, Beethoven, Stravinsky
   The music of these four composers in the context of their cultural surroundings. Fall and spring terms.

11. Fundamentals of Music
   Key and time signatures, scales, intervals, primary chords, ear-training, sight-singing, elementary keyboard harmony. Prerequisite, permission of instructor. Fall term.

12. Harmony
   Analysis and practice writing in the homophonic style of the early 18th Century. Extension of these principles into contrapuntal elements. Continuation of keyboard harmony. Prerequisite, Music 11 or permission of instructor. Fall term.

21. Counterpoint
   Analysis and practice writing in the contrapuntal style of the early 18th Century. Prerequisite, Music 12. Fall term.

22. Form and Analysis
   Formal and harmonic analysis of representative scores of various periods including the contemporary. Prerequisite, Music 21. Spring term.

31. Composition
   Preparation of original pieces for public presentation. Prerequisite, Music 22 or permission of instructor. Fall term.

41. History of the Pre-Baroque Era
   A synopsis of the music in early civilizations and a general history of music's development from the Golden Age of Greece through the Renaissance. Prerequisite, Music 11. Fall term.

42. Music Literature — Baroque
   The study of selected works written from the time of Monteverdi to Handel. Considerations of history and analysis of style and form. Prerequisite, Music 12 or permission of instructor. Offered 1969-70 and alternate years. Spring term.

43. Music Literature — Classic
   Same as Music Literature — Baroque, except the period covered is from the Mannheim School to early Beethoven. Prerequisite, Music 12 or permission of instructor. Offered in 1968-69 and alternate years. Fall term.

52. Music Literature — Romantic
   Same as Music Literature — Baroque, except the period covered is from middle Beethoven through Mahler. Prerequisite, Music 12 or permission of instructor. Offered in 1968-69 and alternate years. Spring term.

53. Music Literature — Contemporary
   Same as Music Literature — Baroque, except the period covered is from Schoenberg to the present. Prerequisite, Music 12 or per-
mission of instructor. Offered in 1969-70 and alternate years. Fall term.

71. Secondary School Music—Instrumental
Playing string and woodwind instruments, survey of publishers and methods. Class and laboratory sessions, conducting. Offered in 1969-70 and alternate years. Fall term.

72. Secondary School Music—Instrumental

73. Secondary School Music—Choral
A practical introduction to choral conducting with specific emphasis on score preparation and conducting technique as it relates to literature of all stylistic periods in the history of music. Prerequisite, permission of instructor. Offered in 1968-69 and alternate years. Fall term.

74. Secondary School Music—Advanced Choral
Continuation of choral conducting with emphasis on rehearsal techniques, diction, phrasing, literature for chorus and orchestra, and the organization and development of choral ensembles. Prerequisite, Music 73. Offered in 1968-69 and alternate years. Spring term.

APPLIED MUSIC

Performance Ensembles

The following organizations are open to all Macalester students. Selection of members is usually made on the basis of auditions in the fall. Students joining an organization are expected to remain active in it throughout both semesters of the year. However, it is possible in certain cases to join an ensemble through audition the second semester.

Course credits may be earned in all groups but Music 113, 114, 119, 120, 131, and 132 as follows: (1) A course unit will consist of four semesters of applied music either in one area or two areas. If in two areas, each shall consist of two consecutive semesters. If in one area, each block of two semesters must be consecutive (consecutive semesters may be Fall-Spring, or Spring-Fall). (2) Applied music participation will be graded on an S-U basis; a student must receive an S in each component semester to receive an S for the whole course. (3) A student may receive no more than two course units of credit for applied music. (4) A student may take applied music courses in two areas each semester and earn a full course credit at the end of two consecutive semesters.

111, 112. The Macalester College Band
Readings, preparation and performance of concert band literature.

113, 114. The Macalester College Pipe Band
Instruction in the pipes and drums. Performances at Macalester and community functions.

115, 116. The Macalester College Orchestra
Readings, preparation and performance of orchestral literature.

117, 118. The Macalester College Festival Choir
Public presentation of major choral works with orchestra, anthems and other music for the college chapel, other collegiate and community appearances.

119, 120. Highland Dance
Instruction in traditional Scottish highland dances. Performance at Macalester and community functions.

131, 132. Scottish Country Dance
Instruction in traditional Scottish folk dances. Performances at Macalester and community functions.
215, 216. The Macalester Chamber Music Ensemble
Preparation of trio, quartet, and small ensemble literature for public presentation.

217, 218. The Macalester College Concert Choir
A selected group of about 40 singers. Presentation of chamber music with and without orchestra.

Studio Courses
Private lessons may be taken by any Macalester student in voice, piano, organ, orchestral and band instruments. Credit for all these may be earned as described under the ensembles listed above.

121, 122. Class Lessons in Piano
Open to students with less than one year of previous piano study. Each class consists of four students.

101, 102. Private Music Lessons
Instruction in instrument or voice, Freshman level.

120, 121. Class Lessons in Piano
Instruction in instrument or voice, Sophomore level.

100, 101. Private Music Lessons
Instruction in instrument or voice, Junior level.

200, 201. Private Music Lessons
Instruction in instrument or voice, Senior level.

PHILOSOPHY
Mr. Cadieux, Mr. Chase, Mr. T. Hill, Mr. West, Mr. White (Chairman)
Mr. Garvin (Executive Vice-President and Provost)

The purpose of philosophy courses is to encourage and assist students in critical thinking and reflective evaluation with reference to basic presuppositions in the humanities, the arts, the sciences, and the various modes of man's practical endeavor. Such courses present philosophical problems in historical and logical perspective and stress their current relevance. Philosophy concentrations may lead to college teaching or help to build foundations for careers in religion, science, law, education, and other areas. They contribute significantly to life orientation regardless of vocational choice.

GENERAL GRADUATION REQUIREMENT
Philosophy 15 or 25 is ordinarily used to fulfill the graduation requirement, but 31, 32, 40, or other courses may be substituted with the permission of the chairman of the department.

MAJOR CONCENTRATION
A major concentration consists of eight courses including 31, 32, 40, 97 and 25 or 65 or 66. The student will take at least three courses in a field related to his special philosophical interest.

CORE CONCENTRATION
A core concentration consists of six courses including 31, 32, 40, 97, and 25 or 65 or 66 together with three courses in each of two other departments or four or more courses in one other department, selected for relevance to a special field of philosophical interest. For example:
1. For Social Philosophy, take History, Political Science, or other Social Sciences.
2. For Philosophy of Science, take Mathematics and a laboratory science.
3. For Aesthetics, take Literature, Fine Arts and Humanities courses.
4. For Philosophy of Education, take 4 to 6 courses in Education.
5. For Metaphysics, take Religion and Science.
6. For Problems of Knowledge, take Psychology, Mathematics, or Fine Arts.

Note a wide range of other possibilities. The student will plan his core concentration with his adviser.
15. Problems of Philosophy

The course deals with basic issues common to human thought such as the problems of truth and knowledge, mind and body, freedom and determinism, right and wrong, and the existence of God. Both terms.

25. Ethics

The nature of value, duty, right and wrong, and the good life, with applications to selected problems of personal and social behavior. Both terms.

31. Philosophical Foundations

The founders of modern philosophy from Descartes to Kant; their ancient and medieval sources, their systems, and their contemporary significance. Fall term.

32. Recent Philosophy

Major philosophers of the nineteenth and twentieth century. Spring term.

36. Indian Philosophies

Introductory study of selected Hindu and Buddhist texts and philosophies. Fall term.

40. Logic and Scientific Method

Principles and methods of critical inquiry, analysis of meaning, formal logic, the logic of modern science. Fall term.

65. Theory of Knowledge

The nature of knowledge, evidence, and validity, and the character and criteria of truth.

66. Metaphysics

Examination of ultimate categories, such as substance and attribute, particular and universal, mind and body. Special attention to present trends in philosophy. Prerequisite, one course in philosophy.

70. Advanced Logic

Procedures and findings of symbolic or mathematical logic. Identical with Mathematics 70. Prerequisite, Philosophy 40 and permission. Spring term.

71. Aesthetics

The nature of aesthetic experience and the basis of aesthetic evaluation. Fall term.

82. Political Philosophy

Western political thought. Identical with Political Science 82. Fall term.

84. Philosophy of Education

Identical with Education 84. Spring term.

85. Philosophy of Religion

Analysis of problems and viewpoints represented in the great religions, and of the function of religion in human life. Fall term.

86. Philosophy of Science

Methods, presuppositions, and modes of confirmation common to all divisions of science; history and logic of problems relating to particular divisions of science; functions of science in contemporary civilization. Spring term.

87. Philosophy of History

Analysis and evaluation of various interpretations of structure and meaning in history. Identical with History 87. Fall term.

95, 96. Readings

Works of a specific philosopher or school, of study of a philosophical problem. Either term.

98. Seminar

A flexible course of concentrated study upon some movement, problem, or philosopher. Spring term.

PHYSICAL EDUCATION

Mr. Bachman, Mr. Bolstorff, Miss Brewer, Mr. Hanson (Chairman), Mr. Krueger, Mr. Lundeen, Miss Maddux, Mr. Metz, Mr. Nielson, Mr. Sadek, Miss Weeks, Mrs. Wiesner

Miss Brannon (Post-doctoral Research and Teaching Fellow)

The purposes of physical education are: (1) to provide the student with knowledge and understanding of the role of physical activity as an important element in daily living, (2) to provide opportunity for the acquisition of skills and knowledge in a variety of physical activities for worthwhile use of leisure time, and (3) to provide opportunity for the development and maintenance of optimum level of personal functional fitness.

GENERAL GRADUATION REQUIREMENT

Six semesters of physical education are required of all students. It is recommended that PE 101, Foundations of Physical Education, serve as a prerequisite to other activities.

Each student must demonstrate proficiency in swimming. This requirement may be fulfilled by taking a swimming course or passing the Proficiency Test administered during the first week of each semester. Remaining requirements may be fulfilled by election of courses, offered at beginning, intermediate, and advanced skill levels, from any of the following areas:
Team Sports: Soccer, field hockey, touch football, volleyball, basketball and softball.

Individual and Dual Sports: Archery, badminton, bowling, fencing, golf, gymnastics, handball, skiing, tennis, weight training, wrestling, track and field.

Aquatics: Swimming, Red Cross life saving and water safety instruction, synchronized swimming and springboard diving.

Dance: Folk, square, modern and social dance.

Students are encouraged to participate in intramural, extramural and intercollegiate athletic programs. A wide variety of intramural sports are offered for men and women. Eleven sports are represented in the intercollegiate athletic program for men: football, cross country, soccer, basketball, swimming, hockey, wrestling, baseball, golf, tennis, track and field.

ACADEMIC PROGRAM

This program serves those students who desire to study the academic subject matter of physical education in depth. A well equipped laboratory is provided for the experimental study of anatomical, physiological, mechanical, maturational, and psychological kinesiology. Students may qualify for graduate study or state teacher certification. The program for state certification must include Physical Education 40, 50, 55, 60, 70, and 80 together with Education 40, 50, 51, and 65. The courses in physical education must be taken in conjunction with a concentration in an academic area (Biology, Psychology, Chemistry, Sociology, etc.) or as electives.

Men wishing to be certified for coaching in the public schools may gain needed qualifications by taking Physical Education 40, 50, 60, and 80.

20. History and Philosophy of Physical Education
The scope of Physical Education from ancient cultures through modern times. Interpretation and application of historical and philosophical bases of physical education. Fall term (alternate years.)

40. Anatomic and Kinesiologic Principles of Human Movement
Anatomical considerations which deal principally with the skeletal, muscular and nervous systems are studied. Physical principles and analysis are stressed as they apply to basic mechanical and kinesiological interpretation of human movement. An introduction to approaches for motion analysis and data reduction is provided. Fall term.

50. Psychological and Medical Principles of Human Movement
A study of the psychological aspects of physical activity including motivation and motor learning theory as well as individual differences in human performance. Medical principles of injury prevention and therapeutic care are investigated. Fall term.

55. Health Problems
A survey of school, community, county, and state health programs. Considers the broad scope of health as it relates to the total educational program. Fall term.

60. Physiological Principles of Human Movement
A study of applied physiology associated with human movement. Consideration is given to the physiological effects of conditioning as well as the influence of exercise on health. Prerequisite, PE 40. Spring term.

65. Theory and Organization of Activities
The study of the origin and development of selected activities with emphasis on understanding and interpretation of techniques used in the instruction of groups. The scope of the course will include individual, dual, developmental and team activities. Spring term (alternate years.)

70. Research and Measurement of Human Movement
The development, evaluation and application of tests in health and physical education including the use and interpretation of statistical techniques applicable to test development and research. Spring term.

80. Curriculum Development and Administration
Physical Education curricula are developed based upon the scientific foundations of human movement. Principles of curriculum implementation are studied. Prerequisite, PE 40, 50, and 60. Spring term.

85. Scientific Foundations of Human Movement
An investigation of the biological, psychological, and sociological findings as they relate to human movement. Prerequisite: junior or senior status. Fall term (alternate years.)

95, 96. Independent Study
Advanced students may undertake individual projects involving library or laboratory research. Prerequisite, departmental approval.
PHYSICS and ASTRONOMY

Mr. Hastings (Chairman), Mr. Kim, Mr. Mikkleson, Mr. Schultz, Mr. Strait

Two levels of specialization in physics seem desirable. These are outlined in detail under the headings, Major Concentration in Physics and Core Concentration in Physics. One follows a rigorous specialization in physics and mathematics and is primarily for those who wish to qualify for graduate study in physics or who wish to prepare for specialized work in industry. The other offers more breadth of choice, such as might be desired by those preparing to teach physics in secondary schools.

Courses 21 and 22 constitute a two semester sequence for students wishing a more extended coverage than that offered in Physics 11, but whose mathematical preparation does not permit entering Physics 26 and 27.

Physics 25, 26 and 27 constitute a desirable sequence for students planning a major in one of the physical sciences, or who for other reasons wish an introduction to Physics which makes use of the calculus.

GENERAL GRADUATION REQUIREMENT

Any course numbered less than 30 may be used to count toward the general graduation requirement.

MAJOR CONCENTRATION

The following sequence of courses should be followed by those students who wish to qualify for graduate study in Physics, or who for some good reason wish to avail themselves of the most rigorous preparation in the field that the college offers. These courses are Physics 21 or 26, 22 or 27, 43, 44, 61, 93 and three additional courses selected from Physics 25 and courses numbered above 30.

CORE CONCENTRATION

The following sequence of courses should be followed by those who do not plan to continue on into graduate work in Physics, but who nevertheless wish to avail themselves of the opportunity to specialize in Physics and to be able to include supporting courses outside the department. These courses are Physics 21 or 26, 22 or 27, 25, 43, 61, 93, and six additional courses normally from the area of the Natural Sciences and Mathematics, but not necessarily so. Courses from outside these areas may be selected by mutual consent of the student and his adviser. For those interested in preparation for teaching, the core concentration is suggested.

HONORS PROGRAM

Qualified students are encouraged to apply for participation in the Honors Program. Honors courses in Physics are developed around courses 95, 96 (Independent Study) and special treatment of topics drawn from courses numbered 30 and above.

FURTHER PREPARATION

Students with a major concentration in Physics, contemplating graduate study in physics, should have completed mathematics through differential equations and advanced calculus, and have acquired a reading knowledge of French, German or Russian.

For the core concentration in Physics the student should complete mathematics through calculus.
10. The Physics of Sound
Musical acoustics, the physics of musical instruments and technical applications of sound; experiments in sound are included. Three lectures, one hour of laboratory a week. Fall term.

11. Foundations of Physics
A survey of physics for students not majoring in the sciences, introducing both classical and modern concepts. Four lectures, one two-hour laboratory a week.

21. Introductory Physics — I
Mechanics, heat and sound, including laboratory experiments and extensive demonstrations. Three lectures, two two-hour laboratories a week. Fall term.

22. Introductory Physics — II
Electricity and magnetism, light and optics, modern physics, including laboratory experiments and extensive demonstrations. Three lectures, two two-hour laboratories a week. Spring term.

25. Introductory Modern Physics
Atomic concepts of matter. X-rays, relativity, matter waves, nuclear structure and elementary particles. Three lectures, two two-hour laboratories a week. Fall term.

26. Principles of Physics — I
Mechanics, heat and sound, including laboratory experiments and extensive demonstrations. Presupposes a working knowledge of calculus. Prerequisite, Mathematics 21. Three lectures, two two-hour laboratories a week. Spring term.

27. Principles of Physics — II
Electricity and magnetism, light and optics, modern physics, including laboratory experiments and extensive demonstrations. Presupposes a working knowledge of calculus. Prerequisite, Mathematics 21. Three lectures, two two-hour laboratories a week. Fall term.

34. Light
Principles of geometrical and physical optics including laboratory experience in basic optical experiments. Prerequisite, Physics 22 or 27. Three lectures, one two-hour laboratory a week. Spring term.

42. Electronics
AC and DC circuits, vacuum tubes and transistors, amplification, modulation, and photosensitive devices. Prerequisite, Physics 22 or 27. Three lectures, two two-hour laboratories a week. Fall term.

43. Electricity and Magnetism — I
Elements of AC and DC circuits, Kirchoff’s laws, transient and steady state conditions, vector and complex number representation, electrostatic field and potential theory, properties of dielectrics. Prerequisite, Physics 22 or 27 and Mathematics 22. Four lectures and one two-hour laboratory a week. Fall term.

44. Electricity and Magnetism — II
Steady state magnetism, Ampere’s laws, vector and scalar potentials, electromagnetic induction, magnetic properties of matter, development of Maxwell’s equations, electromagnetic oscillations and radiation. Prerequisite, Physics 43. Four lectures and one two-hour laboratory a week. Spring term.

61. Mechanics
Particle dynamics, the central force problem, conservative motion, moving coordinate systems, and Lagrange’s equations of motion. Prerequisite, Physics 21 or 26 and Mathematics 22. Four lectures a week. Fall term.

62. Theoretical Mechanics
The Lagrangian and Hamiltonian formulation of mechanics, rigid body motion, and the special theory of relativity. Prerequisite, Physics 61. Four lectures a week. Spring term.

68. Heat and Thermodynamics
A study of the thermal properties of matter including the laws of thermodynamics, conditions for thermodynamic equilibrium and introductory statistical mechanics. Prerequisite, Physics 21 and 22, or 26 and 27, and Mathematics 34. Four lectures a week. Spring term.

81. Quantum Mechanics
The concepts and techniques of quantum mechanics, developed and applied to atomic and molecular systems. Prerequisite, Mathematics 34 and consent of instructor. Four lectures a week. Fall term.

82. Solid State and Nuclear Physics
A study of modern physics with special emphasis on the solid state, nuclear structure and particle physics. Prerequisite, Physics 81 or consent of instructor. Four lectures a week. Spring term.

93. Comprehensive Laboratory
Experiments from various fields of contemporary physics performed in an atmosphere of basic research. Prerequisite, junior standing and consent of instructor. Eight hours of laboratory a week.

95, 96. Independent Study
Students in either the major concentration or core concentration in Physics select a subject for independent investigation and preparation of a senior thesis. Independent reading and experimentation by arrangement. Prerequisite, junior standing and departmental approval of the project prior to registration.

ASTRONOMY

13. Elementary Astronomy
A descriptive, non-mathematical course covering the solar system, constellations, galaxies and other stellar systems and the present theories on the origin of the universe. Four lecture hours per week. Occasional evening viewing sessions. Fall and spring terms.

14. Principles of Astronomy
Nature and origin of the solar system and of various stellar systems. Laws of motion and gravitation, stellar spectra and compositions. Three hours lecture and two hours laboratory per week. Prerequisite, Math 11 or equivalent. Fall term.
POLITICAL SCIENCE

Mr. D. Baird (on leave fall term), Miss Dodge (Chairman), Mr. Green, Mrs. Hedblom, Mr. Mitau, Mr. Sigler
Mr. Klietsch (Director, Simulation Center)

The Department of Political Science aims to provide students with pre-professional training for government service and for graduate school, and with a general background of knowledge about government and politics which is a part of every well educated citizen. The courses which follow seek to achieve these objectives and include the following areas of political science: Division A, American Government, Politics, and Public Law; Division B, International Affairs; Division C, Comparative Government; Division D, Political Analysis.

GENERAL GRADUATION REQUIREMENT

Any course or courses in the department may be taken to satisfy the general graduation requirement in the Social Sciences.

MAJOR CONCENTRATION

A major concentration consists of seven courses and must normally include:
1. One beginning course (a student may select this course from the following: World Politics, Modern Isms, American National Government. He may not count more than two courses numbered below 25 toward his major or core); 2. One course from each of the Divisions A through D; 3. One course in Division D (must include either Political Philosophy or the Senior Seminar and in the case of the latter, for proper coordination, individual work must be cleared with the chairman of the department).

CORE CONCENTRATION

A core concentration consists of six courses and must include at least one course in each of three divisions of political science, Divisions A through D.

An interdepartmental concentration is offered between political science and economics. The student may take a core concentration of six courses in political science and select six courses in the department of economics in consultation with the chairman of that department. (See Economics write-up.)

Or a student may select his core concentration in the department of economics and then build his political science sequence of six courses in consultation with the chairman of the department of political science.

A core concentration in political science may also be taken in connection with an American studies sequence consisting of six courses in political science, three courses in American history and three courses in American literature and philosophy.

For political science offerings in connection with the program of Area Studies and International Studies, consult those descriptions in the catalog.

HONORS PROGRAM

Application for Honors in the Political Science Department may be made as early as the second semester of the sophomore year, but ordinarily candidates will be expected to enter the program in the first semester of the junior year. Honors students will be expected to complete successfully at least three courses designated "Honors" by the department. At least one of these courses will be Political Science 98H, Senior Seminar, to be taken in conjunction with the preparation of the Honors Thesis (see below). Other courses may be selected for Honors credit.
from advanced courses numbered over 30. Candidates will be expected to meet Honors standards in these courses and should consult with the instructors of each course concerning specific arrangements. Each candidate will be expected to present an Honors Thesis in the spring of his senior year and be subject to an oral examination by an outside examiner.

FURTHER PREPARATION

It is recommended that students who wish to do graduate work in political science include preparation in statistics.

Students who are interested in a law career are advised to consult with the department concerning their pre-law sequence in political science.

The department stipulates no requirements outside its area.

The department wishes to encourage students to take independent work. All courses except those with asterisks may be taken on this basis under the personal supervision of the instructor. All courses except 11, 15 and 20 require, as prerequisite, permission of the instructor.

Division A: American Government, Politics, and Public Law

20*. American National Government
Federal governmental institutions and processes. Emphasis on problems faced by the Federal government, including problems of the Presidency, regulatory agencies, the legislature, and inter-governmental relations.

30. Problems in American State and Local Government
The role of state constitutions, city charters, governors, mayors, judges, state legislatures, city councils, county commissioners, and metropolitan authorities in governing state, city, county, township, and special districts.

40. American Political Parties, Elections, and Voting Behavior
Nature of political campaigns, party organization, election processes, interest group politics, and voting behavior research.

51. Administrative Organization and Behavior
Comparison of concepts and theories of public organizations; inquiry into organizational environment and administrative problems; analysis of behavior in administrative organizations.

80. The Regulatory Process
Various aspects of governmental regulation of business: the anti-trust laws, regulatory agencies, administrative procedure.

84. American Constitutional Law and Thought
Survey and analysis of leading national and state constitutional decisions and of their contributions to this country's governmental and political development and thought.

Division B: International Affairs

15*. World Politics
Forces and movements affecting the international political process. Emphasis upon state sovereignty, nationalism, comparative foreign policies, the alliance systems, and regionalism. Fall term.

62. International Law and Organization
Traditions and contemporary developments of international organization and law. Emphasis upon the League of Nations, the United Nations, the Common Market, Disarmament, and the Law of War.

Division C: Comparative Governments

44. Governments of Asia
Political traditions and governmental structures of China, Japan, and India. Emphasis upon the differing political philosophies of the three states, including "Maoism" and "neutralism."

45. Latin American Governments
Political traditions and governmental institutions of Latin American countries.

46. Governments of Africa and the Middle East
Political traditions and governmental structures of Africa south of the Sahara and the Middle East. Emphasis upon emerging constitutional patterns and political party development.

48*. European Governments
Political traditions and governmental institutions of Great Britain, France, West Ger-
many, and other selected European states, and including the European Economic Community. Emphasis is placed upon political institutions as part of a basic cultural climate.

Division D: Political Analysis

11*. The Modern Isms

47. Political Behavior
Theory and research related to political socialization and participation: analysis of social-psychological variables in political life.

75. Theory of Politics
An examination of modern empirical political theory; problems of theory-building; analysis of major theories and concepts.

50. Soviet Bloc Governments
Political traditions and governmental institutions of the Soviet Union and its satellites, except Red China. Emphasis is placed upon Marxist philosophy and its application to the Soviet Union.

82. Political Philosophy
Western Political thought from Plato to the present, including major contributions by American political thinkers.

98. Senior Seminar in Political Science
Conferences, research papers, and reports based on independent work in fields of political science jointly selected by the student and departmental faculty.

95, 96. Independent Study

PSYCHOLOGY

Mr. Johnson, Mr. Mink, Mr. Sackett, Mr. Torrey, Mr. Weiss,
Mr. Wendt (Chairman)
Mr. Armstrong (Associate Dean of the College), Mr. Goodrich (Dean of the College), Mr. MaJey (Post-doctoral Research and Teaching Fellow), Mr. Rossmann (Director of Educational Research), Mr. Williams (Director, Macalester Creativity Project)

The Psychology Department seeks to foster a scientific approach to the study of behavior. The department offers a broad curriculum to serve both those students who will later specialize in experimental research or applied psychology and those who will terminate their formal education with the bachelor's degree. The student who plans to continue his study is prepared for programs leading to college teaching and research or to such applied fields as personnel work, educational administration, human engineering, civil service, religious counseling, social work, and clinical practice in such agencies as child guidance clinics and hospitals for the mentally ill. The student who does not continue his formal education receives a broad course of study in which stress is placed upon the application of scientific method to the complex problems of individual behavior.

The psychology curriculum includes an introductory course which serves as a prerequisite for certain advanced courses, a course in methods of studying behavior, intermediate courses dealing with special topics of general interest for both those who are and those who are not concentrating in psychology, and advanced courses and independent study in specific content areas. Throughout the curriculum, laboratory work, observational experience, and independent projects are introduced wherever possible.

GENERAL GRADUATION REQUIREMENT

Any course or courses in the department satisfy the general graduation requirement in the social sciences.

MAJOR CONCENTRATION

A major concentration in psychology consists of eight courses, including Psychology 10, 30, 71, and 98. The remaining courses are selected by the student in consultation with his major adviser.
CORE CONCENTRATION
The six courses which comprise a core concentration in psychology include Psychology 10, 30, 71, and 98. The remaining courses in Psychology and the six supporting courses are selected by the student in consultation with the department.

HONORS PROGRAM
The candidate for Honors must complete Psychology 10 and 30 prior to admission to the program. During his junior and senior years he enrolls in three Honors Seminars, each counting two course units and comprising half his course work in that term. Written and oral exams in each of the three seminar areas are administered at the end of the senior year. These examinations are set and evaluated by outside examiners. In addition, the Honors candidate must do an Honors thesis in the context of Psychology 98 in his senior year.

FURTHER PREPARATION
Students concentrating in psychology, particularly those considering graduate work in psychology or related fields, are urged to take courses in biology, mathematics and sociology. Mathematical work in statistics is highly recommended (Mathematics 14 or 51). In general, individual programs to meet special needs or interests may be arranged by consultation with members of the department.

10. Orientation to Psychology
An introduction to psychological thinking about problems and processes of behavior. In addition to lectures and reading, the course includes a concentrated study of some aspect of psychology through laboratory study or semi-independent study. Both terms.

30. Methods in Psychological Research
An introduction to methods of inquiry including statistics, the design of experiments, testing, and psychophysical methods. Both terms.

45. Independent Study
Both terms.

50. Topics in Psychology
Examination of a topic of general interest from the point of view of the science of behavior, the topic to be announced in advance of registration. Prerequisite, permission of instructor. Fall term.

55. Theories of Personality
Consideration of the structure, organization, and nature of personality as presented in such theoretical positions as those of Freud, Jung, Allport, Rogers, and others. Prerequisite, permission of instructor. Fall term.

57. History and Systems
An introduction to the historical and systematic development of contemporary schools and theories in psychology from ancient Greece through the schools of Structuralism, Functionalism, Behaviorism, Gestalt, and Psychoanalysis to the present. Prerequisite, permission of instructor. Spring term.

61. Developmental Psychology: Infancy and Childhood
Theory and research on the nature and development of behavioral processes during infancy and childhood. Prerequisites, Psychology 10 or permission of instructor. Both terms.

62. Developmental Psychology: Adolescence through Old Age
Theory and research on problems associated with behavioral processes during adolescence, maturity, and old age. Prerequisites, Psychology 10 or permission of instructor. Spring term.

63. Social Psychology
Theory and research on the influence of social factors on behavior. Prerequisites, Psychology 10 or permission of instructor. Spring term.

64. Behavior Disorders
Investigation of evidence and theories of behavior abnormalities, illustrated in problems of causation, diagnosis, and treatment. Prerequisites, Psychology 10 or permission of instructor. Fall term.

66. Individual Differences
Measured individual and group differences on psychological variables and the genetic and environmental sources of individuality. Prerequisites, Psychology 10 or permission of instructor. Fall term.

71. Learning
Theory and research on the basic phenomena of conditioning and learning, dealing in large measure with the animal level. Prerequisites, Psychology 10 or permission of instructor. Fall term.

72. Cognitive Processes
Theory and research on human memory, problem-solving, thought, and language. Prerequisites, Psychology 10 or permission of instructor. Spring term.

73. Motivation, Emotion, and Conflict
Theory and research in motivational and affectational processes. Prerequisites, Psychology 10 or permission of instructor. Fall term.
RELIGION

74. Physiological Psychology
Examination of selected problems in the physiological correlates of behavior. Prerequisites, Psychology 10 or permission of instructor. Spring term.

75. Perception
Consideration of theories and selected problems of visual, auditory, and haptic perception. Prerequisites, Psychology 10 or permission of instructor. Spring term.

81. Honors Seminar: Learning and Behavior Theory
Fall term.

82. Honors Seminar: Developmental Psychology
Spring term.

83. Honors Seminar: Perception and Memory.
Fall term. Not offered 1968-69.

84. Honors Seminar: Personality and Individual Differences
Not offered 1968-69.

85. Honors Seminar: Comparative and Physiological Psychology
Fall term.

86. Honors Seminar: Behavior Disorders
Spring term.

95, 96. Independent Study
Both terms.

98. Senior Research Seminar
Examination of problems and methodology in psychological research, including the design, execution, and defense of the student's senior research project. Prerequisite, senior standing and satisfactory progress toward a concentration in psychology. Spring term.

RELIGION

Mr. Armajani, Mr. Butler (Chairman), Mr. Dawe (on leave), Mr. Gaston, Mr. Hopper, Mr. Sowers, Mr. Willis
Mr. Bodo (Chaplain)

The courses of the Department of Religion focus in the study of Christianity, in both its historical and contemporary expressions, as well as major non-Christian religious traditions. While our introductory courses are broad in scope, they seek to be selective enough to allow an in-depth encounter with source documents through historical understanding. Methods of instruction include not only lectures and seminars but also ample opportunity for individual instruction. The program of studies aims not only at the student whose academic specialization or vocational choice is related to religion, but also at supporting a student's total curriculum by courses that can help unlock the religious dimensions encountered in other disciplines.

As a church-related institution, the College has a general graduation requirement centered in the study of the Judaic-Christian heritage. Additional courses in biblical studies, Christian thought, Church history, non-Christian religious traditions, and interdisciplinary explorations provide opportunity for those who wish to go beyond this requirement or to have a major or core concentration in religion. These courses can provide the starting point for those interested in graduate study of religion or for those who wish to become informed participants and leaders in local churches.

Students intending to go to a theological seminary after college are best advised to pursue a broad liberal arts education. Many different disciplines will provide a suitable area of concentration for the pre-theological student. A core concentration in religion may be wisely pursued by such students. Entrance requirements at a number of theological institutions include a study of Greek, which should be considered a part of such a program of study. In consultation with their advisers, students not anticipating a career of theological study following college may discover valid reasons for a major concentration in religion or for combining a cluster of courses in religion with other disciplines as is made possible by the core concentration.

GENERAL GRADUATION REQUIREMENT

The general graduation requirement in the study of the Judaic-Christian
heritage may be fulfilled by completing either Religion 20, 21, 30, or 31. Religion 30, Old Testament History and Theology, and Religion 31, New Testament History and Theology, are basically designed to be a two-course sequence for those who are interested in a more thorough introduction. They are aimed at providing students interested in literature or in the history of the ancient world, as well as those preparing for advanced study in religion, with a broad grounding in biblical studies. However, either course may be taken by itself as a means of fulfilling the requirement.

MAJOR CONCENTRATION

The major concentration in religion is comprised of seven courses in religion, including the courses which fulfill the general graduation requirement in religion, and also three courses in related or reinforcing disciplines such as philosophy, history, literature, psychology, sociology, or political science. The major concentration of each student will be planned individually in consultation with the chairman of the Department of Religion who will assign an adviser when the student elects to concentrate in religion.

The student having a major concentration in religion is not primarily seeking a general but superficial knowledge. Rather the purpose of a major is to introduce him through substantive encounter with original sources to the methodologies of study in the following four areas: biblical studies, theology, Church history, non-Christian religious traditions.

CORE CONCENTRATION

The core concentration in religion is comprised of six courses in religion and six courses in related areas as determined by a particular problem or theme the student wishes to explore. Formulation of the problem or theme around which courses of the core concentration will cluster and the resultant selection of these courses will be determined in consultation with the chairman of the Department of Religion, who will assign an adviser when the student elects to concentrate in religion. As may be indicated by a given problem or theme, examples of the variety of possible clusters of courses which may comprise the core concentration additional to the six courses in religion are selected languages; philosophy and history; and philosophy, history and political science.

HONORS PROGRAM

Honors students desiring to take courses in Religion at the honors level may do so by Individual Independent Study. These are planned for each individual student with the chairman of the department and the professor under whose direction the course is pursued.

18. The Ancient World (same as Classics 18)
Study of selected literature of the ancient world in translation, both classical and biblical. Lectures and Discussion.

20. Introduction to Biblical Studies
The Bible, both Old and New Testaments, the interpretation by the Jewish and Christian communities of the history it relates, and the light shed upon these by the critical study of the Bible of the last century.

21. Jesus and His Interpreters
The understanding of Jesus found in the New Testament, the ancient Church, and selected periods in the history of the Christian Church from the New Testament age to the present.

30. The History and Theology of the Old Testament
The study of the life and thought of ancient Israel as reflected in the Old Testament and cognate literature. The course will include consideration of the consummation of Old Testament thought in Christianity and Rabbinic Judaism.

31. The History and Theology of the New Testament
The historical critical study of the rise of Christianity in the ministry of Jesus and the early church against its Old Testament background and its expression in the Hellenistic world.
RUSSIAN

58. The Church in the Modern World
A consideration of the challenges before the Christian Church today: as an organization, a community, an educational center, a worshipping and witnessing body, and as an agency of reconciliation. The approach of the course will be to deal objectively with practical problems of the life of the Church today. Extensive reading and discussion will be involved.

63. The History of Christianity
An introduction to the history of Christianity with attention to the development of Christian thought. The focal point of this course will shift in different semesters, between such topics as, The Early Church; The Church in the Middle Ages; The Reformation; The Modern Period; or American Christianity. The main thrust of the course is to introduce the students to the methodology of historical theological study, rather than to stress a general survey.

65. The Non-Christian Religious Traditions
An introduction to the history and contemporary expression of major religious traditions outside of Christianity. Its focus in different semesters would be on a single religion or group of religions. The course is oriented toward developing an awareness of the methodologies appropriate to the study of the history of religions.

66. Modern Christian Thought
The thought of the Christian Church in our time, traditions of Christian thought in contemporary expression, acquaintance in depth with selected emphases and major themes, Christian thought both as a systematic and critical discipline bearing upon the issues of human life.

67. Christian Ethics
The biblical thought, history of ethical concerns, and aspects of modern Christian thought pertaining to concrete ethical issues, both individual and corporate; also, study in concreteness of problems such as marriage and the family, Church and State, nationalism, race relations, and economic justice.

95, 96. Individual Independent Study
Arranged in consultation with the chairman of the department.

RUSSIAN

Mr. Bahmet, Mr. Ganusowsky, Mr. Guss (Acting Chairman)

The general objectives of the department are to teach students the reading, writing, and speaking of the Russian language, equip the student with the skills necessary for the study of Russian culture and literature, prepare them to teach the language and to continue their work in graduate schools.

A major concentration in Russian provides a study in depth of Russian literature, language, and culture. In all courses, extensive use will be made of the Foreign Language Laboratory.

During the Interim Term, students will have the opportunity to live in a native Russian environment where they will be exposed to language, culture, and literature.

GENERAL GRADUATION REQUIREMENT
The general graduation requirement in foreign language may be met by the completion of two courses above the introductory level. In Russian these courses normally would be 31 and 32. It is also possible to satisfy the requirement by testing out or successfully completing one course above the intermediate level.

MAJOR CONCENTRATION
A major concentration in Russian shall consist of eight courses beyond the elementary level (Russian 11, 12), normally Russian 31, 32, 61, 62, 71, 72, 83, 84.

With the approval of the department chairman, students majoring in Russian may choose from other advanced courses to satisfy their major (Russian 53, 54 substituted for Russian 83, 84; Russian 73 for 72, and so on). A number of supporting courses are possible, to be chosen according to the student's vocational interest: for students intending to teach Russian — courses in a second foreign language, English, humanities, or history; for students who are going into government work — supporting courses in political science, history, economics and geography.

CORE CONCENTRATION
The core concentration in Russian Studies consists of six courses in Russian
language and literature beyond the first year, plus six additional courses to be chosen from Area Study of Russia, History of Russia, Eurasian Geography, Governments of the Soviet Bloc, and other relevant courses in social science, literature, humanities, fine arts, and philosophy.

HONORS PROGRAM
The department encourages Honors work for Junior and Senior students of demonstrated ability. Honors work may be done in regular courses or independent courses. Students are required to do an Honors paper and to pass a comprehensive examination given by an outside examiner.

INTERIM TERM PROGRAM
The Tolstoy Farm, a Russian community in New York, is the place of study during the Interim Term. Here the students are exposed to Russian language, culture, and literature and gain intensive practice in speaking Russian.

11, 12. Elementary Russian
An introduction to the reading, writing, and speaking of the language.

31, 32. Intermediate Russian
A continuation of language study and introduction to Russian literature. Prerequisite, Russian 12 or approval of chairman.

41, 42. Elementary Conversation and Composition
Speaking and writing based on contemporary materials. Prerequisite, Russian 12 or approval of instructor. Students with high school Russian may be admitted on approval of instructor.

53, 54. Russian Literature in Language
Introduction to Russian literature. The reading in historical context of representative works of important Russian writers. The second semester is devoted to an introduction to Soviet literature. Prerequisite, Russian 32 or consent of instructor.

61, 62. Advanced Conversation and Composition
Prerequisite, Russian 32 or 42 or approval of instructor.

71, 72. Advanced Russian
A course for advanced students providing foreign language study in depth. Required of majors. Prerequisites, Russian 32 or 71, Russian 71 for 72. The course is conducted in Russian.

73. Comparative Slavic-English Structure
(alternate years)
Comparison of the structures of the Russian and English languages, with emphasis on practical difficulties in pronunciation and grammar. Required for majors. Prerequisite, Russian 62 or 72.

74. Early Russian Literature
Emphasis on literature of the Kievan period. Annals, Chronicles, "Slovo o Polku Igor'evye," Byliny, Zadonshchina, etc., in Russian. Prerequisite, Russian 72, 73, or 62.

75. Russian Emigre Literature (Russkaya Literatura Za Rubezhom)
An introduction to Russian literature and writers abroad, such as Bunin, Merezhkovsky, Aldinov, Zaitsev, and others. Alternate years, in Russian. Prerequisite, Russian 72.

76. Soviet Literature (in English)
A survey of Soviet literature from 1917 to the present. Reading of representative authors such as Fadeyev, Leonov, Fedin, Sholokhov, Gladkov, Pasternak, and others. Material covered will include: early post-revolutionary writers, the Stalin period, socialist realism, the "thaw" period, and Soviet literature today. Students concentrating in Russian will read certain assigned materials in Russian. Prerequisite for Russian majors and core students, Russian 62; other students need not know any Russian.

81. Intellectual Trends in Nineteenth Century Russian (in English)
Emphasis on intellectual figures and literary criticism. Gogol and Tolstoy as publicists, reporters; Belinsky, Dobroliubov, Chernyshevsky, Annekov, Aksakov; literary groups and magazines. Students concentrating in Russian will read certain assigned materials in Russian. Prerequisite for Russian major or core students, Russian 62; other students need not know any Russian. Alternate years.

83, 84. Russian Literature from Pushkin to Dostoyevsky (in English)
An introduction to the Russian novel, drama, and poetry. Major contributions of Pushkin, Lermontov, Gogol, Ostrovsky, Goncharov, Turgenev, Tolstoy, and Dostoevsky. Students concentrating in Russian will read certain assigned materials in Russian. Prerequisite for Russian majors or core students, Russian 62; other students need not know any Russian.

90. History of the Russian Language
(alternate years)
A study of the divisions of the Russian language chronologically and geographically; the relationships of the Russian language to the Slavic group, the Indo-European group; the changes in the sounds and forms of the Russian language; vocabulary borrowings from Eastern and Western languages; formation of Russian literary language. Prerequisite, Russian 72.

95, 96. Independent Study
Arranged in consultation with chairman of
department. Advanced students may undertake individual projects involving library or laboratory research.

97, 98. Seminar

Seminars may be arranged for the study of a given writer or poet, or a specific period in Russian literature. For advanced students only; conducted in Russian. Prerequisite, Russian 72 or approval of department chairman.

SOCIOLOGY and ANTHROPOLOGY

Mr. Berry (Chairman), Mr. Hoffman, Mr. McCurdy, Mr. Rinder, Mr. Swain, Mr. Thielbar

The concerns of contemporary sociology believed to be particularly appropriate to undergraduate education have been clustered around basic areas. Some of these are represented by a year long course sequence. The first term of such a sequence introduces the significant body of theory, knowledge, principles and vocabulary appropriate to the respective area. It is designated as an A type course. The conventional course procedures are likely to prevail here. The second term in the sequence (B type course) makes more allowance for differences in student interest and gives more opportunity for him to pursue a pattern of study more to his own choosing. Here he is expected to build upon the work of the first term by following through with the implications of selected aspects of that work as they may be expressed in some problem area, or by intensive inquiry into some selected phase of the first term’s work. This he might do through independent study under direct supervision of the instructor or he may join with some others who have similar or related interests in a seminar type enterprise or possibly a field project. Such an endeavor will usually culminate in a major paper. Flexibility of course structure with assured instructor guidance and supervision is the hallmark of the B type course. The corresponding A course is prerequisite to each B course.

Two pre-professional social work courses are provided within the department and may be taken as alternative second term courses in the respective course sequences. They are designated as C type courses, and reflect a more specialized extension of some of the basic materials introduced in the respective A course of the given sequence. The corresponding A course is prerequisite to each C course.

The course offerings in cultural anthropology are applicable toward a major in Sociology. Students may elect to begin their work in the department by taking either the Introduction to Sociology (20), or Introduction to Anthropology (21). Either course serves as the necessary prerequisite to all other courses in the department.

GENERAL GRADUATION REQUIREMENT

Any course within the department may be used to satisfy general graduation requirements providing the prerequisite introductory course has been taken.

MAJOR CONCENTRATION

Seven courses in addition to Sociology 20 or 21 are required for a departmental major including 70, 71, and a minimum of one additional B type course. More than two courses in a given course sequence are not advised for application toward the major concentration. Students will be encouraged to take Mathematics 14 and advised that it may be applied toward satisfaction of the science and mathematics requirement.

CORE CONCENTRATION

Six courses from within the department (including 20 or 21), but excluding 74 and 86, together with six chosen by the student from outside the department will constitute a core concentration. As early as feasible in his academic
career the student will file with his departmental adviser an overall course plan together with a statement giving his rationale for the selection. His plan must show some internal consistency and it should reflect his interest and capabilities. Ordinarily the selection of courses outside the department should be limited to not more than two disciplines and should be contained within one of the following departmental groupings: Behavioral Sciences, including Biology, Economics, Geography, Political Science, Psychology, Education; or Humanities, including Art, History, Literature, Music, Religion. The course plan must be approved by the sociology department before taking the proposed courses. The student is expected to submit a major paper in his senior year demonstrating his competence to draw upon the respective fields meaningfully to the end that his paper represents for him something of a new integration of sociology with the other disciplines represented in the core concentration.

HONORS PROGRAM

The B type course serves as the principal starting point for those eligible for the Honors Program. (see general catalog statement for eligibility.) The built-in flexibility of these courses makes them readily adaptable to the kind of independent study upon which the Honors Program is based. In the event the student’s interest around which he wishes to design his Honors studies is not congruent with his scheduled progress through the departmental courses he may begin his Honors work with course 95. The second course in the sequence, ordinarily taken in the first semester of the senior year, is 97, Honors Seminar. The last course is 96 during which time the major task is the final preparation of the Honors thesis and preparation for the Honors examination.

20. Introduction to Sociology
Survey of principal concepts and methods with emphasis on sociology as a mode of analysis or way of knowing. Study of individual, collective, and institutional behavior utilizing materials largely drawn from contemporary American Society. Fall and Spring terms.

21. Introduction to Anthropology
The basic concepts and theory employed in general anthropology with emphasis on human modes of thinking and acting viewed in cross-cultural perspective. Human pre-history and language and a treatment of man’s social, economic, legal, and religious systems. Fall and Spring terms.

30. Sociology of Law Violation
The major forms of anti-social behavior with emphasis upon crime and delinquency in the United States. Theories of such behavior and attempts at control, rehabilitation, and alleviation. Fall term.

40. Minorities in the United States
The nature of racial, ethnic, and religious minority groups. Social and economic adjustments in the U.S. of Negro, Indian, Asiatic and various nationality groups. Intergroup relations and the problems of conflict and tensions. Fall term.

65. Anthropological Case Studies: India
The history and current cultural groups of India with emphasis on Indian social structure. Rural and urban society, theoretical aspects related to the caste system, and other features of culture particularly as they are related to India’s place in today’s world. Fall term.

68. The Changing Community — A
Historical roots of community; the significance of variations in size, setting, density, imagery; organizational models—their interpretive power; the nature and effects of socio-cultural change. Fall term.

69. The Changing Community — B
Intensive studies in special aspects, such as theories of change, human ecology, cross-cultural comparisons of locality—systems, field-studies in nearby localities and neighborhoods. Spring term.

70. Development of Sociology
Sociology’s 19th century roots; shifting perspectives; theories and concepts of current reference. Relation of theory to research and application; dimensions of growth of the field. Spring term.

71. Methodology of Sociology
Field work problems in the use of current instruments and techniques; methodological problems; theory-building in relation to empirical research. Fall term.

72. Social Systems — A
Two forms of organization: The large-scale complex as in business, religion, education, and the small less formally structured group, e.g., the committee or work group. Division of labor, status, decision making, communication, leadership, and relationship of systems.
to larger ones of which they are a part. Spring term.

73. Social Systems — B
Intensive study of some one form of large-scale organization or research on some phase of the small group. Fall term.

74. Changing Social Welfare Systems — C
A review of public and private welfare programs and institutions (The Establishment) and the impetus and challenge for change and reappraisal coming out of the Anti-Poverty and other current and projected Federal programs; to provide sufficient knowledge about social welfare programs to help the student think critically about problems, issues, and approaches to social welfare in his community as a responsible citizen. Field placement, with limited practice, under supervision and selected field visits. Fall term.

75. Collective Behavior in Mass Society
Social movements, mass demonstrations and outbursts; panic, disaster, and crowd behavior. Collective action growing out of crisis situations. Influence of mass communication media on behavior. Spring term.

76. Social Deviancy — A
Major approaches used in Sociology to examine and explain individual and group deviation from social norms: social pathology, social disorganization. The concept of deviation as a normal response to inconsistencies in social structure, social change, and the breakdown of social control. Fall term.

77. Social Deviancy — B
Selected studies in such areas as delinquency, race conflict, broken homes, or other expressions of social disorder or breakdown. Spring term.

78. Institutions and Social Stratification — A
Functions of the basic institutions such as family, school, work, church. The impact of social class and rank systems on values, goals, and behavior within institutions. Problems of institutional maintenance and societal cohesiveness. Spring term.

79. Institutions and Social Stratification — B
Specialized studies in sociology of family, religion, professions, education, or social class. Fall term.

81. Problems and Explanations in Anthropology — A
Basic approaches to explanation in anthropology including those dealing with cultural evolution, historical diffusion, social function, and psychological function. The application of these to selected problems dealt with by the cultural anthropologist. Spring term.

82. Problems and Explanations in Anthropology — B
Intensive study of one selected topic or problem as a follow-up of course 81.

84. Individual in Society — A
Man in his symbolic environment. Processes of internalizing culture and development of self through role enactment. Motivational, perceptual, and evaluative processes viewed within the context of social structure and group membership. Fall term.

85. Individual in Society — B
Selected studies, e.g., impact of society-culture on personality, attitudes, aspirations; role consensus, norm formation in different socio-cultural settings; faulty socialization. Spring term.

86. Individual in Welfare Systems — C
Generic social work principles used in an agency setting to assist persons or groups with psycho-social problems which impair interpersonal relationships and person adequacy. Field placement in an appropriate agency; observation and practice under supervision. Spring term.

88. The Sociology of Behavioral Disorders
Mental illness as residual deviance: a case study of extrusion, labeling and isolation in the management of deviance. The social psychology of personality disorganization; the self-system; differential distribution of rates and types of mental illness in the U.S. and cross-culturally. Prerequisite: Sociology 76 or 84. Spring term.

95, 96. Independent Study
97. Honors Seminar
Continuation of work on the topic selected for the Honors thesis which will have been begun in a B type course or 95; readings and reports deemed to be relevant to this study as assigned by the Honors adviser. Fall term.

SPANISH

Mr. Asay, Mr. Dassett, Mr. Fabian (Chairman). Miss Siegel,
Mr. Walter Thompson

GENERAL GRADUATION REQUIREMENT

The foreign language requirement may be met in Spanish by: (a) completing two courses above the elementary level or (b) passing a test demonstrating language proficiency equivalent to that attained through successful completion of Spanish 31, 32, or by (c) completing successfully one course above the intermediate level.

MAJOR CONCENTRATION

A major concentration in Spanish shall consist of a minimum of eight courses beyond the elementary level (Spanish 11, 12, or equivalent).

Required courses: 31, 32, 51 (unless excused by placement), 61, 62.
At least four supporting courses to be chosen according to vocational interests.
1. For majors including those going into teaching — another foreign language, English, humanities, or history.
2. For those going into government work or some field of business — political science, economics or history.

**CORE CONCENTRATIONS**

The core concentration consists of six Spanish courses numbered 31 or higher, and six relevant courses chosen in a related area. In all cases, the pattern of the core concentration of work must be approved by the department.

**HONORS PROGRAM**

Spanish majors who are qualified may apply to the chairman of the department for admission to the Honors Program. The candidate will usually take one honors course each term after he is accepted into the program. Courses which may be designated as honors courses include: (a) the seminar (Spanish 97) offered each Fall term; (b) special Interim Term courses for honors candidates (Spanish 80); and (c) Spanish 65, 68, or 75, which when designated as honors courses will require additional work. Spanish 80 and Spanish 97 will vary in content from year to year and may, thus, be included more than once in a candidate's program.

In consultation with the thesis adviser appointed by the department chairman, the honors candidate will prepare a thesis to be presented during the senior year and must successfully defend the thesis before an outside examiner. Honors candidates will be given all possible flexibility in arranging their programs.

**Mexican Caravan**

During the month of January, twenty to twenty-five Macalester students travel by train to Mexico under leadership supplied by the Spanish Department.

11, 12. Elementary Spanish
Pronunciation, grammar essentials, conversation and reading. Four class hours a week plus one hour of laboratory.

31, 32. Intermediate Spanish
Grammar review, conversation, readings from Spanish and Latin American authors. Prerequisite, Spanish 12 or satisfactory score on placement test.

51. Conversation and Phonetics
Conversational practice and phonetics with special emphasis on aural-oral skills. Readings on Spanish civilization and culture. Composition exercises. Prerequisite, Spanish 31. Fall term.

61. Survey of Spanish Literature
Includes 18th, 19th, and 20th centuries. Prerequisites, Spanish 32. Fall term.

62. Survey of Spanish Literature
Medieval Period through the Golden Age. Prerequisite, Spanish 32. Spring term.

65. Readings in Latin American Literature
Significant works with their social and historical background. Prerequisite, either 61 or 62. Spring term.

68. Special Topics in Spanish Literature
The material will alternate year to year between the 19th century novel, including works of Pardo, Valera, Alarcon, Galdos, Bazan, Ibanez, and the 20th century novel from the Generation of '98 to the present. A student may repeat this course once. Prerequisite, either 61 or 62. Spring term (20th century offered in 1969-70.)

71. Phonetics and Advanced Conversation
Study of the phonetics of the Spanish language and analysis of its sound system. Development of skill in oral expression with emphasis on pronunciation, accuracy of expression, use of a varied vocabulary, and fluency. Laboratory drills in pronunciation. Instruction entirely in Spanish. Prerequisite, senior standing. Fall term.

72. Syntax and Advanced Grammar
Detailed study of the structure of Spanish sentences and intensive study of Spanish grammar on an advanced level. Daily written homework exercises and weekly themes required. Class conducted in Spanish as much as possible. Prerequisite, senior standing. Spring term.

75. Cervantes and the Quijote
Prerequisite, either 61 or 62. Fall term.

95, 96. Independent Course
For the occasional advanced student who wishes to carry on a project requiring library research or laboratory work. Consent of instructor. Fall and spring terms.

97. Seminar
Areas not regularly offered in literature or language. Prerequisite, consent of instructor. Fall term. In 1968-69 the topic will be The Novels of Galdos.
SPEECH AND DRAMATIC ARTS

Mrs. Congdon, Mr. Hatfield, Mr. Jurik, Mr. Kunkler, Mr. Mosvick, Mr. Steil, Mr. Wilson (Chairman)
Miss Owen (Director of Drama Choros)

Speech and Drama Department courses are designed to give scholarly study in historic and contemporary theories of the speech arts areas and to teach the fundamental techniques of performance in the phases of Interpretation and Theater, Rhetoric and Public Address.

Those students preparing for graduate study should choose either emphasis in Interpretation and Theater or Rhetoric and Public Address. The State of Minnesota, Department of Education, Certification Division, requires teachers of speech to have fulfilled the requirements of either a major or minor in Speech. The Macalester Department of Speech and Dramatic Arts will recommend that a student be certified by the state to teach speech only upon completion of the general speech concentration.

Any student in the department with demonstrated academic ability and a capacity to do individual creative work in the area of the speech arts is encouraged to integrate independent study with the honors program. Sequence of courses for the Honors candidate will be developed through consultation with the department chairman.

GENERAL GRADUATION REQUIREMENT

General Service Speech Course: Students wishing to elect a general speech course should take Speech Fundamentals 11. Speech 25 will also fulfill the general speech proficiency requirement.

Fine Arts Electives: Students wishing to fulfill the general humanities requirement by electing a fine arts course in the area of speech and drama may choose from four courses: Speech 18, 20, 30, and 35.

RELATED PROGRAMS OF STUDY

Humanities Program Electives. Students wishing to fulfill a humanities program by electing courses in speech and drama should choose either Speech 30, Introduction to the Theater, and Speech 35, History of the Theater, or Speech 36, Theory and Practice of Public Address, and Speech 46, British and American Public Address.

English Teaching Certification Requirement. By ruling of the State Department of Education, effective September 1, 1968, prospective teachers of high school English and language arts must take academic instruction in each of two areas of speech and drama. The students must take Speech 36, Theory and Practice of Public Address, and either Speech 20, Oral Interpretation, or Speech 30, Introduction to the Theater.

MAJOR CONCENTRATION

The Speech and Dramatic Arts Department offers three general areas of concentration of ten courses each: Drama, Rhetoric and Public Address, and a General Speech concentration for teacher certification. Each major concentration requires six specific courses in the area, two electives from within the department, and two supporting courses from other disciplines to be approved by the head of the department.

Required Courses:
1. Drama: 11, 20, 22, 30, 40, and 64
2. Rhetoric and Public Address: 11, 20, 25, 38, 46, and 48
3. General Speech: 11, 20, 25, 30, 32, and 64
CORE CONCENTRATION

The six courses taken in the Speech and Dramatic Arts Department are: 20, 30, 35, 36, 46, and 48. A student may substitute another speech course for one of the above six courses upon petition to the department head.

For the additional six courses the student will work out his program in consultation with the department.

11. Speech Fundamentals
   Historic and contemporary theories and techniques of performance in the speech arts areas. Emphasis in rhetoric, public speaking, manuscript reading, and oral interpretation. Both terms.

18. Contemporary Theatre
   Evolution of theatrical forms from Ibsen to the present. Emphasis in reading, evaluation, and discussion of contemporary plays. Laboratory: attendance at theatrical performances.

20. Oral Interpretation
   Analysis, adaptation, and program building of classical and contemporary literature for individual platform performance. Both terms.

22. Acting
   Historic and contemporary theories and techniques studied and performed. Spring term.

25. Argumentation and Debate
   Basic theories and techniques of argumentation. Participation in inter-scholastic debate tournaments required. Fall term.

27. Creative Dramatics
   The history and development of creative dramatics and its relation to the educational philosophy of John Dewey. Through participation in classroom exercises and in the design and teaching of class sessions, students develop concepts and techniques of creative dramatics for use in elementary and high school teaching, small group conference work, and group counseling. Fall term in alternate years.

30. Introduction to Theatre
   The art and craft of the theater. Elements of technical production and direction culminating in the production of a one act play. Laboratory crew experience. Both terms.

31. History of Costume and Stage Make-up
   Study of fashion from early times to present day. Techniques of adapting historical designs into costumes for modern theater production. Concentrated study of make-up techniques for stage, cinema, and television. Fall term in alternate years.

32. Discussion and Parliamentary Procedure
   Basic forms of small group discussion and group dynamics processes; fundamentals of parliamentary procedure. Spring term. (Offered even number years.)

35. History of the Theatre
   Evolution of theatrical forms from the Greek through the 19th century. Theatre architecture and dramatic literature studied in relation to man's development. Fall term.

36. Theory and Practice of Public Address
   The study of canons of Classified Rhetoric, the theory of oral discourse and the ethics of speech communication. The course is designed to increase the student's competence in communication, his understanding of the rhetorical factors involved in speaking and writing. Required for English certification. Both terms.

38. Fundamentals of Persuasion
   Classical and contemporary theories of individual and institutional persuasion. Examining ethics of persuasion, motivational analysis, and non-logical appeals. Fall term. (Offered alternate years.)

40. Technical Theatre
   Study in the arts and crafts of the theatre. Emphasis on design, construction, and mounting of the production. Laboratory crew experience. Prerequisite, Speech 30. Spring term.

46. American and British Public Address
   History and criticism of models of eloquence of British Public Address of the 18th and 19th centuries, of American Public Address of the 19th and 20th centuries. Spring term. (Offered alternate years.)

48. Speech and Language in Human Affairs
   A linguistic-semantic study of speech and language in our culture; importance of language in perception, categorizing, and thinking. Fall term. (Offered alternate years.)

62. Readers Theatre

64. Direction
   History, theory, and techniques of directing, culminating in the production of an edited three act play. Laboratory crew experience. Prerequisite, Speech 30. Spring term.

95, 96. Independent Course
   For the occasional advanced student capable of independent study requiring library research and/or experimental work in the theater or the Communications Research Laboratory. Prerequisite, consent of instructor. Fall and Spring terms.

97. Seminar in Theatre
   Advanced study of such topics as acting, lighting, children's theatre.

98. Seminar in Rhetoric
   Advanced study of such topics as classical rhetoric, speech criticism, experimental methodology, listening.

203, 204. Drama Choros
   Analysis and interpretation of literature, both classical and contemporary, for group reading and program presentation. Fall and Spring terms.
One of the painting studios in the Art Building of the Janet Wallace Fine Arts Center. The complex—completed in 1965—also includes facilities for speech and dramatic arts, music and the humanities. All four buildings are linked by a central structure containing the Lila Wallace Garden Court, an art gallery and student and faculty lounges.
VI

COLLEGE PERSONNEL 1968-69

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Stuart G. Baird, Jr., B.A., Director, Information Services

Dean of the College: Kenneth P. Goodrich
Associate Dean: Jack L. Armstrong, B.A., M.A.
Counselor, Office of the Associate Dean: David B. Eckholdt, B.A., M.A.
Staff Associate in Projects Development: Louise F. Lowe, B.A., M.A.
Staff Associate in the Office of the Dean: Charles S. Ward, B.S., M.A.
Director of Admissions: William H. Gramenz, B.A., M.S., Ed.D.
Associate Director of Admissions: Alan G. McIvor, B.A., M.A.
Admissions Counselor: Margaret L. Dean, B.A.
Admissions Counselor: Julia A. Gerber, B.A.
Admissions Counselor: Edgar J. Laube, B.A.
Director of Audio-Visual Education: Robert A. Bauman, B.A., M.S.
Director of Educational Research: Jack E. Rossmann, B.S., M.S., Ph.D.
Director, Center for Improvement of Learning: Donald H. Hughes, A.B., Ph.D.

Director, International Center, and Managing Director, World Press Institute: James V. Toscano, B.A., M.A.

Assistant Director, International Center: Bruce G. McEwen, B.A., M.A.

Assistant Director, International Center: Mark Peacock, B.F.S.

Assistant Director, World Press Institute: James N. Dunlop, B.A., M.S.J.

Assistant Director, World Press Institute: C. Theodore Miller, B.A.

Librarian: James F. Holly, B.A., B.S. in L.S., M.A.

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Curriculum Laboratory Supervisor: I. Betty Burke

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Reference Librarian: Jean K. Archibald, B.S. in L.S.

Assistant Reference Librarian: Katherine Juenemann, B.A.

Acting Science Librarian and Reserve Book Librarian: Margaret Rude, B.A.

Registrar: Dorothy Grimmell

Director, Simulation Center: Ronald G. Kletsch, B.A., M.A., Ph.D.

Dean of Students: Fred Kramer

Associate Dean of Students: Sue Lund, B.A., M.A.

Assistant Dean of Students: James H. Whipple, B.A., M.S.

Director of Career Planning and Placement: Donald F. Knapp, B.A.

Assistant Director, Career Planning and Placement: Shirley Alpuerto, B.M., M.M., M.A.

Director of Counseling and Testing and Assistant Dean of Students: Lawrence A. Young, B.A.

Director of Financial Aid and Placement: Leonard M. Wenc, B.S., M.S.

Consulting Physician: William H. Watson, M.D.

Consulting Psychiatrist: Robert P. Bush, M.D.

College Nurse: Dorothy Jacobson, R.N.

Assistant Nurse: Barbara Haag, R.N.

Assistant Nurse: Bernadine Rancone, R.N.

Director of Student Activities: Jon R. Wendt, B.A., M.A.

Chaplain: John R. Bodo

Assistant Chaplain: Alvin C. Currier, B.A., B.D.

General Secretary: (to be named)

Associate General Secretary of the College: Ralph W. Anderson, B.A.

Associate General Secretary of the College: James C. Steeg, B.S.

Director of Alumni Affairs: A. Phillips Beedon, B.A., M.A.

Associate Director of Alumni Affairs: Alexander G. Hill, B.A.

Coordinator of Special Events: Margaret L. Day, B.A.

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Director of IBM Services: Lewis Dohman, B.A.

Director of Non-Academic Personnel: Dorothy Stanton

Superintendent of Physical Plant: Garth White

Chief Engineer: Milton J. Johnson

Director of Grounds: James Rognie

Executive Housekeeper: Geraldine Dobis

Maintenance Coordinator: Stanley Erickson

Director of Information Services: Stuart G. Baird, Jr.

Staff Writer, Information Services: Mary M. Hill, B.A.

Professors Emeriti

John Maxwell Adams, Chaplain, Professor of Religion (1947); B.A., Wabash College, 1923; B. D., McCormick Theological Seminary, 1926; D.D., Alfred University, 1940.

Raymond Jay Bradley, Professor of Education (1932); B.S., Cornell College, 1912; Ph.D., University of Minnesota, 1929.

Margaret M. Doty, Dean of Women (1920); B.A., Macalester College, 1914; M.A., Columbia University, 1927.

John Huntley Dupre, Professor of History (1946); B.A., Ohio State University, 1914; LL.B., 1916; M.A., 1927; Ph.D., 1932.
Georgiana Paine Palmer, Professor of Classical Languages and Russian (1929); B.A., Smith College, 1921; M.A., Smith College, 1924; Ph.D., University of Chicago, 1932.

Harvey M. Rice, President (1958); A.B., Concord College, 1929; M.A., West Virginia University, 1933; Ph.D., Ohio State University, 1938; LL.D., Concord College, 1961; L.H.D., Macalester College, 1968.

Chester Hines Shiflett, Professor of Chemistry (1929); B.A., Kingfisher College, 1921; M.A., Clark University, 1923; Ph.D., University of Minnesota, 1933.

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

Arthur R. Upgren, F.R. Bigelow Professor of Economics (1957); B.A., University of Wisconsin, 1920; Ph.D., University of Minnesota 1937.

Otto Theodore Walter, Professor of Biology (1922); B.A., State University of Iowa, 1916; M.A., 1917; Ph.D., 1923.

Frank Earl Ward, Professor of English (1926); B.A., Oberlin College, 1922; M.A., 1923.

Forrest Albert Young, Professor of Economics (1929); B.S., Monmouth College, 1922; M.A., University of Chicago, 1926; Ph.D., State University of Iowa, 1938.

*Leave of Absence, Fall Term, 1968-69.

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College Faculty

Evelyn Antonsen Albinson, Associate Professor of German (1947); B.A., University of Minnesota, 1941; M.A., University of Minnesota, 1944; Ph.D., University of Minnesota, 1967.

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

Jack Lynn Armstrong, Associate Dean, Assistant Professor of Psychology (1967); A.B., William Jewell College, 1958; M.Ed., University of Illinois, 1959; Ph.D., University of Minnesota, 1964.

Sherman Lawrence Asay, Instructor in Spanish (1968); B.A., University of Utah, 1962; M.A., Brigham Young University, 1965.


John C. Bachman, Associate Professor of Physical Education (1967); B.S., Springfield College, 1950; M.S., Springfield College, 1951; Ed.D., University of California, Berkeley, 1960.

Joel H. Baer, Instructor in English (1966); A.B., University College (NYU), 1960; M.A., Princeton University, 1965.


Henry M. Bair, Jr., Assistant Professor of History (1966); B.A., Furman University, 1957; M.A., Tulane University, 1959; Ph.D., Stanford University, 1968.

*Duncan Hall Baird, Assistant Professor of Political Science (1961); B.A., Yale University, 1939; LL.B., University of Michigan, 1942; M.A., University of Minnesota, 1960; Ph.D., University of Minnesota, 1962.

Robert A. Bauman, Instructor and Director of Audio-Visual Education (1955); B.S., University of Minnesota, 1954; M.S., Indiana University, 1962.

Martin Beckerman, Studio Instructor in Bas-soon (1964).

A. Phillips Beedon, Director of Alumni Affairs, Associate Professor of Journalism (1933); B.A., Macalester College, 1928; M.A., University of Minnesota, 1930.
Gary Berg, Studio Instructor in Classical Guitar (1968).

John Bernstein, Assistant Professor of English (1967); A.B., Haverford College, 1957; Ph.D., University of Pennsylvania, 1961.

Paul McCoy Berry, Professor of Sociology (1946); A.B., Pasadena College, 1931; M.A., College of Pacific, 1932; Ph.D., University of Southern California, 1960.

Edward D. Berryman, Studio Instructor in Organ (1963); A.B., University of Omaha, 1942; M.A., University of Minnesota, 1950; D.S.M., Union Theological Seminary, 1962.

Donald Betts, Associate Professor of Music (1959); M.M., Indiana University, 1959.

Roger Kellogg Blakely, Associate Professor of English (1946); B.A., Macalester College, 1943; M.A., University of Minnesota, 1949.

John R. Bodo, Chaplain, Professor of Religion (1968); B.D., Union Theological Seminary, 1942; Th.D., Princeton Seminary, 1952.

Douglas Bolstorff, Assistant Professor of Physical Education (1959); B.S., University of Minnesota, 1957; B.S., University of Minnesota, 1959; M.A., University of Minnesota, 1966.

C. Murray Braden, Professor of Mathematics (1956); B.S., Northwestern University, 1939; M.S., University of Minnesota, 1950; Ph.D., University of Minnesota, 1957.

Frances J. Brannon, Assistant Professor of Physical Education, Post-doctoral Research and Teaching Fellow (1968); B.A., Berea College, 1956; M.S., University of Tennessee, 1960.

Sheila L. Brewer, Instructor in Physical Education (1967); B.S., Wisconsin State University, 1960; M.S., University of Oregon, 1966.

Edward Brooks, Jr., Assistant Professor of Classics (1967); A.B., Harvard University, 1944; M.A., University of Minnesota, 1962; Ph.D., University of Minnesota, 1967.


Ivan Charles Burg, Assistant Professor of Journalism (1936); B.A., Macalester College, 1934.

Jane E. Burris, Studio Instructor in Piano (1960); B.A., Grinnell College, 1952; M.M., Indiana University, 1953.

Jerome G. Burtle, Adjunct Associate Professor of Chemistry (1962); B.S., Knox College; Ph.D., University of Illinois.

J. Donald Butler, James Wallace Professor of Religion (1961); A.B., University of Omaha, 1939; M.R.E., Biblical Seminary in New York, 1933; Ph.D., New York University, 1937.

Jean Andre Cadieux, Instructor in Philosophy (1966); B.A., University of Minnesota, 1960.

Ezra John Camp, Professor of Mathematics (1937); B.A., Goshen College, 1928; M.S., University of Chicago, 1932; Ph.D., University of Chicago, 1935.

***Anthony Caponi, Professor of Art (1949); B.S., University of Minnesota, 1948; M.Ed., University of Minnesota, 1949.

Sten C. O. Carlsson, Visiting Professor of History (1969); Ph.D., University of Stockholm.

Donald Dennis Celender, Assistant Professor of Art (1964); B.F.A., Carnegie Institute of Technology, 1956; M.Ed., University of Pittsburgh, 1959; Ph.D., University of Pittsburgh, 1964.

Alston S. Chase, Assistant Professor of Philosophy (1968); A.B., Harvard, 1957; B.A., Oxford University, 1961; M.A., Princeton University, 1963; Ph.D., Princeton University, 1967.

Lawrence Clamons, Instructor in Drumming (1967).


Richard Coleman Clark, Professor of German (1968); B.A., Temple, 1942; M.A., University of Pennsylvania, 1949; Ph.D., University of Pennsylvania, 1954.

Jean George Congdon, Adjunct Instructor in Speech & Dramatic Arts (1960); B.A., Wayne State University, 1947; M.A., University of Wisconsin, 1948.

Robert Jay Dassett, Jr., Assistant Professor of Spanish (1947); B.A., University of Minnesota, 1939; B.S., University of Minnesota, 1942; M.A., University of Minnesota, 1953.

***Donald Gilbert Dawe, Associate Professor of Religion (1961); B.S., Wayne State University, 1949; B.D., Union Theological Seminary, 1952; Th.D., Union Theological Seminary, 1960.

Richard Bruce Dierenfield, Associate Professor of Education (1951); B.A., Macalester College, 1948; M.Ed., Macalester College, 1951; Ed.D., University of Colorado, 1958.

Dorothy Dodge, Professor of Political Science (1955); B.A., University of Minnesota, 1949; M.A., University of Minnesota, 1950; Ph.D., University of Minnesota, 1955.

William P. Donovan, Associate Professor of Classics (1966); A.B., Washington University, 1951; M.A., Washington University, 1952; Ph.D., University of Cincinnati, 1961.

***Leave of Absence, Academic Year, 1968-69.
Robert E. Dye, Assistant Professor of German (1966); B.A., University of Utah, 1960; M.A., Rutgers University, 1963; Ph.D., Rutgers University, 1966.

Lincoln G. Ekman, Assistant Professor of Education (1962); B.E.E.-ASTP, New York University, 1944; B.E.E., University of Minnesota, 1947; L.L.B., Minneapolis College of Law, 1951; B.S., University of Minnesota, 1956; Ph.D., University of Minnesota, 1966.

Donald LeRoy Fabian, Professor of Spanish (1965); B.A., University of Chicago, 1941; M.A., University of Chicago, 1941; Ph.D., University of Chicago, 1950.

Thomas Llewellyn Faix, Assistant Professor of Education (1965); B.A., Princeton University, 1947; M.Ed., Harvard University, 1959; Ph.D., University of Wisconsin, 1964.

Adyline C. Felstad, Studio Instructor in Voice (1956); B.M., MacPhail College of Music, 1950.

Arthur S. Flemming, President, Professor of Political Science (1968); A.B., Ohio Wesleyan University, 1927; M.A., American University, 1928; J.D., George Washington University, 1933.

Richard Jackson Foster, Professor of English (1968); B.A., Oberlin College, 1949; M.A., Oberlin College, 1950; Ph.D., Syracuse University, 1957.


Louis Daniel Frenzel, Jr., Professor of Biology (1957); B.S., Texas State College, 1947; M.S., Texas State College, 1948; Ph.D., University of Minnesota, 1957.

Giles Y. Gamble, Instructor in English (1967); A.B., Earlham College, 1956.


Lucius Garvin, Executive Vice-President and Provost, Professor of Philosophy (1961); A.B., Brown University, 1928; A.M., Brown University, 1929; Ph.D., Brown University, 1933.

Lloyd Gaston, Assistant Professor of Religion (1963); B.A., Dartmouth College, 1952; Ph.D., University of Basel, Switzerland, 1967.

Jean Dudley Gayne, Instructor in Art (1963); B.S., University of Cincinnati; M.A., Columbia University.

Kenneth Paul Goodrich, Dean of the College, Professor of Psychology (1965); A.B., Oberlin College, 1955; M.A., University of Iowa, 1958; Ph.D., University of Iowa, 1959.

Charles Raymond Green, Associate Professor of Political Science (1965); B.A., Augustana College, 1957; M.A., University of Illinois, 1959; Ph.D., University of Illinois, 1960.

Alvin Greenberg, Associate Professor of English (1965); B.A., University of Cincinnati, 1954; M.A., University of Cincinnati, 1960; Ph.D., University of Washington, 1963.

Alexander Guss, Instructor in Russian (1963); B.S., Sophia University, 1956; M.S., Georgetown University, 1960.

Paul Halverson, Assistant Instructor in Piping (1967).

Dale Lester Hanson, Professor of Physical Education (1966); B.A., St. Olaf College, 1952; M.S., Mankato State College, 1956; Ph.D., Michigan State University, 1962.


Russell Byron Hastings, Professor of Physics (1929); B.A., Clark University, 1924; M.A., Clark University, 1925.

Douglas P. Hatfield, Assistant Professor of Dramatic Arts (1955); B.S., University of Minnesota, 1951; M.A., University of Minnesota, 1961.


Eddie P. Hill, Assistant Professor of Biology (1964); B.A., Nebraska State Teachers College, 1952; M.A., Colorado State College, 1957; Ph.D., University of Nebraska, 1962.

*Robert H. Hill, Instructor in English (1966); B.A., University of Nebraska, 1932; A.B., Princeton University, 1934.

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

Merrimon T. Hipps, Studio Instructor in High Brass (1966); B.M.E., Florida State University (1959); M.M., Manhattan School of Music (1961).

*Leave of Absence, Fall Term, 1968-69.
William Hoffman, Adjunct Assistant Professor of Sociology (1960); B.A., University of Minnesota, 1935; M.S.W., University of Minnesota, 1952.

James F. Holly, Librarian, Associate Professor (1959); B.A., Pennsylvania State University, 1939; B.S., Carnegie Tech., 1941; M.A., Pennsylvania State University, 1951.

*H. Arnold Holtz, Professor of Education (1946); B.S., Wisconsin State, 1940; M.A., University of Minnesota, 1944; Ph.D., University of Minnesota, 1959.

David Henry Hopper, Associate Professor of Religion (1959); B.A., Yale University, 1950; B.D., Princeton Theological Seminary, 1953; Th.D., Princeton Theological Seminary, 1959.

Yutaka Horiba, Instructor in Economics (1967); B.A., Knox College, 1964; M.S., Purdue University, 1966.

Peter A. Howell, Adjunct Associate Professor of Chemistry (1968); B.S., California Institute of Technology, 1950; Ph.D., University of Minnesota, 1955.

**Howard F. Huelster, Assistant Professor of English (1949); B.A., Macalester College, 1949; M.A., University of Minnesota, 1958.

Nancy Johansen, Assistant Professor of Education (1961); A.A., Stephens College, 1948; B.S., Wisconsin State College, 1954; M.A., University of Minnesota, 1956; Ph.D., University of Missouri, 1965.

Hildegard Binder Johnson, Professor of Geography (1947); M.A., University of Berlin, 1933; Ph.D., University of Berlin, 1934.

Raymond Gustaf Johnson, Assistant Professor of Psychology (1961); B.A., Augustana College, 1950; M.A., Syracuse University, 1952; Ph.D., University of Minnesota, 1967.

James Albert Jones, Associate Professor of Biology (1948); B.E., St. Cloud Teachers College, 1939; M.S., University of Minnesota, 1948.


Patricia L. Kane, Associate Professor of English (1947); B.A., Macalester College, 1947; M.A., University of Minnesota, 1950; Ph.D., University of Minnesota, 1961.


Sung Kyu Kim, Assistant Professor of Physics (1965); B.A., Davidson College, 1960; A.M., Duke University, 1964; Ph.D., Duke University, 1965.

Alvin J. King, Associate Professor of Music (1967); B.A., Ohio State University, 1941; B.Mu., Yale University, 1948; M.Mu., University of Colorado, 1950; D.Mu.A., University of Colorado, 1966.

Allan Marshall Kirch, Assistant Professor of Mathematics (1968); A.S., Joplin (Missouri) Junior College, 1956; B.A., University of Minnesota, 1958; M.A., University of Minnesota, 1960; Ph.D., University of Minnesota, 1967.

Ronald George Klietsch, Director, Simulation Center, Lecturer in Political Science (1967); B.A., University of Minnesota, 1956; M.A., University of Minnesota, 1958; Ph.D., University of Minnesota, 1961.

Clarence Paul Knuth, Instructor in Geography (1968); B.A., University of Michigan, 1951; M.A., University of Michigan, 1959.

Joseph D. E. Konhauser, Associate Professor of Mathematics (1968); B.S., Pennsylvania State University, 1948; M.A., Pennsylvania State University, 1955; Ph.D., Pennsylvania State University, 1963.

Gilbert J. Krueger, Assistant Professor of Physical Education (1966); B.A., Marquette University, 1952; M.A., University of Wisconsin, 1966.

Francis M. Kunkler, Instructor in Speech (1968); B.S., Southwest Missouri State College, 1962; M.A., University of Missouri, 1967.

Philip A. Lee, Jr., Assistant Professor of French (1966); A.B., Bowdoin College, 1956; M.A., University of North Carolina, 1961; Ph.D., University of North Carolina, 1967.


Peter G. Le Huray, Barclay Acheson Professor of International Studies (1968); M.A., Mus.D., Ph.D.

Henry Lepp, Professor of Geology (1964); B.S., University of Saskatchewan, 1944; Ph.D., University of Minnesota, 1954.

Ralph J. Lundeen, Professor of Physical Education, Director of Athletics (1954); B.S., University of Minnesota, 1946; M.Ed., University of Minnesota, 1947.

Jean Lyle, Instructor in Education (1964); B.A., State College of Iowa, 1950; M.S., University of Tennessee, 1954.

Margaret J. Maddux, Instructor in Physical Education (1968); B.A., Denison University, 1966; M.A., Sarah Lawrence College, 1968.

*Leave of Absence, Fall Term, 1968-69.
**Leave of Absence, Spring Term, 1968-69.
Michael J. Maley, Assistant Professor of Psychology, Post-doctoral Research and Teaching Fellow (1968); B.S., Massachusetts Institute of Technology, 1961; Ph.D., University of Minnesota, 1967.

Steve Robert Marquardt, Instructor in History (1968); B.A., Macalester College, 1966; M.A., University of Minnesota, 1968.

David W. McCurdy, Assistant Professor of Anthropology (1966); B.A., Cornell University, 1957; M.A., Stanford University, 1959; Ph.D., Cornell University, 1964.

David L. Mech, Assistant Professor of Biology, Post-doctoral Research and Teaching Fellow (1966); B.S., Cornell University, 1958; Ph.D., Purdue University, 1962.

David Meiselman, F.R. Bigelow Professor of Economics, Director of the Bureau of Economic Studies (1966); A.B., Boston University, 1947; M.A., University of Chicago, 1951; Ph.D., University of Chicago, 1961.

Celestia Anne Meister, Assistant Professor of English (1948); B.A., Macalester College, 1938; B.S., University of Minnesota, 1940; M.A., University of Minnesota, 1941.

Kenneth F. Metz, Assistant Professor of Physical Education (1967); B.S., Jamestown College, 1958; M.A., University of Maryland, 1959; Ph.D., University of Minnesota, 1967.

Raymond Charles Mikkelson, Assistant Professor of Physics (1965); B.A., St. Olaf College, 1959; M.S., University of Illinois, 1961; Ph.D., University of Illinois, 1965.

Walter D. Mink, Professor of Psychology (1958); A.B., Hiram College, 1950; Ph.D., University of Minnesota, 1957.

Rolf Mirus, Instructor in Economics (1968); M.A., University of Minnesota, 1967.

G. Theodore Mitau, Adjunct Professor of Political Science (1940); B.A., Macalester College, 1940; M.A., University of Minnesota, 1942; Ph.D., University of Minnesota, 1948.

Roger K. Mosvick, Associate Professor of Speech (1956); B.A., Macalester College, 1952; M.A., University of Minnesota, 1959; Ph.D., University of Minnesota, 1966.


David H. Nielsen, Instructor in Physical Education (1967); B.S., University of Maryland, 1965; M.A., University of Maryland, 1967.

Charles M. Norman, Instructor in English (1965); A.B., University of Louisville, 1958.


Michael Obsatz, Assistant Professor of Education (1967); B.A., Brandeis University, 1963; M.A., University of Chicago, 1964; Ph.D., University of Chicago, 1967.

Steven Orr, Instructor in Piping (1967).

Mary Gwen Owen, Director of the Drama Choros (1928); B.A., Macalester College, 1923; M.A., University of Minnesota, 1936.

Paul R. Parthun, Assistant Professor of Music (1967); B.Mus., American Conservatory, Chicago, 1954; M.Mus., University of Wisconsin, 1958.

Jack Patnode, Assistant Professor of English (1946); B.A., Macalester College, 1942; M.A., University of Minnesota, 1947.

John Patton, Studio Instructor in Voice (1967).

Helene Nahas Peters, Associate Professor of French (1961); M.A., University of Toulouse, France, French — 1939, English — 1949; Ph.D., University of Minnesota, 1954.

Jean Probst, Instructor in Mathematics (1966); B.A., Macalester College, 1949.

Albert L. Rabenstein, Associate Professor of Mathematics (1964); A.B., Washington & Jefferson College, 1952; M.S., West Virginia University, 1953; Ph.D., Massachusetts Institute of Technology, 1958.

Jeremiah Reedy, Instructor in Classics (1968); S.T.B., Gregorian University, 1958; M.A., University of South Dakota, 1960; M.A., University of Michigan, 1966; Ph.D., University of Michigan, 1968.

Irwin Daniel Rinder, Professor of Sociology (1968); B.A., University of Idaho, 1947; M.A., University of Chicago, 1950; Ph.D., University of Chicago, 1953.

Arthur Wayne Roberts, Assistant Professor of Mathematics (1965); A.A., Morton Junior College, 1954; B.S., Illinois Institute of Technology, 1956; M.S., University of Wisconsin, 1958; Ph.D., University of Wisconsin, 1965.

Edwin James Robinson, Jr., Professor of Biology (1963); A.B., Dartmouth College, 1939; M.S., New York University, 1941; Ph.D., New York University, 1948.


Katherine Sporerl Rose, Instructor in English (1968); B.A., Bennington College, 1964; M.F.A., University of Iowa, 1966.

Jack Eugene Rossmann, Director of Educational Research, Associate Professor of Psychology (1964); B.S., Iowa State University, 1958; M.S., Iowa State University, 1960; Ph.D., University of Minnesota, 1963.
Jerry J. Rudquist, Associate Professor of Art (1958); B.F.A., Minneapolis School of Art, 1956; M.F.A., Cranbrook Academy of Art, 1958.

Gene P. Sackett, Visiting Associate Professor of Psychology (1968); B.A., University of California, Riverside, 1959; M.A., Claremont Graduate School, 1963; Ph.D., Claremont Graduate School, 1963.

William Sadek, Jr., Instructor in Physical Education (1967); B.S., University of Minnesota, 1964; M.S., Bemidji State College, 1967.

William Saltzman, Associate Professor of Art (1966); B.S., University of Minnesota, 1940.

Karl C. Sandberg, Professor of French (1968); B.A., Brigham Young University, 1954; M.A., Brigham Young University, 1957; Ph.D., University of Wisconsin, 1960.

Ernest R. Sandeen, Associate Professor of History (1963); B.A., Wheaton College, 1953; M.A., University of Chicago, 1955; Ph.D., University of Chicago, 1959.

David B. Sanford, Assistant Professor of German (1966); B.A., University of Minnesota, 1959; M.A., University of Minnesota, 1962; Ph.D., University of Minnesota, 1966.


John R. Schue, Associate Professor of Mathematics (1962); B.A., Macalester College, 1953; Ph.D., Massachusetts Institute of Technology, 1959.

Sherman W. Schultz, Jr., Adjunct Instructor in Astronomy (1958); O.D., Illinois College of Optometry, 1945.

Albert Truman Schwartz, Assistant Professor of Chemistry (1966); A.B., University of South Dakota, 1956; B.A., Oxford University, 1958; M.A., Oxford University, 1958; Ph.D., Massachusetts Institute of Technology, 1963.

John Howe Scott, Associate Professor of Chemistry (1941); A.B., Clark University, 1930; M.S., State University of Iowa, 1931; Ph.D., State University of Iowa, 1933.

Charlotte M. Seguin, Instructor in German (1968); B.A., University of Minnesota, 1963.

Boyd Carlisle Shafer, James Wallace Professor of History (1963); B.A., Miami University, 1929; M.A., State University of Iowa, 1930; Ph.D., State University of Iowa, 1932.

Jack Woodward Shields, Instructor in Biology (1967); B.S., University of Wisconsin, 1960; M.S., University of Wisconsin, 1963.


John H. Sigler, Assistant Professor of Political Science (1968); A.B., Dartmouth College, 1953; M.A., Georgetown University, 1960.


Joan A. Sims, Laboratory Instructor in Biology (1964); B.A., University of Michigan, 1959; M.S., University of Michigan, 1960.

Emil John Slowinski, Professor of Chemistry (1964); B.S., Massachusetts State College, 1946; Ph.D., Massachusetts Institute of Technology, 1949.

James Richard Smail, Assistant Professor of Biology (1963); A.B., Oberlin College, 1957; Ph.D., University of Illinois, 1965.

Geoffrey S. Smith, Instructor in History (1967); B.A., University of California, Santa Barbara, 1963; M.A., University of California, Berkeley, 1965.

Otto M. Sorensen, Assistant Professor of German (1967); A.B., Stanford University, 1950; M.A., Stanford University, 1952; Ph.D., University of Washington, 1966.

David LeRoy Southwick, Assistant Professor of Geology (1968); B.A., Carleton College, 1958; Ph.D., Johns Hopkins University, 1962.

Sidney Gerald Sowers, Visiting Associate Professor of Religion (1968); B.A., University of Puget Sound, 1957; B.D., San Francisco Theological Seminary, 1960; D.Th., University of Basel, Switzerland, 1962.

Earl Spangler, Professor of History (1949); B.S., Oklahoma State University, 1941; M.A., Oklahoma State University, 1946; Ph.D., University of Oklahoma, 1960.

Lyman K. Steil, Instructor in Speech (1966); B.S., University of Minnesota, 1964.

Fred B. Stocker, Associate Professor of Chemistry (1958); B.S., Hamline University, 1958; M.S., University of Minnesota, 1955; Ph.D., University of Colorado, 1958.

Edward N. Strait, Professor of Physics (1965); B.A., University of Wisconsin, 1941; Ph.D., Massachusetts Institute of Technology, 1948.


William Alva Swain, Assistant Professor of Sociology (1948); B.A., University of Minnesota, 1946; M.A., University of Minnesota, 1952.

Gerald W. Thielbar, Assistant Professor of Sociology (1968); B.A., Seattle Pacific College, 1961; M.A., University of Minnesota, 1963; Ph.D., University of Minnesota, 1966.

***Leave of Absence, Academic Year, 1968-69.
Walter E. Thompson, Jr., Assistant Professor of Spanish (1967); B.S., Wayne State University, 1956; A.B., Wayne State University, 1960; M.A., Middlebury College, 1963; Ph.D., University of Illinois, 1967.

William Lawrence Thompson, Research Associate Professor of English Literature (1950); B.A., University of Maine, 1934; M.A., University of Maine, 1936; Ph.D., Stanford University, 1946.

Madeleine R. Titus, Studio Instructor in Classical Piano (1952); B.M., MacPhail College of Music, 1936.

Ross Tolbert, Studio Instructor in Low Brass (1968).

Charles C. Torrey, Assistant Professor of Psychology (1966); B.A., Swarthmore College, 1955; Ph.D., Cornell University, 1963.

Roger R. Trask, Associate Professor of History (1964); B.A., Thiel College, 1952; M.A., Pennsylvania State University, 1954; Ph.D., Pennsylvania State University, 1959.

Eric H. Wahlin, Studio Instructor in Cello (1965).

Dale E. Warland, Assistant Professor of Music (1967); B.A., St. Olaf College, 1954; M.A., University of Minnesota, 1960; D.M.A., University of California, 1965.

Gerald F. Webers, Assistant Professor of Geology (1965); B.S., Lawrence College, 1954; M.S., University of Minnesota, 1961; Ph.D., University of Minnesota, 1964.

Elizabeth P. Weeks, Instructor in Physical Education (1968); B.A., College of Wooster, 1960.

Gerald Weiss, Assistant Professor of Psychology (1965); B.A., Brooklyn College, 1953; M.A., University of Iowa, 1954; Ph.D., University of Iowa, 1965.

Hans W. Wendt, Professor of Psychology (1968); B.A., University of Hamburg, 1949; M.A., University of Hamburg, 1949; Ph.D., University of Marburg, 1952.

Henry R. West, Assistant Professor of Philosophy (1965); A.B., Emory University, 1954; M.A., Duke University, 1958; B.D., Union Theological Seminary, 1959; Ph.D., Harvard University, 1965.

*Franz Xavier Westermeyer, Director of Foreign Languages Laboratory, Assistant Professor of German (1947); B.A., St. Thomas College, 1941; M.A., University of Minnesota, 1955.

David B. White, Professor of Philosophy (1948); B.S., Northeastern State (Oklahoma), 1937; M.A., Oklahoma State College, 1939; Ph.D., University of Pacific, 1959.

Patricia Wiesner, Assistant Professor of Physical Education (1950); B.S., Iowa State Teachers College, 1948; M.A., University of Southern California, 1955.

Frank E. Williams, Director of Creative Project, Professor of Psychology (1965); B.S., University of Colorado, 1948; M.A., Stanford University, 1951; Ed.S., Stanford University, 1956; Ph.D., University of Utah, 1964.

Robert E. Willis, Visiting Assistant Professor of Religion (1968); A.B., Occidental College, 1955; B.D., San Francisco Theological Seminary, 1955; Th.D., San Francisco Theological Seminary, 1960.

M. Glen Wilson, Associate Professor of Speech & Dramatic Arts (1968); B.S., West Virginia University, 1948; M.A., West Virginia, 1949; Ph.D., Ohio State University, 1957.

Mary R. Wilson, Studio Instructor in Flute (1951); B.A., Macalester College, 1938.

Wayne C. Wolsey, Assistant Professor of Chemistry (1965); B.S., Michigan State University, 1958; Ph.D., University of Kansas, 1962.

Barbara K. Young, Instructor in French (1967); B.A., McGill University, Montreal, 1965; M.A., University of Toronto, 1967.

*(The following faculty members taught only during the 1967-68 academic year but were not listed in last year's catalog.)*


John Forster, Visiting Lecturer in Sociology (1967); B.A., Kent State University, 1952; M.A., University of Hawaii, 1954; Ph.D., University of California, 1959.

Gary Carl Gisselman, Adjunct Instructor in Speech & Drama (1967); B.A., Carthage College, 1962.

Arthur M. Harkins, Instructor in Sociology (1967); B.A., University of Kansas, 1959; M.A., University of Massachusetts, 1962.

Mohammed Lawal, Visiting Lecturer in Mathematics (1967); B.S., Bethune-Cookman College, 1964; M.S., Atlanta University, 1965.

John MacQueen, Barclay Acheson Professor of International Studies (1967); M.A., University of Glasgow, 1950; B.A./M.A., University of Cambridge, 1952.

Sally A. McNall, Instructor in English (1967); B.A., University of Oregon, 1963; M.A., University of Oregon, 1965.

*Leave of Absence, Fall Term, 1968-69.*
Pierre C. Oustinoff, Visiting Professor of French (1967); A.B., Columbia University, 1935; M.A., Columbia University, 1940; Ph.D., Columbia University, 1953.


Jenny H. Rajput, Instructor in Psychology (1967); B.S., University of Pittsburgh, 1957.

Friedrich Stockman, Assistant Professor of German (1967); Ph.D., University of Vienna, 1964.

Fay M. Thompson, Instructor in Chemistry (1967); B.A., University of Minnesota, 1963.

Natalie E. Torrey, Instructor in Psychology (1967); B.A., University of Pennsylvania, 1956; Ph.D., Cornell University, 1963.

Hermann Weber, Instructor in Classics (1967); Ph.D., University of Minnesota, 1968.

Mary Lou Wolsey, Instructor in French (1967); B.A., Mary Washington College of University of Virginia, 1958; M.A., University of Kansas, 1961; Certificat d'Etudes Francaises degré Superieur, University of Besancon, France, 1964.

### Departmental Assistants

- Robert Battin, Graduate Assistant in Art (1968); B.A., University of Minnesota, 1961.
- Jerry Bohn, Assistant to the Director of Language Laboratory (1963).
- Betty Bonniwell, Graduate Assistant in Speech & Dramatic Arts (1968).
- Lawrence C. Golden, Graduate Assistant in Political Science (1968); B.A., University of New Hampshire, 1965.
- Rute Helmen, Graduate Assistant in Physical Education (1968); B.A., University of Minnesota, 1961.
- P. A. Huijing, Graduate Assistant in Physical Education (1968).
- Philip E. Lundblad, Assistant to the Director, International Center (1968); B.A., Macalester College, 1966.
- Ronald G. McKechney, Graduate Assistant in Physical Education (1968).
- Roger Prestwich, Graduate Assistant in Geography (1968); B.A., University of Sheffield, England, 1964.
- John H. Santee, Chemistry Laboratory Stockroom Assistant (1965).
- H. Jay Vanderlinden, Administrative Assistant, Department of Music (1968); B.F.A.

### Residence Hall Staff

- Marian Anderson, Director, Wallace Hall
- Agnes Arnold, Director, Bigelow Hall
- Crystal Bole, Director, Doty Hall
- Ina Lyon, Day Receptionist, Doty and Turck Halls
- Helen C. Nelson, Night Hostess, Doty and Turck Halls
- Virgil Peterson, Director, Dayton Hall
- Sister Loretto Schneider, Counselor in Residence
- John Thorn, Director, Dupre Hall
- Ferryl Turner, Day Receptionist, Dupre Hall
- Viola Warnock, Day Receptionist, Summit House
- Hildegarde Weinhardt, Night Hostess, Wallace Hall
- Myrtle West, Night Hostess, Bigelow Hall
- Lois Westerberg, Counselor in Residence
- Robert Wilson, Director, Kirk Hall
Secretarial and Business Staff

Jeanne Aird, Typist, Office of Admissions
Renata Anderson, Stenographer, Office of Executive Vice-President and Provost
Gloria Applebaum, Secretary to Assistant Dean of Students
Cecilia Auger, Catalog Clerk-Typist, Library
Dorothy Barnes, Secretary, Library
Vivian Bauer, Catalog Preparations Clerk, Library
Betty Bland, Secretary, Psychology Department
Marianne Boerger, Clerk, Office of Admissions
Beverly Borchers, Secretary, Bureau & Department of Economics
Ruth Boyd, Clerk, Post Office
William Burns, Manager of Duplicating Services
Beatrice Capriotti, Secretary & Records Clerk, Development Council
Carolyn Carlson, Secretary, Religion Department
Mary F. Catlin, Secretary to Associate Dean of Students
Blanche Clay, Acquisitions Clerk, Library
Geraldine Cuff, Clerk, Printing & Duplicating Services
Janice Dickinson, B.A., Administrative Secretary, International Center
Marian L. Ecker, Night Switchboard Operator, Information Center, Student Union
Jean Francis, Gifts & Exchange Assistant
Mary Francis, B.S., Secretary, English Department
Freda Friedman, Secretary to Director of Food Services
Jean Friend, Coordinator of Information Center, Student Union
Irene Gerner, Manager, Post Office
Ann B. Grohs, Receptionist, Dean of Students’ Office
E. May Hamilton, Assistant to the Registrar
Mary Hampel, Catalog Assistant, Library
Marie Hannahan, Secretary, Director of Information Services
Dorothy Hegman, Secretary to the Chaplain
Elinor Hester, Secretary to Associate Director of Alumni Affairs
Jeannie Honhart, Acquisitions Clerk-Typist, Library
Bonnie Hultberg, Secretary, Education Department
Jean Jackson, Secretary, Audio-Visual Department
Susan J. Jewell, Receptionist-Clerk, Registrar’s Office
Rose Kaplan, Recorder, Registrar’s Office
Dwane Kastron, Technical Assistant, Art Department
Harlan King, Manager, College Mail Room
Christine Kirchner, Circulation Assistant, Library
Susan Kratochvil, Secretary, International Center
Helene Lee, Stenographer, Office of Admissions
Jane Lilleodden, Secretary to the Registrar
Joyce Madsen, Secretary to the Director of Student Activities
Dorothy Manthey, Secretary, Development Council
Lucile Mayo, Secretary to Director of Financial Aid
Maxine McDaniel, Secretary, Education Department
Alice McGroder, Accounts Payable, Business Office
Loretta Myers, Secretary, Music Department
Toby Nerenberg, B.A., Secretary, Political Science Department
Violet Neuhaus, Cashier, Business Office
Helen Newberg, Payroll Clerk, Business Office
Carole Nickelsen, Catalog Clerk-Typist, Library
Bernice Oliver, Periodicals Assistant, Library
Dora Olsen, Secretary, Physical Education Department
Audrey Olson, Receptionist, Winton Health Service
Shirley Olson, Stenographer, President’s Office
Marie Panger, Assistant to the Director of Creativity Project
Judy Patterson, Secretary, Biology Department
Jacqueline Peacock, Administrative Secretary to Executive Vice-President and Provost
Molly Perlman, Administrative Secretary to Dean of Students
Dorrine Peterson, Secretary to the Comptroller
Jacqueline Peterson, Secretary, Non-Academic Personnel Office
Winnifred Peterson, Assistant Cashier
H. Gene Plowman, Director of Food Services
Robert Price, Stacks Supervisor, Library
Bernice Rasmussen, Secretary, Office of Career Planning & Placement
Helen Reinecke, Administrative Secretary to the President
Nancy Rioux, Faculty Secretary
Mary Jane Robinett, Clerk-Typist, Creativity Project
Patricia Rothermel, Administrative Secretary
to Dean of the College
Shirley Saloka, Secretary to the Business Officer
Helen Savage, Clerk-Typist, Office of Admissions
Gladys Schaefer, Housemother, International Center
Sharon Schmidt, Secretary, Educational Research and Innovation
Glennis Schones, Secretary, Education Department
Betty Jane Schultz, Keypunch Operator, IBM Services
Edna Mae Seale, Interior Decorator and Accounts Payable, Business Office
Marjorie Setterholm, Research Clerk, Development Council
Lorraine Shimek, Clerk-Typist, Maintenance Office
Elli Sorenson, Acquisitions Clerk-Typist, Library
Esther Stahel, File Clerk, Office of Admissions

Wiladene Stickel, Secretary to James Wallace Professor of History
Violet Stober, Bookkeeper, Business Office
Evelyn Strom, Secretary to the Director of Alumni Affairs
Marlene Tatman, Secretary, Associate Dean
Russell Thompson, Purchasing Clerk, Business Office
Violet Thompson, Clerk, Mail Room
Serena Tsui, Catalog Clerk-Typist, Library
Mildred Utter, Secretary to Director of Counseling & Testing & Assistant Dean of Students
Joan Vanderbilt, Secretary, Office of Career Planning & Placement
Ruth Wallace, B.A., Receptionist-Secretary, Office of Admissions
Ruth Wilmer, Administrative Secretary to Vice-President for Financial Affairs
Ron Wyckoff, Bookstore Manager
Ruth Zeller, B.A., Receptionist-Secretary, International Center

**Summary of Registration 1967-1968**

**Summer Session 1967**

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<tr>
<th></th>
<th>Men</th>
<th>Women</th>
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<td></td>
<td>234</td>
<td>202</td>
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**Fall Term 1967-1968**

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<th>Grade</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>Freshmen</td>
<td>251</td>
<td>254</td>
<td>505</td>
</tr>
<tr>
<td>Sophomores</td>
<td>236</td>
<td>206</td>
<td>442</td>
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<td>Juniors</td>
<td>251</td>
<td>209</td>
<td>460</td>
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<tr>
<td>Seniors</td>
<td>188</td>
<td>177</td>
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<tr>
<td>Master of Education</td>
<td>3</td>
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<tr>
<td>Specials</td>
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<td>Total</td>
<td>951</td>
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<table>
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<th>Grade</th>
<th>Men</th>
<th>Women</th>
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<tr>
<td>Freshmen</td>
<td>250</td>
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<tr>
<td>Sophomores</td>
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<tr>
<td>Juniors</td>
<td>227</td>
<td>204</td>
<td>431</td>
</tr>
<tr>
<td>Seniors</td>
<td>188</td>
<td>162</td>
<td>350</td>
</tr>
<tr>
<td>Master of Education</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Specials</td>
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<tr>
<td>Total</td>
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<td>843</td>
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</table>

**Geographical Distribution**

**Fall Term 1967-1968**

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of Students</th>
<th>Percent of Student Body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramsey County (St. Paul Area)</td>
<td>300</td>
<td>16.48</td>
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<tr>
<td>Hennepin County (Minneapolis Area)</td>
<td>313</td>
<td>17.19</td>
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<tr>
<td>Minnesota (outside Twin Cities)</td>
<td>432</td>
<td>23.72</td>
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<tr>
<td>United States (excluding Minnesota)</td>
<td>729</td>
<td>40.03</td>
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<td>Foreign Countries</td>
<td>47</td>
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<td>Total</td>
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</table>
## Geographical Distribution (Continued)

### Fall Term 1967-1968

<table>
<thead>
<tr>
<th>State</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>Alabama</td>
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<td>Arizona</td>
<td>2</td>
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<td>Arkansas</td>
<td>1</td>
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<tr>
<td>California</td>
<td>13</td>
</tr>
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### Religious Preferences

**Fall Term 1967-1968**

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<td>Thursday Afternoon (only) Upper Class Advising and Change of Registration</td>
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<td>Friday Validation Upperclassmen</td>
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<td>September 7</td>
<td>Saturday New Students Registration</td>
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<td>September 9</td>
<td>Monday Classes Begin</td>
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<tr>
<td>October 11</td>
<td>Friday Spring and Summer Term Incomplete Grades Due</td>
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<tr>
<td>October 24</td>
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<tr>
<td>November 21-27</td>
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FORM OF BEQUEST

The corporate name of the institution is Macalester College.
Legal Form of Bequest: I give and bequeath to Macalester College, St. Paul, Minnesota, duly incorporated under the laws of Minnesota, the sum of ________________ dollars.
<table>
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2. Carnegie Science Hall
3. Weyerhaeuser Library
4. Admissions Office
5. Daniel Rice Hall (Men's Residence)
6. President's Home
7. Wood Hall
8. International Center
9. Bigelow Hall (Women's residence)
10. Wallace Hall (Women's residence)
11. Turck Hall (Women's residence)
12. Doty Hall (Women's residence)
13. Dupre Hall (Men's residence)
14. Dining Commons
15. Winton Health Service
16. Summit House
17. Student Union
18. Dayton Hall (Men's residence)
19. Kirk Hall (Men's residence)
20. Gymnasium and Pool
21. Field House
22. Olin Hall of Science
24. Janet Wallace Fine Arts Center
25. Macalester Presbyterian Church
26. Stadium, Football Field and Track
27. Baseball and Athletic Field
28. Frederick Weyerhaeuser Memorial Chapel
29. Alumni House