OVERVIEW

Purposes and Goals
Macalester is a liberal arts college intent on placing the individual in perspective with his role in a changing world. As such, it is an educational community engaged in the process of continuing renewal.

Macalester students have the opportunity to discuss, reflect upon and apply what men have thought, felt and accomplished in the arts, humanities and sciences for generations past. Equally important, the educational community is involved in many ways with the diverse problems and issues of our time.

Within the Macalester community, respectful concern is paid to the rights, needs and judgments of the individual.

Based upon these ingredients, Macalester assists the student in developing an appreciation for knowledge, a capacity for understanding and the desire for a life of continuing self-education.

Academic Program
The education of the Macalester student 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.
OVERVIEW

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.

An Urban Location
Macalester’s 50 acre campus is located in a St. Paul residential area about midway between the center of downtown Minneapolis and St. Paul — the Twin Cities. This metropolitan area of 1,800,000, one of the largest industrial, scientific, educational and business centers between Chicago and the West Coast, provides Macalester students with an opportunity to share in the intellectual and cultural diversity of an urban center. 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 Minnesota 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 traditional and experimental 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 learn firsthand the many 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.

Historical Sketch
Chartered in 1874, “to afford instruction in English literature, in Ancient and Modern Languages, in Mathematics, the Natural Sciences, and the Professions,” Macalester College opened its doors to students in 1885. Named for a generous donor of Scottish ancestry, Charles Macalester, the College was the continuing successor of Baldwin Academy (1853), Saint Paul College, and Jesus College, all of which had been established by its founder and first president, Edward Duffield Neill, a distinguished minister and educator who had also served as secretary to President Lincoln. In 1880, the College was adopted by the Presbyterian Synod of Minnesota and, though independent of church control, continues among the colleges related to the United Presbyterian Church. From the beginning some women students were admitted to the College, and in 1893 the College became fully coeducational.

The first few decades of the life of the College were marked by the dedicated scholarship and the courageous endeavors of its leaders to keep the College solvent. Especially notable were the sacrificial efforts of Dr. James Wallace, President of the College (1894-1906) and teacher of Greek (1887-1927), who wrote with deep feeling that “the educational road from the old log college to present has been long and arduous . . . and many have been the heroic men that have fallen in that weary way.”

The second quarter of the present century found the College both academically sound and sufficiently, though not bountifully, supported and committed, under the leadership of President Charles J. Turck, to the broadening
of its base of community service. To the stream of ministers and other professional men and women who had graduated from the College were added, in enlarged numbers, teachers, nurses, scientists, civil servants and statesmen. The College was also distinguished by its significant program for foreign students and its lively interest in civic and national affairs.

In recent years the generous gifts of many friends, including the challenge gifts of Mr. and Mrs. DeWitt Wallace, have enabled the College to make marked advances. During this period, the College has been engaged in a concerted effort to lift its academic capacity to a maximal level. The Faculty has been substantially strengthened. The quality of the student body has been greatly enriched. And the academic and co-curricular programs have been given a new flexibility designed to meet the individual needs of students.

In attempting now to clarify continuously revised objectives designed to meet the changing conditions of a new day, the College seeks also to preserve the best in its own rich heritage.

The endowment of the College has grown from $25,000 in 1885 to $27,732,000 (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 $20 million. The College is nearing the successful completion of a $32 million Challenge Program begun in 1963 to provide endowment for great teaching and facilities for learning.

Foundation for Higher Education
The Macalester Foundation for Higher Education was established by the Board of Trustees to consider some of the pressing issues confronting the field of higher education, particularly in the areas of governance. A Board of Directors with the responsibility for developing and implementing the Foundation's program will be created in 1969-70.

Degrees and Accreditation
The Bachelor of Arts degree is awarded to students who fulfill the requirements for graduation. 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 Association 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, the American Association of Colleges for Teacher Education and Associated Colleges of the Midwest. Macalester also holds a Phi Beta Kappa charter.

*The College stopped admitting students to the M.Ed. Program June 1, 1968. Students admitted previously and making normal progress will be permitted to continue their work toward the M.Ed. degree until the summer of 1972.
Student Services
One of the primary concerns of each individual student is to develop a plan for a student career at Macalester that moves him ahead toward a personal educational goal.

A college student lives in an environment unique for its resources for learning. The challenge facing each student is how best to utilize those resources for his own personal growth. However, uncertainty about individual strengths and weaknesses and confusion about the myriad opportunities the future holds are faced by most students. In order to assist the student with his personal planning, self-assessment and wise utilization of College resources, comprehensive advising and counseling services are available.

During the orientation period, freshmen begin to learn first hand the educational resources available to them. The student resident counselors work closely with individuals and small groups of students during the first week on campus. During this period, the student examines and discusses his educational goals and plans his college program with his faculty adviser. While individual students are responsible for making their own decisions regarding their academic courses, faculty advisers continue to serve as resources and counselors during the educational career of the student.

A program of placement-testing in foreign languages and mathematics assists the faculty in placing students at the correct level for continued study in such courses. Additional vocational-interest and psychological-assessment tests are also given so the results will be available for students to use later in the year for further individual counseling on educational plans with a professional counselor in the Office of the Dean of Student Services.

As a student progresses through the first term and year, numerous questions about his educational progress and plans arise. In addition to the faculty with whom he works in the classroom and his faculty adviser, professional counseling resources are available to assist in examining educational, career, social and personal issues and problems. The extensive counseling and psychological services include:

- The Office of the Coordinator of Advising, Psychological Services and counseling, which offers specialized psychological counseling and testing and the referral services of a psychiatrist.

- The Counselors-in-Residence are professional counselors who reside in or have offices in each of the residence halls and who assist students to focus on issues of personal and educational growth and development in and out of the classroom. Their services are available to all students whether they reside in the residence halls or not.

- The Office of the Coordinator of Academic Advising assists individual students with academic planning, and counsels with students who experience academic difficulties.

- The Office of Career Planning and Placement provides vocational and career counseling for all students, freshmen through seniors. Extensive files, pamphlets and information sheets on careers are maintained for use by all students. The emphasis of the office is to assist individual students to make use of all possible opportunities during their years at College — in student activities, volunteer service experiences, part-time jobs off and on campus — and to learn through involvement and experience more about their interests and abilities. The office assists students in locating internships in business, hospitals, government agencies, private agencies, laboratories and professional offices on a part-time basis during the academic year and full-time during the summer. Special stipends are available for some of these programs to assist students in positions in which the salaries are limited.

- The office also provides counseling on professional and graduate school planning in cooperation with faculty advisers and departmental chairmen. An extensive library of graduate catalogs and information on assistantships and fellowships are available.

One of the primary services is the job placement service for seniors. Counseling on job opportunities, scheduling of job interviews with representatives of industry and specialized agencies such as the government, Peace Corps, and the maintenance of reference credentials are all part of this placement service.

The Department of Education 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.
Macalester’s Katharine Ordway Natural History Study Area borders the Mississippi River about one-half hour from the campus.
Involvement and Decision Making in the College Community
While the central concerns of students and faculty revolve around the educational content of the academic program of the College, all members of the campus community, by virtue of their individual and common goals in the same institution, are part of an on-going, inter-related and dynamic college community. The student community, the faculty, the staff, the administrative officials and the Board of Trustees are all part of a complex college society.

Planning for improvements and change, reaction to new problems, developing program and budgets all require decision-making machinery that is responsive to the needs and realities of a college society and the greater society of which the College is a part.

Macalester has striven to respond to this challenge by recognizing that students as well as faculty, administration and trustees have a serious stake and role in defining the directions and emphasis of the educational program and the quality of campus life.

Students serve as voting members on the following College committees that make policy recommendations to the faculty or college administration:
- Curriculum, Out-of-Class Activities, Admissions and Financial Aid Policy Committee
- Campus Planning Committee
- Library Committee
- International Program Advisory Committee.

Students also have a chance to voice their views directly at faculty meetings, where individual students are given the opportunity to speak and participate in discussions of the faculty. The Board of Students has opportunities to share their concerns and views with the Board of Trustees, both through frequent and regular meetings of student officers, administrative officials, faculty representatives and Board of Trustee representatives and as members of the various committees of the Board of Trustees. The President also meets weekly with leaders of the student government and other representative students involved in campus programs and organizations.

One of the most significant achievements growing out of an intensive student-faculty cooperative study was the statement on “Student Rights, Freedoms and Responsibilities at Macalester College” approved by the student body and the faculty in May of 1969. This comprehensive document details the rights that members, organizations and publications of the College community are guaranteed and includes a statement of regulations concerning conduct of members of the Macalester College Community.

The Macalester College Student Government (MCSG)
The major organ of the Macalester student government is the Community Council. It provides official representation for the student body in the governing of the College and fulfills 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 selects voting members for various joint committees and committees of the faculty and Board of Trustees. It also sets general policies in such areas as financing of student activities and organizations, student government elections and publications.

Community Council includes a president and vice-president elected by the entire campus community: Eight representatives of the off-campus students; twelve representatives of the residence hall students; a representative from the College administration and a representative of the faculty. Half of the members are elected in the spring and half in the fall.

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.

In addition to the Community Council, the MCSG includes a Publications and Communications Board, a Program Board, a Residence Hall Policy Council, a judicial system and various standing and ad hoc committees.
HOUSING AND CAMPUS ACTIVITIES

Student Housing
A student's living arrangements and relationships are influential factors in his personal development. A residence hall is a miniature community, providing an opportunity for the student to receive some of his most effective education in human relations. The counselors-in-residence and the resident counselors cooperate with the student residence hall councils in planning and encouraging an active intellectual and social life.

The College believes that group living experience in residence halls is an important part of one's education and therefore requires that new students not living at home reside in a residence hall or a college-owned house during his first year. The College also places the primary responsibility for the policies governing the residence halls with the residents of the halls. Each residence hall has a council which establishes and enforces policies under delegation of authority from the Residence Hall Policy Committee which has been officially designated by the faculty to establish policy regarding the residence halls. The Residence Hall Policy Committee has established a housing pattern that has made most of the residence halls coeducational.

Religious Life
The College offers a variety of opportunities for developing understanding and commitment in the area of religion. The Weyerhaeuser Memorial Chapel, dedicated in the spring of 1969, serves as the center for an extensive program of religious activities. It contains a highly flexible, ecumenical worship center seating 375 and, downstairs, the Office of the Chaplain, conference and reading rooms, and a lounge which, on weekends, serves as a student coffee house (Kurios House) offering informal religious and cultural programs. Chapel services, held once during the week, are designed entirely by students. Sunday Vespers are celebrated as a co-operative venture of the Macalester religious community and the Protestant, Catholic and Jewish congregations in the area. Periodically the Chaplain's Office sponsors a lecture or series of lectures by a prominent religious leader, lay or clergy. The Chaplain's Office and its student intern staff also assist a variety of campus religious organizations, some of them ad hoc, others formally organized. The latter include the Macalester College Christian Movement (MCCM), and the Inter-Varsity Christian Fellowship, as well as Catholic, Jewish, and Christian Science fellowships.

Other student religious organizations related to the Chaplain's Office are the Church Vocations Fellowship; Project Reconciliation (a student speakers' bureau for churches and church groups); and the Chapel Choir, which is closely related to the Music Department.

Campus Organizations and Activities
The MCSG and various other student organizations on campus provide a variety of social, educational, cultural and recreational activities. The Program Board is elected each spring to oversee dances, lectures, concerts, the Mac Cinema film series and other special events. The Program Board attempts to provide quality activities of interest to Macalester's diverse student body. The office of Student Activities assists the Program Board and campus organizations in their various functions.

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 College 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, the College Orchestra and the Pipe Band. Student publications include the Mac Weekly (campus newspaper), The Mac (yearbook), The Chanter (literary) and the Spotlight (directory). KMAC is the campus radio station.
Athletic related organizations are: Ski Club, Cheerleaders, Scots 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 Committee for Peace in Vietnam, SPAN, Black Liberation Affairs Committee (BLAC), Young DFL, Young Republicans and Young Socialists.

**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 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.

**Winton Health Service**
The Winton Health Service is located at 1595 Grand Ave. and offers a consulting physician from 9 to 11:30 a.m., Monday through Friday. A registered nurse is on duty from 7:30 a.m. to 8:30 p.m., Monday through Friday. Saturday hours are 8 a.m. to noon.

Services available include consultation with the physician, laboratory facilities, physiotherapy which includes whirlpool diathermy, ultra sound machine, services of a part-time physical therapist, infra-red lamp, ultraviolet lamp (the use of ultra-violet lamps in the residence halls or rooming houses is not permitted) and the X-ray machine for limited use. All cases requiring major surgery and all serious illnesses and accidents 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 free.

A voluntary plan of accident insurance is available to students. The policy provides reimbursement up to $2000 for each accident for any medical expenses originating from an accident in which the student is injured. The plan protects all participating students 24 hours a day for the school year, September through June. Full protection is assured during interim vacations and participation in all activities including athletics.

The premium is added to the student’s account.

Hospital, Medical and Surgical Group Insurance with Blue Shield is also available at favorable group rates to all students. Premiums for this coverage are payable in October for the 12 month period beginning November 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 180,000 cataloged volumes. The library receives nearly 1,500 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 $160 per student.

During most of the academic year the Weyerhaeuser Library and the Olin Science Library are open and staffed as follows:
Fall Term, Interim Term, Spring Term

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<th>Weyerhaeuser Library</th>
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<td>7:30 a.m.-12:00 midnight</td>
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<td>Saturday</td>
<td>9:00 a.m.-10:30 p.m.</td>
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<td>Sunday</td>
<td>2:00 p.m.-12:00 midnight</td>
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Summer Term

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Holiday and Reading Days 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, and 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 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.

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 (Education Fund Raising), and Type C (Publications). This official publication of the Association is the Macalester College Bulletin.

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 dedicated May 25, 1969.

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 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.
Macalester’s first buildings, seen from the intersection of Summit and Snelling Avenues about 1890.
Old Main for years housed the entire College. Its East wing was begun in 1884 and was dedicated, along with several homes built for faculty, Sept. 16, 1885, when Macalester College formally opened with thirty-six students and seven faculty members. The East wing cost $30,000 and originally housed the dining room, kitchen, laundry and furnace in the basement; classrooms, a reception room and the chapel on the main floor; and 10 double dormitory rooms on the second and third floors. The rest of the structure was completed in 1888 and cost $60,000. Old Main has been remodeled and renovated as the physical plant has grown. Today it houses administrative office, classrooms and the Departments of History, Philosophy, Political Science, Religion and Sociology and Anthropology.

Carnegie Science Hall, a gift of philanthropist Andrew Carnegie, was built in 1910 and still houses three science departments — Biology, Geology and Psychology — which will occupy the Harvey M. Rice Hall of Science (now under construction). Carnegie also houses Geography and Economics and Business, which includes Macalester's Bureau of Economic Studies.

Wallace Hall, dedicated in 1907, was named to honor James Wallace, fifth president of the College and a member of the faculty for 52 years. It is a residence hall for 124 students.

Shaw Athletic Field, which was dedicated at the opening of the 1909 school year, was named in honor of Prof. Thomas Shaw, a former president of the Board of Trustees, who was instrumental in developing the athletic program. Relocated in 1963 at the southeast corner of the campus, it includes a stadium built in 1964 with an interior remodeled in 1969 to house 23 students. It also has football and baseball fields and a track which was the first in the nation to be surfaced with the Tartan Brand all-weather, non-slip material developed by 3M Co.

The Gymnasium, dedicated in 1924, includes a swimming pool, indoor track, handball courts, kinesiological laboratories, locker rooms and offices.

Kirk Hall, first occupied in 1926, is named in honor of the late E. B. Kirk, longtime trustee of the College. It is built on a quadrangle plan in nine sections, all opening onto a central court, and arranged in suites of study rooms with adjoining bedrooms. It houses 142 students.

The Weyerhaeuser 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 services and its closed-circuit television system.

Bigelow Hall, completed in 1947, was named in memory of Charles H. Bigelow, chairman of the Board of Trustees from 1925 to 1936, and Frederic R. Bigelow, his brother who succeeded him as chairman from 1937 to 1946. The building houses 110 students.

Stella Louise Wood Hall, 1645 Summit Ave., houses the Education Department and is named in honor of Stella Louise Wood, who founded Miss Wood's Kindergarten and Primary Training School in 1897. The school became part of Macalester College in 1949. The Education Department administers the Macalester Children's Center.

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 students.

The Student Union, dedicated in 1952, houses student organization offices, grille, bookstore, post office, information center and the Office of Student Activities. Its two-story Cochran Lounge is used for social and academic functions and the James Room is used by seminar groups.

Winton Health Service, which was first used in 1952, houses clinic services including offices, examination, physical therapy and X-ray rooms, a laboratory, wards and an isolation room. It also houses the Office of Counseling and Psychological Services. Named in memory of the late Mr. and Mrs. Charles J. Winton, it was the gift of their three children, Mrs. Carl W. Jones, Charles J. and David J. Winton.

The Field House, dedicated in 1956, is connected to the gymnasium and includes classrooms and offices in addition
to athletic facilities. Its floor is covered by 3M's Tartan surfacing.

Dayton Hall, completed in 1957, houses 132 students and was named in honor of George D. Dayton, who was a Trustee of Macalester from 1894 until his death in 1938.

Turck Hall, a residence for 150 students, was opened in 1957 and named in honor of Charles J. Turck, president of the College from 1939 to 1958.

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

Doty Hall, named to honor Margaret MacGregor Doty, dean of women emeritus, was opened in 1964 and houses 161 students.

Dupre Hall, a residence for 280 students completed in 1964, is named in honor of the late J. Huntley Dupre, a former dean of the College and professor of history.

The Dining Commons, opened in 1964, accommodates 700 diners at a time in the main dining room on the second floor. The building also includes kitchen and dining facilities for special groups.

The Janet Wallace Fine Arts Center, a gift of DeWitt and Lila Acheson Wallace, founders and co-chairmen of the Reader's Digest, is named in honor of Mr. Wallace's mother. The complex is made up of four separate facilities housing art, music, speech and dramatic arts and the humanities, all linked by a central building containing the Lila Wallace Garden Court, faculty and student lounges and exhibition galleries. It was dedicated Oct. 26, 1965.

Olin Hall of Science, made possible by a gift of the Olin Foundation, houses the Departments of Chemistry, Mathematics and Physics and Astronomy. Dedicated May 17, 1965, its facilities include a science library, planetarium, astronomical observatory, electron microscope and computer services.

The Katharine Ordway Natural History Study Area comprises nearly 280 acres of land bordering the Mississippi River about a half-hour's drive southeast of the campus. Its ecological features include a lake, two forests, several ponds, springs, marshes and prairie land. The area also contains a laboratory-field station with research and lecture facilities and eating and sleeping accommodations. It is the gift of Katharine Ordway, sister of Macalester Trustee Richard Ordway.

The Weyerhaeuser Memorial Chapel, a hexagonal, glass-walled structure, was dedicated on May 16, 1969. It is a gift of members of the family of Frederick Weyerhaeuser, who was a Trustee of the College from 1957 until his death in 1961. His widow is a member of the Board of Trustees.

Harvey M. Rice Hall of Science, made possible by a grant from the Olin Foundation, will be attached to Olin Hall of Science and is scheduled to be available for classes in the fall of 1970. It will house the Departments of Biology, Geology and Psychology. It is named to honor Dr. Rice, president from 1958 to 1968.

The Simulation Center, opened in 1968 at 138 Cambridge Street, is operated by the Political Science Department in conjunction with various other academic departments to enable students to design and operate simulated models of actual relationships in social, political and economic situations.

The Hugh S. Alexander Alumni House, dedicated May 25, 1969, is named to honor the late Dr. Alexander, an 1899 graduate of Macalester who was chairman of the Geology Department for 42 years before his retirement in 1948. The 14-room building at 1685 Lincoln Avenue houses the alumni staff and facilities for a variety of activities and services.

Black House, a center for Afro-American programs, is located at 1626 Portland Avenue.

The Business Office, Financial Aid Office and Office of the General Secretary are located in a building at 77 Macalester Street, which the College acquired in 1969.
KEY TO MAP
1 Old Main
2 Carnegie Science Hall
3 Weyerhaeuser Library
4 Weyerhaeuser Memorial Chapel
5 77 Macalester Street
6 Alumni House
7 Children's Center
8 Daniel Rice Hall
9 President's Home
10 Wood Hall
11 International Center
12 Black House
13 Wallace Hall
14 Bigelow Hall
15 Turck Hall
16 Doty Hall
17 Dupre Hall
18 Dining Commons
19 Winton Health Service
20 Summit House
21 Admissions Office
22 Student Union
23 Dayton Hall
24 Kirk Hall
25 Gymnasium and Pool
26 Field House
27 Stadium, Football Field and Track
28 Olin Hall of Science
29 Harvey M. Rice Science Building
   (occupancy — 1970)
30 Janet Wallace Fine Arts Center
   a Speech and Dramatic Arts
   b Music
   c Humanities
   d Art
31 Simulation Center
Admissions Policies
Any person may apply for admission to Macalester College. All applications will be equitably considered by the Admissions Office, and no applicant shall be barred from admission to the College on the basis of race, religious preference or national origin. The quality of students and faculty who make up the College is of basic importance in determining the impact that the educational process will have on an individual. It is essential that the student have the opportunity to live and study with others who can contribute insights into people and events that his own background may have failed to provide. The College therefore strives to insure that both students and faculty represent varied economic, social and cultural backgrounds.

General Information
The formal admissions application blank may be obtained by writing to the Office of Admissions, Macalester College, St. Paul, Minnesota 55101. Since the Macalester application must be filed in every instance, Minnesota applicants are advised not to file the “Minnesota College Admission Form” which is sponsored by the Association of Minnesota Colleges. The application should be accompanied by a non-refundable application or service fee of $15.

Methods of Application
REGULAR APPLICATION METHOD
Candidates electing the regular application method are encouraged to file their applications no later than January 15. Since regular applications will be reviewed during the month of February and decisions mailed to candidates early in March, the required College Board Examinations must be taken no later than the January series of tests.

EARLY DECISION PLAN
Macalester’s modified early decision plan requires that applications be filed no later than December 31 and that the required College Board Examinations be completed no later than the December series of tests. Students making application under the early decision plan are expected to rank in the top fifth of their graduating classes. These candidates will normally receive word concerning the action on their applications during the month of January and they are expected to make non-refundable tuition and residence hall deposits within 15 days of the date of the letter of approval. If financial aid is required by these candidates, it is essential that the Parents’ Confidential Statement is filed sufficiently early to allow the processed form to arrive in the Admissions Office no later than early January.

SINGLE APPLICATION METHOD
As a member of the Associated Colleges of the Midwest (ACM), Macalester offers applicants who wish to apply to more than one ACM school the opportunity to apply to three colleges through the single application method (SAM) for a single application fee of $15. The SAM method of application should be used only if the applicant is interested in two or more colleges of the Associated Colleges of the Midwest and is willing to state his order of preference among the ACM colleges. SAM applicants should take the required College Board tests no later than the December series of tests. More detailed information concerning the plan is available through the Admissions Office.

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 $50 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.

Expenses

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 $15 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.

Students approved for admission to college residence halls are required to deposit an additional $50, which will be credited against their room costs.

Parents of Macalester students desiring to meet educational costs in 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 1969 is $1,800 per year.

Interim Term Tuition
Fulltime academic year student ...... No additional charge
Fulltime, first term, December graduating student ............... No additional charge
Fulltime one term student ............ $ 85.00
Special or part-time student .......... 170.00
Studio or private music lessons ...... Negotiated

Other Fees
Audit fee — per course ............... $10.00
Music fees — private lessons:
Fulltime student — per term ........ 60.00
Special students — per term .......... 70.00
Class lessons in piano — per term .... 20.00
Validation and registration after the scheduled period each term is subject to a fine of $5 per day for each late day.

Room and Board Charge 1969-70
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 Faculty.

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 refund.

Residence Halls
Macalester College accommodates approximately 65 per cent of its students in campus residence 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 $50 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 $50. 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.
Financial Aid
Macalester provides a variety of financial aids to fulltime students through scholarships, grants-in-aid, work opportunities and loans.
The type and amount of aid varies according to the student's need, scholastic standing and contributions to extra-curricular activities.
Financial aid from the College and other sources is viewed as supplementary to the efforts of the student and his family.
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 need 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
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.

ENDOWED SCHOLARSHIPS
A number of endowed scholarships are available as a result of generous 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 who have shown superior academic performance.

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.

EXPANDED EDUCATIONAL OPPORTUNITIES
A program to expand educational opportunities for students whose opportunities for higher education have been restricted by their economic and cultural backgrounds was begun in the 1969-70 academic year. The program provides total assistance for 75 students of exceptional financial need. Sixty of these students must come from racial minority groups.

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 $15 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:

Office of Admissions
Macalester College
58 So. Snelling Avenue
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.
Honors Program
The purposes of the Honors Program are: to afford certain students an exceptional opportunity to develop their potential for originality; to explore the ramifications of their discipline with a minimum of ancillary requirements; and to teach them subject matter related to their major and their original scholarly and artistic work, in a manner especially designed for them.

A student interested in entering the Honors Program of a department may apply as early as the middle of his sophomore year or as late as the second term of his junior year. Admission to the Honors Program is by vote of the Faculty Curriculum Committee upon recommendation by at least two faculty members. Normally the applicant must have earned a grade point average of 3.0 or higher, but the grade point average requirement is relaxed if other evidence is shown that the student can perform well in the Honors Program.

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. Inter-disciplinary 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 determined by the department. Common formats are independent studies, seminars and Honors sections in regular courses.

A Student must take at least three Honors courses in the three successive semesters before graduation. (When he enters as a senior, he may be granted an exception.) An outside examiner evaluates the quality of the student’s Honors work, and the student may be recognized by the examiner as graduating with Honors or Special Honors. If the outside examiner does not recommend a degree with Honors, the department chairman judges whether the student should receive a degree.

Special privileges often are given to allow the student to give additional time to Honors work. A student may be dropped from the Honors program if his department chairman, faculty adviser and thesis adviser agree that he is not maintaining a superior level of achievement in Honors work and satisfactory achievement in his other courses.

Information on specific department’s Honors programs should be obtained from a member of the faculty in the department.

Overseas Programs
Overseas programs for academic credit are coordinated through the International Center in conjunction with appropriate academic departments. Students interested in studying abroad should contact the International Center as early as possible. Programs offered which contain options for course credit are described below:

a. Language Programs
The French, German, Spanish and Russian Departments offer semester-abroad programs for intensive study in a language. All programs are for one term, and both Summer and Interim Term may be included in the programs.

(1.) The French Department has a semester-abroad program at Avignon, a branch office of the Institute of American Universities. Students should be in their sophomore or junior year and have completed at least one of the following French courses — 51, 52 or 53. Students selected for Spring 1970 also will be required to take the Interm course in Paris.

(2.) The German Department has a semester-abroad program at the University of Vienna. Summer School during July and August is required in addition to the Fall term. Students must have completed German 32 or its equivalent to be eligible for the program.

(3.) The Spanish Department’s semester-abroad program is based in Madrid and is affiliated with the Institute of European Studies. Students should have sophomore or junior standing, good scholastic status and have completed Spanish 32 or its equivalent.

(4.) The Russian Department offers a semester-abroad program at the University of Oklahoma’s Munich Center for Russian language and Soviet Area Studies. Students should have at least a 2.0 average and preferably completion of Intermediate Russian.

b. College of Europe at Bruges, Belgium
A student may choose to apply for Spring Term study of European integration at the College of Europe in Bruges. There is no language requirement, but only a few students (10-12) may go each year. Formal applications should be made in early Fall. At the College of Europe, a student is offered a wide range of social science and humanities
SPECIAL PROGRAMS

courses. Preference is given to junior applicants, though qualified sophomores are encouraged to apply.

(For the language programs and the College of Europe at Bruges, the cost is $500 plus the comprehensive fee for a semester at Macalester. Room, board, tuition and travel are included in this cost. All students taking a spring or fall program have the option of including a summer experience overseas. Financial assistance will be the same as the amount received by the student if he remained on campus. Additionally, the student automatically receives a $150 summer subsidy. Additional financial aid may be applied for through the Financial Aid office.)

c. Non-Macalester Sponsored Overseas Programs
A student may choose to attend another college overseas. He may receive a leave of absence from Macalester and receive credit from the overseas institution at Macalester. Information concerning possibilities and procedure of application can be obtained from the International Center. The Registrar and relevant departments also should be consulted.

d. FOCUS'D (Foreign On-the-Scene Confrontation with Unusually Significant Developments)
Grants may be received from the FOCUS'D Scholarship Program for terms of study from two-to-six months overseas, generally but not necessarily in the summer. Grants provide, within the limits of funding, full expenses. They are not given on a need basis. FOCUS'D grants may be applied for at any time.

FOCUS'D grants presuppose considerable scholarship in an area before departure. Preparation involves writing a background research paper and submitting a design of further study. Generally, at least six months of preparation and study should be anticipated before departure. Up to three Macalester course credits may be earned for the project undertaken, and this credit must be arranged with individual members of the faculty and as independent studies. The final result of the project is usually a paper entailing analytic research methodology, although other forms of projects may be accepted.

e. SPAN (Student Project for Amity Among Nations)
Students interested in SPAN must apply in February, 15 months in advance of their departure. Applications may be obtained at International Center. Each year, SPAN picks four countries for study abroad. If his application is accepted, the student begins preparation in the fall. A faculty adviser, who will accompany the students to their countries, meets with them and begins planning for a study project. In June, students go to their countries and spend eight weeks working on their project and four weeks traveling. Project reports are due the next March, and may carry up to two Macalester course credits. Financial aid is available both through the SPAN Foundation and through special Macalester funds. Inquiries about SPAN should be addressed to the International Center.

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 25 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 Study-Work Abroad Project (SWAP) 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. 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.

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.

**Four-College Exchange Program**
According to an agreement with Hamline University, the College of St. Catherine, the College of St. Thomas, and Macalester, upper class, full-time, degree-seeking students may take one course per term at any one of the other three colleges tuition free, provided that the home institution has approved the course. Course schedules may be obtained from the Registrar. After selection of a course, an Exchange Program form must be filled out, endorsed by the student's adviser and returned to the Registrar, who will contact the Registrar of the other college concerned and then inform the students of his acceptance or rejection.

A student may enroll in certain liberal arts courses at the University of Minnesota with his tuition paid by Macalester. He must be recommended to the University for enrollment in a given course by the Associate Dean of the Faculty and, in general, courses are limited to fields (such as Hebrew or Japanese) or specialized areas (such as graduate level mathematics or biology) not offered at Macalester.

**Knoxville Exchange Program**
Macalester has an exchange program with Knoxville College, a predominantly black institution at Knoxville, Tennessee. Students may attend Knoxville for either Fall or Spring Term. Registration is done at Macalester and all fees are collected there. The program is open to everyone, though sophomores and juniors usually are those who apply. Generally, it is desirable to inquire about this program six weeks before the beginning of a term. Further information may be obtained through the Office of Student Services.

**Associated Colleges of the Midwest Program (ACM)**
Starting in 1969-70, Macalester became associated with the ACM. Participating colleges in addition to Macalester are: Beloit, Carleton, Coe, Colorado College, Cornell, Grinnell, Knox, Lawrence, Monmouth, Ripon and St. Olaf. The ACM develops special programs and course studies, some of which Macalester will enter. For each of these, a faculty adviser will be named and will be in charge of handling application procedures. The programs and faculty advisers for the programs will be selected and announced early in the Fall Term.

**(UMAIE) The Upper Midwest Association for Intercultural Education**
Macalester participates in and serves as the headquarters for UMAIE, a cooperative college organization which plans a foreign Interim Term curriculum each year. Other institutional members of the organization are Gustavus Adolphus College, Luther College, St. Olaf College, St. John's University, the College of St. Catherine and Augustana College of South Dakota. This group will enroll over 250 students in 15 courses abroad during January 1970 to study in 14 different countries.

**Inner College Program**
The Inner College is operative on an experimental basis in the 1969-70 school year. During the fall term, 30 students choosing the program will work entirely on an independent basis, with the help of faculty preceptors. Up to four Macalester course credits will be given on an S-U basis, according to the student's own analysis of his performance.

**Assistantship Programs**
Three programs enable a significant number of upperclass students to participate in the work of faculty members and academic departments. During 1968-69, approximately 150 students were granted positions on the basis of their academic performance, at stipends ranging from $100 to $200 per four-month term.

**SENIOR PRECEPTORS** provide instruction to supplement regular teaching in their concentration area, ordinarily to students who feel the need for special help. Instruction is usually carried out on a group basis at no extra cost to the students enrolled.

**DEPARTMENTAL ASSISTANTS** are assigned tasks which relate to teaching functions on a department-wide level. Each faculty member teaching fulltime is entitled to have a STUDENT ASSISTANT to aid in his teaching and research or other creative work and to give the student special opportunity for close individual contact with a faculty member.
General Academic Information

Calendar, Course Patterns and Student Load
The academic calendar is divided into a 14-week Fall Term (September-December), a four-week Interim Term (January) and a 14-week Spring Term (February-May). In addition, there are two four-week summer sessions in June and July.

Each course offered in the Macalester curriculum is equivalent to four semester credits, except courses in physical education activities and music and speech ensemble and studio work, as described under Requirements for Graduation in this catalog.

A student usually enrolls in four courses during each of the Fall and Spring Terms and one course during Interim Term. Summer students may take one course each four-week term. During a four-month term, a student may audit an additional course with the permission of the instructor and his adviser. A student may register for credit in a fifth course by petition; approval is usually granted only for students with B-plus averages.

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 and, in cooperation with faculty members, initiate and direct their own courses.

Patterns of Concentration
To insure appropriate depth within some area of knowledge, students are required to elect either: (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 concentration is intended for students who, requiring somewhat less depth in a single department, wish to supplement courses from this department with an organized patterns of related courses in other departments.

Major Concentration
A major concentration consists of from 6 to 10 courses within a department 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 student'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 student, 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 must file an approved plan for either a major or core concentration 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.

Departments (and "coordinating committees" for non-departmental concentrations) may develop and implement diagnostic and evaluation processes and procedures for
students in their programs of concentration which are in addition to processes or procedures occurring within courses.

When students declare an area of concentration they will be given in writing a full description of the requirements for completing that concentration. This will include, in addition to course work, a description of any diagnostic and evaluation processes and procedures required as part of the concentration. Where such processes and procedures are included, copies of representative examinations or other instruments involved will be furnished in the department office and in the library for student use. When changes in programs of concentration occur, students already declared in that area will be permitted to complete the program under the description given them at the time of original declaration or under the new program, at their discretion.

Based on kinds of criteria known in advance by the students, departments (or coordinating committees) will provide to the Registrar for each student graduating with a concentration in that field a statement to be recorded on the transcript that the student graduates (a) in the field, (b) with distinction in the field or (c) with highest distinction in the field.

Each department (and coordinating committee) will establish an advisory committee involving students with the responsibility of advising the department with respect to the instructional program of the field.

For graduation, all courses in the major concentration or the core concentration must carry an overall average of 2.00 or better. A "D" grade may be included in either form of concentration provided that it is approved by the chairman of the major or inner core department.

**Testing Out and Credit by Examination**

Students whose mastery of an area of knowledge is exceptional may, upon approval of the Dean of the Faculty 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.
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; courses in the program of the major or core concentration, and courses selected by the student as electives. In the curriculum section of this catalog, each department identifies the courses which satisfy general graduation requirements.

The general and concentration requirements are:

Foreign Language above the introductory level ......................... 2 courses
A student who wishes to continue a language which he has studied for two or more years in high school will be advised — on the basis of the results of a placement test, College Board Achievement or Advanced Placement Test — what further courses, if any, are needed to complete the requirement or to continue his studies in the language.

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 appropriate course must be included from Philosophy, Art, Music, or Dramatic Arts (see departmental designations). The other course may be selected from these areas 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).

Major Concentration ................................................................. 6-12 courses
or

Core Concentration ................................................................. 12 courses

In addition to taking regular courses, a student may earn a full credit course unit by successfully completing:

(1) Four Physical Education activity courses. The first course in this series must be P.E. 101 for those who have not previously completed a Physical Education activity course. Students who have completed other Physical Education activity courses must enroll in P.E. 101 as their next course. Only one full credit course unit may be earned.
Grading is S-U.

(2) Four terms of Applied Music in two blocks, each consisting of two consecutive terms in one particular area of applied music. Two full course units may be earned.
Grading is S-U.

Note: Students who transfer into Macalester or who do not proceed continuously toward their degree 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.

Note: A student automatically meets the general graduation requirement in the division of Natural Science and Mathematics, Social Sciences, or Humanities if the department of his major or core concentration is in that division. Supporting courses listed in a student’s major or core program may not be used to satisfy the divisional general graduation requirements in any of the other 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, 25 or 36 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 at times announced by the Department of Speech and Dramatic Arts 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.

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. The senior year must, in all cases, be spent in residence.

Teacher Certification Requirements
A student who works toward a teaching certificate usually has fewer electives in his program than other students because of the number of courses required by the state for teacher certification. Students interested in teaching should begin to set up their study programs early and should consult with the Education Department.

Student teaching is one of the requirements for certification to teach elementary or secondary education. Two credits are required, and may be taken during Spring, Fall or Interim Term. Academic credit is received.

Grading Systems
The regular grading system is based upon the grades A, B, C, D and F carrying, respectively, honor points of 4, 3, 2, 1 and 0. A student's grade point average (G.P.A.) is computed by the division of his total honor points by the number of courses attempted on the regular grading system.

During the 1969-70 academic year an instructor may at his discretion assign a grade of I (incomplete) and grant a specific extension of time up to one calendar year for completion of the work of a course. If a student does not complete the work for the course by the deadline or does not petition for an extension of the deadline his grade in the course will become an F. Instructors will inform the Associate Dean of the Faculty of agreements concerning Incomplete grades.

Optional to the student is the S-U system. Any S grade stands for a performance of C work or better, a U grade stands for D or F work. An S or U grade does not figure into the student's grade point average, but a student earns the same credit for an S grade as he does for an A, B or C grade. Students may choose to take courses on an S-U basis, subject to the following restrictions:

1. 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 department chairman. Ordinarily, if a student decides to change his concentration to a new area and already has taken courses in that area on an S-U basis, the courses will be allowed by the department, but written permission must be given by the department chairman.

2. Generally, a student is eligible to take only one course each term on an S-U basis (incoming freshmen excluded). Junior and Senior Honors program participants are eligible to take two courses each term on an S-U basis, and may also at their department's discretion receive S-U grades in Honors courses of that department.

3. During the 1969-70 academic year, freshmen may take as many courses on an S-U basis as they wish.

4. All Interim Term, applied music, and P.E. activity courses are taught on an S-U basis. Freshmen Seminars may be offered on an S-U basis at the instructor's discretion and then on that basis at the student's option. If a student elects S-U grading in the Seminar, it may be in addition to another S-U course.

5. A student may take a course during Summer Session on an S-U basis, but this will subtract one available S-U option for him in the next term of study.

6. A student must indicate which course or courses (if any) he is taking on an S-U basis when he initially registers. He may change his selection only during the first three weeks of the term. He must make any changes by obtaining a special change of registration form from the Registrar's Office.

7. If a student receives a U in an Interim Term he must
make up the course in the following summer with a special independent study project in order to register in the next Fall Term.

**Academic Records**

A record is maintained by the Registrar of all academic work, including courses graded F, U, I and W as well as courses successfully completed. Beginning in June 1969 and continuing at least through 1969-70, transcripts for outside use will be prepared as follows: A Macalester transcript is a record of those courses successfully completed and included by the student in a program of studies for credit.

The transcript does not show courses for which grades of F, U, W or I were received or courses which were successfully completed but which the student does not intend to apply toward graduation (Courses in the latter category must be brought to the Registrar's attention before October 15, 1970). Courses once removed from the list of courses counting toward graduation may not be reinstated except by petition.

A student's overall GPA for such internal purposes as honors, graduation eligibility, probation, etc., will be derived from all courses taken (except those graded S/U), not just those included on the transcript.

Transcripts are released only at the written request of the student. Preparation of each transcript after the first requires the payment of a $1 fee, payable in advance to the Business Office. Additional academic information will be released only if the student addresses a written request to the Dean of the Faculty.

**Academic Performance, Probation and Dismissal**

Probation is used as a warning to a student that he will, if he does not improve academically, be subject to dismissal. Through the Office of Student Services, an effort is made to provide counseling for students on probation. The Associate Dean of the Faculty and the student's faculty adviser also are available for counseling. If a student does not demonstrate satisfactory progress in his performance during the following term, he is subject to dismissal from the College.

A first-year student will be placed on probation at the end of his first term if he has a grade average of 1.50 or below, or at the end of his second term if he has a grade average below 1.80. A second-year student will be placed on probation if he has a cumulative average below 2.00 at the end of his third regular term. Students not having a 2.00 cumulative average by the end of their fourth and all subsequent terms will be subject to dismissal from college.

Additionally, 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 his first probation term and must do so on a full-time basis. A student who is continued on probation after a first term on probation will be considered on strict academic probation; he will be required to earn a term average sufficiently above 2.00 to remove himself from probation within a reasonable time to be determined by the College. Strict academic probation may be invoked for a first term of probation.

Any student while on probation who fails to achieve the required average or who receives a U grade during Interim shall be subject to dismissal. While on probation, students may suffer loss of certain privileges such as right to scholarships or employment by the College.

**Rules Concerning Registration and Validation**

Students are required to register and/or validate at definite times announced in advance by the Registrar. In the case of a student's delay in registration or validation beyond the announced days, a fine of $5 per day will be assessed. Students may not enroll after first two weeks (in Summer Term, first three days) following the first day of classes in each term except by special permission from the Associate Dean of the Faculty and may be asked to carry proportionately restricted loads.

**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. To audit a course, an eligible student must register
LEAVES OF ABSENCE

with the Registrar with the approval of the instructor and his adviser. No entry will be made on the student’s transcript for auditing a course.

Adding Courses
A student may add a course during the first three weeks of the semester by obtaining the signature of his adviser and the instructor of the course on an add card available in the Registrar’s Office.

Withdrawing from Courses
A student may withdraw from a course, after consultation with (but not necessarily approval of) both his adviser and the instructor of the course, at any time before the beginning of the 12th week of the semester. Forms for dropping courses are available in the Registrar’s Office.

A student will receive a grade in any course from which he does not officially withdraw.

Withdrawal from the College
A student may request complete withdrawal from the College at any point in a term by consulting with the Dean of Student Services Office. In order to obtain a tuition refund and to avoid F grades, follow the policy described in the section on Admissions, Expenses and Financial Aid.

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.

Leaves of Absence
The Dean of the Faculty may grant a leave of absence for a specified period of time to any student who petitions to leave Macalester for personal reasons or for the purpose of attending another institution. Questions about a leave of absence should be addressed to the Associate Dean of the Faculty. Petition forms for a leave of absence should be obtained from and returned to the Registrar’s Office. Certain specific regulations concerning the leave of absence are noted below:

a. Any student who leaves Macalester for reasons of entering the military service shall be granted a leave of absence upon notification of the Dean of the Faculty.

b. Any student who leaves Macalester because of conviction of a criminal offense which has no relation to a violation of Regulations Concerning Conduct of Members of the Macalester College Community shall be granted a leave of absence upon notification of the Dean of the Faculty.

c. Students presently enrolled under a guaranteed tuition plan who receive leaves of absence are allowed to re-enter under guaranteed tuition.

d. If the Dean of the Faculty denies a petition for a leave of absence, the student may appeal the decision to the Student-Faculty Judicial Council.

e. In order to be guaranteed enrollment for a particular term following a leave of absence, a student must contact the Dean of the Faculty one month in advance of the date on which classes begin in that term.

f. If the student does not return within the specified period of time, he must apply for an extension of his leave prior to its termination. If he does not apply for an extension, he must apply for readmission at the time he desires to return to the College.

Readmission to the College
Any student not on a leave of absence who was not enrolled or who did not pre-register in the term preceding that term 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.

Final Examinations
The following policies will be observed by students and faculty with regard to final examinations.

The Registrar will announce in advance a final examination schedule for the convenience of the College. In this schedule, each course will be reserved a designated two-hour period and a place to be used for a final examination, if needed, as the instructor deems necessary for the proper conduct of the course.

Students may negotiate exemptions or changes in schedule with instructors whenever circumstances warrant such considerations, as in the case of schedule conflict, three or more examinations in a single day or special senior commitments.

Proctoring, special materials, time allotment and other matters pertaining to the actual circumstances of the
examination are entirely the responsibility of the instructor. Students are expected to sit for their final examinations at the time scheduled. Individual requests to take an examination at a different time will have to be approved by the Dean of the Faculty.

**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. 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 elsewhere.

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.

**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 Faculty.

**Petitions Related to Academic Regulations and Requirements**
A student may seek exception from any academic regulation or requirement by written petition. Petition forms must be obtained from and returned to the Registrar's Office.

Action on such petitions is taken by the Faculty Curriculum Committee or the Associate Dean of the Faculty, as a representative of that committee. A student may appeal action of the Associate Dean to the Curriculum Committee.
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 Studies 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. The program seeks to offer students in these four 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 and 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 Studies 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 1969-70)

72, 73. Area Study of Russia
Upperclass standing. Fall and spring terms. (Not offered 1969-70)

74, 75. Area Study of Latin America
Upperclass standing. Fall and spring terms. (Not offered 1969-70)

76, 77. Area Study of the Middle East
Upperclass standing. Fall and spring terms. (Not offered 1969-70)

78, 79. Area Study of East Asia
Upperclass standing. Fall and spring terms.

FRESHMAN SEMINARS

Mr. D. Baird, Mr. Brooks, Mr. Bunting, Mr. Gaston, Mr. Green, Mr. Holtz, Mr. Norman, Mr. Sandberg, Mr. Satterthwaite, Mr. Skogan, Mr. Swain, Mrs. Vanouse, Mr. West, Mr. White

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 several 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.

Seminar 1. Modern Ideologies
Fall and spring terms

Seminar 2. Modern Uses of Ancient Myths
Spring term

Seminar 3. Poverty
Fall and spring terms

Seminar 4. The Theology of Freedom in Bible and History
Fall term

Seminar 5. Political Change
Fall term

Seminar 6. Education and Existentialism
Fall and spring terms

Seminar 7. Modern Criticisms of Western Society in Essays and Fiction
Spring term

Seminar 8. Authority, Freedom, and Conflict
Fall term

Seminar 9. Hunger, Food, and Resources
Fall and spring terms

Seminar 10. Radicalism Left and Right: Ideology, Politics, and Political Behavior
Spring term

Seminar 11. Groups Against Man
Fall term

Seminar 12. Afro-American Writers
Fall term

Seminar 13, 14. Great Philosophers and Current Issues
Fall term

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. Blakely (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 requirements.

Core Concentration
The Humanities core shall consist of twelve courses. The inner core in Humanities normally includes 25, 26, 29, 56, and one course numbered above 90, together with Classics 53 or 54 (Classic Literary Traditions). 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

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 more intelligent citizenship in the 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, 62, 64, 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.

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 (see Education) 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:
6-1-1-1-1-1
6-2-2
6-2-1-1

II. Preparation to Teach in Secondary Education
Students who have been accepted in the Secondary Education program (see Education) 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 as follows:
6-2-2-1-1
6-3-1-1-1

ART
Mr. Caponi (Chairman), Mr. Celender, Miss Egerman, Miss Kristensen, Mr. Rudquist, 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. Topics
Work in a special area of art, usually with a visiting artist. Area to be announced in advance of registration. For 1969-70, topic will be Ceramics.

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

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

61. History of Art — II
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. E. Hill, Mr. Jones, Miss Kurvink, Mrs. Marshall, Mr. Robinson (on leave), Mr. Shields, Mr. Smail, Mr. Welch (Chairman), Mr. Whitehead

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 specialties; 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 its 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
BIOLOGY

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 Concentration
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 eco-system 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. Prerequisite, 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. Fall and spring terms.

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.

51. 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 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
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 three-hour laboratory period per week. Fall term.

95, 96. Individual Research and Independent Study
For juniors and seniors, including Honors work. Prerequisite, consent of the instructor. Fall and spring terms.

97. Junior Honors Seminar
Open to other students than junior Honors candidates by consent of the department chairman. Spring term.

98. Senior Honors Seminar
Open to other students than senior Honors candidates by consent of the instructor. Spring term.

CHEMISTRY

Mr. Doomes, Mr. Scott, Mr. Schwartz, Mr. Slowinski (Chairman), Mr. Stocker, 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.

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. Three lectures, three hours laboratory a week. Fall term.

12. General Chemistry
Continuation of Chemistry 11. Laboratory 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 radiochemistry and their applications to chemistry and biology. Prerequisite, 23 or consent of instructor. Two 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.

50. Topics in Chemistry
Examination of a topic of general interest in chemistry, the topic to be announced in advance of registration. Prerequisite, permission of instructor. Fall or 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 reactions. 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. Baron, Mr. Brooks (on leave, spring term), Mr. Donovan (Chairman), Mr. Reedy, Mr. Schlesinger
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 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.

Classical Archaeology
A student who wishes to prepare for a career in classical archaeology is urged to study at least one ancient language (core concentration a or b above) and to take Classics 55, 56 and History 56. Geography 25 is also recommended. Opportunities for field work in Greece exist for qualified students.
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
15. Elementary Greek
A study of the elements of the language. Drill in forms, vocabulary, and composition. Fall term.

16. 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 term.

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

57. Herodotus
Fall term.

58. Greek Tragedy
Spring term.

61. Readings in Greek Prose
Readings from Greek authors chosen by the instructor chiefly from the fields of oratory, history, and philosophy. Fall term.

62. Readings in Greek Poetry
Readings from Greek authors chosen by the instructor from Greek dramatic or lyric poetry. Spring term.

87. Advanced Reading in Greek
Authors chosen after consultation between instructor and student. Either 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. Classical Latin Rhetoric

52. Latin Elegy
A survey of Latin elegiac poetry. Readings from Catullus, Propertius, Tibullus, and Ovid.

64. Lucretius, De Rerum Natura
Offered in alternate years. Spring term.

71, 72. Roman Satire
Readings from Horace, Persius, Martial, and Juvenal during the fall term and from Seneca, Petronius, and Apuleius during the spring term with discussions of the origin, development and nature of satire.

83. Advanced Reading in Latin
Authors chosen after consultation between instructor and student. Either term.

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.

53, 54. Classical Literary Traditions
Selected topics in the history of Greek and Latin literature.

55, 56. Classical Art and Archaeology
Selected topics, illustrating the development of Classical Civilization, in the art and archaeology of Greece and Italy.

ECONOMICS AND BUSINESS

Mr. Aslanian, Mr. Bunting (Chairman), Mr. Gilbarg, Mr. Horiba, Mr. Meiselman, 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 nonmajor 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.)

**Department 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 seven are required:

- Principles of Economics I
- Principles of Economics II
- Intermediate Micro Economic Analysis
- Intermediate Macro Economic Analysis
- Principles of Accounting
- Economic Statistics I
- Economic Statistics II

The major concentration in Business consists of the above seven courses, plus Financial and Tax Accounting.

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

- Six courses in the department to be determined in consultation with the department chairman.
- 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 six core courses as described above, 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 and Economics 25.

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**
Introduction to economics and economic analysis; the impact of various economic systems on the allocation of scarce resources,
economic welfare, and social institutions; the price system and the operation of markets; the distribution of wealth and income; inflation, unemployment, and economic stabilization; economic reform and public policy. Fall and spring terms.

12. Advanced Principles of Economics
More advanced treatment of the topics presented in Economics 11; in addition: the role of economic thought in modern intellectual history and political movements (Smith, Mill, Marx, Keynes etc.); money, banking, business cycles, and the balance of payments; economic growth with special emphasis on the U.S. experience. Prerequisite, Economics 11. Fall and spring terms.

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 1969-70.

51. Intermediate Micro Economic Analysis
Advanced theory of prices, production function, factory 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. Fall term.

64. Advanced Accounting Problems

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

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 1969-70.

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 1969-70.

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

EDUCATION
Mrs. Bakke, Mr. Dierenfield, Mrs. Duvall, Miss Egerman, Mr. Ekman, Mr. Faix, Mrs. Frazee, Mr. Grissom, Mr. Holtz, Mrs. Johansen, Miss Lyle, Mrs. O'Brien, Mr. Obsatz, Mr. Scruggs, Mr. Ward (Chairman), Mr. H. Williams
Mr. Hultgren (Director, Individual Learning Center)
Mr. Warfield (Executive Director, Expanded Educational Opportunities Program)
Mr. F. Williams (Director, Macalester Creativity Project)

The State of Minnesota requires that all who are engaged in public school teaching from Kindergarten through 12th grade be certified by the State Department of Education. State requirements are generally as follows: For teaching in the elementary schools, a teacher must have a 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. For teaching in the secondary schools, including seventh and eighth grades, a teacher must have a degree from an institution with an approved program which included at least 18 semester hours of professional education with a minimum of six 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.

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 an adviser in their major or core concentration and by a second adviser in Education. In addition to the general graduation requirements and the completion of a core or major concentration, the candidate must complete the professional education sequence. After completion of the program and graduation, the candidate is recommended by the College to the State Department of Education for certification.

All candidates should familiarize themselves with the current demands in the different teaching fields, e.g., history, English, science, languages. 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. The differences between the social science major and core concentrations 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 career 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. 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 professions, (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 normally 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.

In addition to the general graduation requirements and an appropriate concentration, elementary teacher candidates must satisfactorily complete the following courses in Education:

40. Educational Foundations
41. Fine Arts in the Elementary School
49. Educational Psychology
52. Reading in the Elementary School
53. Science, Health and Mathematics in the Elementary School
63. English-language Arts and Social Studies in the Elementary School
65. Student Teaching (2 units)

(Note: Education 84, Philosophy of Education, or Education 92, School and Society, may be substituted for Education 40 by upperclassmen.)

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. Math 16 is required of all elementary students. This course may be listed as a general graduation requirement or as part of the supporting six courses in a core concentration.

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

Elementary Education students who desire Kindergarten endorsement should take an additional course, Education 94, 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 one unit in a 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 normally 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 application 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 satisfactorily completed by students in the secondary program:

40. Educational Foundations
49. Educational Psychology
51. Secondary Curriculum and Instruction
64. Student Teaching (2 units)

(Note: Education 84, Philosophy of Education, or Education 92, School and Society, may be substituted for Education 40
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 teacher 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’s application for student teaching 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 involves 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 the student MFT, or by obtaining private insurance.

Other Activities
The local chapter of the Student National Education Association (SNEA) is a group made up of both elementary and secondary students. All education students are welcome and each year a slate of meetings is planned. Subscriptions to two education journals are given to members. Students also may join the Minnesota Federation of Teachers (MFT) and in so-doing be eligible for participation in activities of that organization.

The Kappa Delta Pi honorary education society is open for membership by invitation. A high scholastic average is required. A scholarly quarterly journal is provided each member and several 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 a current 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. Materials on placement are available at the Placement Office in the Education Department. 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
Social, philosophical and historical concepts and developments as these are related to education. Fall and Spring terms.

41. Fine Arts in the Elementary School
Concepts of learning and instruction as they apply to the areas of art and music in the elementary school. Fall and Spring terms.

49. Educational Psychology
Human growth and development in childhood and adolescence as they relate to education. Fall and spring terms.

51. Secondary Curriculum and Instruction
General principles and procedures in instruction and application of these in the specific secondary teaching areas. Fall and Spring terms.

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

53. Science, Health, and Mathematics in the Elementary School
Methods, materials, and approaches in building skills, abilities, and competencies in elementary school science, health, and mathematics. Fall and spring terms.
63. English-Language Arts and Social Studies in the Elementary School
Methods, materials, and approaches in building skills, abilities, and competencies in elementary school language arts and social studies. Fall and spring terms.

64. Student Teaching (Secondary)
Student teaching in the public schools at the secondary level. Observations as well as actual student teaching. Fall, interim, and spring terms.

65. Student Teaching (Elementary)
Student teaching in the public schools at the elementary level. Observation as well as actual student teaching. Fall, interim, 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. Fall and spring terms.

90. Guidance in Education
Theories and principles of guidance and their application in teaching and counseling programs in elementary and secondary schools. Not offered 1969-70.

92. School and Society
Study of such topics as church and state, nationalism and education, politics and educational ideology, pressure groups and education, structure. Fall and spring terms.

93. Comparative Education
Major national education systems on elementary, secondary, and collegiate levels in terms of aims, curriculum organization, and teaching methods. Not offered 1969-70.

94. Kindergarten Theory
Processes and approaches to learning and teaching in the kindergarten situation. Fall and spring terms.

95, 96. Independent Study

501. Learning in Education
Theories and constructs with application to education. For M.Ed. students. Summer session.

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

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

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

ENGLISH

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

General Graduation Requirement
English 18 or any other course below English 91 will satisfy general graduation requirements in Humanities.

Major Concentration
Nine courses above English 18, 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 numbered below 91 may be taken by sophomores who have the instructor's permission. 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, students 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 above English 18, 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 student 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 approach 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 history, 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 18 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 50 or another course numbered 51 or above for honors; candidates electing Program B must take a second semester of independent study, and English 50 or a course numbered 51 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.

18. Literature and Writing
A topics course, with subject-matter varying from section to section. Special emphasis on student writing. Section titles will be published in advance of registration.

23. Major American Writers.
Intensive study of a few major American writers from the 19th and 20th centuries.

24. Modern Dramatic Literature
Critical exploration of the most important American and continental plays of the 20th 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.

33. Advanced Rhetoric
Study of recent work in grammar and rhetoric as applied to expository and persuasive writing.

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

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.

53. American Literature — III
From the early 20th century to the present.
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 Fairie 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.

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

FRENCH

Mr. C. Johnson, Mrs. Keller, Mr. P. Lee, Mr. W. Lee, Mrs. Peters, Mr. Sandberg (Chairman), Miss Schubert, Miss Young

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 successfully completing one course above the intermediate level (e.g. 51) or (c) by passing a test demonstrating language proficiency equivalent to that attained through successfully completing French 32. A proficiency test will be given three times a year for students who wish to accelerate their completion of the language proficiency requirement. Inquiry should be made at the departmental offices.

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.

Study Abroad Program In Avignon, France
This program lasts six to eight months, with a January orientation-Interim term in Paris, the spring term in Avignon, and a summer open to student travel/work options. Direction is by Macalester faculty jointly with the Institute for American Universities and the University of Aix-Marseille. Course offerings are in French language, literature, and other fields (e.g. history, philosophy, government), taught by French university professors. The program is open to juniors with at least one course beyond French 32. Participants need not be French majors. While in France the students will live with local residents.

11, 12. Elementary French
Pronunciation, elementary conversation, reading, and essentials of grammar. Four hours a week in class and two hours in the laboratory. Fall and spring terms.

12, 31. Elementary — Intermediate French
Pronunciation, conversation, reading, and writing. This sequence is intended for students who have had some background in French but who are not able to go immediately into 31. Four hours a week in class and two hours in the laboratory. Fall and spring terms.

31, 32. Intermediate French
Sections of French 31 and 32 marked A in the class schedule will give equal emphasis to the four skills of speaking, aural comprehension, reading, and writing and are recommended for those who wish to do advanced work in French. Sections marked B will give primary emphasis to reading, aural comprehension, and writing. The B sections are recommended for students who do not plan to do advanced work in French and who wish to develop the comprehension skills for use in their major fields. Prerequisite: French 12 or satisfactory score on the placement test. Fall and spring terms.

32. Intermediate French
Intermediate French is offered in the Fall term for those who have completed French 31 or those who have received a score on the placement test that places them at this level. Students may select an A or B section (see above). Four hours a week. Fall term.

51. Advanced Conversation and Language Usage
Intensive training in oral usage and phonetics. Study of special grammatical patterns. Four hours a week and daily laboratory work. Prerequisite, French 32 or equivalent. Fall and spring terms.

52. Composition and Introduction to Literary Criticism
Training for the study of literature. Readings and class discussion of French masterpieces leading to essay writing and literary criticism. Four hours a week. Prerequisite, French 32 or equivalent. Required for advanced literature courses. Fall and spring terms.

53 The Civilization of Modern France
The major historical, political, social, economic, and artistic developments of the contemporary scene. Extensive use of audiovisual materials, current periodicals, and publications. Four hours a week. Prerequisite, French 32 or equivalent. Fall term.

61. Romanticism
Literature of the first half of the nineteenth century. Study of selected early romantic authors (Chateaubriand, Constant), and of developments in the theatre (Hugo, Musset), poetry (Lamartine, Vigny), and the novel (Balzac, Stendhal). Examination of transitional
writers at mid-century: Baudelaire, Flaubert, Duman, Parnassian poets, etc. Attention will also be given to the art and music of the period. Four hours a week. Prerequisite, French 52 or consent of the instructor. (French 61 will alternate with French 73.) Offered fall 1969 and alternate years.

62. Realism, Symbolism, Naturalism
Literature of the second half of the nineteenth century. Further study of the transition from literary movements of the first half of the century to later developments in the novel (Flaubert, Maupassant, Zola, etc.), the theatre (Becque, etc.), and poetry (Baudelaire, Mallarme, Verlaine, Rimbaud). Music and art of the period will also be treated. Four hours a week. Prerequisite, French 52 or consent of the instructor. (French 62 will alternate with French 74.) Offered spring term 1970 and alternate years.

72. Stylistics
Special problems of language; translation skills; corrective phonetics. Recommended for seniors in the core or major concentrations. Three hours a week. Prerequisite, French 52 or consent of instructor. Spring term.

73. The Classical Age
Seventeenth century literature. The great classic writers: Corneille, Racine, Moliere, Descartes, Pascal, La Fontaine, Boileau, and others. Four hours a week. Prerequisite, French 52 or consent of instructor. (This course will alternate with French 61.) Not offered 1969-70.

74. The Age of Enlightenment
Eighteenth century literature. Major emphasis on Montesquieu, Voltaire, Rousseau, Diderot and the Encyclopedists. Four hours a week. Prerequisite, French 52 or consent of instructor. (This course will alternate with French 62.) Not offered in 1969-70.

76. Contemporary French Literature
Contemporary novel, drama. Four hours a week. Prerequisite, French 52 or consent of instructor. Spring term.

79. Medieval and Renaissance Literature
Reading of representative works of French literature from the Chanson de Roland through the Essais of Montaigne. Reports and lectures in French. Four hours a week. Prerequisite, French 52 or consent of instructor. Fall 1969 and alternate years.

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. Recommended for all seniors. Prerequisite, senior standing, departmental approval. Spring term.
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 features in the physical environment. Settlement patterns and circulation systems. 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 Geography**

**40. 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.

**41. Urban Geography**
A discussion of the phenomena of urbanization in relation to patterns of circulation and distribution of resources. Study of models and theories useful in urban geography and their relation to the contemporary city with focus on the Twin Cities and their hinterland. A survey of major world cities. An examination of problems confronting cities and attempts at their solution. Lectures and laboratory sessions. Field work required. Fall 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.

**50. Topics**
In 1969-70, this course will include: Environmental Resources and Culture Regions, resource potential and resource perception, value systems and different stages of technology in their result on land usage, land destruction and conservation. Prerequisite, Geography 11. 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. (Offered alternate years.)

**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**
For geography majors only. The history of geographic thought and 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 (on leave spring term)

The introductory courses in Geology (Geology 11, 12) are designed chiefly for the non-science major. These courses seek to provide the general college student with an appreciation of the scientific principles and techniques that are used to investigate planet Earth, and to inform him about
the composition, materials, major processes, and history of our planet.

The major program in Geology is aimed chiefly to prepare students for graduate study which is a prerequisite for most professional work in geology. Although the regular departmental major is designed for students planning careers in Geology, special programs involving further training in Biology, Chemistry, Physics, or Mathematics are available for students interested in entering fields such as Geochemistry, Geophysics, Oceanography, Paleontology, or Astrogeology.

In recent years there has been a marked upsurge in the demand for secondary school teachers of Earth Science. The core major in Geology is most often selected by students wishing to enter this field.

**General Graduation Requirement**

All courses except Geology 50 may be used to fulfill the general graduation requirement in the laboratory sciences.

**Major Concentration**

The normal geology major consists of eight courses in geology, two courses in chemistry, Mathematics 21, and at least one other science course. The major program is very flexible, however, and students planning careers in such areas as geochemistry, geophysics, oceanography, or paleontology may substitute advanced courses in biology, chemistry, physics or mathematics for some of the required geology courses. All programs must be approved by the Department. Members of the Department are prepared to advise students on the requirements of various graduate programs.

**Core Concentration**

The core concentration consists of six courses in geology and six courses from a related field or fields. The core concentration is particularly suited for prospective secondary school Earth Science teachers. Students planning to enter this field should take Geology 11, 12, 31, 32, 51 plus one geology elective and six 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**

Qualified students are urged to apply for admission to the Honors program at the beginning of their junior year. Honors students are required to complete at least one semester (Geology 95, 96) and one interim term of independent research and to participate in the senior seminar (Geology 98). Students frequently devote one summer to field or laboratory work related to their Honors thesis. For further details on the Honors program consult the department chairman.

**Further Preparation**

Students preparing for graduate study in the Earth Sciences should select additional courses in mathematics, biology, chemistry or physics chosen in consultation with the department. A course in physical chemistry is strongly recommended. A summer field camp or one or more summers of 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.

**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 two hours laboratory per week. Local field trips. Fall and spring terms.

**12. Historical Geology**

Origin of the earth and solar system, 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 mapping techniques. Three hours lecture and two-hour laboratory per week. Prerequisite, Geology 12.

**50. Topics in Geology**

Topics of current interest in geology such as geological oceanography, the future of earth resources, the geology of the
moon, etc. The topic for discussion during a given term will be announced prior to registration. Prerequisite, consent of instructor.

51. Invertebrate Paleontology
Taxonomy, morphology, ecology and devolution 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.

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.

67. Economic Geology
Occurrence, characteristics and origin of mineral deposits. Factors controlling the 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.

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 11 and consent of instructor.

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 and language 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 requirement in language proficiency 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 and 32 (or their equivalent), 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, courses in another foreign language, in humanities, in English, and in history.

Core Concentration
The core concentration for future 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 or linguistic 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

GERMAN
Mrs. Albinson, Mr. Clark (Chairman), Mrs. Durham, Mr. Dye, Mr. Sanford, Mr. Sorenson, Mr. Westermeyer
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.

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, 60, 61, 64, 65, 66 and 67. All Honors students will carry out at least one independent study program (courses 95, 96) 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
Essentials of grammar, elementary conversation and reading. For beginning students in German. Four class hours a week plus laboratory periods.

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

34. Science Readings in German
Reading material from the various sciences forms the basis for a study of vocabulary and translation techniques. An alternative to German 32. Prerequisite, German 31 or by examination. Four hours a week. Spring term. (Offered alternate years if sufficient enrollment.)

50. Topics
The subject matter of this course will vary from semester to semester, depending upon instructor's interest and student desire. Prerequisite, German 32 or instructor's permission.

51. Conversation and Composition
Special emphasis placed on pronunciation and general audio-lingual proficiency and the improvement of writing techniques. Prerequisite, German 32, 34, or equivalent. 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 the main literary genre is 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. Early Literature
Study of the various genres and their exponents from the beginning to the Enlightenment. Prerequisite, German 53 or permission of instructor.

60. Introduction to Germainc Philology
Fundamentals of comparative linguistics, phonetic and phonemic systems, the history of German from its Indo-European origins to the rise of New High German and German dialects. Prerequisite, one course in the 50 series or permission of the instructor.

61. Advanced Grammar and Stylistics
Intensive study of the more sophisticated points of German grammar and style through translation into German of material from the works of major writers and the writing of critical essays in German on literary subjects. Prerequisite, German 52 or permission of instructor.

63. Age of Goethe I
Selected works from the Enlightenment, Sturm und Drang, and early Classicism. Prerequisite, German 53 or permission of instructor.

64. Age of Goethe II
The later works of Goethe and Schiller; the works of Kleist, Tieck, Wackenroder, Novalis and the Schlegels. Prerequisite, German 53 or permission of instructor.

65. Nineteenth Century Literature I
Comprises the writings of the later romanticists and the major 19th century dramatists. Prerequisite, German 53 or permission of the instructor.

66. Nineteenth Century Literature II
Includes close study of the works of Stifter, Gotthelf, Keller, Storm, C. F. Meyer, Fontane, and Hauptmann. Prerequisite, German 53 or permission of the instructor.

67. Twentieth Century Literature
Selected reading of writers from Naturalism to the present. Prerequisite, German 53 or permission of the instructor.

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.
HISTORY

Mr. Armajani, Mr. Bair (on leave spring term), Mr. Dukes, Mr. Fisher, Mr. Jackson, Mr. Sandeen (on leave), Mr. Shafer (Chairman, on leave fall term), Mr. Stewart, Mr. Trask (Acting Chairman), Mr. Trimble, Mr. Cohen (Post-doctoral Research and Teaching Fellow)

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
History 11, 13, and 15 fulfill the requirement in Social Science. If properly prepared, a student with the permission of the Chairman of the Department may elect a higher level course to fulfill the general graduation requirement.

Major Concentration
A. History
Nine or ten courses including: Division A: Basic Courses*
History 11: Modern Western Civilization
History 13: American Civilization
History 15: Asian Civilization
History 17: Introduction to the Study of History (to be taken after the other three basic courses, or test-out, and as soon thereafter as the student decides to major in history).

(*Waiver of the requirement for History 11, 13, and 15 is possible by test-out through Departmental, Advanced Placement, or College Entrance Examination Board Achievement Examination. Departmental exams for the three courses will be given during Freshman Orientation Week and at stated times during the fall and spring terms. Interested students should consult members of the Department.)

Divisions B and C: Intermediate and Advanced Courses and Seminars
At least five to be chosen with the advice and consent of the student's adviser.

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 program. Consequently, students will be advised individually on the selection of at least three supporting courses from other departments.

Core Concentration
Six courses in history as follows:
History 11: Modern Western Civilization
History 13: American Civilization
History 15: Asian Civilization
History 17: Introduction to the Study of History
Two other courses selected from Divisions B and C
(Waiver of the requirement for these courses can be obtained as described in the Major Concentration.)
Six additional courses will be selected from the field desired by the student in consultation with his adviser.
The above pattern will likewise apply to the program of Social Science core curriculum.

A core concentration may also be taken with an American Studies emphasis consisting of six courses in history, three in political science, and three in American literature and philosophy.

Honors Program
The Department encourages Honors work for junior and senior students of demonstrated ability. The Chairman nominates 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 write an Honors paper and to pass an examination on this paper given by an outside examiner.

Participation In Other Programs
The Department of History cooperates in the Area Studies, International Studies, and Social Science programs.

Division A: Basic Courses
Topical surveys of the ideas, forces, and institutions basic to the development of each area. These courses are given each semester.

11. Modern Western Civilization
A survey of Western civilization from the Reformation and the beginnings of the Scientific Revolution to the present.

13. American Civilization
A topical analysis of United States history from the colonial period
to the present, emphasizing significant ideas, forces, and institutions.

15. Asian Civilization
A survey of the various systems of thought patterns and attitudes which influence the approach of the Asians to present-day problems, together with a study of the social, political, and economic institutions which form the foundation of Asian civilization.

17. Introduction to the Study of History
The nature and history of historical study and its relation to other disciplines, methodology, and practical exercises in historical research.

Division B: Intermediate Courses
Courses designed for students who desire a more detailed introduction to a specific geographical area or country.

50. Topics
Occasional courses given by visiting faculty, topics announced.

51. History of Latin America
A topical study of the life and development of the 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 East Asia
A brief history of the social, political, and religious foundations of East Asia, with emphasis on China and Japan; the effect of the encounter with the West on both countries; and the emerging social and political patterns.

54. Europe Since 1914
A study of political, economic, and social developments in Europe from the beginning of World War I with emphasis on comparative history and international relationships.

55. History of Africa
A survey of Africa from earliest times to the present, followed by study in depth of selected topics.

56. Ancient History
Classical Greek and Roman history with special emphasis upon the eras of Herodotus and Thucydides and the last two centuries of Republican Rome.

66. Periods in United States History
An intensive analytical and problem-oriented study covering one of the following broad chronological periods: 1607-1789, 1789-1840, 1840-1877, 1877-1920, 1920-present.

71. British History
A survey of British social, economic, and political history from 1445 to the present.

73. Modern French History
The history of France from 1815 to the present, the internal development of the nation as well as the nation's external relationships. Much emphasis will be given to the nature of life in France.

74. History of Russia
A study of the social, religious, and political institutions of Tsarist Russia and their transformation under Marxism during the Soviet period.

75. German History
Analysis of major events, issues, personalities, and historiographical problems of Germany since 1871.

Division C: Advanced Courses and Seminars
Offerings in this division are designed to provide students the opportunity to follow individual interests and focus in depth on critical issues and particular periods. These classes will be limited in size to facilitate student-professor interaction and will include student research and reports. Detail on content of these courses will appear in the class schedule published by the Registrar. Subject matter can be determined by the instructor either on his own initiative or on the suggestion of a group of students. As prerequisite for these courses students should have completed the related basic course or have the consent of the instructor.

91. Studies in American History
Topical or chronological treatment of an area or region such as the American frontier, the South, and Latin America, or of a special topic such as black history, nationalism and sectionalism, liberalism and conservatism, contemporary American problems, intellectual and social history, urban history, and diplomatic history.

92. Studies in European History
Topical or chronological study in depth of major problems or areas such as Tudor-Stuart England, Renaissance humanism, the era of the French Revolution, modern European intellectual history, socialist and labor history, and diplomatic history.

93. Studies in Non-Western History
Topical or chronological study of major problems or areas such as the Middle East or East Asia in the twentieth century, Western imperialism in the Middle East or East Asia, and the intellectual background of the Arab, Persian, Turkish, or Chinese Revolutions.

94. Special Studies
Topics which are not confined to a particular area or region, such
as nationalism, philosophies of history, and imperialism and colonialism.

95, 96. Independent Studies
Conferences, research papers and reports based on independent work in the fields of 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.

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 textbook. Four hours per week. Spring term.

78. Law of the News Media

95, 96. Independent Study
Further study in fields of special journalism interest. Offered by permission to a limited number of juniors and seniors. Either term.

88. 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.

89. History of News Media
A study of the history of newspapers, magazines, radio, television, and press services. Tracing the development of news media starting 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.

MATHEMATICS

Mr. Camp (on leave), Mr. Kirch, Mr. Konhauser (Chairman), Mrs. Lockley, Mrs. Probst, Mr. Rabenstein, Mr. A. W. Roberts, Mr. Schue, Miss Washington
Mr. Braden (Dean of the Faculty)

The Department of Mathematics offers courses in pure and applied mathematics 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 mathematical background to begin with Course 21. The need for this course as a prerequisite 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 51 or higher are required and should be selected in consultation with a departmental adviser. Courses 56 and 70 may not both be counted in the minimum requirement of eight courses for the major.

A written examination on elementary mathematics including the elements of linear algebra and differential equations will be given during the first week after spring vacation. This examination is normally taken by students in their fourth semester and roughly covers the content of Math 21, 22, 33, and the part of 34 covered up to spring vacation. The questions will not necessarily be confined to the specific topics covered in these courses. A list of topics to be covered by the examination will be furnished to the student before the end of the first term. This examination will be regarded as a qualifying examination for a major in mathematics. Students who do not pass it in their sophomore year may take it again in their junior year. The examination must be passed with a satisfactory grade before a student is permitted to graduate with a major in mathematics.

In his senior year, each student majoring in mathematics
MATHEMATICS

and not in the Honors program will be required to prepare a paper which is of such a nature as to require the student to draw together the ideas from several courses. This paper may be done in connection with a current course that the student is taking or with a course taken previously, but it may not count as one of the interim term courses. This paper may be presented to the Department either in typewritten form with due regard for punctuation and literary style, or it may be presented orally before the staff members of the Department.

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.

Core Concentration
The core concentration consists of six courses including 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.

The same qualifying examination is required for the core concentration as for the major concentration. However the requirement of a senior paper is waived.

Phasing In the Program
Mathematics majors of the class of 1970 will be given an oral examination during the first week of the second term of the senior year. Anyone who fails this examination will be given a second opportunity to pass it in May of the senior year. No senior paper will be required unless the student is in the Honors Program.

Mathematics majors of the class of 1971 will be under the new requirements of passing a qualifying examination and writing a senior paper as described under Major Concentration above. An opportunity will be given to take the qualifying examination during the last week of September 1969.

Honors Program
The Department offers Honors work in courses 33, 34, 55, 97 and 98. The latter three courses are designed especially for Honors students, while courses 33 and 34 are modified for those students who take them for honors. The modification is as follows: students who are registered for the regular course 33 (or 34) and who wish to take this course for honors will attend a seminar which meets once each week. Successful completion of the seminar plus the regular course would constitute this course as an honors course. The Honors student would be expected to attend the regular course on at least three designated class meetings per week and to attend the seminar regularly.

Honors students are required to take at least three Honors courses including courses 97 and 98, write an Honors paper, and pass an oral examination on this paper given by an outside examiner. A student may use the interim term of his senior year to work on his Honors paper.

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.

11. Basic College Mathematics
The purpose of this course is to prepare students for Math 21. College-level topics in algebra and trigonometry are emphasized. This course does not fulfill the college distribution requirements in natural science and should be taken only by students who desire further work in mathematics and who are not yet ready for Math 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. Prerequisite, proficiency in intermediate high school algebra or its equivalent. Spring 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 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.

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.

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 1969-70 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 1970-71 and alternate years.)

58. 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.

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 1969-70 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 1970-71 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.

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. Hammer (Chairman), Mr. King, Mr. Parthun, Mr. Warland

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
Music 11 must be passed before entry into the program. Major concentration in music: Music 14, 23, 24, 41, 42, 43, 52, 53; one course of applied lessons and one course of ensemble.

Major concentration in music for teacher preparation: Music 14, 23, 41, 53; one from 42, 43, or 52; 71, 73; one from 72, 74, or 76; one course of applied lessons and one course of ensemble.

Core Concentration
Music 11 must be passed before entry into the program. Core concentration: Music 14, 23; three Music courses approved by the chairman and one course of applied lessons and ensemble; 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 24, 31, 41, 42, 43, 52, 53, 92, 93, 95, 96, 98. Other projects will be worked out by the student and the department chairman.

Graduate Study
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, Music 92, 93.

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.
The department encourages and helps sponsor such organizations as stage band, jazz ensembles, and informal chamber music groups.

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, improvisation. Prerequisite, permission of the instructor. Fall term.

14. Elementary Theory
This course will continue the ear-training and sight-singing aspects of Music 11 and will include written and keyboard exercises in harmony through secondary seventh chords. Prerequisite, Music 11 or permission of the instructor. Spring term.

23. Advanced Theory
Continuation of ear-training, sight-singing, written and keyboard harmony through extended alteration of tertian harmony. Prerequisite, Music 14. Fall term.

24. Contemporary Techniques
Study of compositional techniques in 20th Century music with emphasis on analytical and performance skills. Prerequisite, Music 23. Fall term.

31. Composition
Preparation of original pieces for performance. Prerequisite, Music 24 or permission of the instructor. Fall term.

41. History of the Pre-Baroque Era
A synopsis of the music of early civilizations and a general history of music's development from the Golden Age of Greece through the Renaissance. Prerequisite, Music 14 or permission of the instructor. Offered 1969-70 and alternate years. Fall term.

42. Music Literature — Baroque
The study and analysis of music written from the time of Monteverdi to Handel. Prerequisite, Music 14 or permission of the instructor. Offered 1969-70 and alternate years. Spring term.

43. Music Literature — Classic
The study and analysis of music written in the period covered from the Mannheim School to early Beethoven. Prerequisite, Music 14 or permission of the instructor. Offered 1970-71 and alternate years. Fall term.

52. Music Literature — Romantic
The study and analysis of music written in the period covered from middle Beethoven through Mahler. Prerequisite, Music 23 or permission of the instructor. Offered 1970-71 and alternate years. Spring term.

53. Music Literature — Contemporary
The study and analysis of music written in the 20th Century. Prerequisite, Music 24 or permission of the instructor. Offered 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
Introduction to choral conducting with emphasis on score preparation and conducting technique as it relates to literature of all stylistic periods in the history of music. Prerequisite, permission of the instructor. Offered 1970-71 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 1970-71 and alternate years. Spring term.

76. Elementary School Music Supervision

90. Instrumental Conducting
The study of problems related to score reading and conducting techniques for conductors of instrumental ensembles. Prerequisite, permission of the instructor. Offered 1969-70 and alternate years. Spring term.

91. Modal Counterpoint
Writing in the forms and employing the practices of the 16th Century. Prerequisite, Music 14. Offered 1970-71 and alternate years. Spring term.

92. Orchestration
The study and practice of scoring instruments for orchestra and band. Transposition, terms, symbols and manuscript preparation. Prerequisite, permission of the instructor. Offered 1970-71 and alternate years. Spring term.

93. Experimental Music
Preparation and performance of original works involving unusual techniques or sound sources such as music for tape recorder and music derived by chance. Prerequisite, permission of the instructor. Fall term.
PHILOSOPHY

95, 96. Independent Study
Creative, interpretive, and research projects. Prerequisite, permission of the instructor. Fall and spring terms.

97, 98. Seminars

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 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 piano study.

123, 124. Class Lessons in Voice
Open to students with less than one year of voice study.

101, 102. Private Music Lessons
Instruction in instrument or voice, Freshman level.

201, 202. Private Music Lessons
Instruction in instrument or voice, Sophomore level.

301, 302. Private Music Lessons
Instruction in instrument or voice, Junior level.

401, 402. Private Music Lessons
Instruction in instrument or voice, Senior level.

PHILOSOPHY

Mr. Abraham, Mr. Baumer, Mr. Cadieux, Mr. Chase, Mr. Feigl, Mr. T. Hill (on leave fall term), Mr. West, Mr. White (Chairman)

Mr. Garvin (Executive Vice President and Provost)
Mr. Vollrath (Post-doctoral — Research and Teaching Fellow)

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 and either 30 or 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.

30. Ancient and Medieval Philosophies
Major philosophers of Greece, Rome, and the Medieval Period.

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.

25. Ethics
The nature of value, duty, right and wrong, and the good life, with applications to selected problems of personal and social behavior.

31. Philosophical Foundations
The founders of modern philosophy from Descartes to the nineteenth century.

32. Recent Philosophy
Major philosophers of the late nineteenth and twentieth centuries.

36. Indian Philosophies
Introductory study of selected Hindu and Buddhist texts and philosophies.

37. Chinese and Japanese Philosophies
A study of selected Buddhist, Confucian, and Taoist texts, including Japanese Buddhist works. Prerequisite, sophomore standing or Philosophy 36.

40. Logic and Scientific Method
Principles and methods of critical inquiry, analysis of meaning, formal logic, the logic of modern science.

50. Topics

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.

71. Aesthetics
The nature of aesthetic experience and the basis of aesthetic evaluation.

82. Political Philosophy
Western political thought. Identical with Political Science 82.

84. Philosophy of Education
Identical with Education 84.

85. Philosophy of Religion
Analysis of problems and viewpoints represented in the great religions, and of the function of religion in human life.

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.

87. Philosophy of History
Analysis and evaluation of various interpretations of structure and meaning in history. Identical with History 87.

95, 96. Readings
Works of a specific philosopher or school, or study of a
philosophical problem.

98. Seminar
A flexible course of concentrated study upon some movement, problem, or philosopher.

PHYSICAL EDUCATION AND KINESIOLOGY

Mr. Bachman, Mr. Becker, Mr. Bolstorff, Mr. Borstad,
Miss Brewer, Mr. Engerbreton, Mr. Hanson (Chairman),
Mrs. Helmen, Mr. Lundeen, Miss Maddux, Mr. Sadek,
Miss Weeks, Mrs. Wiesner (on leave)

The Department of Physical Education and Kinesiology fulfills a multiple role in Macalester's educational program. The academic program provides an opportunity for the in-depth study of kinesiology. Students may prepare for graduate school and research or be certified for teaching and coaching. The activity program provides an opportunity for students to gain an understanding of the role of physical activity as it relates to their functional fitness, provides an opportunity for the acquisition of physical activity skills for the worthwhile use of leisure time, and provides an opportunity for the development and maintenance of an optimum level of personal functional fitness. The intramural and recreation programs provide an opportunity for all students to participate in activities of their choice in a variety of organized and unorganized settings. The intercollegiate athletic program offers an opportunity for men to participate on varsity athletic teams. The following eleven sports are sponsored by the College: baseball, basketball, cross country, football, golf, hockey, indoor track and field, soccer, swimming, tennis, touch football (men), track and field, volleyball, weight training and wrestling (men).

Core Concentration
The core concentration consists of P.E.K. 21, five additional courses in Physical Education and Kinesiology, and six supporting courses selected by the student in consultation with the department.

Coaching Certification
Students wishing to certify for coaching in the public schools may gain needed qualifications by successfully completing P.E.K. 61, 62, 71 and 72.

Activity Program
Students may elect to enroll in the activities program for credit or no credit. A course unit of credit counting toward the 31 courses required for graduation may be acquired by successfully completing four semesters (not necessarily consecutive) of physical education activities classes. The first of the four successfully completed offerings in the credit series must be P.E.K. 101, Physical Fitness. A particular activities course successfully completed may not be repeated for credit. Grading of all activities courses will be on an S/U basis. An S grade in each of the four activities courses in the credit series is necessary if these courses are to be counted together as one course-unit. Text materials will be used. Evaluation will include both written and performance examinations when appropriate. In cases of sequences of activities courses of the same kind, such as the three courses in beginning, intermediate, and advanced tennis, a student will be placed by the department at the appropriate level.

Academic Courses

11. Scientific Foundations of Human Kinesiology
An investigation of the biological, psychological, and sociological findings as they relate to human movement. The development and maintenance of functional fitness is stressed. Fall term.

12. Community and Camp Recreation
A study of the organization and administration of community and camp recreational programs. Leadership roles are emphasized. Practical experiences are provided. Spring term.

The development, evaluation, and application of kinesiological and health tests including the use and interpretation of statistical techniques applicable to test development and research. Fall term.
22. Health Problems
A survey of school, community, county, and state health problems. Considers the broad scope of health as it relates to the total educational program. It includes personal and community health, and the influences of sex and family, nutrition, disease, drugs, alcohol, and tobacco. Spring term.

31. Human Anatomy
Study of the structure of the human body. Topics include embryology, skeletal anatomy, muscular anatomy; the anatomy of the circulation, respiration, lymphatic, digestion, urogenital, endocrine, sensory, and nervous systems. A lecture-laboratory course with three lectures and a two-hour laboratory each week. Fall term.

32. Human Physiology
Study of the functioning of the human body. Topics include the physiology of the cell, myology, circulation, respiration, digestion, metabolism, and kidney function. A lecture-laboratory course with three lectures and a two-hour laboratory each week. Spring term.

45, 46. Independent Study
Freshman and sophomore students may undertake individual projects involving library or laboratory research. Prerequisites, departmental approval. Fall and spring terms.

50. Kinesiological Topics
Examination of a topic of general interest from the point of view of the science of human movement, the topic to be announced in advance of registration. Prerequisite, permission of instructor. Fall or spring term.

61. Psychological and Sociological Kinesiology
The effects of motivation, aspiration, leadership, individual differences, cultural differences, physical growth and development on human movement. Consideration also given to sex and age differences. Fall term.

62. Anatomical and Mechanical Kinesiology
Physical principles and analysis are stressed as they apply to basic anatomical and mechanical interpretation of kinesiology. An introduction to approaches for motion analysis and data reduction is provided. A lecture-laboratory course with three lectures and a two-hour laboratory each week. Prerequisite, P.E.K. 31. Spring term.

71. Physiological Kinesiology
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 and fitness. A lecture-laboratory course with three lectures and a two-hour laboratory each week. Prerequisite, P.E.K. 32. Fall term.

72. Medical Kinesiology
A study of first aid, the care and prevention of athletic injuries, corrective and adaptive kinesiology with consideration given to growth-development theory. Spring term.

81. Historical and Philosophical Kinesiology
The scope of Physical Education from ancient cultures through modern times. Interpretation and application of historical and philosophical bases of physical education. Fall term.

82. Curriculum Development and Administration
Physical Education curricula are developed based upon the scientific foundations of human movement. Principles of curriculum implementation are studied. Prerequisites, P.E.K. 21, 61, 62, and 71. Spring term.

95, 96. Independent Study
Advanced students may undertake individual projects involving library or laboratory research. Prerequisite, departmental approval. Fall and spring terms.

Activity Courses
100. Movement Fundamentals
101. Physical Fitness
103. Cross Country
105. Track and Field
107. Beginning Basketball
112. Beginning Team Sports
113. Beginning Soccer
114. Beginning Volleyball
119. Beginning Field Hockey
120. Beginning Gymnastics
121. Beginning Fencing
122. Beginning Handball
123. Beginning Badminton
124. Beginning Tennis
125. Beginning Weight Training
126. Beginning Golf
127. Beginning Wrestling
128. Beginning Bowling
129. Beginning Archery
130. Beginning Skiing
131. Beginning Swimming
141. Beginning Folk Dance
143. Beginning Social Dance
144. Beginning Modern Dance
207. Intermediate Basketball
214. Intermediate Volleyball
PHYSICS AND ASTRONOMY

Mr. Jeffries, Mr. Kim (on leave fall term), Mr. Kikkelson, Mr. J. Roberts, Mr. Schultz, Mr. Smith, Mr. Strait (Chairman) Mr. Congel (Post-doctoral Research and Teaching Fellow) Mr. Hastings (Director of the Wilkie Laboratory)

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.

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.

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. Spring 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.

**POLITICAL SCIENCE**

Mr. D. Baird, Miss Dodge (Chairman), Mr. Granger, Mr. Green, Mrs. Hedblom, Mr. Humphrey, Mr. Mitau, Mr. Sigler, Mr. Skogan
Mr. Flemming (President of the College)
Mr. Klietsch (Director, Simulation Laboratory)

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 important to 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 Politics; Division C, Comparative Politics; Division D, Political Analysis; Division E, Public Policy.

**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: World Politics or American National Government. (2) At least one course from four of the Divisions A through E. (3) Independent study, 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 E.

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 listing). 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 Area Studies and International Studies programs, consult these descriptions in the catalog.

All core concentrations must be approved by the chairman of the department.

**Honors Program**

Application for Honors in Political Science 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 25. 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 15 and 20 require, as prerequisite, permission of the instructor.
Division A: American Government, Politics, and Public Law

20. American National Government
Analysis of federal governmental institutions and political processes.

30. Problems in State and Intergovernmental Relations
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.

41. Decision-Making in an Urban Setting
Investigation of public policy-making processes in American cities. Survey of such topics as urban party organization, leadership recruitment, urban power structures, and governmental policy-making.

42. Comparative Urban Development
Because of the complexities of rapid urbanization, its impact on political democracy needs critical examination. Developing as well as advanced industrialized societies are experiencing common problems. This course is designed to examine the political manifestations of urban growth in different countries and in contrasting regions of the United States.

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.

52. Urban Politics
Investigation of formal social control institutions in urban areas — the police, the courts and prosecution agencies.

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
Survey of basic concepts and theories in the study of comparative and international political systems. Introduction to research procedures on major questions of theoretical and policy interest: political socialization and communication, interest articulation and aggregation, bargaining, integration, conflict, and violence.

62. International Law and Organization
Survey of contemporary state practice and enforcement of international law and the development of United Nations world law precedents. Emphasis upon the doctrines of recognition, state jurisdiction, immunities, and contemporary problems of outer space and the high seas, continental shelf, and atomic warfare.

63. Contemporary Theory of International Politics
The course is intended to acquaint the student with current discussion and methodology in the field of international politics. Each student will be expected to prepare a research design based upon one of the theories studied in order that the problems of application of methodology as well as awareness of various approaches may be encouraged.

Division C: Comparative Politics

43. Comparative Foreign Policy
Comparative study of the foreign policy decision-making process in the United States, Western Europe, the USSR, and selected Third World countries. Emphasis on organizational, societal, and individual variables.

44. Asian Politics
Political culture and systems of China, Japan, and India. Emphasis upon political socialization including Maoism and developing economies.

45. Latin American Politics
Political traditions and governmental institutions of Latin American countries.

46. African Politics
Political culture and system of Africa south of the Sahara. Emphasis upon modernization and political development.

48. European Politics
Application of basic concepts and theory in comparative politics to the data on the political process in great Britain, France, and West Germany. Discussion of problems of integration in the European community.

49. Soviet Bloc Politics
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.

Division D: Political Analysis

47. Political Behavior
Theory and research related to political socialization and participation: analysis of social-psychological variables in political life.

55. Simulation in Behavioral Science
A laboratory and research experience in simulation involving a
functioning construction of the major features of the international political and social system. Student participants employ strategies of decision-making in their roles as inter-nation decision makers and gain understanding of the strategies of decision-making.

75. Theory of Politics
An examination of modern empirical political theory; problems of theory-building; analysis of major theories and concepts.

82. Political Philosophy
Western Political thought from Plato to the present, including major contributions by American political thinkers.

95. Independent Study
96. Seminar in Research Problems
Conferences, research papers, and reports based on independent work in fields of political science jointly selected by the students and the departmental faculty.

98. Senior Honors Seminar in Political Science

Division E. Public Policy

50. Topics
Analysis of selected political issues of general interest, specific issue to be announced in advance of registration. No prerequisite.

PSYCHOLOGY

Mr. Curnow, Mr. Johansson, Mr. R. Johnson, Mr. Maley, Mr. Mink, Mr. Torrey, Mrs. Torrey, Mr. Weiss (on leave)
Mr. Wendt (Chairman)
Mr. Armstrong (Associate Dean of the Faculty)
Mr. Goodrich (Dean and Director of the Office of Educational Resources)
Mr. Hultgren (Director, Individual Learning Center)
Mr. Mack (Post-doctoral Research and Teaching Fellow)
Mr. Rossmann (Director of Educational Research)
Mr. F. 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. The several sections are taught independently and may differ in teaching technique, material covered, and grading procedures. Both terms.

30. Methods in Psychological Research
An introduction to experimental methods in psychology including statistics and the design and execution of experiments. 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
Not offered 1969-70.

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 affectional processes. Prerequisites, Psychology 10 or permission of instructor. Fall term.

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. Fall term.

81. Honors Seminar: Learning and Behavior Theory
Fall term.

83. Honors Seminar: Perception and Memory
Not offered 1969-70.

84. Honors Seminar: Personality and Individual Differences
Spring term.

85. Honors Seminar: Comparative and Physiological Psychology
Fall term.

86. Honors Seminar: Behavior Disorders
Not offered 1969-70.

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, Mr. Gaston, Mr. Hopper (Chairman, on leave spring term), Mr. Roetzel, Mr. Sowers
Mr. Currier (Acting 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 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. Students with a sound background in biblical studies may test out of the religion 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.

50. Topics
A course with a variable content. When offered, the subject matter of this course will be announced in advance of registration.

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. Ganusowksy, Mr. Guss (Acting Chairman), Mr. Kliachko

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 (The Tolstoy Farm project).

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, 73 or 55, 83, 84. With the approval of the department chairman, students majoring in Russian may choose from other advanced courses to satisfy their major (e.g., Russian 53, 54 substituted for Russian 83, 84; Russian 73 for 55). 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.

For students accepted into the Honors Program, any of the advanced courses in Literature, Russian 53, 54, 81, 76, 83, 84 will be accepted. Independent study, Russian 95, 96, and seminars 97, 98 may also be taken. Applicants for departmental Honors will be accepted by permission of the department chairman and arrangements with the instructor. Students entering this program are required to do an Honors thesis and defend it successfully before an outside examiner.

Interim Term Program
The Tolstoy Farm, a Russian community in New York, provides a special opportunity for study during the Interim Term. Here 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. 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. A Survey of Russian Literature in the Russian Language
Introduction to Russian literature. The reading in historical context of representative works of important Russian writers. Prerequisite, Russian 32 or consent of instructor.

55. Russian Culture and Civilization
The most important socio-economic, intellectual and ideological factors in the evolution of Russian culture, both prerevolutionary and Soviet.

61, 62. Advanced Conversation and Composition
Prerequisite, Russian 32 or 41 or approval of instructor.

71. Advanced Russian
A course for advanced students providing foreign language study in depth. Required of majors. Prerequisite, Russian 32. The course is conducted in Russian.

73. Comparative Slavic-English Structure
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 71. Alternate years.

74. Early Russian Literature
Emphasis on literature of the Kievan period. Annals, Chronicles, "Slovo o Polku Izgorovye," Bylines, Zadonshchina, etc., in Russian. Prerequisite, Russian 71, 73 or 62.

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.

83, 84. Russian Literature from Pushkin to Chekhov (in English)
An introduction to the Russian novel, drama, and poetry. Major contributions of Pushkin, Lermontov, Gogol, Ostrovsky, Goncharov, Turgenev, Tolstoy, and Chekhov. Students concentrating in Russian will read certain assigned materials in Russian. Prerequisite for
Russian majors or cores, Russian 62; other students need not know any Russian.

90. History of the Russian Language
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 71, 73. Alternate years.

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 on selected topics on the Russian literature and language may be arranged. For advanced students only; conducted in Russian. Prerequisite, Russian 71 or approval of the department chairman.

SOCIology AND ANTHropology
Mr. Berry (Chairman), Mr. Hoffman, Mr. McCurdy, Mr. Rinder, Mr. Spradley, Mr. Swain, Mr. Thielbar
Mr. Brinkerhoff (Post-doctoral Research and Teaching Fellow)

Both Anthropology and Sociology, although separate fields of study each with its distinct approach and subject matter, take Man in Society as their principal focus of study and concern. Each has built a complementary body of knowledge, concepts, and theory concerning the products of human interaction and of socio-cultural processes by which these products have come to be. As these two disciplines are so mutually reinforcing and complementary they are housed within the same academic department.

The overall purpose of the department is to make students more aware of the intricacies of all forms of group life and skillful in socio-cultural analysis. These learnings are directed both toward the understanding of the problem aspects of our changing world (racial tensions, delinquency, war, urbanization, the developing nations, the generation gap, etc.) and toward such regular on-going group life processes as seen in the family, the work-a-day world, the gang, the decision-making process, the bureaucratic structure, the development of human personality, and the exercise of social power.

Students taking courses within the department may hope to profit by such study on one of three different levels depending in part upon the degree of commitment to the field: (1) by developing through a major in the department a measure of expertness in the understanding of group life and in skills in testing, through research techniques, some of the assumptions that may be made about the way it operates, which could in turn lead to further graduate professional studies in either Sociology or Anthropology; (2) by combining in the core concentration certain courses within the department with courses in other related fields in order to give one a broader base of subject matter coverage somewhat less specialized; or (3) by taking one or more courses in terms of one's own interest in order to gain a better understanding of such as the community, deviant behavior, kinship systems, the significance of culture, and of human behavior as it is to be seen within the ever changing socio-cultural milieu.

Organization of Courses
It will be noted that some of the course offerings are organized in two separate parts, e.g., courses 76 and 77. The first semester of such a sequence, designated as an A-type course, introduces the significant body of theory, principles, and vocabulary of analysis appropriate to the respective area of study. The conventional course procedures are likely to prevail in it. The second follow-up course, designated as a B-type course, offers the opportunity for the student to pursue his own interests which have been generated in the A-type course. Here he is expected to build upon the work of the A course by following through with some implications of selected aspects of his own choosing or by intensive inquiry or original research into some selected but relevant problem. Ordinarily this would culminate in a major paper or research report. Flexibility of course design, largely in the hands of the student, with assured instructor guidance is the hallmark of the B-type course. Prerequisite to all B courses is the corresponding A course but A courses may be taken terminally.

General Graduation Requirement
Any course within the department may be used to satisfy general graduation requirements providing the prerequisite introductory course has been taken (see departmental requirements).
SOCIOMETRY AND ANTHROPOLOGY

Departmental Requirements
An Introductory course is prerequisite to all courses in the department. This prerequisite may be taken either in Sociology (20) or in Anthropology (21). There is no particular sequence in which courses are to be taken except in the pre-professional social work offerings. Students concentrating in the department will choose their courses in consultation with their departmental adviser.

Major Concentration
A total of eight courses within the department is required for the major. These will be selected in consultation with the student's adviser. Those planning for further graduate study in Sociology are strongly advised to include Sociology 25, 70 and 71. It is also thought advisable to include at least one B course or one course of Independent Study.

Core Concentration
Six courses from within the department exclusive of Sociology 74 and 86 together with six chosen by the student from outside the department constitute a core concentration. The pattern of courses is to be designed by the student in consultation with his departmental adviser. The student should be prepared to provide a rationale for his selection in terms of the internal consistency of his proposed pattern. Ordinarily there should be some clustering within disciplines of the supportive courses chosen from outside of the department.

Honors Program
The B-type course (see Organization of Courses) serves as the principal starting point for those who opt 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 Honors 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 the Honors Seminar. The last course is 96, during which the major task is the final preparation of the Honors thesis and preparation for the Honors oral examination.

Pre-professional Social Welfare Work
Students anticipating working in one of the "helping professions" immediately upon graduation from college will find the two pre-professional social work courses (74 and 86) useful in two ways: (1) to test out the depth of their own interest in the field and (2) to begin to equip themselves to work in certain agencies or programs not requiring the Masters Degree in Social Work, e.g., Case Worker I in county welfare, some group work programs, and some of the newer positions working with the disadvantaged. These courses build upon knowledge gained from all the behavioral and social sciences and require a supervised field placement concurrent with the regular class work in an agency or program selected by the instructor. Care is taken to make such placements in terms of student interest and capacity and are made only in those agencies equipped and willing to provide genuine learning experiences. Ordinarily these courses are taken in the senior year; 74 should precede 86. They may be included within the major but not within the core concentration. It should be understood that a sociology major is generally not required for those welfare positions for which the B.A. degree makes one eligible (e.g., county welfare) but some work in the field is usually expected by employing agencies.

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.

25. Social Statistics
An introduction to theory and application of statistics in the social sciences with intent to provide some of the essential tools for sociological analysis. Emphasis placed on understanding the reasoning underlying statistical usage in sociology. Univariate and bivariate data description, sampling, estimation, and hypothesis-testing. Special attention given to recent developments in "nonparametric" and ordinal measures. Prerequisite, Sociology 20 or 21 or one course from the behavioral or social sciences. 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.

50. Topics in Sociology/Anthropology
Examination of some selected topic of concern to sociologists or anthropologists to be announced prior to registration. Prerequisite, permission of instructor. Fall or Spring term.

62. Social Change: Topics in the Non-Western World
Theories of social change. Programs of social change and development in non-Western countries. Evaluation of these theories and programs in terms of change-phenomena in significant areas of the modern world. Evolution, revolution, reform, reconstruction, utopias and other ideal-typical images. Not offered 1969-70.

64. Anthropology: Peoples and Cultures of Mesoamerica
Indian and peasant cultures from Mexico through Nicaragua are surveyed. Cultural and social types, the nature of the peasant community, and the relationship of these groups to the national culture are examined. Fall term.

65. Anthropology: Peoples and Cultures of 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. Spring term.

68. The Changing Community — A
The search for community in Megalopolis; historical origins and forms that shaped a sense of community; the significance of the urbanizing process and the resultant problems, both in social relations and in perspectives. 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 work in nearby localities and neighborhoods. Spring term.

70. Development of Sociology
Sociology's 19th century roots; contemporary theories and concepts in current use, with special attention given to the role of a theory in both research and in assessing social action programs. 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 Organization: Formal and Informal 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 Organization: Formal and Informal 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
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 of social structure and deviancy in such behavior 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. Fall term.
82. Problems and Explanations in Anthropology — B
Intensive study of one selected topic or problem as a follow-up of course 81.

83. Psychological Anthropology
A survey of the sub-field of culture and personality within anthropology. The relationship of this sub-field to other disciplines and a review of its basic concepts and contributions as illustrated through specific studies. The influence of culture on the development of personality as well as psychological processes of culture change. Spring term.

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
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), Mrs. Johnston, 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.

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 Concentration
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.

Study in Spain
The Spanish Department sponsors a study-abroad program in Madrid, Spain. Fifteen to twenty students, not necessarily
Spanish majors, are selected to spend their Interim Term and the following Spring Term (summer optional) studying on the campus of the University of Madrid.

**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 (Part I)**
Includes 19th and 20th centuries. Prerequisite, Spanish 32. Fall term.

**62. Survey of Spanish Literature (Part II)**
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. Not offered 1969-70.

**68. Special Topics in Spanish Literature**
The material will alternate from year to year between the 19th century Spanish novel 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. Not offered in 1969-70.

**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 1969-70 the topic will be Pio Baroja, novelist of the Generation of 1898.

**98. Senior Seminar**
Spring term.

**SPEECH AND DRAMATIC ARTS**

Mr. Hatfield (on leave, spring term), Miss Hoffman, Mr. Jurik, Mr. Landreth, Miss Maddux, Mr. McMullan, Mr. Mosvick, Mr. Nobles, Mrs. Pyclik, Mr. Steil (on leave), Mr. Wilson (Chairman, on leave, spring term)

Miss Owen (Director of Drama Choræ)

Speech and Dramatic Arts Department courses are designed for scholarly study in historic and contemporary theories of the speech arts and to teach fundamental techniques of performance in Interpretation, Theatre, Rhetoric and Public Address.

Those students preparing for graduate study should choose either emphasis in Interpretation and Theatre 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 Requirements**

Speech Proficiency Requirements: Students wishing to elect
a general speech course should take Speech Fundamentals 11. Speech 25 or Speech 36 will also fulfill the general speech proficiency requirement.

Humanities Requirement: 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. Students wishing to fulfill a humanities program by electing courses in speech and drama should choose either Speech 30, Introduction to the Theatre, and Speech 35, History of the Theatre, or Speech 36, Theory and Practice of Public Address, and Speech 46, British and American Public Address. (See Humanities Program elsewhere in this section of the catalog.)

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 Theatre.

Major Concentration
The Speech and Dramatic Arts Department offers three general areas of concentration of ten courses each: Theatre, 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:
Option 1. Theatre: 11 (or 36), 20, 22, 30, 40 and 64
Option 2. Rhetoric and Public Address: 11 (or 36), 20, 25, 38, 46 and 48
Option 3. General Speech: 11 (or 36), 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 chairman. For the six supporting 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.

28. Voice and Diction
A study of the anatomy and physiological processes of voice production and articulation. Introduction to the International Phonetic Alphabet and its application to various levels of English pronunciation; introduction to elementary theory of speech correction; individualized programs of self-analysis and self-improvement.

30. Introduction to Theatre
The art and craft of the theatre. 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 theatre 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 numbered 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. Spring 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 odd numbered 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 even numbered years.)

50. Topics in Speech and Dramatic Arts  

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 theatre 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.
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JAROLD KIEFFER, B.A., Ph.D., Director of Macalester Foundation for Higher Education
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<td>S. MARK VAUGHT</td>
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<td>ALVIN C. CURRIER, B.A., B.D.</td>
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<td>LEWIS DOHMAN, B.A.</td>
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<td>JANET GRIFFIN, B.S.</td>
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<td>OLIVER McKINNEY, B.A.</td>
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<tr>
<td><strong>Counseling and Psychological Services</strong></td>
<td>Coordinator of Advising, Psychological Services and Counseling (Associate Dean of Student Services), Coordinator of Academic Advising (Associate Dean of Student Services)</td>
<td>LAWRENCE A. YOUNG, B.A., Certified Psychologist</td>
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<td>Counselor, Academic Advising Program</td>
<td>SUE LUND, B.A., M.A.</td>
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<td>Consulting Psychiatrist</td>
<td>DAVID B. ECKHOLDT, B.A., M.A.</td>
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<td>Professional School Adviser, Career Planning and Placement</td>
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<td>Field Work Coordinator, Career Planning and Placement</td>
<td>PAMELA MOREHEAD, B.A., M.A.</td>
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<td>MARK LINDER, B.A.</td>
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<td>Administrative Assistant in the Department of Speech and Dramatic Arts</td>
<td>ANNA J. SPENCER</td>
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<td>Department</td>
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<td>Educational Research</td>
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<td>Executive Vice-President and Provost</td>
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<td>Dean of the Faculty</td>
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<td>Department</td>
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<td>JOHN THORN, B.A., M.A.</td>
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ARTHUR S. FLEMMING, A.B., M.A., J.D., 1968-

*Deceased
(Date in parenthesis indicates year of first appointment at Macalester College.)

Professors Emeriti

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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.

DONALD N. FERGUSON
Professor of Music (1950); B.A., University of Minnesota, 1904; M.A., University of Minnesota, 1922.

WALDO S. GLOCK
Professor of Geology (1948); B.A., State University of Iowa, 1920; Ph.D., Yale University, 1925.

RUSSELL BYRON HASTINGS
Professor of Physics (1929); B.A., Clark University, 1924; M.A., Clark University, 1925.

KENNETH LEEDS HOLMES
Professor of History (1925); B.A., Yale University, 1917; M.A., University of Louisville, 1925.

CARL A. JENSEN
Professor of Music (1925); A.A.G.O., 1924; T.C.L., Trinity College, London, 1935; L.T.C.L., Trinity College, 1942.

EDWIN KAGIN
Professor of Religion (1926); B.A., Centre College, 1904; B.D., Louisville Presbyterian Seminary, 1907; Th.M., Princeton Seminary, 1922; M.A., Princeton University, 1923; D.D., Centre College, 1937; D.R.E., Boston University, 1940.

A. ELIZABETH LEINBACH
Associate Professor of Religious Education (1948); B.S., University of Minnesota, 1926; M.A., Columbia University, 1928.

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

ROYAL ARCHIBALD MOORE
Assistant Professor of History (1941); B.A., Harvard College, 1905; M.A., Harvard Graduate School, 1906.

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

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.

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.
Faculty

WILLIAM E. ABRAHAM

EVELYN ANTONSEN ALBINSON
Visiting Professor of Philosophy (1969); B.A., University of Ghana, Minnesota, 1941; M.A., University of Minnesota, 1944; Ph.D., University of Minnesota, 1967.

YAHYA ARMAGJANI
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 of the Faculty; 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.

PAUL J. ASLANIAN
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Technical Assistants

JAMES R. HESSLER
Laboratory Apparatus Assistant in Physics and Science Shop Supervisor (1966).

JOHN H. SANTEE
Chemistry Laboratory Stockroom Assistant (1965).

Graduate Assistants

ROBERT BATTIN
Graduate Assistant in Art, (1968); B.A., University of Minnesota, 1961.

DOMINIQUE CHARRIER
Graduate Assistant in French (1969).

RONALD G. McKECHNEY
Graduate Assistant in Physical Education (1968).

GARY M. O'CONNOR
Graduate Assistant in Art (1969).

GORDON I. ZIMMERMAN
Graduate Assistant in Speech and Dramatic Arts (1969); B.S., University of Oregon, 1965; M.A., University of Arizona, 1966.

Studio Instructors

MARTIN BECKERMAN
Studio Instructor in Bassoon (1964).

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.

RICHARD GREENWOOD
Studio Instructor in Guitar (1968).

MERRIMON T. HIPPS
Studio Instructor in High Brass (1966); B.M.E., Florida State University, 1959; M.M., Manhattan School of Music, 1961.

MARVIN McCoy
Studio Instructor in French Horn (1968).

JOHN PATTON
Studio Instructor in Voice (1967).

MADELEINE R. TITUS
Studio Instructor in Classical Piano (1952); B.M., MacPhail College of Music, 1936.

JEFFREY VAN
Studio Instructor in Guitar (1965).

ERIC H. WAHLIN
Studio Instructor in Cello (1965).

MARY R. WILSON
Studio Instructor in Flute (1951); B.A., Macalester College, 1938.
JEANNE AIRD
   Receptionist-Secretary, Office of Admissions

RENATA ANDERSON
   Stenographer, Office of Executive Vice-President and Provost

DEBORIS ASKEW
   Secretary, Simulation Center

CECILIA AUGER
   Catalog Clerk-Typist, Library

DOROTHY BARNES
   Secretary, Library

ARORA BJARNASON
   Secretary, Faculty Secretaries Office

BETTY BLAND
   Secretary, Psychology Department

MARIANNE BOERGER
   Recorder, Office of Admissions

BEVERLY BORCHERS
   Secretary, Bureau & Department of Economics

RUTH BOYD
   Clerk, Post Office

NOELANN BROWN
   Secretary, French and Spanish Departments

WILLIAM BURNS
   Manager of Printing and Duplicating Services

BEATRICE CAPRIOTTI
   Administrative Secretary, Office of the General Secretary

CAROLYN CARLSON
   Secretary, Religion Department

MARY F. CATLIN
   Secretary to Associate Dean of Student Services

GERALDINE CUFF
   Clerk, Printing and Duplicating Services

SHIRLEY DAVIS
   Secretary to the Comptroller, Business Office

MARY DeROSIER
   Telephone Operator and Information Clerk, Information Center

JANICE DICKINSON
   B.A., Administrative Secretary, International Center

MARIAN L. ECKER
   Night Switchboard Operator, Information Center

FERN L. Fournier
   Secretary in the Political Science Department.

JEAN FRANCIS
   Catalog Clerk, Library

MARY FRANCIS
   B.S., Secretary, English Department

FREDA FRIEDMAN
   Catering and Reception Manager

LEILA FROGH
   Secretary, Physical Education Department

IRENE GERBER
   Manager of Post Office

ANN B. GROHS
   Receptionist-Clerk, Dean of Student Services Office

JOAN HABEL
   Stenographer, Registrar's Office

MARGARET HAGEMAN
   Secretary, Associate Director of Alumni Affairs

MARY HAMPL
   Catalog Assistant, Library

MARIE HANNAHAN
   Administrative Secretary, Office of Information Services

M. DOROTHY HANSON
   Assistant Cashier, Business Office

DOROTHY HEGMAN
   Secretary to the Chaplain

BONNIE HULTBERG
   Secretary, Education Department

JANICE HUNTER
   Typist, Business Office

JEAN JACKSON
   Secretary, Audio-Visual Department

DORIS JOHNSON
   Secretary, Upward Bound

MARJORIE JOHNSON
   Secretary, Office of Career Planning and Placement

JERAD JOHNSTON
   Assistant to Purchasing Director, Business Office
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>ROSE KAPLAN</td>
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<tr>
<td>DWANE KOSTRON</td>
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<tr>
<td>HARLAN KING</td>
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<td>CHRISTINE KIRCHNER</td>
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<td>SUSAN KRATOVIL</td>
<td>Secretary, International Center</td>
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<tr>
<td>KAY KUMAGI</td>
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<td>HELENE LEE</td>
<td>Stenographer, Office of Admissions</td>
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<td>JANE LILLEODDEN</td>
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<td>DOROTHY MANTHEY</td>
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<td>MAURINE MARTIN</td>
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<tr>
<td>LUCILE MAYO</td>
<td>Secretary to Director of Financial Aid</td>
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<td>MAXINE McDaniel</td>
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<td>ALICE McGRODER</td>
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<td>HELEN MELGES</td>
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<td>FRANCES MEYERS</td>
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<td>NORMA MUNTEAN</td>
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<td>LORETTA MYERS</td>
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<td>CLARA NELSON</td>
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<td>TOBY NERENBERG</td>
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<td>VIOLET NEUHAUS</td>
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<td>RUTH NEWCOMB</td>
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<td>BERNICE OLIVER</td>
<td>Periodicals Assistant, Library</td>
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<td>DORA OLSEN</td>
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<td>AUDREY OLSON</td>
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<td>Director of Food Services</td>
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<td>MARY JANE ROBINETT</td>
<td>Stenographer, Creativity Project</td>
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<tr>
<td>SHIRLEY SALOKA</td>
<td>Secretary to the Business Officer</td>
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<td>HELEN SAVAGE</td>
<td>Clerk-Typist, Office of Admissions</td>
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<td>GLADYS SCHAEFER</td>
<td>Housemother, International Center</td>
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<td>GLENNIS SCHONES</td>
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<td>BETTY SCHULTZ</td>
<td>Keypunch Operator, Computer Services</td>
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<td>EDNA MAE SEALE</td>
<td>Interior Decorator and Accounts Payable, Business Office</td>
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<td>MARJORIE SETTERHOLM</td>
<td>Research Clerk, Office of the General Secretary</td>
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</table>
LORRAINE SHIMEK  
Secretary to Superintendent of Physical Plant

ELLI SORENSON  
Acquisitions Clerk-Typist, Library

ROXANNA SORENSON  
Gallery Assistant, Art Department

ESTHER STAHEL  
File Clerk, Office of Admissions

MARIYLN STENDAHL  
Secretary, Faculty Secretaries Office

BETTY STEPHENSON  
Payroll Clerk, Personnel Office

WILADENE STICKEL  
Secretary, History Department

VIOLET STOBER  
Bookkeeper, Business Office

EVELYN STROM  
Secretary to the Director of Alumni Affairs

MARTINE TATMAN  
Secretary to Associate Dean of Faculty

VIOLET THOMPSON  
Clerk, Mail Room

MILDRED UTTER  
Secretary to Director of Counseling and Psychological Services 
and Assistant Dean of Student Services

JOAN VANDERBILT  
Secretary, Office of the President

KATHLEEN VOGEL  
Receptionist-Clerk Typist, Office of the General Secretary

RUTH WALLACE  
B.A., Administrative Secretary to Prof. Humphrey

MARGIE WEGNER  
Secretary, Office of Projects Development

RUTH WILMER  
Administrative Secretary to Vice-President for Financial Affairs

RON WYCKOFF  
Manager of Bookstore

RUTH ZELLER  
B.A., Receptionist-Secretary, International Center
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<td>September 1-7</td>
<td>Monday through Sunday</td>
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<td>September 5</td>
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<td>September 4-5</td>
<td>Thursday and Friday</td>
<td>Upperclass Registration</td>
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<td>September 6</td>
<td>Saturday</td>
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<td>September 8</td>
<td>Monday</td>
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<td>October 24</td>
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<td></td>
<td>November 20-25</td>
<td>Thursday through Tuesday</td>
<td>Interim and Spring Term Registration</td>
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<td>November 26-30</td>
<td>Wednesday through Sunday</td>
<td>Thanksgiving Vacation</td>
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<td>December 1</td>
<td>Monday</td>
<td>Classes Resume</td>
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<td>December 15-18</td>
<td>Monday through Thursday</td>
<td>Final Examinations</td>
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<td>December 19-January 5</td>
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<td>Christmas Vacation</td>
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<td><strong>Interim Term 1970</strong></td>
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<td>January 31-February 3</td>
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<td>February 4</td>
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<td>March 31</td>
<td>Tuesday</td>
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<td>April 27-May 8</td>
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<td>May 18</td>
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<td>May 19-22</td>
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<td>May 19</td>
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<td>Final Grades Due for Honors Students</td>
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<td>May 23</td>
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**First Summer Term 1970**

<table>
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<tr>
<td>June 8</td>
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<tr>
<td>July 3</td>
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<td>July 6</td>
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**Second Summer Term 1970**

<table>
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<td>July 7</td>
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<td>August 1</td>
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<td>Final Examinations</td>
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<tr>
<td>August 3</td>
<td>Monday</td>
<td>Final Grades Due</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.
### REGISTRATIONS

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Juniors</td>
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<td>190</td>
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<td>953</td>
<td>1972</td>
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<table>
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<tbody>
<tr>
<td><strong>Fall Term, 1968-69</strong></td>
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<tr>
<td>Freshmen</td>
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<td>Juniors</td>
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<tr>
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<td><strong>Spring Term, 1968-69</strong></td>
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<td>Freshmen</td>
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<td><strong>TOTAL</strong></td>
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### GEOGRAPHICAL DISTRIBUTION

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<th>Country</th>
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<tbody>
<tr>
<td>Ramsey County (St. Paul Area)</td>
<td>268</td>
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<tr>
<td>Hennepin County (Minneapolis Area)</td>
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<tr>
<td>Minnesota (outside Twin Cities)</td>
<td>491</td>
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<td>United States (excluding Minnesota)</td>
<td>833</td>
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<tr>
<td>Foreign Countries</td>
<td>61</td>
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<td><strong>TOTAL</strong></td>
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<table>
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<td>Ethiopia</td>
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<td>Guyana</td>
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