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# University of Montana Report of the President 1950-1951

University of Montana (Missoula, Mont.). Office of the President

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1950-51  
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MONTANA STATE UNIVERSITY

PRESIDENT'S ANNUAL REPORT

1950-1951

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## BUSINESS OFFICE

J. B. Speer, Controller,  
E. K. Badgley, University Auditor and Assistant Controller  
K. C. Clarke, Accountant, Residence Halls and Housing Projects

The major responsibilities of the Business Office continue to be accounting, financial reports, control of budgets through purchasing, payroll and related procedures, assessment and collection of student fees, collections, disbursements of funds both through the State Treasurer and local bank accounts, aid in preparation of budgets, management of minor service divisions, inventories.

Many of these services are channelled through major budget divisions (corresponding roughly to the organization of the University) which are (1) the "general budget," or University budget for "salaries and expense" for (a) administration and general, (b) educational activities (including instruction and research), (c) physical plant; (2) plant funds budgets, primarily for new construction; (3) housing, including residence halls, family housing; (4) student and auxiliary organizations; (5) miscellaneous minor divisions. The major sources of funds are legislative appropriations, trust funds, student fees and earnings, contracts with the federal government.

Among the outside state agencies whose requirements the Business Office must carry out are the state accountant (accounting procedure and financial reports), state purchasing agent (purchases, sales, inventories) (which offices are now combined with the State Controller) and the State Controller (legislative budget); clerk of the State Board of Examiners (contracts, pay rolls, service claims, various types of insurance); two retirement systems (teachers', public employees'), state treasurer (deposit and custody of funds, amortization of building bonds, investment of trust funds); Executive Secretary of University of Montana.

The Controller is Secretary and Treasurer of the Local Executive Board of the State University, Secretary Faculty Committee on Certified Public Accountancy, Secretary and Treasurer, University Development Corporation, Trustee (one of three) Stella Duncan Memorial Fund. The University Auditor, Mr. Badgley, is assistant to the Controller, auditor of Student Organizations, Administrator Clerical Employees.

The volume of activities is roughly indicated by the following data for the fiscal year 1950-51:

<u>Expenditures</u>	
General Budget	\$1,638,550.33
Non Educational Activities	32,371.97
Plant Funds	391,589.19
Residence Halls and Family Housing	550,393.05
Auxiliary Activities (Health Service, Student Union, Student and Auxiliary Organizations)	<u>349,689.52</u>
	2,962,594.06
Social fraternities for which accounting service performed	<u>183,633.65</u>
	<u>\$3,146,227.71</u>

(Mention should also be made of related activities for which no accounting service is performed, but activities of which are more or less supervised by audits or membership on boards or committees. The principal activity in this category is the student store and cafeteria, income of which was \$343,288.47)

Book value of plant and equipment (June 30, 1950)	\$5,279,149.12
Number of all employees	375*
Number of student help	400*
Number employees 1950 from whom income tax was withheld	1,200*
Number of receipts written	1,300*
Number of checks written	9,500*
Number of claims prepared	5,000*
Number of requisitions	1,900*
Number of students, 1950-51	
College year (September-June)	3,136
Summer Session, 1950	1,149
(Number G.I. Students 1950-51, 1,000*)	
Number of degrees conferred 1950-51	852

\*Approximate, 1950-51

The above recital of nature of activities and volume-data indicate to some extent the numerous specialized or functional services performed by this office. (A detailed statement of tasks is attached.) Obviously the Business Office is deeply involved in the difficult problems of integration and coordination of many procedures.

The above paragraphs also indicate to some extent the accomplishments of this division of the University organization.

The instructions for this annual report contain a request for "ways in which ... (the) work could be expanded or improved in order to make a more substantial contribution to the progress and prosperity of the State of Montana." Although this request doubtless was phrased primarily for the departments of instruction, it is also obviously applicable to this division.

The first requirement in surveying a functional division of administration is determination of responsibility. The above recital of activities and tasks may be interpreted as justifying the classifications of this office as a somewhat magnified bookkeeping division or, on the other hand, as entitled to recognition as a division of considerable responsibility for financial administration, more or less implied in the title "Controller." This title, adopted in 1945, is used in a high percentage of colleges and universities. (The office, however, continues to be known as "The Business Office.") The Montana statutes applicable to the position stipulate "secretary" and "treasurer" of a minor board (Local Executive Board) of which the president is the chairman and for practically all purposes the responsible and directing head. From this perspective the controller is an assistant to the president and with little definition of responsibilities. However, the nature of the job, statutes applicable thereto, duties both implied and explicitly delegated to the president, picture a position of considerable fiduciary character, sufficiently highly specialized to indicate one of professional character, deviations from which would result in personal hazards for the incumbent. This concept of hitherto functions of accounting, secretary, treasurer, etc. (but not embraced in the title "business manager") has recently developed in business organizations as well as in institutions of higher education. It tends to make the position "investigative, analytical, suggestive and advisory." The extent to which this concept of the job is here applicable might well be given considerable attention. The pattern needs to be clarified.

After the responsibilities are established, attention must be given the necessary facilities, including staff, working space, equipment, inspections and special services.

Space needs were satisfied for present concentration of tasks in the Business Office by provision during 1950-51 of an additional room which is used primarily for bookkeeping purposes.



Provision of office machines (bookkeeping, calculators, etc.), necessarily delayed because of lack of working space, has not yet been completed in accordance with recommendations in surveys of the office (summer, 1948) by Controller G. A. Mills, of Princeton University and (January, 1950) George E. Van Dyke, business specialist U.S. Office of Education. Both endorsed bookkeeping machines rather than punch card accounting. The items needed are another bookkeeping machine, calculator, additional adding machines. Installation of a money chest, and improved vault facilities, is desirable.

The high turnover of employees in recent years results in loss of efficiency and economy. One of the necessary means of improving this situation is higher salaries, particularly for key people. The approaching retirement of the present controller was considered by Mr. Van Dyke of sufficient importance for him to call particular attention to the matter in his report. In my opinion much of his concern could be adequately met by retention of present staff with emphasis on learning the work. Determination of responsibilities of the office is a preliminary step in meeting this situation. Attention is called to the fact that little so-called professional training for jobs in this office is available as is the case, for instance, in the library or for food services, where perhaps overemphasis is placed on professional training as compared with experience. Neither have standards of recognition been set up for "accrediting" business offices as is the case for instructional divisions. However, much aid in the highly specialized procedures of the business office is available in conventions and their publications, institutes, a few magazines and books and many survey reports.

Waste and inefficiency of management in government could be more easily corrected by better facilities, both personnel and physical equipment and improved organization instead of arbitrary reductions in appropriations for essential services. But these improved facilities require a very considerable initial outlay for setting up procedures, providing men and equipment. Too often the trite phrase "simple" methods are invoked with the implication that an inexperienced person can set up "simple" systems. A wheelbarrow is a simple method of transporting freight; but the cost would probably be several dollars per ton-mile compared with a few cents by various other means of transportation, including airplanes. The question is when volume justifies more highly specialized methods. The wheelbarrow (or more usually called "horse and buggy") day is passing in the activities of a business office in an institution of this size. But no significant changes have been made in our basic accounting procedure for more than thirty years although much needed. Much that is said in connection with the famous Hoover Commission Report is applicable in our situation.

Mention should be made of external factors which affect the efficiency of this office. Probably deserving attention is "dispatch," which is frequently difficult to obtain both within the institution and from agencies of the government. For instance, months are required to assemble the data for our annual

financial report, whereas the report of one of the largest midwestern universities is printed and circulated within about twenty days after the close of the fiscal year, and this report includes an auditor's certificate. Two specific suggestions are offered. The control of budgets, and data relating thereto, should be more highly centralized and better filed. This does not mean actions, by an executive officer, but rather "ministerial" or clerical services. Closely related to this suggestion is the desirability of prompt executive action. In the philosophy of military organization an officer is always available who is capable and willing to act; and he is known unfavorably by his sins of omission as well as by his sins of commission.

One other well recognized principle of efficiency deserves attention and that is "competent council"; in simplest terms, pertinent facts derived largely by means of good communications. Relying again on well known military organization analogy, this competent council could be greatly increased by more staff conferences. For instance, I have been urging more such conferences on financial matters relating to Residence Halls and the Family Housing Project, to be attended by the management, business office and on some occasions by the maintenance engineer.

The provision by the last legislature for an interim legislative committee to study methods of state government and the enactment of a law providing for a State Controller (combining functions of State Accountant, State Purchasing Agent, Budget Director) are likely to result in many changes affecting the business and accounting procedure of the State University. The problem of centralization of detailed fiscal control in state offices versus decentralization under supervision of responsible management will be difficult of solution. Efforts should be made to point out that institutions of higher education differ markedly from other governmental agencies, that probably the best end results may be obtained by a high degree of freedom for the management (the President and governing boards) with adequate independent audits as means of insuring compliance with laws and good business practice. A high standard of good business practice by the University would not only discharge the usual obligation but also set an example which would in itself be a substantial contribution to the progress of the state. To a very considerable extent, the University is judged by its business procedure; and probably in no area is there greater possibility for unfavorable criticism even though as news value its normal business procedure is infinitesimal compared with, say, athletics. Some integration of the staff of the Schools of Business Administration and of Law with that of the Business Office should be helpful.

List of Functions of the Business Office  
(Revised from report, June, 1945)

The list of business functions which may well be centralized under a chief business officer, according to Lloyd Morey, Comptroller of the University of Illinois and outstanding leader in financial administration of universities, include the following, to each of which is appended comments as to the present practice in this institution

	<u>Montana</u> <u>State University</u>	<u>Other Comments</u>
Assistance in budget preparation	yes	Lacks adequate standardized procedure (recommendations pending)
Control of budget operation	yes	Lacks adequate centralization
Accounting and preparation of financial reports	yes	Some revisions and expansion desirable.
Collection of institutional income	yes	More internal check advisable
Pre-audit of expenditures	yes	Fairly adequate
Disbursement of the funds	yes	From local funds; also through state auditor
Internal check and audit	yes	Some expansion desirable
Purchasing	Partial	Present partial decentralization probably not undesirable. (All purchases are made or confirmed by State Purchasing Dept.)
Operation of central stores	Partial	More centralization highly desirable; storerooms extremely inadequate
Inventory of property	yes	Inadequate provision of staff; urgent necessity for compliance recent request State Controller

	<u>Montana State University</u>	<u>Other Comments</u>
Management of student loans	yes	Includes collections, which are in satisfactory condition except for very old loans; determination of responsibility needed.
Supervision of the finances of student organizations	yes	Includes bookkeeping
Management of investments	Partial	Limited; largely centralized in state offices. Recent Stella Duncan Memorial bequest handled by trustees of which Controller is one.
Management of the Physical Plant of the institution	no	Fairly close integration of routine functions
Management of Physical expansion and new construction	no	More properly a responsibility of the President in institution of this size and type of external organization as related to the state.
Business management of the residence and dining halls	no	Fairly close integration of routine functions; needs prompt attention to determine more clearly responsibilities of various officers
Management of print shop and book store	no	Print shop by Dean, School of Journalism; book store by student and faculty trustees
Cooperation in business management of hospitals and other educational business enterprises.	slight	Few enterprises, but Health Service and Forestry Nursery, Student Union and golf course, are examples.

Montana  
State University

Other Comments

To the above list the following somewhat clearly defined business functions may be added:

Supervision non-instructional personnel	Partial as to clerical employees	Expansion and coordination of all staff personnel records much to be desired.
Office services	Partial	Yes as to (1) Clerical Service (mimeograph) Division, and (2) mail, telephone and information
Supervision funded obligations	Partial	Largely centralized in state offices, but plans originate at institution.
Insurance-Property, Liability Indemnity	Partial	Largely centralized in state offices. Public liability insurance being investigated.
Insurance, staff - Industrial accident group, retirement, health (Blue-Cross-Blue Shield)	Partial	More centralization coordinated with staff personnel records essential for better service.

Other Comments Specific Items

Reconciliation of quarterly budget statements with financial statements, including reconciliation of income estimates, is usual elsewhere and much needed. (Present monthly financial statement, from general ledger, and for State Accountant, has no value for administrators, and is not suitable and adequate for reconciliation with budgets.)

Further centralization of accounting, by moving some bookkeeping from Residence Halls, Student Union Building, Family Housing, dependent on staff, space, machines, and agreement of persons concerned, should be given early attention.

Contracts, including government, rentals, leases, insurance and insurance claims - perhaps more central control, with assistance of attorney with experience in University problems. (Land acquisitions have been handled in recent years mostly by Controller.)

Gifts - better records, perhaps improved publicity.

Pay Roll Procedure - needs checking up.

Staff manual - much needed.

*JSA  
6/25/51*

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ANNUAL DESCRIPTIVE REPORT REGISTRAR'S OFFICE

Leo Smith, Registrar

June 10, 1951

I. A LOOK BACK

June 30, 1951 will mark the completion of the first "five year plan" for the registrar's office under the present registrar and assistant registrar. In spite of the fact that President McCain five years ago assured Mrs. Lommasson and myself that we would soon catch up on back work and have "time on our hands", it became apparent after the first few months that it would take a five year period to make necessary changes in records and procedures, to get caught up on back work, and develop a first class office. The "time on our hands" is a myth that we are still pursuing.

Mrs. Lommasson and Mr. Smith came into the office July, 1946. Enrollment the previous year was 1,113. The low point during the war was in 1943, with an enrollment of 692, although there was the cadet training program on the campus in addition to the 692 regular students. Enrollment autumn, 1946 was 3,299 or almost three times the enrollment of the previous year. Due to the housing shortage, the Men's Gymnasium was full of beds to take care of the overflow until Jumbo Hall could be put into use, and registration autumn, 1946 had to be carried on on the third floor of the Student Union which was extremely unsatisfactory.

July, 1946 the work in general in the office was two quarters behind schedule. This included evaluations of advanced standing, recording, checking, etc. The indexing and transferring of records was two years behind schedule. The only experienced staff member was Miss Stoddard and she was off all summer of 1946 due to illness.

The average experience of the regular staff, other than Miss Stoddard, who has been in the office over 30 years, was three months. At present, the staff experience, exclusive of Miss Stoddard, averages 30 months in spite of heavy turnover due to help shortages following the war, and the employment of many G.I. wives whose stay was necessarily of short duration since their husbands graduated or left school.

Procedures in the office apparently had been carefully thought out and safeguarded and executed with fidelity. However, many of the forms and procedures in use were suitable only for a small enrollment and hand methods. Transcripts, for example, were typed on special forms from the permanent record. The record itself was 7 $\frac{1}{4}$  by 9 $\frac{1}{2}$ " card with copy on both sides. Recording was all done by hand in pale blue ink and with very small lettering so that even with present methods of photographic reproduction, the results are not always good. The records were characterized by many pencil check marks and notations.

In the summer of 1946 the college catalog was not printed until just before autumn quarter registration. The entire registrar's office, including admissions, was crowded into what is now the upstairs office, making working conditions very unsatisfactory. Without going into greater detail with regards to the situation at that time, the first problem indicated was that of getting all of the back work done and getting the operation of the office on a current basis. The second problem, which was of a long range nature, was to make changes in forms and procedures so that operations could be kept on a current basis without excessive staff and expenditures. The inexperience of the staff made both problems more difficult of solution, because of the necessity for volume output, and many mistakes were made because of inexperienced staff members.

In spite of heavy enrollment autumn quarter 1946, a start was made of the conversion of the records to the present form. At the end of the autumn quarter, only one-half of the conversion was completed so that half the work was recorded on the opaque form and the other half on translucent paper. A Bruning Contact printer was purchased for use in reproducing records for grades and transcripts. It was installed in December, 1946 just before the end of the quarter.

The problem of transfer students and evaluating of transfer records became very heavy in 1946 and has continued heavy ever since. Last year, for example, 400 students were transfers. This year 300 of the students were transfers from other institutions.

During the past five years, procedures on recording, records, transcripts, evaluations, registration, etc., have been altered and all of the records have been double checked in the current file this year. Operations are on a current basis and in general, based on comparison with other registrars' offices, we seem to be running a first class registrar's office, although there are still many changes we wish to make which will improve service to students and staff.



## II. ACCOMPLISHMENTS AND PLANS

### A. Accomplishments for the year.

1. Improved accuracy of records. This has been one of the objectives during the five year period, not only to get everything on the records and to operate on a current basis but to have records accurate. Starting last year, a special effort was made to double check all records. Approximately three-fourths of the current file was double-checked last year. This year, all of the records in the current file have been double checked. They were checking for the following:
  - a. Summary each quarter of credits and grade points.
  - b. Total summary of credits and grade points.
  - c. Completion of 1st period and ineligibility to go into the upper division.
  - d. Recording of grade points.
  - e. Duplication of high school Math. and Foreign Language and the proper placement in Foreign Language.
  - f. High school deficiencies on entrance.
  - g. "n" courses not completed such as Chemistry 11ab and 13ab, Economics 14a, French 11a, German 11a, Spanish 11a.
  - h. Repetition of college courses and violation of the repetition rule.
  - i. General 11abc in Junior or Senior year. Notices were sent to students that credit could not be allowed.
  - j. Repetition of courses, where students have 8 credits in Literature and have taken the course General 15abc.
  - k. Repetition of courses where students have taken Zoology 10 and General 13b.
  - l. Repetition of courses where students have taken Botany 10 or 11 and General 13a.
  - m. Restricted elective requirements.
  - n. Excess Physical Education credits not allowable towards graduation in cases where students have had physical exemptions.
  - o. Excess credits in applied or ensemble music which were not allowable towards graduation.
  - p. Excess credits in Religion courses not allowable towards graduation.
  - q. Recording of Department, course number, title, and number of credits on the records.
  - r. Deduction of grade points for "F"'s in the upper division.
  - s. Unremoved incompletes and conditions on transfer work.
  - t. Other unremoved incompletes and conditions on the record.
  - u. Duplication of high school war service credits.

Our current file of permanent records is in excellent shape with regards to completeness and accuracy. Present plans, as long as the staff is available, include a continuation of this type of double-check every year.

2. Admissions. In December of the past two years a special effort

has been made to enlist the cooperation of students on the campus in a program intended to inform prospective students in high schools about Montana State University. Faculty advisers with special kits of materials prepared by the registrar's office, have gone to each of the living groups in December to discuss with the students possibilities under the title "Know Your University and Tell Others About It." A large number of guidebooks have been distributed to student groups as part of this program.

Other factors contributing to the Admissions Information Program have been distribution of university guidebooks to all high school seniors in the State each year, programs put on in various communities in the State by musical groups from the university by both students and faculty, the extensive admissions information program involved in covering the State each year by Mr. Frost and Mr. Smith, and less extended trips by Dean Wunderlich and Miss Clow.

This year as previously indicated in a letter to the Senior Academic Dean, the total travel by Mr. Frost and Mr. Smith was 11,913 miles. Only 8 schools were missed because of blizzards and bad roads. Mr. Frost and Mr. Smith talked to high school principals and advisers, to high school seniors, and in many cases to the entire high school student bodies. An effort was made to discuss opportunities in higher education in Montana with special emphasis on work at Montana State University as well as to point out to the boys particularly the importance of continuing their education, their current status with regards to the draft and what seemed like, at that time, the best possibilities if they wished to continue their education. Our university R.O.T.C. program was explained in some detail, including advanced R.O.T.C., postponement of call into the Armed Forces, and commissioning upon completion of training.

This year an additional feature was added to the program after a conference with President McFarland, in the form of special certificates for students who had their applications in, and in the form of postcards written to high school seniors by students on the university campus. A certificate of provisional admission was sent to all high school seniors who had sent in their applications even though their transcripts were not in. The final certificate of acceptance is being sent to all Montana students whose transcripts are in showing their graduation from accredited Montana high schools.

The Dean of Students Herbert J. Wunderlich, this year visited Sidney, Miles City, Billings, Livingston, and Great Falls on the Admissions Information program. This type of additional visitation by a university staff member was started two years ago in order to intensify and broaden the scope of the work in certain areas. Reception has been very favorable.

3. Registration. The program of advanced registration for winter, spring and summer quarters has been continued and it has operated smoothly and effectively. Autumn quarter registration, 1950 was completed in two and one-half days. Plans are to cut this to two days autumn quarter, 1951.

A special feature of registration autumn quarter, 1950 was a series of group meetings of Freshmen with their advisers which gave the advisers an opportunity to explain the process of registration and to answer questions about schools and departments. This plan was proposed to advisers last spring by Dean Castle and the registrar. Advisers were favorable to trying out the special meetings autumn quarter, 1950. Returns on the follow-up questionnaire sent to advisers by the registrar after autumn quarter registration indicated wholehearted approval of this innovation. Accordingly, plans are under way for continuation of the special meetings autumn quarter, 1951 with improvements based on suggestions that came in from advisers.

4. Academic Advising. Under the leadership of Dean Castle, Chairman of the Board of Advisers, an attempt is being made to insure more careful and thorough planning by students and advisers with regards to courses needed for graduation. This program will be continued and intensified.

5. Accumulating experience and holding experienced staff. Positions in Admissions and Graduation, Recording, Counter Clerk, Statistics, Transcripts, Secretary, Registrar and Assistant Registrar are now held by experienced staff members. The turnover has been at a minimum for positions that require long periods of training and experience.

6. Admission and Graduation. Work in the admission and graduation office has continued heavy this year due to 300 transfer students and 829 students graduating. Last year, 986 students graduated and 400 students were transfers. It is anticipated that the number of transfers will continue large, but that next year the senior load will be considerably diminished.

7. Committee on Academic Standards. Each quarter the registrar's office completely double-checks and carefully goes over the records of students who are scholastically deficient in order to notify them by letter of their scholastic standing. To date this year and including spring quarter of 1950, the work has been as follows: Spring 1950, 880 records checked and 606 letters written; Autumn 1950, 776 records checked and 541 letters sent; Winter 1951, 655 records checked and 451 letters sent. One hundred and forty-one records were checked summer quarter 1950, and 91 letters were sent. Total for the year, 2,452 records thoroughly checked, and 1,689 letters sent to students. Carbon copies of these letters go to parents of non-veterans under 21 years of age and to the students' advisers. In addition to the double-checking of records and sending letters, many applications for readmission are received by the registrar's office and are acted upon by the Committee on Academic Standards.

8. Transcripts. Requests for transcripts have been heavy for the past five years. To date this year, 2,775 official transcripts, or a monthly average of 240 have been requested. Total unofficial

transcripts to date is 4,260 or a monthly average of 380. Charges to date are \$1,250.00 or a monthly average of \$104.00. In addition to this, approximately 10 CTD transcripts per month and 50 correspondence work transcripts are sent out.

B. Areas needing further development.

1. As has been indicated briefly, Freshman registration as well as total registration will be continually under question and criticism in order to try and improve the process. The induction of students into the university has been considered to be very important. Closely allied to the process of registering and its improvement has been the improvement of academic advising. Apparently, there will always be a need for improvement in this area and a continuous necessity for aggressively working on the problem.
2. The Admissions Information program will always present challenges and need improvement. This year, for example, based on experience of the previous spring, Mr. Frost and Mr. Smith endeavored to arrange their schedules so as to spend a little more time in each school in order that work with principals and counselors might be more effective and in order to have time for individual contacts with high school seniors after the group meetings. Mr. Frost, who has done an outstandingly good job on this travel, has asked to be released from participation in this program if possible. In the past two years, he has had an opportunity to visit every high school in the state. This will undoubtedly reflect favorably in his work in the School of Education. The work done by Miss Clow and Mr. Wunderlich in visiting certain of the larger towns is highly desirable and if possible should be continued.

This year an attempt was made to get reactions from superintendents and principals about the visits to high schools by University staff members to see if they were getting too many requests for time from classes. In general, the response was that they would like to have the visits from state schools continued and that time requests were not excessive as yet in spite of the fact that several representatives from out-of-state colleges and universities were working in the state this spring. The pattern of visits and meetings has been established. Administrators have become accustomed to them and seem to appreciate them as a desirable part of their educational guidance programs.

3. Storage space for records. Storage space for records and students' folders, as well as storage space in the Business Office, is becoming increasingly at a premium. Conditions in the "vault", which is jointly used by the business office and the registrar's office, are extremely crowded and unsatisfactory. Plans were drawn up for a storage vault several years ago but the Legislature would not appropriate funds. Adequate vault space and protection of permanent records both in the business office and in the registrar's office is badly needed.

At present the so-called vault with an open window on the outside could not be considered adequate with regards to fire protection, and the space it provides is completely inadequate. Thousands of students' folders are in ordinary steel transfer cases without any fire protection.

4. The installation of the transformer in the basement of University Hall eliminates what has been a serious handicap to the office in making out grades and transcripts. The Contact Printer is being used not only by the registrar's office but also by the Physical Plant office for running blueprints. Formerly, the machine could be run only at night due to heavy use of current in the daytime.

5. Transcripts and filing work has been handled this year by one full-time employee and this has been much more satisfactory in every respect than having this work done by part-time employees.

Present plans include continuation of the work under one individual since this has been so much more satisfactory this year and since it is anticipated that requests for transcripts will continue heavy due to the large enrollments during the past five years and due to an increased appreciation of the importance of information from records.

6. Last year under the plans section, the registrar declared intention of visiting several registrars' offices during the summer. This plan was carried out. The registrar spent time in the offices on the following campuses: University of Washington, Reed College, Willamette University, Oregon State College, and the University of Oregon. Inquiries were directed towards problems in scheduling and space utilization, registration, records, handling scholastically deficient students and other areas in which ideas might lead to improvement in procedures in the registrar's office at Montana State University. Present plan is to continue this program at least every two years.

### III. STAFF

#### A. Personnel (Number after name indicates approximate years experience in the office.)

1. Registrar, Leo Smith (5)
2. Assistant Registrar, Emma Lommasson (5)
3. Recording Clerk, Helen Stoddard (over 30 years)
4. Assistant Recording Clerk. Margaret McMullen (1), has recently left this position but it has been filled by an experienced girl, Delores Don Tigny, who has worked in the Admission and Graduation office for two years, on a part-time basis, so no loss was suffered in terms of the effectiveness and output.
5. Transcript Clerk, Mary Ammann (1)
6. Counter Clerk, Betty Anne Gaston (3)
7. Admissions Correspondence Secretary. Mrs. Leona Peterson went into the Teacher-Placement Bureau office but the position was immediately taken over by Mrs. Donna Barrette, who had been working in the office on a part-time basis so there was not loss in production or effectiveness.

8. Admissions and Graduation Assistant, Dorothy DeMiller (1 yr. 8 mos.)
9. Admissions and Graduation Clerk, Midge McGuire, one-half time, (4) Delores Don Tigny, one-half time, (2)
10. Veterans Records and Training, Ethel Schiavon (9 mos.)
11. Secretary. Shirley Robbins has been replaced by Mrs. Bertha Kulhanek, who has been with us now 7 months.
12. Statistical Clerk, Esther Vance (4½)
13. Clerical Part-Time. The amount budgeted has included this year a full-time job on the checking of records in addition to regular part-time student help for registration, recording, card sorting, etc. The Veterans Records and Training Clerk, a half-time Admission and Graduation Clerk, and a half-time Admission and Graduation stenographer, as well as additional help on the work of the Committee on Academic Standards is included here.

B. The changes in Personnel have been indicated and in each case due to having experienced part-time people in the office who could take over the full-time positions, no loss has been noticed in the office either in production or effectiveness.

#### IV. PUBLICATIONS

1. Catalog. Mrs. Lommasson has just completed reading final galley proof on the biennial catalog. It is a July publication and should come out on schedule.
2. Guidebook. The smaller guidebook was published and distributed to all high school seniors in the state again this year. The guidebook has also been used for out-of-state Freshman applicants. They were in the hands of high school seniors when Mr. Frost and Mr. Smith visited high schools this year.
3. Student Handbook. The student handbook of rules and regulations was revised and printed for use with all incoming students. It is to be revised again for next year and reprinted. It is useful since it takes from the catalog specific rules and regulations regarding admissions, scholarships, and graduation which are helpful to students and they are in a form that students are more apt to read than in the catalog.
4. Other Publications. This includes schedules of classes, mimeographed bulletins and directions to faculty during the year.
5. Student Directory. The student directory this year was published by Kappa Tau and according to present plans they will publish it next year also.

#### V. COMMITTEES OF WHICH THE REGISTRAR IS A MEMBER

Admission and Graduation  
Admission and Graduation, Enlarged for Administrative Action  
Curriculum  
Campus Planning and Development

Academic Standards  
Schedule (Chairman)  
Commencement  
Special committee on the grading system of the University

VI. COOPERATION WITH AGENCIES, ORGANIZATIONS AND CAMPUS GROUPS.

Close contact has been maintained as in the past with deans, department chairmen, counseling service, placement bureau, veterans administration, dean of students, housing office and other agencies on the campus.

VII. PROFESSIONAL TRAVEL BY THE REGISTRAR.

During autumn quarter the registrar attended the meeting of the Pacific Coast Association of Collegiate Registrars at Portland, Oregon. The convention was well attended by registrars from the Pacific coast and Pacific northwest. Sessions were excellent and helpful since they were handled in the main by experienced people and were down to operational level in many cases.

VIII. MISCELLANEOUS ACTIVITIES

1. Secretary to the faculty.
2. Revision and improvement of forms in the office.
3. Planning for the improvement of admission and registration procedures.
4. The registrar taught Education 167, Occupational Information, in the winter of 1951, and will teach this course during summer, 1951.
5. In connection with the Occupational Information class and the complete listing of materials in the Counseling Center in this field, the list was mimeographed and distributed by the registrar's office to all high school principals and counselors in the State of Montana. This list is being used as part of the instructional materials in the class.
6. The results of the Educational Occupational Survey completed a year ago by the registrar is to be published in the form of mimeographed monographs in the various areas covered such as, Opportunities in Missoula in Clothing and Accessories, Communications, Construction, Industries, etc. This material has been used as instructional material in Education 167 ever since the survey was made.

## DIVISION OF STUDENT PERSONNEL SERVICES

H. J. Wunderlich, Dean

The Division of Student Personnel Services at Montana State University is composed of the Dean of Students Office, the Counseling and Testing Center, the Health Service, the Placement Service, the Student Union, the Residence Halls, and Veterans Housing. The Division is guided by the following educational philosophy.

### I. Philosophy

The development of students as whole persons interacting in social situations is the central concern of student personnel work. The student's well-rounded development -- physically, socially, emotionally and spiritually, as well as intellectually, is a primary concern. Optimum development of the individual's capacities for mature participation in a democratic society is the goal of the Division's efforts.

The maturing of the "whole student" must take into consideration individual differences in background, abilities, interests, and ambitions. The student is treated as a responsible participant in his own development and not as a passive, herded recipient of knowledge and indoctrination. Development of the individual goes beyond self, since student growth is conditioned by the quality of society around him, the University community.

The Division has endeavored, therefore, to concern itself with students individually and the students in groups. The social forces of



extra-curricular life are learning experiences. Providing experiences which develop in students an understanding of democratic culture, its values, its processes, and its problems, is a responsibility of the Division. Respect for the worth of the individual, self-responsibility and the ethics of democratic social cooperation are outcomes of such training.

Everyone on the campus from students and faculty to the President participate in some phase of the student personnel program. Teachers devote time to counseling and the guidance of student organizations. Even the President may be called upon to advise in such matters as student finance, government, and publications. Students are particularly responsible for counseling and governing their fellow-students in living groups and extra-curricular activities. Certain personnel specialists, however, are appointed by the University because of their training and experience. Such specialists as physicians, psychologists, counselors, psychometrists, social directors, and administrators assist students in particular ways.

The nature of student personnel work is such that certain aspects of most activities may involve the interrelationship of a number of individuals in varying ways. For example, the operation of an effective orientation program for new students draws on many different staff members. The teacher-counselor, registrar, doctor, students, counseling and testing officer, housing and food-service officials, social directors, deans,

faculty, and President must contribute to an effective orientation program. Interrelation of resources makes coordination necessary. Experience indicates that specialized functions performed by trained personnel staff members should be organized with the customary definiteness found in instructional departments and colleges. The Division of Student Personnel Services has effected this staff relationship.

This educational philosophy is a measure of the effectiveness of the Division.

## II. Personnel Responsibilities and Services

Many otherwise able students fail, or do not achieve up to a maximum capacity, because they lack proficiency or personal motivation for the tasks set by the University. Perhaps they do not know their abilities and aptitudes. Possibly their study habits and reading habits are poor; or their curricular choice is misguided. Emotional conflicts may interpose between success or failure as a student. The Counseling and Testing Service provides services through which a student, particularly the veteran student, may learn the techniques for efficient utilization of his ability. The Counseling Service provides help in effective study habits, counsel for emotional conflicts, guidance for vocational and educational goals, Veterans' assistance, and a free testing service. All entering Freshmen are given a battery of tests (A.C.E. and English Coop) to assist the academic advisement of our students.

The attached report of the Counseling Center presents the detailed services of the center.

The adjustment of the individual to his physical potentialities is a primary element in his full development of personality. Whenever a thousand or more people are gathered into a close living unity such as the University community, personal and public health become responsibilities of personnel services. The personnel viewpoint does not conceive of a health service as an agency only for the treatment of illness in order to keep the student operating in the classroom at maximum efficiency. The Health Service is also concerned with health education from the preventive aspect, in order to help a student understand his own capacities and assume self-responsibility for optimum physical performance.

The attached report of the Health Service presents the record of services of the unit.

The development of professional leaders, individuals of mature character, prepared to assume a vital part as citizens in Montana communities is another responsibility of the University. Personnel services of the University contributing to these attainments include job internship (campus and off-campus odd jobs), job information, vocational counsel, job clinics, and assistance in placement. Periodic follow-up contacts to determine success of graduates is also a responsibility of the

Placement Service.

The attached report of the Placement Service summarizes the program and accomplishments.

The social adjustment of an individual consists of finding a role in relation to others which will make him feel needed and useful. The University community owes a responsibility to provide opportunities for developing in students a sense of social or group cooperation, the techniques of democratic leadership and followership, and a belief in the obligation for self-government. Moreover, the number and quality of group activities afforded may assist a student to develop lively, significant interests. These interests in turn affect the growth of personality traits.

The report of the Student Union partially indicates the diversified program of recreational, discussional, social, and organizational affairs provided by the University community.

Maintenance of individuality within a framework of cooperative living and working with others in a spirit of good will and service is one of the great evidences of a truly democratic society. The University is responsible for affording this experience in Residence Halls. The personnel philosophy requires this service to provide more than food and shelter for students. By means of a social program, experience in student government, committee activity, sports, music, discussions, parties, receptions, and numerous other fields, is provided by the

Residence Halls. The University feels responsible for providing living quarters which are cultural centers, because it realizes that a major portion of a student's time is spent in his residence.

The program of social development and personal counseling in Residence Halls for women is conducted by the Associate Dean of Students, Maurine Clow, through Head Residents (social directors) and student Junior Sponsors (counselors). This program is reviewed in the accompanying report of the Associate Dean. Social programs and counseling in Residence Halls for men are carried out by Head Residents and Resident Assistants (students) who are responsible to the Dean of Students.

The attached report of the Residence Halls gives in detail Management's report of the operation.

Comfortable and congenial living arrangements for students must include facilities for student families in the modern university. Most of these families are continuing education on low income, veteran assistance. The pattern has been established that a university provide low-cost housing. Playschools for children of working mothers, recreation for parents, community centers, and family counsel have become an accepted part of university education.

The report on Veterans Housing presents in detail the program for student family housing.

Search for meaning, a set of values, worthy of student allegiance has become a significant part of university activity for students.

The separation of church and state left higher learning almost barren of other-worldly values. Social conflict, international pressures, and the university's introduction to scientific understanding have left a growing number of students demanding a modern approach to Christian, religious counsel and guidance.

Montana State University provides facilities for the School of Religion (Protestant) and Newman Club (Catholic), whose counselors make significant contributions to our students in this area.

The attached report of the School of Religion presents a fair account of this work.

Mental health services as well as physical health services are needs of students. Since universities are not and should not be custodial institutions, programs of preventive counseling and referral characterize responsibilities in this area. The personnel staff are fortunate in being able to refer students to the Mental Hygiene Clinic, a state organization, which maintains a staff on the campus.

General responsibilities for student personnel services requiring over-all coordination are delegated to the Dean of Students Office. These responsibilities fall into the following categories:

1. Supervision and integration of programs, staff, and budgets for all student personnel service agencies.

2. Counseling students for self-understanding and use of his abilities, interests, emotions, limitations, and motivations. Consul-

tation with faculty and parents as well as students is included in this service of personal and educational assistance.

3. The encouragement and supervision of significant diversified group activities arising from natural interests of students. This responsibility involves fraternity, sorority, and hall programs, and indirect--- frequently direct---counsel for student extra-curricular organizations. Direct responsibility for advisement is assumed for the following student committees: Associated Women Students, Alpha Lambda Delta, Alpha Phi Omega, Central Board, Hall Presidents, Interfraternity Council, Miss Montana program, Mortar Board, Panhellenic, Publications Board, School of Religion, Spur, and Student Union. The coordination of a University calendar of events by the Associate Dean of Students is a part of the program.

4. The treatment of discipline as an educational function designed to modify personal behavior patterns and to substitute socially acceptable attitudes. Self-responsibility for behavior rather than punishment of mis-behavior has been the approach to the problem. Social Standards Committee (two students and two faculty) assists in reviewing student discipline cases.

5. Financial aid and scholarship awards, consultation and recommendation.

6. A program of activities (Orientation Week) designed to induct the student into his new life in the University, by interpreting

institutional objectives and opportunities.

7. Integration and interpretation of the personnel services program with secondary schools, parents, the general public and the university academic program.

8. Maintain student personnel records for use in all phases of university life.

9. Liaison with and service to the academic program. Personnel services integrate aims and function with the academic objectives of the University. Service on the following faculty committees facilitates this process: Athletic Board, Academic Standards, Admission and Graduation, Campus Planning, Commencement, Courtesy, Foreign Students, Health, Interscholastic Week, Public Exercises, Schedule B Employees, and Social Standards.

### III. Personnel Service Staff Replacement

Mr. David Brody, Director of the Counseling and Testing Center, resigned as of June 30. Walter Mitchell has been appointed to succeed Mr. Brody.

Mrs. Thomas Swearingen, Manager of Residence Halls, resigned as of June 30. A successor has not been appointed.

Dr. Richard Bolin, physician with the Health Service, resigned from part-time employment, effective June 30. He will not be replaced.



IV. Conclusions and Recommendations

1. Personnel Service staff esprit and cooperation justifies continuance of bi-monthly meetings. Smoothness of administrative coordination on budgetary matters, programs, and paper-work merits some attention, possibly the development of a simple manual.

Health Service's physical facilities should be replaced with a modern building. Academic rank should be conferred on the student health physician.

Placement Service as a central agency for student placement should have full cooperation of all academic divisions.

Residence Halls physical plant should be expanded to meet present and future housing needs. The permanent housing facilities accommodated approximately one fifth of the University single student population. Plans for financing and constructing a new, two hundred student unit are well along. Future increases in student enrollment, based upon current population in elementary schools, indicate further attention to housing needs<sup>is</sup> merited.

Management of Residence Halls has become a sufficient responsibility to justify separation of direct responsibility for food services from overall administration.

Room assignments and accounting services, which can be separated from Residence Halls management space in New Hall without handicapping the operation, should be moved to Main Hall. This problem

should be studied together with Management and the Controller's Office.

Residence Halls operation should plan and work toward centralized food preparation. The two modernized kitchens in North and South Halls should carry the Residence Halls through the intervening years.

Dining Hall facilities should be expanded, possibly by adding to South Hall facilities, in order to take the pressure off women's dining facilities where long lines of men and women students have made cafeteria service imperative.

The Student Union program should be studied closely, particularly the financial structure and future development of a new building. Student union fees will not support current operation expenses and retire bonds. Part of the student building fee should be diverted back to Union bond retirement. Construction of a modern union and release of the present structure to the University will require extensive analysis of financial program. A proposed architectural plan for the new building is available now. The study was made several years ago by a firm of architects.

Family housing for students and faculty are established undertakings of the modern university. Studies and plans should be prepared to permit the University to move from temporary, veteran student and faculty housing to a permanent, well-planned type of family housing.

The Dean of Students has been "spread out" administratively,

leaving many areas of personal counseling, in fact availability for individual, concentrated work, uncovered. One solution might be the assignment of some of these responsibilities, such as financial advisement, fraternity development, low-scholarship improvement, etc., to the Director of the Counseling Center. To this extent, he might serve as a Counselor for Men.

2. Counseling students is improving in effectiveness. Integration of efforts, use of records, and referrals by personnel service people need further attention, however. Academic advisement by faculty counselors should be assisted. Counseling Center records and services should be more available to the academic program.

3. A leadership program should be developed for student group activities. The purposes and techniques of leadership should be formally presented to our student office-holders. Central Board and the Inter-Fraternity Council are particularly aware of this fact. A president's conference for achievement of a more truly democratic type of program should be developed. Considerable interest has already been evidenced in this suggestion. Central Board has foremost on its agenda for next year a study of student government and revision of A.S.M.S.U.'s Constitution.

4. Responsibility for social conduct involving conflict with acceptable behavior in the University community lies in the Dean of Students Office. Student and faculty understanding of the disciplinary

process as an educational development in self-government merits further cultivation. The Deans' Office is too frequently referred to as a disciplinary or punitive office, rather than a counseling, helpful office. The Social Standards Committee has assisted in changing this attitude. Faculty interest in and concern for social standards is paramount. Under general university regulations,

"Responsibility for the correction and elimination of unacceptable conduct on the part of students rests with the Office of the Dean of Students, under the direction of the President and the faculty."

The faculty should be brought into greater participation in this area by increasing their membership on the Social Standards Committee and by more faculty responsibility for social living groups such as men's fraternities.

Student conduct in the community may be described as acceptable if measurement of standards may be taken from police reports. No instances occurred during the past year when the Dean of Students was called to the city jail by police for the purpose of representing students under custody for any disturbance. This was not so in former years. The policy of training for self-responsibility may be catching on. Certainly, the conferences with law-enforcement officials and citizens has improved respect for law and peace of the community. A few days ago, the city Chief of Police remarked in the presence of the Deans of Students, "University student attitude and conduct in the community has been vastly

improved recently. We've had no serious trouble, arguments, or fights with your students. They listen and we never have to remind them."

5. Financial aid and scholarships are real needs of the institution for student welfare. The University scholarships have been increased during the past year, offering additional local fee exemptions to students. Student aid in the form of loans as well as scholarships is very limited for the University as a whole. Some schools have small loan funds, notably Forestry and Music. The limited University loan funds are not easily obtained because of security required. Difficulty in obtaining the loans frequently deters most needy students. What percentage of high school graduates who have high ability but never attend a college or university because of essential cost of board and room should be studied on a state-wide basis. Scholarships should be available for those who are deserving. At present, an attempt has been made to assist a few through student employment on the campus and in the community.

6. A student personnel program does not start in a university. Secondary school people and parents are vitally concerned. Counsel should begin early in the public schools. The program of testing, personal data, records, and academic counsel should become part of the entire advance through secondary schools and the university.

During the past year, the Deans of Students participated in several conferences which organized the Montana State Personnel Asso-

ciation. Forms (see attached forms C and D) were developed in consultation with the Registrar, which will be filled out by secondary school authorities. The personnel data on new students will undoubtedly assist university staff members in more effective personal and academic guidance of students.

7. A central file of all records of students is ideal, administratively. Scattered records filed here and there are costly to maintain and inaccessible. In this institution, academic records are maintained by the Registrar and Deans; medical records by the Health Service; testing and counseling records by the Counseling Center; placement data by the Placement Office; and personal and activity records by the Dean of Students. Until a central administrative building designed to permit access to common files is built, this condition will continue on the campus.

8. Liaison of the student personnel program with the academic program has been excellent because of the fine understanding and cooperation of the Senior Academic Dean, Gordon Castle. Physical proximity of the two offices also facilitates this program.

There remains, however, a strong sentiment among some faculty that the University is conducted to transmit knowledge, solely. Training and developing people, as a concept, may not be familiar to them. Consequently, the students still suffer poor advisement on occasion in

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academic matters. Dean Castle and the student personnel people are endeavoring to improve the situation. The work should be continued.

**C. CONFIDENTIAL PERSONAL RATING** (To be filled out by the principal or a teacher designated by him)

NAME OF APPLICANT .....

**RECORD OF STANDARDIZED TESTS**

NAME OF TEST	DATE	RAW SCORE	PERCENTILE RANK	NORM
1. ....				
2. ....				
3. ....				

**PERSONAL RATING**

This confidential rating will be filed in the Dean of Students Office at the University. Your observations will be used by personnel workers to assist in the development and growth of this student. Your remarks will be kept in strict confidence. Please place a check mark on the appropriate horizontal line at any point which represents your candid evaluation. It is not necessary to locate it at any of the division points or above a descriptive phrase. If you have had no opportunity to observe the student with respect to a given characteristic, please place a check mark in the space at the extreme right of the line.

	Avoided by others	Tolerated by others	Little noticed by others	Well liked by others	Sought by others	No opportunity to observe
<b>1. Social Acceptability</b> How do his manner and appearance effect one?						
<b>2. Initiative Industry</b> Does he do his work without supervision?	Needs constant supervision	Needs occasional supervision	Prepares assignments	Completes suggested supplementary work	Seeks and sets for himself additional tasks	
<b>3. Leadership Ability</b> Does he have the ability to secure a following?	Definitely a follower	Unusually follows but sometimes leads	Tries but fails frequently	Usually successful	An inspiring leader	
<b>4. Emotional Control</b> How well does he control his emotions?	Too easily moved to anger or fits of depression	Tends to be over-emotional				
	Unresponsive, apathetic	Tends to be unresponsive	Usually well-balanced	Well-balanced	Exceptionally well-balanced	
<b>5. Cooperation with Associates</b>	Impossible to cooperate with others	Often has trouble with associates	Sometimes fails to get along with associates	Usually co-operates well with co-workers	Excellent in activities which require co-operation and team work	

How well do you know this person? .....

What special abilities does the candidate possess as the result of travel, employment, or business experience? .....

If you have ever had occasion to question the honesty or conduct of this student, leads which might assist the University to help him will be appreciated .....

What do you consider the candidate's chief weakness? .....

In my opinion, this student will, in college studies: (Check one) ..... Have serious difficulty, ..... Have average success, ..... Have better than average success ..... Be an honor student. If you wish to further express your judgment as to the applicant's probable success in the University, please do so freely, using the back of this sheet.

What characteristics do you consider need special development? .....

The candidate has: (Underline suitable phrase)

Superior physique, athletic ability, normal health and strength, frequent illness, some physical disability.

(Signed) ..... (Position) .....

(Date) ..... (Address) .....

(Since this information is strictly confidential, please send this blank directly to the Registrar, Montana State University, Missoula, Montana.)



**D. PERSONAL DATA SHEET**

Date....., 195.....

To the applicant: Please fill out this form to the best of your ability. Information you provide about yourself will become part of your personal file in the office of the Dean of Students for counseling purposes. After you fill this in, you may send it directly to the Registrar, Montana State University, Missoula, Montana, or ask your principal to send it in with your transcript.

Name ..... (Name) ..... (Middle) ..... (Last) ..... Mr., Miss, Mrs.

Home Address ..... (Number and Street) ..... (City) ..... (State)

Home Phone No. .... Activities in high school.....

Place of Birth.....

Date of Birth.....

No. of Brothers and Sisters.....

Encircle proper answer: Single, Married, Divorced, Widow, widower (Encircle activities that you would like to continue in college)

Check proper answer below: Hobbies or special training:.....

Parents still married..... Parents Divorced.....

Parents separated..... Father re-married.....

Mother re-married.....

(Encircle hobbies that you would like to continue while in college)

Jobs held (Vocational experience, give type, employer, length of time on each job).....

Father's name .....

Address .....

Occupation or Business .....

Father's Age..... Mother's Age.....

Mother's Maiden Name.....

Occupation (outside home).....

Guardian's Name (If other than parent).....

Guardian's Address..... (Number and Street)

..... (City) ..... (State)

High School you attended.....

Type of course taken.....

Date Graduated..... Size of senior class.....

Other schools attended.....

Name of teacher who knows you best in school last attended.....

What courses did you like best in high school?.....

What courses did you like least in high school?.....

Honors in high school.....

Plans for financial support in University: (Check one)

.....Partly supported by family

.....Part-time work will be necessary

.....Total self-support will be necessary

.....Attending under G. I. Bill

.....Attending under Veterans rehabilitation

.....Will have state aid

.....Scholarship

..... other

General condition of health (underline one): Good Average

Poor Have you any permanent physical disability?.....

If so, indicate its nature.....

Why do you want a college education? .....

What is your present vocational choice?.....

Why do you make this choice?.....

ASSOCIATE DEAN OF STUDENTS

Dr. Maurine Clow, Associate Dean

Supplementing the academic program, developing social competence of all students, and providing opportunities for the experiencing and the appreciation of the democratic way of life have continued to be the chief aims of this office. Specific emphasis for the year 1950-51 has been placed on broadening student interests from those tending toward provincialism to those of wider national and international significance. Closely allied to this specific goal has been that of encouraging participation in regional and national activities that would bring favorable recognition of and publicity for Montana and Montana State University while at the same time contributing to the educational experience of the students.

Scholarship

Counseling of students who were deficient in their work and of those not deficient but who were not achieving according to their ability was continued throughout the year through individual and group work. A more intensive program of academic counseling was carried on and a closer working relationship with the faculty was maintained by the Head Resident of North Hall, the residence for freshman women, than has been accomplished in the past. The Head Resident with the aid of the Associate Dean of Students interviewed every freshman resident, assisted in the planning of study schedules and gave tutorial assistance specifically in the sciences and in English and Humanities to the residents. In addition, all freshmen living in New Hall were interviewed individually also. All living and

social groups for women continued to emphasize scholarship and through their scholarship chairmen to develop effective scholarship programs within their own groups. The group indices for women ranged from 1.232 to 1.706 for Fall and Winter quarters of 1950-51 as compared with 1.249 to 1.626 for 1949-50 and 1.219 to 1.566 for 1948-49. During Fall quarter, 1950, of the women's group indices only one was 1.232 and one - 1.324, four were 1.4 plus, six above 1.5 plus, one was 1.617 and one - 1.706. For Winter quarter, 1951, all women's groups maintained an index above 1.3, four had 1.4 plus, five - 1.5 plus and three - 1.6 plus. These indices may be compared favorably with those of Fall quarter, 1949, when three groups maintained 1.2 plus, four - 1.3 plus, six - 1.4 plus and one only above 1.4 plus with a 1.6. For Winter quarter, 1950, the indices included one 1.26, four - 1.3 plus, six - 1.4 plus, two - 1.5 and one - 1.6.

Alpha Lambda Delta, freshman scholastic honorary, has aided in the encouragement of scholarship among freshman women through their ceremony at North Hall each quarter to recognize the high scholastic achievement of members of the freshman class. In addition, they have awarded their annual merit certificates to members of the graduating class who have maintained a 2.2 index throughout their University course and a book to the graduating woman student maintaining the highest average. The group has developed plans for the recognition and honoring of the recipients of State Honor Scholarships and of other scholarships in the Fall of 1951 and the encouragement of maintaining a superior academic record.

Residences for women

The major responsibility for the development of social competence of students rested, as usual, with the living and social groups. The program in New Hall was developed and strengthened and made a valuable contribution to the campus as a whole. To provide social, cultural, and educational experiences in a congenial atmosphere, the program of activities included many informal social events such as coffee hours, pajama parties, teas, Christmas caroling; more formal functions as the formal tea honoring the Head Residents and Assistant Head Residents of all University Residence Halls, a reception for the Miss Montana Contestants, their parents, the judges and their wives or husbands, patrons and patronesses, and faculty immediately following the Miss Montana Pageant, dances and discussions of social standards and manners; entertainment of special guests as Miss Utah and her mother, Idaho Vandaliers, Homecoming guests, and faculty; and participation in the intramural program with the winning of the volley ball trophy. To aid in the development of responsible, altruistic, participating individuals with a sound philosophy of life, the organizational framework of the Hall was elaborated to provide more opportunities for participation and making a contribution; discussion groups on world problems were led by faculty and on religious and personal questions by Religious Emphasis Week speakers. The New Hall residents contributed a basket to a needy family at Thanksgiving and at Christmas, supported a war orphan, and voted to provide maintenance for a foreign student for the academic year 1951-52.

Housing accommodations for freshman women continued to be inadequate; three women were assigned to every double room and two to every single for Fall quarter, accommodating 154. North Hall normally accommodates 103. With some attrition, the number housed was 143 during Winter quarter and 129 Spring quarter. For the first time, a young woman with a Master's degree was employed as Head Resident. Through her efforts, the individual counseling program of the Hall has improved, and cooperative methods of assisting the students have been developed with members of the faculty. Employing an older woman rather than a young graduate student as Assistant Head Resident has proved desirable and effective this year. Eight junior women again served as Junior Sponsors of North Hall on a volunteer and honor basis and assisted in the orientation and guidance of the freshmen during Fall and Winter quarters.

In spite of limited facilities and inadequate lounge space, a comprehensive program of social development was carried on effectively. With goals similar to those of New Hall, the program of activities included social events such as parties for those not participating in sorority rushing, pajama parties, Homecoming Open House, after-dinner coffee hour and musical program every Sunday afternoon, formal and informal dances, tea for all freshman women; discussion groups on etiquette, "Know Your University," Courtship and Marriage, Honor System, with weekly meetings led by Mrs. Wood on Marriage, religion, philosophy; musical opportunities for residents in a trio, sextettes, and chorus to present programs at University events; intramurals with North Hall winning the basketball

trophy; participation in all University events such as Homecoming parade with a float which won first, Variety Show, Mardi Gras, Song Fest, and Interscholastic Trackmeet decorations. Books were added to the Hall library and newspapers and magazines were available to all. The residents also purchased a new sewing machine. The system of 19 committees on which all residents of North Hall served has continued to contribute to the experience and social competence of all. The use of dishes instead of army trays in North Hall dining room has meant much to the total social program of the Hall.

Synadelphic House, the cooperative house for women, after a very difficult Fall quarter, is completing the year most successfully. Largely because the necessary and authorized repairs and replacements -- a new furnace, a new water heater, sanded floors and painted walls -- have not been made during the summer, securing enough members to run the house proved difficult. Through the generous assistance of the Faculty Women's Club with money, food, and physical labor, the conscientious and loyal effort of the girls, and the very able contribution of a superior house-mother who was new to the position this year, the house continued to offer an opportunity for group living to girls who otherwise would not have had that opportunity. Since the repairs have been made, the maximum number of girls has been accommodated. The house has maintained its rightful position as one of the residences for women and has participated in all activities and contributed to the education of its residents. With the present morale and spirit of enthusiasm for the house, the future of

Synadelphic House is bright.

With the remodeling and enlarging of the Delta Gamma and the Kappa Kappa Gamma houses this year and the building of the Kappa Alpha Theta house and the enlargement of the Alpha Phi and Alpha Chi Omega houses last year, housing accommodations for upperclass women in the seven sororities now total 231 as compared with 180 two years ago. These groups, with their able and experienced housemothers and their loyal and interested alumnae, work closely and cooperatively with the University to contribute to the cultural and social education of the students and to develop and maintain standards.

The housemothers and Head Residents continued to hold regular meetings for general information and facts regarding the University program and during Winter and Spring quarters had weekly study meetings of recent psychological and personnel literature.

#### Foreign Students

During 1950-51 four women's residences contributed to the International Education program of the University by providing maintenance in their houses for one student each. Understanding and appreciation of other countries have been broadened and increased through the housing and sharing of our activities and University life by Alpha Chi Omega, Alpha Phi, Delta Gamma, and Synadelphic House with students from Egypt, Austria, Peru, and Costa Rica respectively.

#### Off-Campus Women

Organizing a strong, active group of women living off-campus in

private homes, apartments, and in their own homes in Missoula continues to be a problem. Because, for these students who are working for their maintenance or who are living at home and have no other group affiliation at the University, there is little opportunity for them to participate in student government or University activities such as Homecoming or Track-meet, an organization of this kind is necessary and important in University life. Some progress was made this year. Although the group was small, it provided an opportunity for the off-campus women to be represented on the A.W.S. Council and to participate in Religious Emphasis Week, the Miss Montana Program, and many other events. In addition, discussions ranging from values and philosophies of life to social etiquette were led by faculty members at the weekly meetings. The members made and delivered gifts to the friendless in the local hospitals at Christmas.

#### Extra-curricular Activities

The Associated Women Students developed and carried out a constructive program which included talks and discussions on the democratic way of life, life in Japan, a philosophy of living as formulated by a member of the French underground - Dr. Nahas, parliamentary procedure, the Honor System, campus and national problems. Two delegates, accompanied by the Associate Dean, attended the Associated Women Students National Convention at Purdue University and gained many stimulating ideas on the subjects of "Women in the Present Emergency," "Higher Education for Women," "Life Outside the Classroom," and the National Student Association, all of which are being passed on to the other students and are being incorporated into the plans



for next year's program. In addition, the senior delegate - Tommie Lu Middleton - was unanimously elected Western Regional Representative and as such will have the responsibility for planning the regional conference to be held at the University of California in the Spring of 1952. Through her, favorable recognition has come to MSU from colleges and universities throughout the United States.

For the fifth year the Associated Women Students accepted the franchise to select and sponsor Miss Montana. Although an invitation to participate in the pageant was extended to the other units of the Greater University of Montana, no unit found it possible to do so this year; however, all expressed an interest in participating next year. Miss Montana 1950 (Donna Buls) brought credit to the University through her talent presentation at Atlantic City in September. Through the local pageant, six girls received educational scholarships to MSU.

Panhellenic Council contributed in many ways to the University program. Cooperation and harmonious relationships among all groups on the campus continued to be stressed. To promote greater understanding among all Greeks and to plan a constructive program, Panhellenic conducted a successful work shop on fraternity and sorority problems such as rushing, pledge training, social and academic standards. Included among those participating were fraternity men and Interfraternity Council, alumnae, and all sorority actives and pledges.

Approximately thirty-five MSU students and alumnae attended the Regional Panhellenic Workshop held in Spokane, Washington. Those partici-

pating on the program included an alumna representative on the City Panhellenic panel, five students on a College Panhellenic panel, and the Associate Dean as the leader for one of the two discussion groups. In addition to gaining perspective of Panhellenic problems, the students made valuable contributions to all discussion groups.

To promote better relationships with Missoula residents and to aid in a clearer understanding of sorority activity, College Panhellenic sponsored a successful meeting and Open House Tour of all sororities for all high school seniors and their mothers.

City Panhellenic has continued to work closely and effectively with the Dean's office and College Panhellenic. They have made a valuable contribution in the cooperative spirit and the harmonious relationship of all, in the encouragement of scholarship and of talent through their scholarship cup and an educational scholarship of \$75.00 awarded to a Miss Montana finalist.

The specific aims for the academic year 1951-52 include the following:

**Leadership Program:** Encouragement of the leadership training programs carried on by A.W.S. and by Mortar Board this year; development of a broader leadership program for the campus as a whole.

**Associated Women Students:** Strengthening of the activity program of the organization through the development of additional campus and community services and discussion groups of significant national and international questions.

Panhellenic: The development of an effective educational and publicity program regarding the values and contributions of sorority groups; continued emphasis on the scholastic achievement of the groups; strengthening the activities of all groups through developing cooperatively aims and programs for each group individually and Panhellenic as a whole; coordinating the efforts of officers having similar responsibilities for all groups.

Residence Halls: Continuation and elaboration of the individual counseling program for the residents; the development of a course of study, formulated and begun this Spring, for the Junior Sponsors of North Hall. Equipment which is sorely needed to carry out the program for the development of social competence and which should be provided by the University includes after-dinner coffee cups (At present there are only two dozen for North Hall with 154 residents!), tea cups and plates, card tables and pictures.

UNIVERSITY COUNSELING CENTER

Walter M. Mitchell

I. GENERAL ACCOMPLISHMENTS

During the current year our work for the Veterans Administration has decreased considerably over that of a year ago. Since we now do only the psychological testing of those who are being processed under Public Laws 16 and 346, our contact with them has been limited. During this period, Mr. Kadlec has found it convenient to do a large amount of his own testing thus leaving us with no contact with Veterans Administration cases. Thus our cases have been confined primarily to work with personal and academic problems of our students. Since it has been believed by the writer of this report from conversations with various faculty members that their opinion of the Counseling Center has not been as favorable as it could have been, it is felt that such faculty members have refused to make referrals on the assumption that there has not been a sufficient amount of warmth toward and interest in the students. (This conclusion has come after three years of work at the University.)

Then, a large number of our cases have come from the efforts of the writer to stimulate an interest in the Counseling Center during the Winter and Spring quarters. An attempt has been made to go through some of the Individual Record Forms, which are filled out by all entering Freshmen, and to invite those students to come into the Counseling Center who have stated on the form that they desired to discuss problems with a University counselor. (To my knowledge in the past, no effort has been made to see such students.) In addition, students have been invited to come into the

Counseling Center whose entrance test scores have shown large discrepancies in the Q and L scores.

We have done some work with high school students who have asked for assistance in working through their educational and vocational plans. There has also been a few referrals of outside adults by some outside agencies such as the Missoula Mercantile Company.

Since Mr. Brody was on leave Winter Quarter and has been away most of Spring Quarter, and since I know very little about his constructive activities which were primarily his own efforts during last Summer and Fall quarters, this report will not make mention of any of his activities or his accomplishments.

Throughout this report, the statistical breakdown of cases will be presented for the period July 1, 1950 through April 30, 1951. In view of the fact that this report is due on the 1st of June, it is not possible to secure data for the months of May and June.

A. Classification of Cases for the Current 10-month Period:

A general classification of interviews and referrals for the current year are presented in Tables I and II.

TABLE I

GENERAL CLASSIFICATION OF INTERVIEWS FOR THE PERIOD  
July 1, 1950 to April 30, 1951

MONTH	Pre-College	College	Non-College	Total
July				
August				
September		6	1	7
October		35	6	41
November		40	3	43
December		21	3	24
January		47	0	47
February		59	2	61
March	2	54	13	69
April	0	56	5	61
May				
June				
TOTAL	2	318	33	353

TABLE II

GENERAL CLASSIFICATION OF REFERRALS FOR THE PERIOD  
July 1, 1950 to April 30, 1951

MONTH	Pre-College	College	Non-College	Total
July				
August				
September		4	1	5
Oct.		18	4	22
Nov.		15	1	16
December		5	2	7
January		20	0	20
February		32	2	34
March	1	20	27	28
April		20	1	21
May				
June				
TOTAL	1	134	18	153

B. Classification of Veterans Administration Advisement Cases:

Table III presents a breakdown of VA advisement cases for the current 10-month period. In all cases only the psychological testing was done by University Counseling Center personnel.

TABLE III

GENERAL CLASSIFICATION OF VA ADVISEMENT CASES FOR THE PERIOD  
July 1, 1950 to April 30, 1951

MONTH	STUDENTS	NON-STUDENTS	TOTAL
July			
August			
September	1	9	10
October	2	5	7
November	0	0	0
December	0	2	2
January	0	3	3
February	1	2	3
March	1	0	1
April	0	0	0
May			
June			
TOTAL	5	21	26

C. Source of Referrals:

A detailed breakdown as to source of referrals for the current 10-month period is indicated in Table IV. This breakdown does not include referrals made for testing only.

TABLE IV  
SOURCE OF REFERRALS FOR THE PERIOD  
July 1, 1950 to April 30, 1951

COUNSELOR	Pre-College			College			Non-College			Total		
	M	W	T	M	W	T	M	W	T	M	W	T
Atkinson (Psychology)				2	1	3				2	1	3
Ammerman, Mrs. (Mercantile)							1	0	1	1	0	1
Blake, Mrs. (South Hall)				1	0	1				1	0	1
Brody, (Couns. Center)				1	0	1				1	0	1
Brown (English)				0	1	1				0	1	1
Carson (English)				1	0	1	2	0	2	3	0	3
Castle (Academic Dean)				1	0	1				1	0	1
Clark, W. E.				0	1	1				0	1	1
Clow (Dean of Women)				0	20	20				0	20	20
Counseling Center Letter				4	6	10				4	6	10
Ford (Journalism)				1	2	3				1	2	3
Frost (Education)				3	0	3				3	0	3
Hamilton (Psychology)				2	0	2				2	0	2
Hetler (Bacteriology)				0	1	1				0	1	1
Lommasson (Asst. Registrar)				1	0	1	0	1	1	1	1	2
Miller (Dr., North Hall)				0	1	1				0	1	1
Mitchell (Counseling Cen.)				1	0	1				1	0	1
Navy Recruiting Officer							0	1	1	0	1	1
self				28	13	41	7	4	11	35	17	52
Smith (Registrar)				1	1	2	1	0	1	2	1	3
student	0	1	1	6	8	14	1	0	1	7	9	16
Tascher (Sociology)				0	1	1				0	1	1
Wunderlich (Dean of Stu.)				25	0	25				25	0	25
TOTAL	0	1	1	78	56	134	12	6	18	90	63	153

D. Classification of College Cases:

A detailed breakdown of college cases referred to the Center for Counseling is presented in Tables V, VI, VII, and VIII.

TABLE V

COMPARATIVE PROPORTIONS OF COUNSELING CENTER REFERRALS AND UNIVERSITY STUDENTS BY CLASS STANDING

STANDING	Counseling Center Referrals						University Students*					
	MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Freshmen	50	64	70	71	90	67	429	18.4	234	29	663	21
Sophomores	15	19	12	21	27	20	444	19	201	25	645	21
Juniors	11	14	2	.04	13	10	515	22	152	19	667	21
Seniors	2	3	1	.02	3	2	686	29	153	19	839	27
Special & Uncl.							12	6	16	2	28	1
Graduate			1	.02	1	1	248	11	46	6	294	9
TOTAL	78	100	56	100	134	100	2334	100	802	100	3136	100

TABLE VI

COMPARATIVE PROPORTIONS OF COUNSELING CENTER REFERRALS AND UNIVERSITY STUDENTS BY SCHOOLS AND COLLEGES

SCHOOL	Counseling Center Referrals						University Students*					
	MEN		WOMEN		TOTAL		MEN		WOMEN		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Arts & Sci.	40	51	37	66	77	58	773	31	429	53	1162	37
Pre-Bus. Ad & Bus. Ad.	15	19	3	5	18	14	608	26	164	21	772	25
Pre-Educ. & Educ.	5	6	1	2	6	4	204	8.8	82	10	286	9
Forestry	6	8	0	0	6	4	264	11	1	.1	265	.8
Journalism	6	8	9	16	15	11	105	5	39	5	144	5
Law	1	1	0	0	1	1	244	11	7	.9	251	9
Music	2	3	5	9	7	5	77	3	57	7	134	4.2
Pharmacy	3	4	1	2	4	3	93	4	10	1	103	3.2
Unclassified							6	.2	13	2	19	.6
TOTAL	78	100	56	100	134	100	2334	100	802	100	3136	100

\*Data on University students are based on the total number of registrations for the current year as reported by the Registrar's Office.



TABLE VII

PROPORTION OF STUDENTS IN EACH CLASS REFERRED TO THE COUNSELING CENTER

STANDING	MEN			WOMEN			TOTAL		
	(1) U	(2) CC	(3) %	(1) U	(2) CC	(3) %	(1) U	(2) CC	(3) %
Freshmen	429	50	12	234	40	17	663	90	14
Sophomore	444	15	3	201	12	6	645	27	4
Juniors	515	11	2	152	2	1	667	13	2
Seniors	686	2	.2	153	1	1	839	3	.3
Special & Unc.	12	--	--	16	--	--	28	--	--
Graduate	248	--	--	46	1	2	294	1	.3
TOTAL	2334	78	3	802	56	7	3136	134	4

- (1) Total number of university students.
- (2) Number of university students referred to the Counseling Center
- (3) Per cent of university students referred to the Counseling Center

TABLE VIII

PROPORTION OF STUDENTS IN EACH SCHOOL AND COLLEGE REFERRED TO THE COUNSELING CENTER

SCHOOL	MEN			WOMEN			TOTAL		
	(1) U	(2) CC	(3) %	(1) U	(2) CC	(3) %	(1) U	(2) CC	(3) %
Arts & Sci.	733	40	5	429	37	9	1162	77	7
Bus. Ad.	608	15	2	164	3	2	772	18	2
Education	204	5	2	82	1	1	286	6	2
Forestry	264	6	2	1	--	--	265	6	2
Journalism	105	6	6	39	9	23	144	15	10
Law	244	1	.4	7	--	--	251	1	.3
Music	77	2	3	57	5	9	134	7	5
Pharmacy	93	3	3	10	1	10	103	4	4
Unclassified	6	--	--	13	--	--	19	--	--
TOTAL	2334	78	3	802	56	7	3136	134	4

E. Tests Administered by the Counseling Center Psychometrician:

Table IX presents a detailed breakdown of all tests administered by the Psychometrician to counseling cases during the current 10-month period.

TABLE IX

NUMBER OF TESTS ADMINISTERED BY PSYCHOMETRICIAN  
July 1, 1950 to April 30, 1951

TEST	TOTAL
A.C.E. Psychological Examination	41
Army General Classification Test	11
Bell Adjustment Inventory	31
Bennet Mechanical	39
Cooperative French	2
Cooperative English	47
Cooperative Spanish	5
G.E.D. (High School Level)	24
Kuder Preference	67
Meier Art Judgment	1
Michigan Vocabulary	47
Minnesota Clerical	31
Minnesota Multiphasic Personality Inventory	44
Minnesota Paper Form Board	1
Minnesota Spatial Relations	14
Nelson Denny Reading Test	2
Occupational Interest Inventory	9
Ohio State Psychological Examination	61
Otis Quick-Score Mental Ability Test	12
Purdue Pegboard	11
Strong Vocational Interest Test	97
Study of Values	1
TOTAL	607

F. Orientation Week Activities:

During Orientation Week, Counseling Center personnel assumed responsibility for the administration and scoring of the following:

- a. American Council on Education Psychological Examination
- b. American Council on Education Cooperative English Test
- c. English Theme
- d. American Council on Education Cooperative Spanish Test
- e. American Council on Education Cooperative French Test
- f. American Council on Education Cooperative German Test
- g. American Council on Education Cooperative Latin Test
- h. American Council on Education Cooperative Chemistry Test
- i. Individual Record Form
- j. Each freshman was rated by six female and six male raters as to whether or not the raters thought the individual student would pledge a sorority or fraternity. (Data from this study has not been analyzed).

A special report containing the test scores of each student taking the English Placement Test was submitted to the English Department. A special report on each freshman was also prepared and submitted to the Registrar's Office for distribution to faculty advisors.

G. Selective Service College Qualification Test:

In view of the fact that a number of our students are scheduled to take the Selective Service College Qualification Test, the Counseling Center has given a series of practice test exercises on each of seven Saturday mornings preceding the first scheduled test on May 26. It is felt that the program was helpful to some of the students who found it convenient to participate in the practice sessions.

The writer is acting supervisor of this test for the Educational Testing Bureau.

#### H. High School Scholarships:

On May 14 tests were administered to 21 candidates for college scholarships. Each of these students were administered the ACE, and the reading scale of the Cooperative English Test.

#### II. PUBLICATIONS AND RESEARCH:

During the current year, the collection of data has been completed for the study which pertains to measured interest of professional Forest Service men. The preliminary data was assembled and given to Dr. G. Frederic Kuder of Duke University, who has included the results of his analyses in the "Examiner Manual for the Kuder Preference Record", which is published by Science Research Associates.

At the present time, two graduate students are in the process of collecting data which is supplied by the Counseling Center and Registrar's Office for two predictive studies. An attempt will be made to gain enough objective information regarding our freshmen tests to be able to give more meaning to test results in terms of our own university school and departments.

During the current year the writer of this report has been collaborating with a member of the Psychology Department in writing a textbook in Behavior Dynamics. Date of publication is unknown at the present time.

#### III. NEEDS AND WAYS IN WHICH THE WORK OF THE COUNSELING CENTER CAN BE EXPANDED OR IMPROVED.

##### A. Faculty Cooperation:

One of the most fundamental means of insuring better service for the total university population is to gain faculty confidence in the Center. It is felt that numerous faculty members know nothing of the work the Center could do for the students, and as has been pointed

out earlier, some have developed an attitude which is not conducive to harmony between the faculty group and the Center. If these conditions continue to exist, it will be just as well to close the Center entirely.

B. Remedial Reading Program:

Again this year, it is felt that the University should be urged to establish a remedial reading program for those students who would benefit from such training. This counselor has seen the need for such a program since his first contact with students at Montana State University.

C. Counseling Center Staff:

It is requested that Counseling Center personnel be selected with much emphasis on their desire to serve the students and the state of Montana as well as adequate training. All the training of an academic nature is important but in the last analysis, the training is absolutely worthless unless there is a desire on the part of all the personnel to be available for service to students and to other agencies which aim to help students with their problems.

In this kind of endeavor, there can be no substitute for a sincere desire to serve and to partially forget the "self" in serving.

(Students are neither statistics nor simply convenient subjects for data.) If this recommendation is followed, more faculty cooperation will eventually follow.

## STUDENT HEALTH SERVICE

Charles R. Lyons, M. D., Director

Herewith is submitted the annual report of the activities of the Student Health Service of Montana State University.

The period covered is from July 1, 1951 through June 30, 1951. Approximate figures based on previous statistics are used for the month of June, 1951.

### ORGANIZATION

The Student Health Service of Montana State University as it now exists was organized in September, 1947, by the present director under the supervision of Dr. William Maucker, Director, Student Personnel Services. Prior to 1947, the Student Health Service had operated under various plans with temporary medical supervision, except for a period before World War II under the supervision of Dr. Heseldorfer.

Since 1947, a program of entrance physical exams, tuberculosis control, immunization, and adequate medical care has been developed. Administratively, the Student Health Service was incorporated into the Division of Student Personnel in 1949, under the supervision of the Dean of Students. A Student Health Committee, appointed by the President, has been responsible for approving any changes of policy.

The present quarters of the Health Service were remodeled during 1947 and 1948, providing a 24-bed infirmary (using a "Butler Hut" and two rooms of the main building), laboratory, x-ray and dark rooms, and kitchen in addition to the previously used examining, consultation, physiotherapy, record, and waiting rooms. With the amount of medical equipment and the increased medical care, the Service has rapidly outgrown its physical plant.

The present personnel consists of one full time physician, one part time physician, four registered nurses, one full time technician, one housekeeper and cook, one part time receptionist, and one part time janitor. With an anticipated decrease in enrollment, the staff is being decreased for the coming year.

The Student Health Service provides a 24 hour nursing service with a physician on call at all times. The dispensary hours are from 9 a.m. to 4 p.m., Monday through Friday, and 9 a.m. to 12 noon on Saturday.

### SERVICES

Physical exams are given each new student during Orientation Week, with the aid of the local physicians in private practice. Each student is thus screened and passed or rejected for courses in R.O.T.C. and Physical Education. All students with physical handicaps are interviewed at this time by a representative of the Vocational Rehabilitation Commission. All students with positive findings or history of chronic disease are given an appointment for a more complete examination at a later date. Three hundred thirty-one boys and 222 girls were given a complete physical exam during the 1950 Orientation Week.

Tuberculosis control is accomplished by a compulsory chest x-ray of every student during the annual survey just prior to the beginning of classes each fall quarter. The portable x-ray unit is furnished by the State Board of Health and Montana Tuberculosis Association. The only expense to the Health Service is secretarial help and the followup 14 x 17 films when indicated. In September, 1950, 2,454 films were taken, in which we found 12 cases of suspected tuberculosis and 19 cases of non-tuberculous pathology. A careful followup study was made of each of these cases and five cases of moderately advanced, inactive tuberculosis were demonstrated.

Dispensary service for the care of accidents, acute and chronic illnesses, problems of diagnosis, and consultations is the great burden of the Student Health Service. The services which are available to the student are outlined in the catalog, but we have adopted a more liberal policy so far as facilities will permit. The present policy of the Health Service is to treat all students for any health condition which may exist, regardless of its origin, providing the facilities are available at the Health Service. By this more liberal interpretation of policy, we treat many students each quarter for off-campus accidents and continue treatments for allergic conditions. During the present year, 1950-51, we have seen a total of 12,830 patients in the dispensary, which makes an average of 5.1 visits per student for the school year. The common cold is our biggest problem and 3,670 calls alone were for the care of this condition. All medications used directly in the dispensary are furnished to the student without cost and, under this classification, 1,940 c.c. of Procaine Penicillin were used during the past year. Nine hundred twenty injections of other type hypodermic medication were given. This does not include nearly 12,000 injections of tick vaccine.

Infirmery care has not been limited as to the period of stay nor cause of the disability. During the present year, we have given care to 112 boys and 66 girls for a total of 561 hospital days, or an average stage of 3.15 days per patient. This care has proven adequate for nearly all types of illness, all but the more serious fractures and post operative recovery from major surgery (after the third day).

X-ray and Laboratory facilities are available to all students without additional charges and are being used more each year. During the 1950-51 school year, 578 x-ray films were taken, as well as over 216 fluoroscopic examinations. The laboratory was used for 92 B.M.R.'s, 38 E.K.G.'s, 96 urinalyses, 137 blood counts, and 142 other tests including blood chemistry. Any student who is receiving medical attention from his private physician may receive x-rays or laboratory tests, as ordered by his physician, without cost.

Consultation with specialists is available to any student when it is so authorized by a member of the Student Health Service staff. The Health Service pays a maximum of \$50 per school year for this purpose. During the present year, 45 students were seen by 16 consultants in medical specialties. If a member of the Health Service staff or the consultant feel that hospitalization is necessary, the Health Service will pay \$38 of the hospital bill when previously authorized.

Immunization procedures are available to the student without cost if he so desires. At this time we have no compulsory immunization program. The vaccine against Rocky Mountain Spotted Fever has been available to all students without cost, as we have been cooperating with the U. S. Public Health Laboratory at Hamilton, Montana, in a study of the effectiveness of the vaccine. This year, 1,996 students were immunized. Another group of nearly 3,000 were given the shots after having purchased the vaccine at drug stores. This group theoretically was composed of student families, faculty, employees, and their families. We have reason to believe that many "outsiders" were invited into this group and the practice will not continue.

The services available to the student do not include eye infirmarys, dental care, special nurses, allergy diagnoses, obstetrical care, chronic illness, elective surgery, nor care for accidents occurring off the campus. As was stated previously, our staff does attempt to give care for many of these conditions so far as facilities permit in order to create good will and save money for the student.



Students' families, faculty members, and employees are not treated by the Health Service except for first aid measures which may be necessary.

#### BUDGET

The Student Health Service obtains its entire finances from the \$4 per quarter health fee paid by each student. The budget will not be presented in this report except for the statement that we have had to revise the present budget downward to \$34,720 and have a theoretical income of \$27,224, for the coming year. Other schools have shown that it costs nearly \$20 per student per school year to give a service similar to the one at Montana State University. To continue our present services, we must remain overworked and understaffed or raise fees accordingly.

#### FUTURE NEEDS

Adequate housing is our immediate problem. The floor space and arrangement of rooms in a building which was built for a home instead of a hospital are wholly inadequate for an average daily patient load of 70 students. The building has no fire escapes. Housing patients on the second floor and nurses on the third floor is rather dangerous in case of fire.

Faculty status for the Health Service physician has become more or less standard. At the annual meeting of the American College Health Association, all schools represented, except Montana State University, had adopted such procedure.

In addition to tenure, the physician should have time for post-graduate study to complete requirements for a degree in Public Health.

Facilities for teaching Health Education should be available and under the supervision of the Health Service. Health Education is rapidly becoming a "must" for teachers and too frequently it is inaccurately taught, unless under the supervision of a physician. In our daily contact with students, we "teach" some health education individually, but this is a very slow process.

SUMMARY

During fall quarter, 1950, we kept a very accurate record of all treatments administered and then marked down the standard charge which would have been made by the average private physician or hospital in Missoula for the treatment given. This sum totaled \$20,425, which would have been the approximate cost if all services rendered by the Health Service were purchased from private practitioners. During this same period, the 2,700 students enrolled paid a health fee of \$10,800. The fact that a student receives nearly \$8 of medical service for the \$4 fee paid demonstrates the economy of the Student Health Service plan.

A special note should be made of the sympathetic cooperation and understanding of all University personnel, and particularly of Dr. Don Hetler, Chairman of Student Health Committee, and Dean Herbert Wunderlich, Dean of Students. These and the entire Health Service staff have helped make the year's work a pleasure.

## PLACEMENT BUREAU

Paul J. Chumrau, Director

Inasmuch as I am completing my first year as Director of the Placement Bureau, I feel that some discussion with regard to the importance of college placement work and its objectives is in order at this time. I shall also attempt to show where our Placement Bureau has either lived up to the standards which a Placement Bureau should maintain or where we have fallen short. The primary function of college placement work is to help each new graduate find work in a socially useful occupation appropriate for their particular abilities, interests, and ambitions. In many cases this may involve information, counsel, and the opportunity to investigate a variety of openings rather than direct placement. Final responsibility for finding a job rests squarely upon the student and successful placement will depend largely on the vigor and discrimination of his own efforts. Nevertheless, the institution has a definite responsibility to provide him with competent assistance and guidance through appropriate placement activities.

A closely related responsibility of the placement function is to serve employers seeking qualified students from the institution. Its effectiveness in this regard will influence greatly its efforts to help its students. Through employer contacts, moreover, the placement staff becomes an invaluable listening post for the faculty and administration in reviewing the effects of training and in appraising the development of their students. It has been my aim during the past year to develop these relationships, not only with the major business concerns, but with small businessmen throughout the state of Montana. We hope to make this a continuing effort. The placement facilities of the University frequently can be useful to students leaving college before graduation and to alumni seeking new positions. Within the limits of our resources, we have endeavored to give that assistance and in many instances have

assisted alumni placement in jobs where experience was a major requirement and the average graduating student did not qualify. It is at the time of graduation, however, that the University has the most clear-cut responsibility for assisting in student placement and it also has the greatest opportunity to aid them.

In addition to its direct responsibilities, it may also serve as the coordinating agency for the valuable placement work carried on by faculty members, particularly those in our professional schools. I believe that a closer relationship and better coordination in this area is most desirable. College recruiters like to come to a centralized placement bureau where all of their business can be transacted with a minimum loss of time.

The importance of placement work may be appraised in the terms of the value placed by the college upon the usefulness and satisfaction of its graduates in their vocations. Naturally, not only effective placement but almost every phase of the educational and personnel program of the University will provide the foundation for sound vocational adjustment. Placement work should be carefully integrated with the personal, educational and vocational counseling of the student. When it is thus coordinated, an effective placement service provides the best insurance the University can obtain that there will be no loss of time, momentum and, in many cases, morale between the student's graduation and his opportunity to begin utilization of his assets in his chosen field. It is at this point I should like to recommend that, in future planning, consideration be given to the housing of our Placement Bureau, Testing Service, and Counseling Center in a unit with perhaps a centralized vocational library. Under this plan coordination of all of our vocational work would be assured and referrals by one agency to another would be very much simplified.

The emphasis which I have placed upon the importance of college placement work in the foregoing paragraphs merely recognizes that the principle goal of the majority

of our young men and women entering this University, and of their parents in sending them, is to obtain a chance for a more satisfying and better-paid occupation than otherwise would be theirs. In view of the likely continuance of large enrollments, there is no basis for the belief that the vocational objective will not continue to be dominant in the interests of future students. Wise counseling can lead students to an appreciation of the values of a broader education and can enlist the purposefulness of their vocational drive in its behalf. We have endeavored, during the past year, to counsel students along these lines. We have endeavored to be honest, fair and straightforward in our recommendations. We have not endeavored to set any record in placements but have tried to counsel fairly, both with the student and the employer. By this method we hope to establish a reputation of honesty, and straightforwardness with both students and employer. This will bring the prospective employer back to the campus year after year.

There follows some statistics from the President's Commission on Higher Education which we must keep in mind in placement work for future planning. Since the First World War, college enrollments began to increase rapidly and during the first twenty years the proportion of young people who received the Bachelor's degree tripled - from 2.6 percent of the total twenty-two year olds in 1920 to 7.8 percent of these at that age in 1940. Following the inevitable sharp dip during the Second World War, college enrollments in 1947-1948 reached a figure of 70 percent above 1939-40, and the peak post-war senior classes were graduated in June of 1950. While nearly half of these students, including two-thirds of the men, were veterans and normally would already have graduated, predictions generally indicate that enrollments will not decline as larger numbers of high school graduates gain admission. Thus it seems likely that the 1920-1940 trend of graduation will continue. This in itself would mean graduation of 13 percent of the group of twenty-two year olds in 1960. It also means that our

University will be faced with an ever increasing demand for a service such as that of placement in assisting these large numbers of graduates in finding gainful employment. It is also indicative of the fact that college graduates in the future will be obliged to seek a wider range of occupations. It also follows that suitable opportunities for their training and abilities must be found in a large number of small businesses, as well as in the larger companies, which for years have recruited on college campuses. We have found this to be true on our own campus during the past year. We found that small businessmen in the state of Montana are seeking college trained men for employment with them. This is one area where a number of our graduates might be placed. This is an area where contacts and good relationships must be cultivated. I am quite sure that a large number of small business firms in the state of Montana are not aware of our Placement Service. Publicity toward this end will be one of our major goals during the coming year.

From the point of view of the institution there can be no greater asset than a happy, successful and loyal alumni body. As a group, it will affect decisively the institution's reputation. Outstanding alumni of our institution themselves will become employers of our graduates. As the effectiveness of the University Placement Service leads to greater success among the institution's alumni, it makes these positive and fundamental contributions to the institution itself. We have endeavored through the past year to serve our graduating students and our alumni in such a manner as to leave an impression of service rendered by Montana State University. As the Placement Bureau provides good service to outstanding employers, it brings their representatives back to the institution and leads to visits from other employers, thus constantly widening the range of opportunities for graduating students.

Only a well-established placement service at our University can accomplish such a task with full effectiveness. Such a service will have at its disposal all of the

institution's records concerning the graduates. The staff can consult personally with faculty members and personnel officers who know them well. We have, during the course of the year, consulted with Deans, heads of departments, and other members of the faculty concerning placement. We hope to develop a closer relationship with all departments on the campus with regard to placement. Our placement service, I believe, is now well established. We are doing an effective job but there is much room for improvement. Particularly, I hope to make a careful study of the personnel records and personnel folders which we maintain on individual graduates. Right now we are making a survey amongst members of the faculty and recruiters who come to our office with regard to the improvement of our records. The other area where more emphasis must be placed in the coming years is that of establishing and maintaining new contacts. This requires considerable travel. I feel that the Placement Bureau budget with regard to travel has been inadequate. The Director should be able to make at least two trips a year - one in Western Montana and the other in Eastern Montana - to consult with people in the field of business and industry and also with the school administrators. In addition to these two contact trips, the Director should attend meetings, such as the Inland Empire Teachers meeting in Spokane each year, MRA Teachers meetings in the state of Montana, the Northwest Association of College Placement Officials meeting each year, and other important conferences or meetings of various groups where contacts can be made pertinent to placement activities. This year's budget for travel was increased from \$100.00 to \$300.00, which will help considerably.

Complete statistical data on all three functions of the Placement Bureau, namely, General Placement, Teacher Placement, and Part Time Student Employment will be submitted

on July 1, to the Dean of Students. Any statement with regard to number of registrants, placements, etc., would be inaccurate, therefore they are not being submitted at this time.

About 30 percent of the total number of graduates registered with the Placement Bureau to date. On a percentage basis, this is about equal to graduating classes of former years. We have publicized the Placement Service to the graduating Seniors by stories in the Kaimin, posters, group meetings, and personal letters to each graduating senior explaining to them the services offered by the Placement Bureau and urging them to register with us. One point worthy of mention here is that the Placement Bureau is really the only place here on the campus where a complete record of a student's college career can be obtained. Without the Placement records, the only information which a student would be able to obtain from the University after leaving here would be a transcript of grades or perhaps a letter from some member of the faculty or administration who may have known that student. From that point of view alone, it is quite important that students register with us and have been urged to do so. The need for a centralized records system which was urged in the Dean of Students report last year has been started. Student folders are assembled in the Dean of Students office and are filed in the Placement Bureau. With these folders and Placement Bureau registration we have records on any student who has entered the University, regardless of whether or not he has graduated. The question as to the advisability of compulsory registration with the Placement Bureau should be considered. I have no recommendation in this matter at the present time. I would like to be able to study it for at least another year.



During the course of the past year there have been many personnel changes in the Placement Bureau. I assumed the duties as Director the first of June 1950, and since that time have had four secretaries in the Teacher Placement Department and two in the General Placement Department. However, I feel now that our personnel problems, at least for the time being, have been solved. Continuity of personnel in such a job as ours is most important. Individuals become more important as each day goes along and it is quite a loss to the Department when a new employee must come in and re-new acquaintances and contacts made in the past. Mrs. Kay Reardon, secretary of General Placement, has done an excellent job during her nine months in that capacity. She has a very pleasing personality and has been an exceptionally fine receptionist. She has also handled the part time employment and has done an exceptional job with that phase of our function. There are probably as many outside visitors call at our offices as any office on the campus and it is most important that we have personnel who are courteous and pleasant in manner to greet these individuals. Mrs. Leona Peterson, secretary of Teacher Placement, took over the supervision of this Department just two months ago in the middle of our busiest season and has done a remarkable job. I am sure she will be a big asset to the Placement Bureau and both she and Mrs. Reardon, I feel, will be with us for some time to come. Miss Ursula Sayers, a student, is the stenographer for the Director and for the two secretaries of General and Teacher Placement. She is a very capable stenographer and has been with the Department for almost a year now.

The bulk of the placements come from the School of Business and the School of Education. I should like to say that both Dean Smith and Dean Carleton have been most cooperative and helpful to me during my first year as Placement Director.

### GENERAL PLACEMENT

The General Placement Department handles placement in business and industry. This past fall we prepared a brochure which described how the Placement Bureau operates and it was mailed to every individual or organization on our mailing list. Many favorable responses were received as a result of the brochure and in many instances they resulted in job opportunities for our graduates. We hope to continue this type of publicity on a larger scale next year.

The Job Clinic was held again this year and we feel it was quite successful. We were a little disappointed in the number of students who participated, even though there were 350. The sixty-five business and professional men who participated and assisted us with the Job Clinic were most enthusiastic and thought it was a good idea. We are already planning for next year's Job Clinic and hope to improve it as each year goes by.

We have developed during the past year a much better vocational library. Materials published by the business concerns have been collected and are made available to students. This literature is displayed on a very attractive rack which we had built this year.

### TEACHER PLACEMENT

Perhaps one of the outstanding accomplishments of Teacher Placement during the past year was the preparing of a booklet containing information on all students certified to teach during the academic year 1950-51. This booklet was placed in the hands of the Dean of the School of Education, Mr. Ben Frost, Mr. Leo Smith, and one copy was retained in the Placement Bureau for use by anyone who desired it. During the travels of the above mentioned individuals and in their meetings with school administrators they were able to show the administrators just what we had to offer in teachers for the coming

year. Results of the use of this booklet were felt in the Placement Bureau during Mr. Frost's visits to high schools this spring. Requests for personnel papers on prospective teachers came in from many high schools. We feel that a fine pre-placement job was done with this information in the hands of traveling University representatives.

The Director attended the M.E.A. Teachers Convention in Missoula in October; the Northwest Association of Placement Officials meeting in Seattle in November; the National Educational Association meeting in Spokane in January; and the Career Day program at the Flathead County High School in Kalispell this past May. In all of these meetings I found that problems pertaining to teacher placement, teacher preparation and teacher certification are quite universal. I feel that our personnel records and our system of teacher placement rates with the best of them.

Many school administrators have visited us during the past year. Practically all of the job vacancies for secondary teachers in the state of Montana are listed with us. If job openings and student preparation could be determined in advance, teacher placement would be quite simple. Teachers are required, particularly in the small schools, to teach subjects in which they have had little or no preparation. During this past year the most acute shortage of teachers is being felt in the fields of Home Economics, Commercial, Music and Women's Physical Education. The age-old surplus in the Social Science fields is still in existence. Men's Physical Education is well supplied.

#### PART TIME EMPLOYMENT

In this area we feel that we have made the greatest single accomplishment during the past year. Our statistical report as of June 30, will give the complete details of our past year's accomplishments. We have assisted students and student's wives in

obtaining gainful employment during the past year. Many students have been able to finance their education through the help provided by the part time employment service.

We have advertised to the businessmen and citizens of Missoula that we have a work pool here at the University that they can call upon at any time for reliable help. The response has been tremendous. We have attempted to supply people with good, dependable help and apparently have done that because employers have come back to us time and time again for student help. We have hired out all categories - baby sitters, gardeners, stenographers, bookkeepers, furnace tenders, and bell hops - only to mention a few.

We ask students who are seeking part time employment to register with us each quarter, and to give us their class schedule. The biggest problem is that of being able to dovetail a student's class schedule into the hours required by any specific job. We have also attempted to screen out those people whom we feel do not need the work and have tried in every instance to help the needy. We have encouraged referrals by members of the faculty of students who needed help and whom the faculty felt should stay in school. The part time employment service is a big task and requires a lot of time, but we feel that it is well worth it, in terms of service to our students.

We shall continue to develop our contacts with regard to part time work. It has become apparent that students do not have quite as much money now as they did a year ago and many of them are looking for a part time job to help defray some of their school expenses.

S T A T I S T I C A L   R E P O R T

G E N E R A L   P L A C E M E N T

July 1, 1950 to June 30, 1951

Total number of registrants - July 1, 1950 to June 30, 1951 .....		175
	Men .....	143
	Women .....	32
Percentage of graduates registered .....		21%

Registration by Major Department:

Accounting .....		24
Bacteriology .....		1
Biology .....		2
Chemistry .....		3
Economics .....		2
Forestry .....		13
General Business .....		78
History & Political Science ..		5
Home Economics .....		6
Journalism .....		4
Law .....		7
Mathematics .....		3
Music .....		2
Physics .....		3
Psychology .....		2
Pharmacy .....		1
Secretarial .....		11
Sociology .....		6
Wildlife Technology .....		2

Number of jobs listed with the Placement Bureau (not including Merit System or Civil Service)..... 148

Types of positions listed:

Accounting .....		30
Bacteriology .....		1
Banking .....		8
Credit .....		7
Chemistry .....		7
Forestry .....		2
Geology .....		1
Home Economics .....		2
Insurance .....		13
Journalism .....		4
Law .....		3

Mathematics .....	1
Personnel .....	2
Public Relations .....	6
Real Estate .....	3
Retailing .....	10
Secretarial .....	20
Social Administration .....	3
Statistical .....	2
Sales .....	23

Number of registered students placed by June 30, 1951 .....	67
Men .....	59
Women .....	8
Number of interviews on Campus .....	133
Sets of papers sent out .....	369
Number of students registered entering armed forces (Men) .....	16
Number of students registered but not wishing to be placed .....	4
Men .....	1
Women .....	3
Average starting salary - 1950-1951 .....	\$240.00

S T A T I S T I C A L   R E P O R T

T E A C H E R   P L A C E M E N T

July 1, 1950 to June 30, 1951

Number of teachers in the interest of whom service was rendered .....	388
Number of sets of teachers' confidential papers sent out .....	1656
Number of teaching positions listed with Bureau .....	806
Number of 1951 graduates registered (Autumn, Winter, Spring quarters)....	101
Number of 1951 graduates placed to June 30, 1951 .....	52

Of the total number of calls for teachers:

Subjects specified for high school teachers.....	779
High School .....	393
Grades .....	173
Rural .....	47
Junior High , ,.....	92
Kindergarten .....	9
College .....	7
Normal .....	3
University .....	7
Military Academy .....	4
Overseas teaching .....	0
Alaska .....	54
Civil Service .....	0
Red Cross .....	1

Administrative:

Superintendent .....	16
High School Principal .....	3
Junior High Principal .....	4
Elementary Principal .....	8
Rural Principal .....	0
Head of Departments .....	8
Dean of Women .....	1
Dean of Men .....	1
Counselor .....	2

Subjects:

Aeronautics .....	0
Agriculture .....	4
Art .....	9
Auto Mechanics .....	0
Bookkeeping .....	6
Civics .....	1
Coaching .....	50
Commercial .....	72
Debate .....	0
Driver Training .....	7
English .....	112
Dramatics .....	7
General .....	3
Guidance and Counseling .....	5
Health .....	0
History .....	29
Home Economics .....	60
Horticulture .....	0
Journalism .....	7
Language .....	2
Latin .....	12
Library .....	36
Manual Training .....	16
Woodwork .....	1
Mathematics .....	61
Mechanical Drawing .....	0
Music .....	91
Physical Education .....	27
Boys .....	6
Girls .....	37
Remedial .....	2
Science .....	52
Biology .....	16
Chemistry .....	8
Physics .....	4
Social Studies .....	63
Spanish .....	37
Speech .....	6



# S T A T I S T I C A L   R E P O R T

## S T U D E N T   E M P L O Y M E N T

September 1950 to June 30, 1951

Total number of registrants .....	1244	
Fall Quarter .....	659	
Winter Quarter .....	341	
Spring Quarter .....	244	
Men Students registered .....	792	
Men employed in regular part-time jobs .....	403	51%
Women Students registered .....	257	
Women employed in regular part-time jobs .....	110	43%
Student's wives registered .....	185	
Wives employed in full time jobs .....	117	63%
Alumni registered for short term-full time jobs ..	10	
Alumni employed .....	9	90%
Total number employed in regular part-time or full time jobs .....	639	51%
Total number of odd jobs listed .....	988	

**Notes:**

An odd job is one specific assignment which may last for as little as one hour or may run into a period of weeks. This category is particularly good for those students with a broken class schedule.

A regular part-time job is one which the student reports to each day for a specific number of hours.

Students are required to re-register each quarter if there is a change in their class schedule.

The total number of registrants (1244) represents a duplication of individuals who have registered for part-time work each quarter.

STUDENT UNION

Cyrile Van Duser, Manager

The Student Union at Montana State University has served the recreational and organizational needs of the University community with another year (1950-51) of numerous activities. The following list of scheduled events illustrates the variety of activities and services provided by the Union.

Meetings. . . . .	1547	Dances. . . . .	41
Student . . . . .	1400	Theater Performances. . .	41
University. . . . .	77	Student . . . . .	13
Town. . . . .	39	University. . . . .	13
Classes		Town. . . . .	15
(Square Dancing). . . . .	63*	Convocations. . . . .	16
Parties . . . . .	76	Folk Dancing. . . . .	21
Student . . . . .	11	Song Fests. . . . .	3
University. . . . .	16	Chinese Auction . . . . .	1
Town. . . . .	49	Book Drive (W.S.S.F.) . .	1
Receptions. . . . .	10	Forums. . . . .	10
Firesides . . . . .	8	Tournaments (Ping-Pong) .	3
Teas. . . . .	17	Registration Booths . . .	8
Conventions . . . . .	5	Movies (free) . . . . .	13
Open House. . . . .	1	Movies (towns). . . . .	3
Luncheons, dinners. . . . .	110	Workshops . . . . .	7
Smokers . . . . .	3	Testing . . . . .	19
Rehearsals. . . . .	313	Delta Gamma Rushing . . .	1
Student . . . . .	190	Retreats. . . . .	2
University. . . . .	111	Salon Exhibits. . . . .	1
Town. . . . .	12	Orientation Week. . . . .	1
Recitals. . . . .	36	Job Clinic. . . . .	1
Student . . . . .	24		
Town. . . . .	12		
(includes Community Concerts)			
Faculty . . . . .	7		
Miss Montana Week . . . . .	1		

\*Square Dancing and Royaleers are given for credit, but any student is allowed to join in.

Facilities of the building were also made available for the following events: Northwest Intercollegiate Speech Tournament, Pan-Hellenic and Interfraternity rushing rooms each quarter, Track Meet headquarters (3 days), High School Music Week (3 days), and Commencement.

The Game room has been in operation all year. No schedule of actual hours is included in this report. The Association of Student Unions sent Mr. Peterson for three days to teach and demonstrate billiards. I felt that it was very successful.

The Manager acted as Production Director for the Northwest Music Educator's Pageant under Mr. Hansen's direction. I have letters from the National President commending the Pageant and the hospitality of the Student Union. This year the Union introduced the Virginia City Players, a summer theater of the University, and arranged for their return. The Union co-sponsored, with the Physical Education honoraries, the Haitian Dance troop. The Union helped produce the Homecoming Show.

Three fraternities have used the Student Union this year as chapter rooms, since they had no houses. An attempt was made to have no-date dances with coke and a record player on Friday nights. These failed miserably. The Bitterroot room has been used as an auxiliary lunch room. Since the Beauty Parlor moved out, this space has been used at noon for faculty luncheons. The faculty table has been operated all year. The Student Union Committee has not rented the Beauty Shop space, since it

was felt that the space was more valuable as a meeting room than for a potential six hundred dollar income. The Student Union has been opened at eleven each Sunday to rent space for the Unity Church to hold services.

As has been the practice for the past five years, the Student Union has worked with some town organization and the high school to provide a dance, New Year's Eve, for the town's young folk. These are becoming very successful, according to the police.

The entire Student Union program should be studied. Major repairs and changes in the building hinge on where we go from here. If we are to start a new Union, money for repairs would be wasted. If we are not to make the change in the near future, then the theater should be redecorated, the lobby redesigned, the dressing rooms moved and the work-shop and scene-dock changed. The lounge should be moved to the second floor and the present lounge should be divided into meeting rooms. An elevator should be installed for heavy freight and passengers. The kitchen should be enlarged on the top floor. Drapes should be added to the Gold Room and the lounge. A new passageway should be found to the theater. These are only a few of the major changes which would make the building nearer to self-supporting and would increase its services to the extra-curricular program of the University. Ventilation is very bad in all rooms and the theater. Lighting is old-fashioned and particularly should be installed in the offices.

DEPARTMENT OF RESIDENCE HALLS

Associate Professor Edith A. Swearingen, Manager

June 9, 1951

GENERAL ACCOMPLISHMENTS OF THE DEPARTMENT

The present staff consists of Manager, Assistant Manager, three dietitians, a relief dietitian, and five Schedule B and office staff plus a part time rooms assignment clerk and a part time accountant.

The relief dietitian, Mrs. Rigg, resigned on February 1, and a replacement was secured immediately. We were fortunate in getting Miss Jeanne Grubaugh, one of our own graduates of 1949 as her successor. Mrs. Phyllis Todd Sundberg has resigned for the coming year, but a replacement, Miss Nada Ahrens, has been appointed. The Manager resigned as of July 1, but to date a successor has not been secured.

There have been as usual too many changes among Schedule B and office staff. Clerk-Typist #2, Mrs. Bruce, left in January; Clerk-Typist #1, Mrs. Donaldson, left April 28; and Student Accounts Clerk, Mrs. McRae, left the 3rd of May. The position of part-time (5/8) accountant for the Residence Halls was not budgeted for the year 1951-52 as savings need to be made in accounting and bookkeeping costs.

Regular Residence Halls employees have included from 34 to 27 kitchen employees (with staff dropped as the number of students decreased from fall to spring) six housemaids and assistant, one sewing woman, five janitors and three fireman-janitors (at Jumbo). Kitchen employees work a six day, forty-eight hour week; housemaids a five and one-half day, forty-four hour week; and janitors a five day, forty hour week. All work a straight shift with wages equal to or better than the union scale.

Student employees in the kitchens and dining rooms number between forty-five and fifty-five each quarter. Students are paid from fifty-five to seventy-five cents per hour with no student working more than three hours per day. Eight student jobs were held for athletes who needed them; however, this quota has not been filled by the athletic department at any time this year.

Supervision of employees has been delegated as follows: Dietitians supervise regular and student employees in food service and also house staff during special cleaning. The Assistant Manager supervises all housemaids and janitors in their regular work each morning and supervises food service each afternoon while dietitians are off duty. The Manager schedules the work, determines policy and has general supervision of all the above employees.

Head Residents and Assistant Head Residents are responsible for social supervision in the halls and work under the direct supervision of the Dean of Students and Associate Dean of Students. Approximately thirty-five students are employed to assist in this work. In the men's halls one Head Resident plus Resident Assistants are the social supervisory staff. Corbin has had 3 to 4 Resident Assistants, South 5 to 6, Jumbo 11 to 7. Each is paid \$35.00 to \$45.00 per month. In the women's halls, there is a Head Resident and Assistant Head Resident - both adults. In addition there are office girls and night proctors - the latter working eight hours per week. Girls are paid .45 per hour as the work is easy.

## HOUSING AND FOOD SERVICE - SUMMER SESSION - 1950

a. Housing - Six and Ten Weeks' Students

<u>New Hall</u> - 10 weeks women - Opening Day	47	Closing	75
<u>North Hall</u> - 10 weeks men - Opening Day	68	Closing	92
<u>South Hall</u> - 6 weeks women - Opening Day	24	Closing	36
<u>South Hall</u> - 6 weeks men - Opening Day	<u>5</u>		<u>18</u>
TOTAL	144		221

b. Housing - Short Courses

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Coaching School - July 24 - 29	10		10
Council Eng. Tchrs - July 10 - 13	1	5	6
Education Courses - July 5 - 29	4	3	7
Journalism - Adults - Jul 23 - 29		3	3
Journalism - H.S. - July 23 - 29	9 boys	32 girls	41
Labor Institute - Aug 2 - 5	4	3	7
Music - Adults - Jul 23 - 29 & Aug 5	2	23	25
Music - H.S. - July 23 - Aug 5	26 boys	38 girls	64
Regional Arts - Adult July 23 - Aug 5 & 8	18	28	46
Miscellaneous	<u>2</u>	<u>2</u>	<u>4</u>
TOTAL	76	137	213

c. Food Service - Six and Ten Weeks' Students

Ten Weeks	141	
Six Weeks	<u>30</u>	171
Short Courses - 2 weeks	52	
- 1 week	73	
- 3 days	29	
TOTAL	<u>154</u>	
GRAND TOTAL	325	

## HOUSING AND FOOD SERVICE - REGULAR YEAR 1950-51

a. Housing - Men

Corbin Hall - Normal Capacity	85	Opening Day	117	Closing	90
South Hall - Normal Capacity	125	Opening Day	173	Closing	125
Jumbo Hall - Normal Capacity	361	Opening Day	337	Closing	244

Housing and Food Service - Regular Year 1950-51 (continued)b. Housing - Women

New Hall - Normal Capacity	124	Opening Day	163*	Closing	105
North Hall - Normal Capacity	103	Opening Day	154	Closing	126
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TOTALS	798		944		690

\*Includes 30 Delta Gammas housed from opening day to 11/1/50.

Housing has been difficult because of the unusual number of drops during the year, particularly at the beginning of winter quarter. The Korean crisis has had its effect. By January 1 the men's halls, Corbin and South, had dropped almost to normal and Jumbo below normal. (All of E wing and upper A were closed.) In the women's halls, New housed 30 Delta Gammas from September 17 to November 1 in the basement rooms. By winter quarter it had dropped below capacity and the basement was closed. North Hall (freshman women) has had over capacity all year.

<u>c. Housing Short Courses and Special Events</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
High School Interscholastic - May 17, 18, 19	100	72	172
High School Music Festival - May 3, 4, 5		2	2
Interscholastic Rodeo - Apr 27, 28	13		13
*Miss Montana" Guests - May 11, 12	1	2	3
Montana Academy of Science - Apr 20	30		30
Northwest Music Conference - Mar 28, 29, 30	50	19	69
"Pershing Rifles" Cadets - May 11, 12	14		14
Public and Private Admin - Feb 4 - Mar 3	7		7
Speech Conference - Apr 12, 13, 14	16		16
TOTALS	131	95	226

\*Free. All others were charged \$1.00 per person per night. Men were housed in Jumbo Hall, women in New Hall except during Interscholastic when 24 girls were housed in North small parlor. There is a question as to the extent regular college students should be disturbed by housing outside groups.

d. Food Service - Regular BoardersMen and Women

Corbin Hall - Seating Capacity	174	Opening Day	382*	Closing	272
North Hall - Seating Capacity	102 + 60	Opening Day	299	Closing	203

Men only

South Hall - Seating Capacity	128	Opening Day	281	Closing	201
TOTALS	464		962		676

\*Includes 30 Delta Gammas fed from 9/20/50 thru 10/31/50

Regular boarders were accommodated with sack lunches when absent from meals for official trips or for work. Corbin provided 176 lunches, North 127, South 172. Regular boarders were also served special diets as prescribed by the Director of University Health Service. Six students with special diets have been cared for.

e. Food Service - Social Affairs in the Halls

Residence Halls kitchens prepared refreshments for numerous social events given by students.

<u>Corbin Hall</u>	Oct 19	Dads' Day Coffee Hour	- 350 cookies made
	Nov 18	Homecoming Coffee Hour	- cookies made
	Dec 9	Christmas Party	- cookies made
	Mar 7	Party	- cookies and sandwiches made
	May 12	Corbin picnic for 41	
	May 23	Senior men's dinner for 43	

<u>North Hall</u>	Nov 18	Homecoming Tea	- 15doz cookies 15 qt punch
	Dec 17	Serenaders	- 6 qts cocoa
	Feb 13	Pajama Party	- cookies
	Feb 15	Tea	- cookies
	Mar 8	Pajama Party	- cookies
	Apr 27	North picnic for 67 girls and 58 men	

<u>South Hall</u>	Dec 10	-Christmas party	- cookies made
	May 23	Senior men's dinner for 28	

<u>New Hall</u>	May 6	Tea for Head Res.	- 400 tea cakes & coffee made
	May 11	Tea for "Miss Montana"	- 200 tea cakes
	May 22	Senior women's dinner for 34	

<u>Jumbo Hall</u>	Dec 8	Open House	- 500 cookies & punch made
	May 5	Jumbo picnic for 168	

f. For Short Courses

Students housed for short courses were also accommodated for meals at guest rates in one of the three dining rooms. High School Interscholastic - May 17, 18, 19 was the largest group. Numbers served: Breakfasts 125; Lunches 100; Dinners 117.

g. Miscellaneous Food Service

Sept. 17	Buffet supper for 242 freshmen and guests plus staff members. North dining room.
Nov 23	Thanksgiving Dinner for 55 students and staff remaining during vacation. Corbin dining room.
Apr 6	Foresters - Provided equipment for field trip.
Apr 23	Aber Day. Assembled and loaned equipment to the committee. Paid \$396.75 for 50% of board paid for lunch and dinner for 690 boarders. Made 70 gal potato salad and cooked wieners at no cost for labor.



Miscellaneous Food Service (Continued)

Jun 4 Commencement Reception. Assembled and loaned some equipment to reception committee. Manager only assisted Mortar Board students in serving, as dietitians were not needed.

REPAIRS AND REPLACEMENTSBuilding and Attached Fixtures

1. Regular maintenance which includes carpenter shop repair of doors, screens, windows, etc.; electrical repair of lights, switches, irons, etc.; plumbing repair of faucets, lavatories, etc. was carried on as usual.
2. Painting was done in baths and showers and all hallways and entrances inside and outside needing it. Corbin dining rooms, kitchen, lounge and main entrance were painted. North kitchen was painted. South dining room had all the dark paneling painted ivory (new paneling was not necessary.) The kitchen painting is to be completed this summer. New Hall had the lounge painted. In Jumbo 105 student rooms were painted during the year. A wall washing machine was purchased and used on all student rooms and halls at South last summer. Corbin walls are to be washed beginning June 13 and New and North during the summer if time permits. This is a great saving.
3. Corbin Hall - Tile steps in the front entryway had major repairs. Large dining room had major floor repairs and a sanding job. Radiator traps and toilet flush valves have been ordered. Additional towel racks were secured for all student rooms.
4. Jumbo Hall received repairs to floors, stairs, and walls where students punched holes.
5. South Hall has had the kitchen completely remodeled on a plan similar to that for North. Walls were removed - a new dishwashing unit installed, a new bakere table, cafeteria counter, refrigerator, salad sink, pot and pan sink, and steam jacketed Trunion kettle were purchased. Stainless steel war surplus tables were repaired and put in use. The walls have been tiled, glass block used in partitions, and the Koroseal floor laid. A water station, dietitian's office and linen closet have been completed. A new panel board is in use and new lights are being installed. Four fans are still to be added for better ventilation and glass block above the cook's area for better lighting. The floors in four student rooms have been retiled. Six more student rooms, the office, and telephone booth are to be retiled this summer, as the contract has been let. Additional towel racks were secured for all student rooms. The terrace on the front of the building was completed.
6. New Hall - no major repairs were needed. A satisfactory method of water proofing the tunnel is still being investigated.
7. North Hall kitchen remodeling is almost finished. The water station, dietitian's office, and linen closet are now in use. Four fans are still to be added for better ventilation and glass block above the cooks' area for better lighting. The floors in both the east and west parlors were sanded and refinished.

North Hall Repairs and Replacements (continued)

Additional towel racks were secured for all the student rooms. New faucets and lavatory drains were ordered and installation is to begin June 11. One shower room was repaired but was not satisfactory; so a major job will be necessary. The cost will be \$2,000.00 to \$3,000.00 for each of four shower rooms.

Furniture and Fixtures

1. Corbin Hall had two love seats re-covered in frieze. All old furniture in the lounge has been re-covered during the past three years in Boltaflex plastic which was guaranteed. It is faulty and requires watching. Thirty new beds, springs and mattresses were purchased. Venetian blinds were purchased for both dining rooms. A new Colt-Autosan dishwashing machine was ordered in February for delivery this summer. Dish tables will be ordered this week from specifications just received. The installation should be done before fall. A new baker's pan rack and salad sink are being ordered. New Iroquois china will be shipped August 1.
2. Jumbo Hall received no new furniture although some beds and student desks were transferred in from other halls.
3. South Hall had four club chairs re-covered in Naughyde plastic. (One was stolen during the year). New draperies and Venetian blinds were purchased for the dining room, cafeteria trays were ordered and china and trays are now in use for all meals. This is progress from army mess trays.
4. New Hall had four club chairs re-covered in frieze and other fabrics. A second complete set of window curtains for student rooms was made.
5. North Hall had four love seats re-covered. Thirty desks and chairs to match the ones purchased last year were secured. A second complete set of window curtains for student rooms was made. New draperies and Venetian blinds were purchased for the dining room. A new set of Embassy china was ordered and put into use January 2. This also was progress from army mess trays.
6. For staff suites some chairs were re-covered; and draperies, curtains, Venetian blinds and rugs purchased as needed.

## REPAIRS AND REPLACEMENTS NEEDED AND PLANNED FOR THE COMING YEAR

See budget prepared by the manager March 28. A minimum of \$20,479.00 (less than 10% of anticipated income from the four permanent halls ) was planned with the Maintenance Engineer. However, since the Accountant and Dean of Students have revised the budget without the Manager's knowledge, and have allotted \$15,000.00 for repairs and replacements on all five halls, I have no recommendations to make.

## OTHER ACCOMPLISHMENTS

1. The Prefabricated Houses on the campus are still under the supervision of the Residence Halls Office. This includes conferences and reports by the proctor, and attention to maintenance problems. Registration and billing of tenants is handled by this office.
2. The Manager has met with the planning committee for the proposed new men's residence halls a number of times during the year. She has provided statistics available from present hall operation.
3. Room assignment relationships with students have improved this year thru the efforts of Mr. Paul Chumrau. He has worked on a part-time basis and we have been handicapped at times by his absence; however he has performed a real service for the halls. He also assisted the Manager with both the summer session and regular year Residence Halls Bulletins.
4. The Office staff under the supervision of the Head Bookkeeper has provided numerous reports and statistics as needed. Unfortunately, the student accounts and room assignments were not transferred to University Hall as agreed a year ago.
5. The budget for 1951-52 was prepared entirely by the Manager with the assistance of the Head Bookkeeper. The Accountant had no responsibility for it. More than two months after the budget was presented, the manager was informed by the Dean of Students that her budget of March 28 was not acceptable and had been revised. This was done by the Accountant who knows nothing of Residence Halls operations; therefore his budget is unworkable for the halls. See mimeographed form.
6. The Assistant Manager has been able to raise the housekeeping standards in the halls this year by spending half of her time on this problem. She has checked rooms and buildings with head residents, housemaids, and janitors every morning five days a week. She has been able to improve food service by supervising the kitchens in the afternoons. A great deal of work has been done revising and standardizing the recipe files thru her efforts.
7. The Manager of Residence Halls teaches the courses in Institution Management; Autumn, Institution Cookery, 4 credits; Winter, Institution Buying, 4 credits; Spring, Institution Organization and Management, 3 credits.
8. The Manager was general chairman for the Montana Dietetic Association annual meeting held in Missoula on February 22. She was assisted by the Asst. Manager and Residence Halls staff as well as the dietitians of Missoula.

A tribute should be given to the fine cooperation and efforts of the Asst. Manager, Dietitians, Office Staff, Head Residents, and the Maintenance Department. Without their cooperation the job could not have been done.

WAYS IN WHICH OUR ORGANIZATION CAN BE EXPANDED AND IMPROVED.

1. Decide whether the Manager is to be a figurehead or a real Manager (Director is the title preferred). Responsibility without authority will not appeal to any capable, well trained, experienced applicant for this position.
2. Streamline the accounting and bookkeeping services. All employees responsible to the Business Office should work directly under the supervision of that office - not in the Residence Halls Office while taking direction from someone else. "No man can serve two masters."
3. Extend the same professional courtesies to the Manager of Residence Halls as other department heads enjoy. This includes direct access to the President when important problems are under consideration.
4. The following pages include statistical information regarding room service and food service in the Residence Halls.

	Men's Halls			Women's Halls			Grand Total
	Corbin	South	Jumbo	Men's Halls	Women's Halls	Totals	
	47	76	225	348 Rms	571 Stu	117	
No. of Rooms for Students	-	5M, 24W	-	73 M	47W	68N	71 W : 144
Normal Capacity	85	13M, 12W	-	42 M	35W	29N	47 W : 89
SUMMER, 1950	-	18M, 36W	-	23 M	7W	5M	43 W : 66
6/11 No. Opening Hour	-	-	-	92 M	75W	92N	75 W : 167
No. "In" during SS	-	-	-	10 M	-	-	-
No. "Out" during SS	-	-	-	1 M	-	-	-
8/19 No. Close Qtr.	-	-	-	9 M	1W	-	5 W : 6
Short Courses:	-	-	-	4 M	3W	1M	35 W : 44
Coaching School	-	-	-	28 M	21W	1M, 2W	3 W : 7
Council Eng. Tchrs	-	-	-	18 M	7W	3M, 3N	61 W : 89
Journalism Post New	-	-	-	6 M	2W	1M	28 W : 46
Labor Institute	-	-	-	76 M	34W	7M, 10W	5 W : 11
Music Courses	-	-	-	76 M	34W	7M, 10W	137 W : 213
Regional Arts	-	-	-	-	-	-	-
Misc Short Courses	-	-	-	-	-	-	-
Total Sht Crse Stu.	-	-	-	-	-	-	-

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	Men's Halls			Women's Halls			Total W:
	Corbin	South	Jumbo	Men's Halls	Women's Halls	Totals	
	117	173	337	627 M	163W	154	
AUTUMN, 1950	117	173	337	627 M	163W	154	317 W : 944
9/17 No. Opening Hour	20	24	59	103 M	11	-	11 W : 114
No. "In" during Qtr	14	24	45	83 M	49W	6	55 W : 138
No. "Out" during Qtr	123	173	351	647 M	125	148	273 W : 920
12/14 No. Close Qtr	-	-	-	-	-	-	-
WINTER, 1951	113	149	291	553 M	122	143	265 W : 818
1/1 No. Opening Hour	5	17	22	44 M	2	-	2 W : 46
No. "In" during Qtr	12	18	51	81 M	9	4	13 W : 94
No. "Out" during Qtr	106	148	262	516 M	115	139	254 W : 770
3/15 No. Close Qtr	-	-	-	-	-	-	-
SPRING, 1951	87	125	223	435 M	99	127	226 W : 661
3/18 No. Opening Hour	6	8	24	38 M	7	-	7 W : 45
No. "In" during Qtr	3	8	3	14 M	1	1	2 W : 16
No. "Out" during Qtr	90	125	244	459 M	105	126	231 W : 690
6/9 No. Close Qtr	-	-	-	-	-	-	-

#Includes 30 Delta Gamma girls, housed from opening day thru 10/31/50 when remodeled house opened.

\*Note - Room Types are as follows:

Corbin: 8 singles	South: 31 singles	Jumbo: 89 singles	New: 56 doubles	North: 11 singles
37 doubles	41 doubles	136 doubles	6 Bsmt D.	40 doubles
2 guest rms	4 triples	-	-	4 triples
47 rms	** 76 rms	**225 rms	62 rms	55 rms

\*\*South includes 4 S, 2 D in Bsmt; Jumbo does not include Hd Res 2-rm suite or 6 coal dust rooms.

MONTANA STATE UNIVERSITY - Residence Halls, Year 1950-51

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FOOD SERVICE Explanation	Corbin	North	South	Totals
<u>Summer Session, 1950</u>	6/12-30	7/1-8/18		
Ten Weeks		141		
Six Weeks		30		
Short Courses - 2 weeks		52		
1 week		73		
3 days		29		
				141 (with staff)
				30
				52
				73
				29
<u>Autumn Quarter, 1950 (close ea Mo)</u>				
Sept Brfst 18-30	388	305	286	979 (with staff)
Oct 1-31	386*	293	280	959
Nov 1-22 & 27-30	351	290	275	916
Thanksgiving 23-26	60	—	—	60
Dec 1 thru Lun 14	351	290	275	916
<u>Winter Quarter, 1951 (close ea Mo)</u>				
Jan Dinner 1-31	336	221	241	798 (with staff)
Feb 1-28	333	218	237	788
Mar 1 thru Lun 15	332	218	235	785
<u>Spring Quarter, 1951 (close ea Mo)</u>				
Mar Dinner 19-31	276	204	208	688 (with staff)
Apr 1-30	274	204	206	684
May 1-31	272	203	201	676
Jun 1 thru 7	272	203	201	676

\*Includes 30 Delta Gamma girls, cared for from Breakfast 9/20 thru Dinner 10/31/50, until the Delta Gamma House opened

Boarders living outside the Residence Halls were accommodated as follows:

- Autumn Quarter - 1 (blind woman)
- Winter Quarter - 27 (1 blind woman, 26 men)
- Spring Quarter - 17 (1 blind woman, 16 men)

Family Housing

Robert W. Breen, Director.

Of the 366 apartments available for rent from July 1st 1950 to April 30th 1951, there was less than 7% vacancy loss.

Units available	112,343 days
Units occupied	105,003 days
Units vacant	7,340 days

As of this date 97 families are vacating their apartments. Requests for housing for the summer session are in excess of the available vacancies. There are about 40 families that will have to be accommodated with housing furnished by the town of Missoula.

The 25 trailers and two utility trailers were closed and sold at public auction. These trailers had served their purpose and were no longer suitable for use for student housing.

The Lounge Room and Bridge Room of the Community Center were in constant use. Through the Department of Public Schools of the State of Montana, the project purchased six maple lounge chairs from War Assets. The Lounge Room was redecorated and all furniture repaired.

The Office, kitchen, sewing room, nursery and halls were painted, and the floors were re-tiled with asphalt tile.

A large food service cart was purchased from the Residence Halls for use during parties.

Square Dancing was held twice a month, with a caller and sound system furnished by the Project. In addition, Sound Movies were shown twice a month, the pictures shown were selected by a committee from the project. Capacity audiences attended every showing. Both the above forms of entertainment are furnished free to tenants of the project.

The Nursery Committee, formed of Mothers and the Nursery School teachers, selected sound movies recommended by the National Board of Children's Education, and showed them to the Nursery Classes. The parents of children attending the Nursery School, were also shown films on child psychology, child development and child care.

The area just north of Lake, Custer and Ravalli Street was levelled off, and seeded into lawn. As soon as the Forestry Nursery School has hedge seedlings available, they will be planted along South Avenue, bordering this area.



The Project purchased crushed rock and placed a four inch matt on all the streets and parking areas. All streets are now in very good condition, and are graded every two months by the Project.

The cess pools on the project are one of the major problems. The cess pools fill up quite frequently, and the average cost to have each one pumped out is \$50.00. (The private contractor charges \$10.00 a load, and it usually takes five loads to clean a cess pool). We have purchased a 1½ ton dump truck, and are now awaiting delivery of same. Contact has been made with a number of Companies supplying pumping machines and tanks, in order that equipment may be purchased, to enable the Project to hold the cost of pumping out the cess pools, to a minimum.

As of April 30th 1951, the Project shows a net profit of \$58,689.70. In addition to this profit, \$44,000.00 was used for capital purchase of the following property:-

Steinbrenner property	\$6,500.00
Walker property	\$7,500.00
Golf course property	\$18,000.00

The home known as the Steinbrenner House has had a number of major repairs completed as follows:-

1. Foundation wall on south side of house was replaced
2. Cement steps and retaining wall were constructed.
3. One hundred yards of soil was placed around the house.
4. New water line was installed and water line in basement was winter proofed.
5. New automatic coal stoker and electric hot water heater were installed.

The reason for the large net gain to date has been due to the fact that our repairs and replacements have been limited. The condition of the buildings is now at the state where a much larger percentage of our income will be spent on repairs and replacements. Therefore the anticipated net gain will be at least 50% lower than in the past.

During the period of this report no labor other than student labor was used to supplement our regular employees.

The Project is in the process of planning the building of a warehouse to store furniture, etc. The building is to be of a permanent construction, in order that it can be used for the Golf Course after the Housing Project has no further need of it. At this present time, the project is using a warehouse at the County Fair Grounds. Heretofore the building was loaned to the Project rent free, but now the County Commissioners have found it necessary to make a charge of One Hundred dollars a month for the rent of the building. Therefore, it is anticipated we will build the warehouse this summer, realizing that the building will pay for itself in three years. This building can eventually be adapted for use to serve the Golf Course, as changing rooms, shower rooms, storage and maintenance building.

VETERANS EDUCATION

A. S. Merrill, Director

1950-51

Procedures in the education of Veterans under P.L. 16 and P.L. 346 are now largely routine. The adjustment of necessary papers takes place in the Registrar's Office. The cost survey, upon which the contract is based, is made in the Business Office.

It is the responsibility of the Director to approve formally the purchase of textbooks and equipment used by veteran students in "Problems" courses, and the payment of special costs in the preparation of theses for Masters degrees. In addition he consults regarding any special problems which still arise and to act as liaison between the University and the Veterans' Administration.

COLLEGE OF ARTS AND SCIENCES

Gordon B. Castle, Dean

The annual reports of the individual departmental chairmen cover the year's work of the departments of the College of Arts and Sciences. In addition to the material included in these reports, the following things seem worthy of mention.

1. Last year we instituted a new method of advising freshmen. This involves a meeting of all advisees with their adviser in a two hour session during Orientation Week prior to registration. At this time the adviser outlines the general program of the University and the specific program of students interested in majoring in that particular area. The students fill out their registration cards on a tentative basis and these are reviewed by the adviser. At the registration period a minimum of advising is done since this was accomplished in the earlier session. The freshmen advisers and the students both reported that this was an improvement over earlier methods.
2. During the year Mr. John A. Harris has been employed as the Chairman of our Department of Social Work. Mr. Harris has had wide experience in the field of social work and social administration and has demonstrated during the year his interest in our program here. He has been very successful in making contacts for student placement. He has also done a very fine job in developing a curriculum for students interested in this field.
3. The Committee on General Education presented its final recommendations to the Curriculum Committee (see appended report). After considerable discussion, the Curriculum Committee voted not to accept this report and further recommended that a committee composed of members chosen from the Curriculum Committee be appointed to study this problem. It is hoped that this committee will be appointed in the near future so that study can be started during the fall quarter.
4. Additions to staff made last year have materially improved the teaching load situation on the campus. The additions of Mr. Kellner and Mr. Fosmire in the Department of Psychology and Philosophy have not only reduced the teaching load in that Department, but have strengthened materially the Department from the standpoint of research and scholarly attainment. The addition of one man in the Department of Geology has, likewise, strengthened that Department. I should like to note that Dr. McLaughlin has done a fine job as acting chairman

of the Department of Geology. In the Department of Mathematics the employment of two young men to teach the elementary courses in place of townspeople has, in my mind, materially improved the situation in that Department. I hope that we shall be able to continue to have men of this caliber teaching those courses.

5. Very few curricular changes have been made this year. In the Division of the Social Sciences, the introductory course has been discontinued and a new three quarter sequence has been substituted. This three quarter sequence includes a one quarter course in Economics, a one quarter course in Anthropology and a one quarter course in Sociology. We now have two introductory sequences in the Division of Social Sciences, the one mentioned above and the History 12-14 sequence. I believe that this is an improvement over the old social science survey.
6. With a slightly reduced enrollment and, therefore, smaller classes, I think that teaching has improved across the campus this year. It is hoped that we will be able to retain our present student-instructor ratio and to reduce it slightly in some instances.
7. During the year we have completed a cooperative arrangement with the Public Health Laboratories in Hamilton whereby members of their staff will offer seminars at the upper division and graduate level and aid in the direction of research for graduate students working for the master's degree. This cooperative arrangement makes possible the eventual establishment of a very strong Department of Bacteriology provided that we can add to the staff of that Department in the near future. There is real need for a person trained in Virology and Bacterial Physiology in the Department.

The office of the Dean is still functioning as a clearing house for all student petitions and changes in registration. This is an important part of the University's work, but I do believe that the need for this type of activity on the part of this office should be investigated with the hope of transferring these responsibilities to other persons.

MEMO TO: Curriculum Committee

FROM: Sub-committee on General Education

The Sub-committee of the Curriculum Committee studying general education wishes to submit the following proposed changes in the restricted elective requirements which will apply to students in all departments and schools in the University.

The Committee believes that these proposed changes are not a complete solution to the problem, but does believe that they are a step in the direction of broadening and strengthening our restricted elective program. Furthermore, the Committee does not consider this program to be all of the general education which a student may secure during his University career. This is to be considered the minimum which every student will be required to have.

If the recommendations are accepted by the faculty, it will probably mean the employment of at least two additional instructors, one to take charge of the Introduction to Physical Science course and the second to assist in the Department of Sociology.

The Committee has discussed this problem for a year and a half and believes that it represents their best thinking on the problem within the framework of the University offerings. It is apparent that, if this program is adopted by the faculty, further consideration must be given to the requirements for majors in a number of fields. It would also mean that there should be a general re-evaluation of our offerings in the light of these requirements.

A meeting will be called in the near future to discuss this recommendation.

<u>Current</u>		<u>Proposed</u>	
Physical Education	6 credits	Same	6 credits
Military Science	6 credits	Same	6 credits
English Composition	9-10 credits	Same	9-10 credits
Bact., Bot., Chem., Genl., Math., Physics, Zoology	12 credits, 8 of which must be in one science or Math. or Intro. to Biol. Sci. or 15 cr. Intro. to Phy. Sci.	Intro. to Phy. Sci., or Physics, Chem., or Geol. PLUS Bot., Bact., Zool. or Intro. to Biol. Sci. OR Intro. to Biol. Sci. or Bot., Bact., Zool. PLUS Physics, Chem., Geol. or Intro. to Physical Sci.	10 credits PLUS 5 credits OR 10 credits PLUS 5 credits
Anthropology, Econ., Hist., Pol. Sci., Soc.	8 credits or Intro. to Soc. Sci., 15 cr.	Social Institut. PLUS Hist. 12 or 14 OR Hist. 12ab PLUS Soc. 15, 16, 17 Soc. Institution or Psychology	10 credits 5 credits OR 10 credits 5 credits
Eng. Lit., Philosophy, Psychology	8 credits or Intro. to Humanities, 15 cr.	Intro. to Hum. OR Intro. to Hum. (any two quarters) PLUS Phil. 51, 52, 55 OR Listening to Music and Hist. of Art or 4 cr. in Literature	15 credits OR 10 credits 5 credits OR 5 credits
Total Credits	49-67	65-67	

## DIVISION OF BIOLOGICAL SCIENCES

Professor J. W. Severy, Chairman

The impact of a reduced registration was reflected unevenly throughout the departments of the Division. The Introduction to Biological Science course dropped to a total quarter registrations of about 635. This compares with about 1,000 quarter registrations at the high in the post-war period. This course is presented cooperatively by the Botany and Zoology Departments, with some additional lectures in paleontology offered by Dr. McLaughlin and in the field of cultural anthropology by Professor Malouf.

The Conservation of Human and Natural Resources in Montana course was offered during the summer quarter of 1950 with 14 registrants and during the spring quarter of 1951 with 19 registrants. As well, the materials of this course were incorporated into the three and one-half week Conservation Workshop during last summer. There is a great deal of pressure from various individuals and groups throughout the State to increase the amount of conservation materials used at all grade levels, as well as within the University system itself. The University is trying to do its share towards meeting this demand. This is another course in which staff members from the Departments of Botany, Geology, Health and Physical Education, Sociology and Zoology cooperate. The Department of Botany carries the greater share of the load.

The summer session at the Biological Station is a Divisional enterprise and it is pleasing to note that the attendance at the Station is gradually increasing. Aside from regular University staff members, we have been fortunate in attracting two men of distinction in the field of biology from the East, who are combining teaching and research. The Biological Station serves to strengthen the optional offerings in Wildlife and more majors in Wildlife are taking advantage of the opportunities to do work at the Station in the summer.

The Cooperative Wildlife Research Unit has become established during the year, under the leadership of Dr. E. L. Cheatum. The staff members throughout the University who have become acquainted with Dr. Cheatum and his work are very much pleased that the Fish and Wildlife Service assigned to this Unit a man of his calibre and capacity.



Both the Department of Bacteriology and the Cooperative Wildlife Research Unit are tying in with the U. S. Public Health Laboratory of Hamilton. This sort of cooperation is highly desirable and advantageous to the students in the University.

The stepped-up research program which is developing through the activities of the Biological Station, the Cooperative Wildlife Research Unit and the U. S. Public Health Service, is being reflected in the attitude of students taking undergraduate work in the Biological Science field, including Wildlife Technology. Contact with research activity on the part of staff members and graduate students inevitably stimulates the undergraduate to a higher level of scholarship than is ordinarily attained without this stimulus. Graduate work costs money but the stimulus to students and staff members both makes it worth all that it costs. There has been enough lightening of the teaching load throughout the past year so that increased emphasis to research has been given throughout the departments most concerned with this type of work.

The needs of the various units in the Division for additional space are not unique since the same problem confronts most departments and schools. We should not expect space to be critical during the next few years unless something unusual develops, but if the increased student load expected about 1960 and thereafter is realized, and if majors will elect in the Biological Sciences in the same approximate percentage as has occurred since World War II, additional space will be needed if the demand is to be met. After the current building program is completed, serious consideration should be given to re-allocation of space in order to meet the anticipated loads, beginning about 1960.

DEPARTMENT OF BACTERIOLOGY

Dr. D. M. Hetler, Chairman

The department ran a little short-handed during the year due to the temporary absence of Mr. E. E. Jeffers who is studying for his doctorate at the University of Washington. Some of his class work was carried by Mrs. Marion Lockhart. As a whole the classes were somewhat smaller this year than last year. It is believed, however, that just as successful teaching was produced. The noteworthy event was the agreement reached between the department and the Rocky Mountain Laboratories at Hamilton whereby the staff at Hamilton would conduct some advanced classes in the department here at Missoula. Some of the staff at Hamilton have been granted academic status on this campus.

## BIOLOGICAL STATION

Gordon B. Castle, Director

During the summer of 1950 thirty-one students were in residence at the Biological Station. The distribution of students showed an equal number from the University of Montana and from other colleges and universities scattered throughout the country. All students and investigators at the Station reacted favorably to the facilities and operation.

In addition to Drs. Wright, Harvey, Brunson, and Castle, two additional staff members were present and offered instruction at the Station. These were Dr. Gerald S. Prescott, Professor of Botany, Michigan State College, who offered the work in Aquatic Flowering Plants and directed research of students interested in that area and in Algology. Dr. Prescott did a fine job of teaching and fitted into the Station operation very well. He is very interested in continuing his relationship with the Station and is to be on our staff for the summer of 1951. Dr. David Davis, Professor of Zoology, Johns Hopkins University, offered the course in Ornithology and directed research in that area. He, likewise, did a very fine job and is anxious to continue the association with the Station. I think we are very fortunate to have men of this caliber on our staff during the summer.

Research was carried on at the Station by members of the staff, several graduate students, and by Dr. M. M. Ellis of the University of Missouri. Problems pursued were in a variety of areas and the results of these should be published in the very near future.

During the past year but few changes were made in the physical plant. A boat house was built to house the launch. Certain changes in the bathhouse and additions to the water system were also made.

This portion of the University is gradually gaining wider recognition throughout the country and, I believe, will contribute to the welfare of the University and of the State of Montana.

DEPARTMENT OF BOTANY

Professor J. W. Severy, Chairman

During the academic year 1950-51 the Department of Botany had about 450 quarter registrations, which represents a drop of about 25% as compared to 1949-50. There were 36 students enrolled during the 1950 summer session.

Aside from teaching in departmental courses, various staff members participated in the following courses not listed under Botany in the college catalog:

Introduction to Biological Science, General 13 abc. (The Botany staff carried about one-half of the full year teaching load in this course)

Conservation of Human and Natural Resources in Montana. Biology 100 (Summer and Spring quarters)

Biological Literature, Zoology 129

Wildlife Seminar, Biology 150

Introduction to Social Science, General 11a

Workshop in Conservation Education during the summer of 1950

The 25% reduction in department registration was not accompanied by a proportionate reduction in teaching load since as many courses were given during the year as in previous years but to smaller numbers. This means that organization, preparation, etc. required about as much time as in the past, although correction of papers was reduced in proportion to the reduction in students, and there was a reduction in sections in some laboratory courses. With a somewhat lighter load, staff members had more time for research. Dr. Meyer Chessin continued his work on the relation between mineral nutrients and the properties of tobacco-mosaic virus, with the help of a grant from the U. S. Public Health Service. Dr. LeRoy Harvey was able to devote more time to the Herbarium and to his own research on grasses, and Dr. Joseph Kramer found time to re-activate some of his work upon the bunchgrass prairie.

The Chairman of the Department was appointed Chairman of the Missoula Labor-Management Council; gave a forum type Wildlife Management course in Hamilton; participated in a special training program at Nine Mile Remount Station and was elected President of the Montana Conservation Council.

Various staff members attended scientific meetings during the year as follows:

Drs. Diertert, Harvey, Kramer and Severy attended the meetings of the Northwest Scientific Association in Spokane on December 28 and 29. Dr. Harvey served as Chairman of the Biological Section and Dr. Diertert was elected Vice-President of the Association.

Drs. Chessin and Diertert will be attending the meeting of the Western Section of the A.A.A.S. in Los Angeles the latter part of this month.

All staff members attended the meetings of the Montana Academy of Sciences held in Missoula on April 20 and 21. Dr. Harvey has been and was re-elected secretary of the Academy and spent a good deal of time in working out the details of the annual meeting.

The acquisition of three more steel herbarium cases gives a much safer housing of valuable plant specimens than was given by the old wooden cases. The purchase of a research binocular dissecting scope and four cheaper model binocular dissecting scopes for class work, increased materially the quality of the work at the upper divisional and graduate levels.

Unless something unusual happens, space needs will not be critical during the next few years. However, if demand for Botany courses increases with increased registration about 1960, space will again become critical. With the erection of new buildings, space allotment should be planned to take care of needs in the Biological Sciences in the 1960 to 1970 decade.

#### PUBLICATIONS:

Chessin, Meyer. 1951. The Effects of Nitrogen Deficiency on the Properties of Tobacco-Mosaic Virus. *Phytopath.* 41:235-237.

Harvey, L. H. 1951. The Genus Eragrostis. (Contribution in Goulds Grasses of Arizona)

\_\_\_\_\_ 1950. Instructions for Contributors. *Proc. Mont. Acad. Sci.* 10:127-128.

## DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

Associate Professor Charles F. Hertler, Chairman

### Service Program

The school year 1950-51 has shown continued expansion and advancement in the services offered by the Department of Health and Physical Education. The enrollment in both men's and women's required physical education has remained at the high level of the previous year. The peak enrollment in the service classes was during the Autumn Quarter at which time <sup>4,600</sup> men and <sup>4,000</sup> women were enrolled. The department has sought to continually improve the quality of instruction in each section of Physical Education activities, providing the most competent leadership available and setting up a sound program of evaluation in each activity section. Major emphasis is being placed upon providing instruction in activities which contribute to the developing wholesome use of leisure time by the students.

### Intramural Program

Student satisfactions with our intramural program as evidenced by their whole-hearted participation, by the financial support given by the Associated Students and by the expressions put forth in the student paper, the Kaimin, are ample evidence of the success of this phase of our departmental work. We are achieving our goal of having a sound organization with student representation in the administration of the intramural programs.

### Major Department

Enrollment of majors in the department has continued to remain at a high level with 132 students registered as majors. This figure does not include those majoring in Education with a teaching major in our field, nor those students who are minoring in Physical Education. The enforcement of state requirements regarding the teaching of Physical Education and the qualifications of teachers has increased the demand for our graduates and we have been very fortunate in placing practically all of our graduates. An increasing number of our students are continuing on in other schools with graduate work in the field of Physical Therapy. This year, twelve of our graduates are pursuing such a course. It is gratifying to know that the majority of these students rank high in their classes. Through cooperative planning on the part of our staff we have modified and reorganized our curriculum to bring it more in line with present day trends and philosophy of teacher training.

### Graduate Program

There has been a steady increase in the enrollment of students seeking a master's degree in our field, with the greatest enrollment in this area during the summer quarter. The improvement of the professional status of our staff, through pursuit of graduate studies, will greatly enhance our graduate program of the future.

### Staff

The Department and the University has reason to be proud of the appointment of Miss Stoodley as President of the Northwest District, one of the five districts of the American Association for Health, Physical Education and Recreation. I feel that much prestige and recognition will come to the University through Miss Stoodley's function in this capacity. In the women's department, Miss Stoodley has continued to do an excellent job of administration and planning to improve the program for the girls.

The return of Mrs. Duffalo to the staff after her two years service in the State Department will materially benefit our program of teacher training because of her understanding of the needs of Montana schools.

Students who have gone on to pursue graduate work in Physical Therapy at other schools continually write back to us stating that the training received from Mr. Wilson far excels the training they are receiving in many of their graduate courses. Seven of the twelve students out this year have received scholarships. These facts speak well for Mr. Wilson.

Mr. Cole has done an outstanding job in conducting the Intramural Program. I regret that his resignation was required because of the supposed return of Mr. Fessenden, and I sincerely hope my request for his reappointment will be granted. The University has never had such an extensive nor successful Intramural Sports Program as it now has, and I am looking forward to having Mr. Cole carry on his splendid work.

The return of Mr. Oswald, after his year of graduate work at Washington University will help our entire program. He has always maintained an important part in directing the service program for University men and with his advanced training he will be an asset in our teacher training program.

As for myself, I am contemplating finishing my doctoral dissertation during this year. It is the last remaining requirement for my doctoral degree from Indiana University.

### Public Relations Activities

The department through its staff has participated in many outside functions such as Community Recreational Surveys, in cooperation with the Public Service Division, the conduct of play days for children of rural schools in Missoula and Ravalli County, and for high school girls of Missoula County; cooperation in the regional arts program in conducting dance clinics and festivals; cooperation with the local Red Cross Chapter in setting up First Aid training programs; cooperation with the Boy Scouts of America in providing opportunity for boys to use our

facilities to pass badge tests and for the University conducting the annual Interscholastic Track Meet.

### Facilities

The women's division of our department with its heavy enrollment and limited and poor facilities have been operating under a severe handicap. The contemplated provision of a new women's building is gratifying to both staff and students. Until adequate instructional facilities are provided, the program for women students will continue to be seriously hampered.

Perhaps the greatest need in regard to facilities for men is the demand for separate facilities for intercollegiate sports. The present gymnasium must serve to fulfill the needs of four programs, each of considerable magnitude, namely: The service program for freshman and sophomore men, the intramural program, the intercollegiate varsity program and the intercollegiate freshman sports program. In addition, the gymnasium is also used by the women students because of the inadequacy of their own. During the winter months, the building is in use from 9:00 A.M. to 11:00 P.M. five days a week. In regard to intercollegiate basketball, our gymnasium does not adequately serve the spectator needs. New bleachers, preferably of the folding type, are needed. The old wooden bleachers are unfit for further use. There is still considerable demand for the provision of handball courts. At such time as the money is available, we would like to have consideration given to the construction of courts along the north side of our swimming pool.

### Summary

The department has a well qualified and cooperative staff. Constant improvements in our program have come about as a result of cooperative planning. The services of the department are constantly expanding.

The greatest needs in facilities are a new women's building and provision for separate facilities for the intercollegiate program.

Continued efforts will be made to raise the standards of the staff of the department and to better the services offered to the students and to the State.



DEPARTMENT OF PSYCHOLOGY  
AND PHILOSOPHY

Professor E. A. Atkinson, Chairman

The registration in the Department of Psychology for the four quarters June 1950 through June 1951 was as follows:

Summer 1950	845	student	credit	hours
Autumn 1950	2941	"	"	"
Winter 1951	2077	"	"	"
Spring 1951	<u>2697</u>	"	"	"
	8560	"	"	"

Plus 160 by extension at Kalispell.

As past reports will show, this department has been asking for more adequate laboratory equipment for many years. I am happy to report that during the past year we have been able to purchase about half the equipment necessary to furnish the laboratory.

We wish to mention again that the department is poorly housed. It is to be assumed that when the new buildings are built on the campus, some adjustments can be made. However, up to the present time, I do not have the slightest idea as to what these adjustments might be. In any event, I wish to call the matter to your attention, since the Department of Psychology is without doubt the most poorly housed of any department on the campus.

I am very happy to report that the present staff is adequate and satisfactory and all have been re-employed for the year 1951-52.

It is to be hoped that if at any time in the near future funds are available, we might add about \$2500 worth more to our laboratory equipment and supplies.

Dr. Charles E. Hamilton published a paper entitled "The Relationship Between Length of Interval Separating Two Learning Tasks and Performance on the Second Task" in the Journal of Experimental Psychology, Vol. 40, No. 5, October 1950. Prof. Marvin wrote the article entitled "Philosophy" in the 1951 Book of the Year of the Encyclopaedia Britannica.

DEPARTMENT OF ZOOLOGY

Professor L. G. Browman, Chairman

In spite of the over all decrease in University enrollment the registration in Zoology classes has continued at almost the same level as last year. The need for more adequate housing, teaching and research facilities continues to be apparent as one looks back over the year's offerings and activities of the Department.

The staff members are energetically pursuing their teaching and productive research activities. The teaching museum is being added to: birds, mammals, fish, insects, and other forms of animal life. These collections are in continual use by University classes, graduate students, by personnel of the State Fish and Game Department, and others.

The Wildlife Research Unit is now completing its first full year of activity on campus. Since the Department of Zoology acts as the administrative Department for the Division of Biological Science concerning graduate work in the area of Wildlife Technology, many conferences have been held with members of the Unit. General policies, and detailed procedures have been worked out and the academic program of the Unit is well under way.

List of actual publications only are listed below. All staff members are engaged in various research projects.

Publications since July 1950:

Dr. R. B. Brunson, 1951

M. S. U. Biological Station Bulletin, 1951

Dr. George F. Weisel, 1950

"The Comparative effects of teleost and beef pituitary on chromatophores of cold-blooded vertebrates", Biol. Bullet. Vol. 99(5):487-496.

Dr. P. L. Wright, 1950

"Golden mantled marmot in Northwestern Montana" Murrelet, Vol. 31(2):32.

"White-tailed Ptarmigan in Mission Mountains, Montana", Condor, Vol. 52(5):238.

"Synaptomys borealis from Glacier National Park, Montana", Jour. of Mammal. Vol. 31(4):460

"Long tailed jaeger, Stercorarius longicaulus from Montana," Auk, Vol. 67(4):514.

"Development of the Baculum of the long-tailed Weasel", Proc. Soc. Exp. Biol. and Med., Vol. 75:820-822

### PRE-MEDICAL TRAINING

Professor D. M. Hetler, Advisor

The number of students enrolled in pre-medical subjects has dropped during this last year, there being but three men who completed their work for the bachelor's degree. Of these three, one was accepted in the Medical School at Washington University, St. Louis. The second was accepted in the Dental School at the University of Oregon. The third has not as yet received answers to all of his applications. In addition, two juniors were accepted by medical schools, one by the University of Oregon at Portland, the second by George Washington University, Washington, D. C.

DIVISION OF HUMANITIES

Professor H. G. Merriam, Chairman

I have not, because of illness, been on the campus full time during the past year; but even had I been I could not have made much of a report. The fact is that the divisional organization of the College of Arts and Sciences is at this time of little if any value and never has been of much value. Before its inception in the mid-thirties no plan was carefully worked out, and since then none has evolved. The chairmen of the divisions have never known what their privileges, duties, and responsibilities were or what the dominating purposes of the organization were. In general, they interpreted their office as responsibility for the four general introductory courses and limited their efforts to that end. After the first two or three years the Division of Physical Sciences has had no such course. Under, I believe, President Melby the chairmen were given budget responsibilities for the departments in their divisions; but when Dr. Castle was made Dean of the College this function was taken from them.

I cannot speak, of course, for the four chairmen, but I can report for myself unwillingness to take administrative initiative and develop privileges, duties, and responsibilities. Such action has seemed to me unwise in the absence of clear purpose, instruction concerning duties, and information to departmental heads about the mutual relationship between themselves and the departmental chairmen.

I recommend that either the divisional organization be abandoned and the chairmen dismissed, or that a pattern and a clear purpose and function for it be developed and the chairmen of both the departments and the division be charged with operation toward a significant accomplishment.

DEPARTMENT OF CLASSICAL LANGUAGES

Professor W. P. Clark, Chairman

Enrollments in Classical Languages have continued low during the past school year. There have been elections for offerings at the various levels. The classes have been small. The subjects are being kept alive, and made available to students who for one reason or another find it best for their educational development to work in them. Students have been for the most part above the average.

As I said, there have been students all the way from the beginning to graduate. One Master's degree was given in the summer of 1950, and there has been one candidate during the current year who still has not completed his work.

Mrs. Ephron has played an active part in the Humanities course, both as lecturer and leader of sections, and organizer of the course. I have myself taught one course each quarter in ancient history, in autumn, Ancient Near East; winter, Greek; and spring, Rome. This, of course, makes the number of students with which Mrs. Ephron and I have worked somewhat larger than it would be if we confined our attention to the languages directly.

Mrs. Ephron was secretary of the Northwest Section of the Classical Association, Pacific States, and both she and I had papers in the annual meeting at Reed College, Portland, Oregon, this spring.

We are not training as many teachers of Latin as we are called upon in Montana and adjoining states.

## DEPARTMENT OF ENGLISH

Edmund Freeman, Acting Chairman

### STAFF

Dr. Merriam, the department chairman, has been on leave a substantial part of the regular year. In their assumption of his extended duties the acting chairman and other staff members have had the benefit of his frequent advice and counsel.

Dr. Mary MacLachlin has resigned to be married. She has given the department three years of good service. Mr. Abe Wollock is taking leave of absence to continue graduate study in dramatics at Stanford University. Dr. Leslie Fiedler is taking leave of absence to lecture on American Civilization at the University of Rome during 1951-1952. There are good candidates for these positions, but the absence of the three is a loss to the department.

Mr. Joseph Kinsey Howard has been added to the staff this spring to teach one course in composition, English 30b. In the summer session he will be teaching an advanced course in writing, English 160, this in addition to his various duties as director of the Regional Artist's Roundup, which will be reported on by the Public Service Division.

One of the eight graduate assistants will continue study and teaching in the department next year. The other seven will have earned their Master's degrees by the end of the summer session. Four new assistants will be appointed.

### CURRICULUM

The only important change in the English curriculum during the year has been the successful initiation of the course in European Literature of the Renaissance by Dr. Wan Carpenter. Instructors to fill vacancies this year are being chosen according to their ability to help initiate additional work in European Medieval Literature and Contemporary European Literature.

### PUBLICATIONS

Dr. Fiedler has published critical and creative pieces in many journals. Dr. Coleman, Dr. Carpenter, Professor Hansen, and Mrs. Clapp, and perhaps other members, have published critical pieces.

ON CAMPUS

Mr. Hinze and Mr. Wollock have carried on an excellent year of theater production. A new venture which they have greatly assisted has been the organization of a community theater group with one good play already to their credit. We hope that Mr. Wollock will return to the University and that the dramatics staff may soon be increased to three members to permit assistance from the University staff in the development of more dramatics activity in other communities of this state.

Dr. Fiedler has had charge and has done most of the lecturing in the Humanities course for the year. It will require a good deal to keep this course at the high point of interest it has had under Dr. Fiedler's hand. The department earnestly hopes for his return.

Mr. Bryant has widened the scope of the activity of the English Club during the year.

The staff of the Mountaineer, with Mr. Moore as adviser, has succeeded in publishing three issues that aroused the interest and critical attention of the campus. The five stories that were submitted to the judges in the Stearn's Contest drew high praise from the judges.

Mr. Brown has done good work in directing the Freshman Composition courses and in initiating consideration of possible courses in Technical English.

Miss Boner has undertaken her work in the Teaching of English with vigor and imagination. She spent a good part of the spring quarter visiting the English classrooms in the high schools of the state.

The Acting Chairman has spent too much of his time on the work of many committees to permit any other achievement, even good teaching.

OFF THE CAMPUS

Mr. Hansen is steadily developing his interest in community expression through historical pageantry. His other activity, and this, will be reported on more fully by the Public Service Division under whose direction he does most of his work.

Mr. Coleman and Mr. Moore have continued their work in the successful conducting of book-study groups in communities in Western Montana.

Mr. McGinnis has kept all his Speech activities with high schools and his University forensics groups going at a high pitch.

Mr. Carson has done an extraordinary amount of work in his field of speech correction, by means of many talks to parents and teachers, clinical work, and training of clinicians among his students. As soon as possible he should be freed from other teaching duties so that all his effort can be put in on speech correction.

Mr. Hess, in his first year at the University, has made a good start with the Radio Guild productions. He needs more favorable conditions for his work.



DEPARTMENT OF FINE ARTS

Associate Professor Aden Arnold, Chairman

The Fine Arts Department has had a successful year, averaging 103 registrants per quarter which is much better than was expected. In that the Drama Department will require certain Fine Arts courses for a Drama major, starting next Autumn, the Fine Arts enrollment should not drop as low as the predictions for the general University enrollment might indicate.

Heretofore the department has not been able to offer any work in art teaching methods. Because of the obvious need and demand for some such training, a senior seminar of research on current practices and philosophies of art teaching will be offered next year. Similar considerations will be given to other fields of art for those students who do not intend to teach. The department still needs to offer more courses in History of Art, Sculpture, and Design, but until there is more available space and a larger staff such offerings must be postponed.

Both Mr. Arnold and Mr. Dew have managed to carry on a reasonable amount of creative work and research during the year. Both were represented in a number of regional, art exhibitions. In addition, several lectures or lecture-demonstrations were presented to outside groups.

DEPARTMENT OF MODERN LANGUAGES

Professor B. E. Thomas, Chairman

During the scholastic year 1950-51 the Modern Language staff were engaged in the instruction of their various classes, in research work, in committee service, and in many extra-curricular activities connected with the foreign students on our campus.

Due to the dropping of the Modern Language requirements by many schools and some departments, the matriculation in Modern Languages has dropped, but indications are that next year the enrollment will increase. The influence of the foreign students and interest in the exchange of students among nations are emphasizing the advantages of a knowledge of foreign languages. We have seven Fulbright appointments from this institution to study abroad next year; and it is very likely there will be two more.

The ability of the Modern Language staff is flexible enough to take care of the changes in enrollment of the three Modern Languages. This year Professors Hoffman and Bischoff have assisted in German instruction. Moreover, Dr. Shoemaker has devoted most of his time to Humanities.

We have been building up the library to the end that it will be adequate for students preparing for their M.A. degrees. In the Spanish field students have shown great interest in Hispano-America, consequently our purchases this year have covered the literature of our southern neighbors. We were fortunate in receiving a valuable donation of Spanish books from the late John Darling of St. Anthony, Idaho. By the end of the coming Summer school, four students will have completed their work for their M.A.; three of these on phases of Hispano-American literature.

Dr. Thora Sorenson has just finished the translation into English of a Spanish drama "Los Tres Locos del Mundo" by Jacinto Grau.

Professor Robert W. Burgess has done considerable research work in sixteenth century French literature. He expects to have completed his work by September of this year.

No adverse criticism is offered against any member of the staff. All have worked willingly and efficiently.

## DIVISION OF PHYSICAL SCIENCE

Professor G. D. Shallenberger, Chairman

### 1. Staff

Dr. Wayne Lowell, formerly head of the Department of Geology, resigned and was replaced by Dr. Kenneth P. McLaughlin. Dr. McLaughlin has already won high regard in the minds of his colleagues on the faculty. The Geology Department added a third man this year. He is Albert R. Glockzin. New to the Department of Mathematics this year are: Assistant Professor Marsaglia and instructors Craft and Duquette. Mr. Berggren returned to the Department of Mathematics after being out of residence during the autumn quarter. While Dr. Jesse was serving as Acting President of the University, Dr. Howard was Acting Chairman of the Department of Chemistry. Dr. Landeen joined the staff of the Physics Department, taking the place of Dr. Hayden who resigned.

### 2. Graduate Degrees

During the past year, three men were given Master's degrees in Chemistry and one in Mathematics.

### 3. The Montana Academy of Sciences

This spring the Montana Academy held its regular meeting on the State University campus. Most of the papers were presented in the Chemistry-Pharmacy building. The staff members of the Departments of Chemistry, Geology, Mathematics, and Physics participated in the programs of these meetings.

### 4. The Bulletin of the Division of Physical Sciences

During the spring quarter of 1950, a start was made on the preparation of a bulletin for the Division of Physical Sciences. This preparation was carried on during the autumn quarter so that the "copy" was sent to the printer during the winter quarter. It is hoped now that this bulletin will be ready for circulation by early summer.

## 5. Faculty Research

The staff members of the Department of Geology were active in research during the year. Six professional talks were given by these persons. In Chemistry Drs. Stewart and Juday were active in research. In the Physics Department Dr. Jeppesen carried on research in collaboration with a graduate student, Stanley Peterson.

## 6. Departmental Housing

Two departments of those that belong to this division, Geology and Home Economics are poorly housed. The space occupied by these departments is not satisfactory either in location or amount. The Home Economics Department should be housed in attractive quarters which, by their appearance and arrangement, would influence the young women of the campus toward desiring better homes both physically and spiritually. The Geology Department is growing. This department is severely cramped for space right now. It is devoid of a satisfactory lecture room, storage facilities and laboratory space.

DEPARTMENT OF CHEMISTRY

J. W. Howard, Acting Chairman

The chemistry department has had a very busy year. Drs. Stewart and Juday have actively pushed their research work. Dr. Juday has received a grant from the National Research Corporation to continue his work next year.

Drs. Lory and Shuck are making plans to carry on investigations of critical temperatures and have received a grant from the research committee of the University to obtain special equipment for this work.

A quartz spectrophotometer has been set up in the building for cooperative use of several departments of the University.

Dr. Stewart attended the Fall meeting of the American Chemical Society in Chicago last September. This spring he gave a talk on his research work before the Washington-Idaho section at Pullman, Washington.

Dr. Howard will represent the University at a "Symposium for Education" put on by the DuPont company at Wilmington, Delaware June 18-28.

The first award was made at this commencement (June, 1951) of the Hetler Scholarship for an outstanding student of chemistry. This was from funds raised as a memorial to Dr. Rosseleene Arnold Hetler, a former teacher in the department.

## DEPARTMENT OF GEOLOGY

Kenneth P. McLaughlin, Acting Chairman

### Personnel of the Department

The staff consists of Kenneth P. McLaughlin, Associate Professor and Acting Chairman, Fred S. Honkala, Assistant Professor, and Albert R. Glockzin, Instructor. Dr. McLaughlin, formerly of Washington State College, succeeded Dr. Wayne R. Lowell who resigned to join the faculty of the University of Indiana. Mr. Glockzin's appointment as the third member of the geology staff became effective September 1, 1950. He came to Montana State University from Ohio State University where he had been on the geology faculty for the previous three years.

### Departmental Activities: Undergraduate

The 1950 Fall Quarter enrollment included forty-eight majors in geology, of whom two graduated in December, 1950, and five will graduate on June 4, 1951.

Minor changes have been made in the undergraduate course offerings and recommended curriculum to insure a more adequate background for those graduates who enter professional work or continue advanced study.

### Departmental Activities: Graduate

Three graduate students were enrolled in the department during the Fall Quarter. Two of these have accepted professional employment, the third is continuing work toward the Master's Degree. A fourth graduate of Montana State University is completing undergraduate work in geology prior to starting graduate study.

Three graduate courses, to be offered only when necessary, and a graduate and upper division seminar have been added to the departmental course offerings, effective September, 1951. These additions will permit a well-rounded curriculum for candidates for the Master's Degree in geology and will create no teaching overloads for the staff of three.

### Departmental Activities: Miscellaneous

With supplementary financial aid from the University the skeleton of a mastodon was recovered from near Deer Lodge, Montana. The lower jaw, teeth and tusks of the specimen have been prepared and placed on exhibit on the campus. The remainder of the skeleton will be kept in storage until space is available for its reconstruction. Study to date indicates that this specimen is the first Proboscidian to be found in western Montana and that it is the

only one of its kind known. It will be described in forthcoming professional journals and will make an exceptionally valuable museum piece for the University.

Two of the American Association of Petroleum Geologists Distinguished Lecturers were brought to the campus. Dr. Edmund Spieker, of Ohio State University, spoke here in December, and W. W. Rubey, research geologist of the U. S. Geological Survey, spoke here in March.

#### Departmental Activities: Student Activated

The local chapter of Sigma Gamma Epsilon, national geologic honorary society for students, has comprised a nucleus around which several worthwhile activities have been built. Weekly lunch meetings are held, at which time individual students present short talks of professional interest to prospective geologists. During the spring quarter a voluntary biweekly seminar was organized which has been well attended and has produced a number of very worthwhile discussions. The results of investigation for one of these seminars were presented by two of the students before the 1951 meeting of the Montana Academy of Sciences.

#### Professional Associations of the Department

Dr. Van Pelt, president of Montana State School of Mines has issued an invitation to the Rocky Mountain section of the Geological Society of America to hold their 1953 meetings in Butte. He has also issued an invitation, through Dr. Forbes Robertson of the School of Mines, to the University Geology Department to serve as co-hosts in the event that the Society does choose Butte as a meeting place. The invitation to us has been accepted.

Dr. Van Pelt has also suggested that the two geology departments cooperate in an attempt to secure the appearances of more Distinguished Lecturers in western Montana. Joint activity along this line will start as soon as the lectures for 1951-1952 are announced.

#### Academic and Professional Activities of the Staff

On the campus Dr. McLaughlin contributed lectures to the Introduction to Biological Science, 13c and to the Introduction to Social Sciences, 11a. Mr. Glockzin contributed lectures to the course, Conservation of Natural and Human Resources in Montana, Biological Science 100.

The three members of the staff have made a total of nine talks on various phases of geology before non-professional groups, and have presented six papers at professional meetings during the year.

Dr. Honkala served as Chairman of the Geology-Geography section of the 1950 meetings of Northwest Scientific Association, Spokane, Washington. He was elected to the Resolutions Committee of Northwest Scientific Association.

Dr. Honkala was also a member of the local arrangements committee for the 1951 meetings of Montana Academy of Sciences, Missoula.

#### Physical Improvement Within the Department

The addition of a third member to the staff has made possible the giving of some time to the reorganization and improvement of the specimen collections most used in teaching. The work for 1950-51 has been concerned with the materials used in the mineralogy, petrology and economic geology laboratories.

Mr. Glockzin reports that nearly 1900 mineral and ore specimens which were scattered through three rooms (and many of which were unidentified, mislabeled, or uncatalogued) have been worked over and arranged according to the standard Dana classification.

The entire collection of working 'unknowns' was revised and enlarged to insure that students' experience in working with many kinds of minerals and rocks will be sufficiently broad.

A start has been made toward the assembly of suites of country-rock and ore specimens from major mining areas. These will furnish the best available laboratory means of acquainting students with the various problems involved in the origin and discovery of commercial mineral deposits.

#### Departmental Needs

The major handicap of the department at present is lack of space. Of eighteen courses offered, exclusive of problems courses and seminars, twelve involve laboratory work. The department has three laboratory rooms, only two of which can be used for the eleven advanced laboratory courses. All three of these must also be used as class rooms and store-rooms for all teaching materials. It is essentially impossible to utilize specimen materials and equipment to the best advantage under these conditions.

Office space is inadequate for two members of the staff.

There are few facilities for exhibits of geologic phenomena which would be of real interest to campus visitors.



DEPARTMENT OF GEOLOGY

Supplement to Annual Report

1950-1951

Professional Activities of the Departmental Staff

During the summer of 1951 two of the staff will be engaged in field research aimed at development of the natural resources of Montana. Dr. McLaughlin and Mr. Glockzin have been retained by the Shell and California Companies, respectively, to carry on stratigraphic and structural studies in potential oil-producing areas. Dr. Honkala will continue his investigation of phosphate for the U. S. Geological Survey in southeastern Idaho. It is believed that he also will be working in Montana during the 1952 field season.

Staff Publications and Professional Papers

Dr. McLaughlin:

1. "Middle Cambrian Trilobites from Pend Oreille County, Washington", Journal of Paleontology, Vol. 24, No. 4, pp. 466-471, July, 1950.
2. "Porosity and Permeability of Oil Sands: Age and Depth", presented before the Rocky Mountain Section of the American Association of Petroleum Geologists in Denver, March, 1951. Abstracts in the March 22 issue of the Oil and Gas Journal and in the May Bulletin of the Association.
3. "Upper Paleozoic Microfossils from Stevens County, Washington", accepted for publication in the Journal of Paleontology for July, 1951.

Dr. Honkala:

1. "Stratigraphy of the Phosphoria Formation, Centennial Range, Southwestern Montana", presented December 28, 1950 at annual meeting of Geology-Geography section of Northwest Scientific Association, Spokane, Washington. (Co-authored by B. K. Replogle, Indiana State University, and R. F. Gosman, Montana State University.)
2. More detailed paper of same title as above presented April 13, 1951 at annual meeting of Rocky Mountain section of Geological Society of America at Rapid City, South Dakota. Abstract of paper to be published in December, 1951 issue of Bulletin of Geological Society of America. (same co-authors)
3. "Erratic Boulders Near the Crest of the Centennial Range, Beaverhead County", presented April 21, 1951 at annual meeting of Geology sub-section of Montana Academy of Sciences, Missoula.

Staff Publications and Professional Papers

Dr. Honkala (cont.):

4. "Preliminary Report for Classification of Mineral Lands of Mapped Portions of the Lyon Quadrangle, Montana-Idaho." A short report including a large-scale map dealing with phosphate deposits in the Centennial Range of southwestern Montana. Issued as an open-file report by the U. S. Geological Survey.
5. "Geology of Western Montana", presented September 15, 1950 at Bozeman meeting of Billings Geological Society on its annual three-day field trip. Main after-dinner talk.

Mr. Glockzin:

1. "Structure and Ore Deposits of Northern Granite County, Montana", presented December 28, 1950 at the annual meeting of the Geology-Geography section of the Northwest Scientific Association, Spokane, Washington.

Employment of Departmental Majors

1951 Graduates and graduate students who terminated June, 1951 - total 10.

<u>No. of Students</u>	<u>Present Status</u>
4 . . . . .	Graduate School (Utah, Wyoming, Dartmouth and Montana State University)
1 . . . . .	Imperial Oil Co., Ltd., Canada
1 . . . . .	Geologist, Dupont Chemical Co.
1 . . . . .	Geologist, Hecla Mining Co.
1 . . . . .	Geologist, local mining venture
1 . . . . .	called for military service
1 . . . . .	unknown

In addition to the above, five of the department's majors who will be in school next year have been placed in summer jobs which will provide valuable geological experience. It is expected that others will be placed in June when most summer jobs open up.

1950 Graduates and graduate students who terminated June, 1950 - total 13

<u>No. of Students</u>	<u>Present Status</u>
2 . . . . .	Graduate School (Wyoming and Indiana)
1 . . . . .	Geologist, San Francisco Chemical Co.
3 . . . . .	Sampler, Anaconda Copper Mining Co.
6 . . . . .	Geologists, U.S. Geological Survey and other federal agencies
1 . . . . .	unknown

DEPARTMENT OF HOME ECONOMICS

Professor Helen Gleason, Chairman

The Home Economics Department enrollment has grown this past year. We taught a total number of 607 students including men and women during the Fall, Winter and Spring Quarters. In addition we taught 69 students during the summer of 1950 and during the current year 53 correspondent students were taken care of, making a total of 729 students which received Home Economics instruction. We are still turning down many students because of the lack of space. We have improved our equipment this year by the purchase of 12 new sewing machines and 5 new stoves. These purchases replaced old equipment, some of which was 30 years old. These additions with the redecoration and new lighting facilities have given us all a very happy attitude toward our work. Students have appreciated it and have been most thrilled with the improved conditions of our classrooms.

We are still teaching many of our classes under unsatisfactory conditions; sharing rooms and equipment with other departments is not desirable. The lack of microscopes was very serious this year. I am hoping that we may be able to purchase some inexpensive apparatus for our own use another year.

A recent announcement that Idaho University was starting a new \$400,000 Home Economics Building was most discouraging. Margaret Ritchie, Head of the Home Economics Department at Idaho, and I made our recommendation to our respective institutions at the same time several years ago. With the opening of this new building we will undoubtedly lose some of our Western Montana young people to them.

Members of our staff have continued to take an active part on campus committees. All of the staff are active in our Home Economics Association. The Chairman has participated in several Career Days this Spring. In addition, she has talked to Women's Clubs in several of the small towns in Western Montana. Requests have already come in for a speaking engagement in September and one in October. This is, I believe, a very important contribution for our Department to make to the State. It is a part of the service in the Adult Education program in which our University is interested.

Our Teacher Educator supervised the practice teaching of eleven students. She made In-Service Training visits to five reimbursed schools and 4 non-reimbursed schools. She helped with the Future Homemakers of America State Program by attending the Executive Council Meeting in Helena, the State Meeting in Billings and with the complete program of District #7 at Polson.

Our staff has given much help to individuals and to teachers who came to us for information for their homes or for their Home Economics Department.

We are concerned over the tremendous demand for Home Economics trained women and the lack of trained personnel to satisfy it. We continue a recruitment program constantly but the limitation of our facilities is a major handicap.

DEPARTMENT OF MATHEMATICS

A. S. Merrill, Chairman

1950-51

For the first time since the interruption by World War II, the staff of this department has been made up entirely of full-time instructors. It has consisted of two Professors, two Assistant Professors, and three Instructors, in addition to one Graduate Assistant. The effectiveness of their work is indicated by the fact that per-student costs for the department are among the lowest in the University.

In addition to their regular teaching, the instructional force has carried on a regular faculty seminar, covering various fields of personal research. It is anticipated that some research papers will result. During the past year, Professor Chatland has published in cooperation with Professor H. Davenport of Manchester, England: "Euclid's Algorithm in Real Quadratic Fields" which appeared in the Canadian Journal of Mathematics in 1950. During the summer of 1950, Professor Henry Mann of Ohio State University was a member of the staff, as he will be again this summer. Dr. Mann provides a most welcome impetus to the research work being done here.

In the class to be graduated in June, 1951, there are eleven students who will have completed majors in mathematics. Three of these will be graduated with honors in this field. A master's degree will also be awarded to Mr. John Peterson whose thesis title is "Tensors as Algebraic Systems."

At the present time, the department is laying plans for instituting a Statistical Laboratory. This field has long been neglected here but we now have on the staff Assistant Professor George Marsaglia who is well qualified both to teach courses in Mathematical Statistics and also to give general supervision to a laboratory which could assist in the setting up and analyzing of statistical problems in the many fields in which such problems currently arise.

## DEPARTMENT OF PHYSICS

G. D. Shallenberger, Chairman

### 1. Staff

The work of the Physics Department this year was done by Professors C. R. Jeppesen and G. D. Shallenberger, Assistant Professor Stanley A. Landeen, and student assistant Francis Clearman. Marybelle Fry and Eva Thorn, senior majors in Physics, did some paper reading. This was Dr. Landeen's first year on this campus. His work was decidedly satisfactory.

### 2. Teaching Load

For the second year, enrollment in elementary courses fell off. However, enrollment in upper division courses held up. There were a total of twenty majors this year. Of this number ten were seniors and, at the spring commencement, graduated. There were two graduate students. One achievement to which attention should be called was the development of a course in Quantum mechanics for graduate students by Dr. Jeppesen. This is a high-class course and its development is no mean chore. Also, attention should be called to the start made by Dr. Landeen in building up the Electronic laboratory.

### 3. Equipment

In spite of great difficulty in getting physics equipment on account of "defense restrictions," many items have been acquired, principally for the upper division and graduate courses. Some shop equipment has been acquired and more ordered. At the present there is an order outstanding since February for approximately five hundred dollars' worth of shop machines. It is hoped that these machines will be delivered before the end of the fiscal year.

### 4. Graduate Students

There have been two graduate students this year. However, one dropped out at the beginning of the spring quarter because of money shortage. The other one is working on his research as well as courses.

### 5. Research and Publications

Dr. Jeppesen has been working on a research problem along with Stanley Peterson, a graduate student. No publications have come out of this department this year.

## 6. Extra-curricular Activities

This being Dr. Landeen's first year, he has devoted an extra large effort to his teaching. This has left little time for outside activities. In Dr. Jeppesen's case, in spite of a good teaching load, he has spent considerable time and effort on Faculty Committee activity, such as the Budget and Policy Committee, Graduate Council, and the University of Montana Faculty Council. Dr. Shallenberger was active on the Schedule B and Student Employment Committee. He also had some special assignments, such as a three-week trip to the National Capitol to investigate principally defense training possibilities.

## DIVISION OF SOCIAL SCIENCES

J. E. Miller, Chairman

The major changes in the Division of Social Sciences are two in number. First, the establishment of a Department of Social Welfare under the direction of Mr. John Harris; and second, the final abandonment of course General 11abc in favor of a three quarter sequence of courses in sociology and economics.

The result of the first change is greater than is immediately apparent. What was a few years ago a department of Economics and Sociology has now become three entities--Economics, Sociology and Anthropology, and Social Welfare. Moreover, the new department, ultimately destined to be a post-graduate professional school, offers few courses of its own but does provide an excellent combination of social science subjects. Mr. Harris has done a good piece of experimental planning, though the current result may require some flexing alterations, particularly as it applies to transfer students.

The effort to combine all human knowledge in the field of Social Science in a one-year, five-hour course primarily for freshmen finally collapsed of its own weight. Even the setting up of History 12 and Political Science 14 did not make possible a reasonable and desirable continuing course. The involved departments, Economics, Sociology, and Social Welfare, have now agreed on three quarters of work, each a unit, which in combination provide a fine background in the involved fields. The chairmen of all the departments in the Division have been working closely together throughout the year and believe that they have a twenty-five hour program for any major in the division which will furnish him with a splendid general preparation for work in any of its component departments. It should be noted that currently each department accepts certain advanced courses of the others as applicable toward a major. It is the hope of the chairmen that it will be possible to add another type of integration--class instruction by staff members of sister departments in all courses where such a procedure is efficient and possible.

It is also hoped that certain joint uses of the facilities of the new classroom building will aid closer unification within the Division for the benefit of all its students.



## DEPARTMENT OF ECONOMICS

Roy J. W. Ely, Chairman

### In General

Even though Mr. Philip Goldwell's resignation came late last summer and we had to rearrange courses among the staff members the overall effectiveness of our work did not suffer. We are at this moment negotiating for a young man to come in and take over the utilities courses which Mr. Goldwell taught.

The Department started out in the Autumn of 1950 with five graduate students, lost one and added one, during the year.

### Personnel

Dr. Swackhamer presented a paper at the Montana Academy of Sciences this year and also participated in a labor panel at the Midwest Economic Association in Milwaukee. Currently, with the help of a \$200 grant from the University Research Council, he is making a study in the field of union organization which will be ready for publication before long.

Dr. Swackhamer has spent much time in promoting the Montana Labor Institute which is held each summer on the University campus. He is Secretary for the Institute and is doing a fine job. He has appeared before many groups and institutes during the year. Swackhamer did most of the work that was done in a recent study of available health, hospital, and sickness plans for university employees.

Mr. Herbert Kroeker, new with us this year, has spent most of his extra time in research on his doctoral dissertation. He hopes to complete all the requirements for his Ph.D. degree by September of this year.

Mr. James Macpherson who was hired two years ago to take the place of Mr. Huck then on leave, and who this past year was employed again to fill in temporarily because of our inability to find someone to replace Mr. Goldwell, is a product of our own Department and plans to study at the University of Washington this summer. Under present plans he will not return.

In addition to teaching two courses each quarter much <sup>of my</sup> time during the past year has been taken up with preparing Montana's Production for publication and continuing with studies on city government costs in Polson and Great Falls. In the latter city the work was begun during the winter but it is now well under way. I will carry on this study during the summer months. Graduate students during the past year have been almost entirely under my supervision.

### Suggestions for Improvement in the Department

1. The one thing to which I am giving first attention is to secure and keep a more stable personnel than has been true in the past. I have high hopes that soon we shall have such a staff.

2. Some progress has been made toward securing visual aids and other materials to make our teaching more effective.

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

J. E. Miller, Chairman

Immediately before Freshman week, September, 1950, Mr. David Smith, instructor in Political Science was called to military service, thus making necessary numerous changes in the schedule of the Department of History and Political Science. The brunt of the readjustment fell on Political Science, which had a program built around the expectation of three instructors. Since American Government and State and Local Government are courses required by several schools and departments of the University, it was essential that they be continued as fully as possible, even to the detriment of other phases of the program. Mr. Ellis Waldron and Mr. Leo Graybill, aided by one graduate assistant employed on a quarter to quarter basis, did excellent work in carrying this service course load. Mr. Smith is still in the army; Mr. Graybill has resigned. Permission to employ a replacement was not secured until June 12th, making the selection of a satisfactory person difficult.

Despite the handicaps under which the Political Science side of the Department has labored, it has done a passable job. Few of its graduates have failed to secure scholarships if they so desired, and none have been rejected by graduate schools of the highest calibre. One of this year's graduates was chosen for inclusion in the select group of fifteen college men admitted each year to Princeton's Woodrow Wilson School of Public and International Affairs. Other graduates of recent years are in Stanford, California; Michigan; Indiana; and Wayne Universities. It should be noted that the success achieved is in no small part due to Dr. Turner and Dr. Karlin, who have stepped out of their majors to give approximately half their time to fine work in Foreign Relations, Diplomatic History, Political Theory, and Comparative Governments. Both men were excellently prepared by strong graduate and undergraduate minors in Political Science.

Despite these and other facts indicative of good performance, the Political Science side of the Department is in need of strengthening and probably of separation from History in order to give it equal status. The chairman believes that while the desire for full equality between the fields exists within the Department, the mentioned separation is the only method which will secure proper recognition of and support for Political Science from without. A division will also benefit major students who, under the rules, can currently offer for graduation a total of only sixty-five hours from the courses of the combined department.

Among the courses we have been compelled to abandon are American Political Parties, Elementary Jurisprudence, and Administrative Law. We take care of Constitutional Law in a polyglot arrangement with American Constitutional History, and we hope in 1951-52 to renew long-recessed International Relations and to add Political Geography. Our small beginning in Public Administration is having encouraging results, some of our work proving of use to the State Reorganization Committee. Course 14, Introduction to Government, after four years of experi-

mentation has become one of the better courses in the University---one which we believe to be superior in the survey field.

We are proud of the History side of the Department and feel confident that we can justify our claim to be one of the best in the United States. Every man teaching History is a Ph.D, our graduates are earning excellent reputations in California, U.C.L.A., Michigan, Minnesota, and other leading graduate schools. Next year we will have graduates in six European universities---two in England and one in Austria, holding Fulbright scholarships; the other three in Paris, Copenhagen, and Grenoble. Three of our recent Master of Arts published articles in professional magazines of national importance during the year 1950-51. A graduate of three years ago has been chosen superintendent of the Montana Historical Society Collections and Publications.

The members of the Department have continued their scholarly activities. Professor Hammen read a paper before the American Historical Association at Chicago in December while both Dr. Karlin and Dr. Chamberlin appeared before the Pacific Coast Branch of the American Historical Association meeting in Los Angeles. All three men had articles in major professional magazines, as did Professors Phillips and Turner. Dr. Bennett continues his work for Britannica and other reference publications. Phillips, Wren, and Hammen all have books due for publication during the year 1951-52. In addition, a great deal of public service work was done by members of the Department; and the teaching of the staff is recognized as superior by colleagues and by students.

It should be noted that during the year 1950-51: (1), the student enrollment in the Department approximated 1,500; (2), more seniors were graduated than from any other department; (3), more students worked for the Master of Arts degree than in any other department; (4), more Master of Arts degrees were completed than in any other department.

The chairman feels compelled to observe that scant credit for the amount and excellence of the graduate work done is given members of the department by the administration. It is respectfully suggested that the retention of our already superior staff is of at least equal importance to the procurement of excellent new personnel.

MUSEUM AND NORTHWEST HISTORICAL COLLECTION

Paul C. Phillips, Director

The director of the Museum teaches a normal schedule for the History and Political Science Department and, in addition, attempts to direct the activities of the Museum. He has re-grouped the articles for display. He cleans articles. He directs the inventory and classification and attends to extensive correspondence. For the Northwest Historical Collections, he prepares bibliographies, particularly for inquiries about Montana history. One article edited by him has been published and eight book reviews for American Historical Review, Pacific Historical Review, and the Pacific Northwest Quarterly.

The assistant director has clipped Montana newspapers and typed filing cards, thus assisting the "athletic scholars" which the President's office has so kindly provided for routine work in the Museum. The Museum has not carried on the educational program which has long been projected. The director is loaded with teaching and administrative work and has no help competent of working except under close supervision. Most items in the Museum need cleaning and classification. Professor Malouf has done much for the anthropological section.

A number of small donations have been received during the year. This includes items from the Marcus Daly family, old newspapers from Walter McLeod, and textile collected by Professor Helen Gleason.

Publication by staff members includes the following:

Browder: "Human and Institutional Resources of Polson and Lake County." (Mimeo.) This is a part of the Polson survey conducted under the supervision of the Public Service Division.

Malouf: "Notes on the Archaeology of the Big Hole Region, Montana." Anthropology and Sociology Papers, Number 4.

The Archaeology of the Canyon Ferry Region, Montana.  
(Mimeo.) This is the preliminary report of the Canyon Ferry research project mentioned above.

Research in progress includes a comprehensive study of the population of Montana from 1900 to 1950, by Dr. Browder. This project is nearly completed, and it is planned to publish the results as number 6 of the Anthropology and Sociology series. Dr. Browder also is working on the Polson survey; he will bring together the various parts into a final report. Mr. Malouf, in addition to conducting research in cooperation with the National Park Service this summer, has under way a study of Kootenai legends and songs.

Perhaps the chief need of the department is for more time to do research. There are many ways in which sociological and anthropological research might make substantial contributions to the state. For example, very little organized work has been done on the population of Montana. During recent decades there have been significant changes in the numbers, distribution, and composition of the population. Such changes frequently have considerable bearing on the economy and the political processes in a state. Study of the population should be helpful in understanding Montana and in planning for greater progress and prosperity.

Another research area is concerned with archaeology of the state. Montana is particularly important in the prehistory of the Northwest, since it represents a zone of contact between important aboriginal cultures. It is highly desirable to exploit this research potential as fully as possible. The contracts with the National Park Service are steps in this direction.

Other valuable research could be done in community organization and resources, and in race and culture contacts. The necessity of carrying heavy teaching loads has made it difficult for staff members to devote much time to these research problems.

Dr. Tascher, who has been responsible for virtually all work in social administration at the undergraduate level will become a member of the staff of the Department of Social Work, effective July 1, 1951.

Under the heading of general accomplishments of the department, the following items can be listed:

1. Enrollment in departmental courses continued heavy.
2. One new course was added to the curriculum. This course, Rural Sociology, is proving especially attractive to education majors, social workers, and others whose work is largely in rural areas of the state. The course is designed to aid such persons to understand more fully the organization, institutions, relationships, and problems of the rural community.
3. The Canyon Ferry Archaeological research project was successfully completed. Under an agreement with the National Park Service, a grant of \$2,500 was secured for an archaeological survey of the area to be inundated by Canyon Ferry dam, near Helena. Mr. Malouf supervised the project, and wrote the report which is now awaiting publication. Under a similar agreement with the National Park Service, a grant of \$3,000 has been secured for archaeological research near Garrison, North Dakota, during the summer of 1951.
4. In an attempt to meet at least partially the need for a publication outlet for research reports and other materials in the fields of sociology and anthropology there has been established by the department a mimeographed publication, Anthropology and Sociology Papers. Numbers one through five were published during the year, and others will be published as manuscripts are received. The series is under the general editorship of Mr. Malouf.
5. In cooperation with the staff of the Department of Economics, members of this department were instrumental in revising the general social science course for freshmen and sophomores. Believing that full justice cannot be done to such a course unless all social science departments are represented, the staffs of the Department of Economics and of this department, with the concurrence of the head of the Social Sciences Division and the Senior Academic Dean, recommended that the course General 11abc be deleted, and that a sequence of courses consisting of Social Anthropology, Cultural Economics and Social Problems be substituted. The suggestion was approved by the faculty, and the new plan will take effect in September, 1951.
6. Extension and correspondence work by staff members continued. Dr. Tascher conducted a laboratory extension course in Butte which led to the tentative organization of a community council to study problems of the community. Students in Dr. Tascher's course took the initiative in setting up the council organization.

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Professor Gordon Browder, Chairman

The staff of the department for the academic year 1950-51 was composed of the following persons:

Gordon Browder, Professor and Chairman  
Harold Tascher, Associate Professor  
Carling I. Malouf, Assistant Professor  
James W. Carroll, Instructor  
Marjorie W. Dickerman, Instructor (part time)  
Donald J. Griffin, Graduate Assistant

Mr. Robert J. Dwyer, formerly of Whitman College, was visiting instructor during the summer of 1950. He replaced Dr. Browder, who was on leave.

Mr. Carroll has been granted leave of absence for four quarters, beginning summer 1951, to continue work on his doctorate. He will be at the University of California.

Mrs. Dickerman resigned at the end of spring quarter.

Staff members attended several major professional meetings during the year. Mr. Malouf attended the annual meeting of the Western States Branch of the American Anthropological Association at Berkeley, California. Mr. Malouf is secretary-treasurer of this organization. Dr. Browder represented the department at the annual meeting of the American Sociological Society at Denver. Dr. Tascher and Mrs. Dickerman attended a number of meetings of social work groups in the state.

During the year, plans were completed for the establishment of a new Department of Social Work. Mr. John A. Harris, formerly supervisor of training for the Pennsylvania State Department of Public Assistance, arrived in November to assume the chairmanship of the new department. Establishment of the Department of Social Work completes plans for departmental reorganization which were begun more than three years ago. Henceforth, the Department of Sociology and Social Administration will be known as the Department of Sociology and Anthropology. Undergraduate courses concerned with social administration have either been dropped from the curriculum, or incorporated into the offerings of the Department of Social Work. Several new courses in both sociology and anthropology have been approved. It is believed that considerable advantage is derived from the reorganization; under the new plan, teaching and research in the Department of Sociology and Anthropology can be better integrated, and professional social work training can be supplied by the Department of Social Work. This was not possible under the former situation. It is anticipated that the two departments will work closely together in matters pertaining to curriculum structure, student advising, and other areas of common interest and concern.

## DEPARTMENT OF SOCIAL WORK

Professor John A. Harris, Chairman

Introduction: This report covers the period extending from October 18, 1950 to date. Inasmuch as this is a new department, this period has been devoted to planning and development, and there have been no classes in operation. The staff of the department during this period has consisted of myself and Dr. Harold Tascher. Dr. Tascher has participated in the developmental work set forth below but this report does not cover his teaching and other activities which have been carried on throughout this period under the auspices of the Department of Sociology and Social Administration.

Preliminary Work Off Campus: Prior to my arrival to the campus November 20, I made trips to Morgantown, West Virginia, Washington, D. C. and New York City. In the course of these trips, I contacted schools of social work and various national, public and voluntary social work agencies. During these trips, I gathered suggestions useful in program development, laid the ground work for the development of field placements in the local offices of various national agencies, and made arrangements for obtaining primary source material for teaching purposes. A particularly important contact during this period was with the office of the American Association of Schools of Social Work for the purpose of laying the ground work for the accreditation of the department by that association.

Development of Plans and Objectives: My first two months on campus were devoted largely to getting oriented to the University and to the development of the over-all plans for the establishment of the Department. This activity culminated in the preparation of a memorandum to the Senior Academic Dean, dated February 1, 1951 entitled, Plans for Social Work Education.

Development of Curricula: On the basis of over-all plans and objectives as set forth in the memorandum mentioned above, we developed curricula covering both the undergraduate and professional instruction. In the course of this activity, numerous conferences were held with the heads of the several departments and schools of the University for the purpose of insuring that, so far as possible, our own program would be closely integrated with the activities of the total University. These curricula were subsequently approved by the faculty, and will be incorporated in the forthcoming catalog.

Development of Courses: Subsequent to the approval of the curricula, work has been proceeding on the detailed development of specific courses. This is involving the clarification of specific objectives, preparation of detailed content outlines, development of bibliographies, and consideration of teaching methods for each individual course.



Survey of Library Facilities: An extensive survey was made of the facilities of the library covering books, periodicals, and government documents. As a result of this survey, the facilities of the library were found, for the most part, to be quite adequate. Fifty-five books were ordered and the subscription of two additional periodicals requested. In addition, arrangements were made to obtain reports and other documents from public welfare departments in 25 states.

Facilities for Field Instruction: One of the foremost problems involved in the establishment of this department is that of finding and developing facilities for field instruction. For such instructional facilities to be adequate to our needs the agency supervisors providing the instruction must have professional social-work training and there is a dearth of trained people in this region. Toward meeting this problem, we have had conferences with responsible officials of the State Department of Welfare and the Girls' Vocational School at Helena; the Mental Hygiene Clinics in Butte and Missoula and the State Hospital at Warm Springs. Plans are also underway for a series of conferences with social work agency officials in Spokane.

As of this date, definite arrangements have been made with the Department of Welfare for field placements in Flathead county, and tentative arrangements have been made with the Girls' Vocational School.

Staff: We are presently in the midst of an intensive recruitment campaign to obtain one additional full time staff member who will teach the case work and human behavior courses and who will also act as a liaison person between the department and the field instruction agencies. In the course of this campaign, we have sent out numerous letters to schools of social work, particularly in the western part of the country, to national associations, to members of the American Association of Social Work and others. So far, we have had four definite applicants, but it is too early to know exactly what the results of these efforts will be.

In addition to this full time staff member, we will be recruiting part time lecturers in the areas of medical and psychiatric information. An intensive effort along these lines will be started in the near future.

Admissions Policy and Procedure: In cooperation with the Dean of the Graduate School a policy governing admissions to the graduate program has been developed and procedures designed to implement the policy have been worked out.

Promotion: Following the approval of the curricula by the faculty, we developed a preliminary announcement which describes the objectives and offerings of the department in some detail. This, together with a display poster, has been given very wide circulation to colleges, universities and social agencies particularly in the western part of the country. These materials have also gone to all state universities, state departments of Public Welfare and major national social work organizations. Through the cooperation of the Public Service Division, information concerning the establishment of the Department has appeared in papers throughout Montana and in some of the larger cities in the northwest.

We have had an opportunity to talk to several groups about the Department. A major speech was made under the joint auspices of the Montana conference on Children and Youth, and the American Association of Social workers at a statewide conference in Great Falls. In addition, we have attended a job clinic at the Missoula High School and talked briefly to the Helena Youth Council and the Junior League of Butte. Plans have been made to attend the Mountain States National Conference of the American Public Welfare Association which will be attended by public welfare administrators and workers from the states in this region.

While, as can be seen, information concerning the program of the Department has been given widespread distribution, the results, to date, in terms of applications for admission have not been encouraging. A major reason for this lack of responsibility is felt to lie in the fact that our status as an accredited school cannot be clarified until we have been in operation for one year. Prospective students will perhaps understandably hesitate to take a chance with us during this first year.

Summer Institute: In cooperation with the Montana Conference of Social Welfare and the Montana chapter of the American Association of Social Workers, we have made the plans for a two-day summer institute, June 21 and 22. The announcement of this institute has received very wide circulation throughout the state and in addition to providing a service to social workers, teachers, probation officers, and others working with children, the institute will also provide an additional opportunity to publicize the work of the Department.

Off-Campus Activities: In addition to the off-campus contacts described above, we have been involved in the work of the program committee of the Montana Conference of Social Welfare, and have participated in a joint meeting of the field staff and child welfare consultants of the Department of Welfare. We also attended the annual conference of the Montana Public Health Association.

A Look to the Future: From this time until the beginning of the fall quarter, we will be concentrating our efforts on a successful conclusion of our recruitment campaign for staff and students, further development of field instruction facilities, and preparation for the instruction of specific courses.

As was indicated above, it is anticipated that the department will get off to a slow start in terms of the number of students involved. In this connection it is believed that the first year will be the hardest hurdle to make. From that point on we can look forward to slow but steady growth as the awareness of the department as a going concern becomes more widespread. An important factor in the growth of effective demand for professional education at the graduate level will be the extent to which students move into the undergraduate program. Since social work is one of the least crowded fields of endeavor, a move in this direction can be anticipated as more students become aware of the vocational opportunities inherent in such preparation.

Social work education under optimum conditions is expensive. Since our growth will be slow, it should be recognized that for some time our costs per students will be very high. However on the basis of the various contacts we have had throughout the state and from the reactions to the establishment of the department on the part of leaders in the field, we believe that there is a large potential demand for the type of program we are developing.

ANNUAL REPORT OF  
THE SCHOOL OF BUSINESS ADMINISTRATION  
1950-51

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SCHOOL OF BUSINESS ADMINISTRATION

Professor Theodore H. Smith, Dean

General Accomplishments

Election of our School of Business Administration to full membership in the American Association of Collegiate Schools of Business, April 28, 1951, at Savannah, Georgia, probably was the outstanding achievement of the year.

Quoted

"It gives me great pleasure to notify you of the election of your school to full membership in the American Association of Collegiate Schools of Business at the recent annual meeting of the Association held in Savannah, Georgia. The recommendation for this change was made by the Executive Committee with the understanding that if and when you feel your school is in the position to offer a graduate program, you will raise this matter with the Executive Committee."

C. E. Gilliland, Jr.  
Executive Secretary

Five years ago this June I assumed the position of the dean. In answer to the question as to how long it would take to achieve full membership status, I stated a minimum of three years and a maximum of five. It took five years.

Research, Studies and Publications of the Faculty

The Bureau of Business and Economic Research Report is attached. Dr. Harold Noflich's report encompasses the activities of several members of our staff who have participated in studies and publications of the Bureau.

Bureau of Business and Economic Research

Professor Harold J. Heflich, Director

The Bureau of Business and Economic Research was organized in September 1948 as a part of the School of Business Administration and is now in its third year of operation. During this year the Bureau has been better equipped than earlier with respect to personnel and office facilities, and a significant research program is now underway. It is expected that the coming year will be the most productive to date.

Publications

Montana Business. The first issue of Montana Business, our monthly publication, came off the press in March 1949 and was sent initially to about 1,350 persons, firms, and agencies, mostly in the state. The circulation list had grown to about 1,950 a year ago and now has reached nearly 2,300. This publication has been favorably received and appears to fill an important need, as indicated by the growth in circulation, which has resulted from requests. In addition to the statistical series and the review of Montana business conditions which are regularly included, the following special articles have been published in Montana Business during the past year: "Changes in Montana Retail Trade", "Montana's Income in 1949", "Changes in Montana Wholesale Trade," "Forest Products Industries in Montana", "Changes in Montana's Population", "Retail Store Sales in Montana", "Inflation", "Recent Price Changes", and "A New Industry for Montana". The Montana statistical series have been improved

during the year and a new index of food prices in the state has been added.

Montana's Production. The 1930-1949 edition of Montana's Production, edited by Professor Ely, was published in December 1950. The publication was reorganized and was printed rather than mimeographed as in the past. Although 2,000 copies were printed, 500 more than ever before, the supply has been almost exhausted.

#### Projects Underway

Benefit Financing Study. This is a project which was begun late in November 1950 in cooperation with the Unemployment Compensation Commission of Montana. Funds for the project have been supplied through the Commission by the Bureau of Employment Security, U. S. Department of Labor. Our Bureau received an initial grant of \$4,432.50, and an additional \$1,500 has been made available for the completion of the study. The Bureau's part in the survey consists of a thoroughgoing study of the structure of the state's economy, particularly with reference to employment and unemployment, and assumptions as to unemployment in the state during the next eight or ten years. The Bureau's study, together with other information furnished by the Commission, will be used to compute contribution rates sufficient to support anticipated unemployment in the state over the next eight-to ten-year period, under legislative assumptions to be furnished by the Commission. It is expected that the report will furnish the basis of recommendations to the next Montana legislature for improvements

in the unemployment insurance laws of the state.

Present plans call for a monograph on the economy of Montana about 100 pages in length to be published jointly by the Bureau of Business and Economic Research and the Unemployment Compensation Commission of Montana. A draft which has been completed in the Bureau requires some reorganization, condensation, and editing. It will be ready for publication late this summer. A later publication with a report of the entire study will contain two chapters by the Bureau. One of these will be a further condensation of the economy of Montana, and the other will contain the unemployment assumptions for the future.

Survey of Wages and Hours of Office Workers in Missoula. This survey, made under the direction of Professor A. T. Helbing and the Director of the Bureau, has been completed and is now being prepared for publication.

A Comparison of the Trends in the Assets and Liabilities of Insured Commercial and Mutual Savings Banks of Montana and the United States. This study, made by Dr. L. I. Iversen with Bureau assistance, is practically completed and will be ready for publication in a short time.

#### Community and State Service

Inquiries Answered. During the year, the Bureau has received numerous inquiries, about 20 of which have involved some research in furnishing economic and business information.

Meetings and Speeches. The Director of the Bureau has attended about ten meetings this year as a representative of the University and has given four talks.

Statewide Committees. During the year the Director of the Bureau has served as a member of the Governor's Commission on Small Business and the Montana Natural Resources Council of State and Federal Agencies.

Polson Survey. The Director of the Bureau has acted as consultant for a business and industrial survey in Polson, conducted by the Polson Chamber of Commerce.

#### Research Plans

The Impact of the Production of Elemental Phosphorus in Western Montana Upon the Economy of the State. This study will be started during the summer of 1951 under terms of a cooperative agreement with the Bonneville Power Administration. It is anticipated that the study will be completed within a year and that the results will be published. The study will be financed by a grant of \$5,910 from the Bonneville Power Administration.

The University has just signed a general Memorandum of Understanding with the Bureau of Reclamation. It is expected that arrangements for a specific research project in cooperation with this agency may be negotiated during the coming year. We have had preliminary discussions to this end with Reclamation Bureau officials.

Further improvements are planned for Montana Business and Montana's production.

#### Personnel

The Bureau has been fortunate in obtaining the services of Mrs. Maxine Johnson, who began her duties as research assistant and secretary in August



1950. Mrs. Johnson has had considerable experience in research work with the Bureau of Economic and Business Research at the State College of Washington, with two publications to her credit.

During the past six months, Mrs. Johnson has devoted all her time to the Benefit Financing Study. Her salary during this period has been paid entirely from the funds made available for research by the Unemployment Compensation Commission. During this period, Mrs. Alea de Jung has worked as secretary on a temporary basis. About one-half of Mrs. de Jung's time has been spent on regular bureau work and half of her salary has been paid by the University, with the remaining half borne by the Unemployment Compensation Commission for time spent on the Benefit Financing Study. In addition to facilitating basic economic research, these arrangements have resulted in substantial financial savings for the University.

The regular staff of the Bureau includes only the Director, who is also on a part-time teaching schedule, and Mrs. Johnson.

Other publications and research studies by our staff are as follows:

Dr. Donald J. Emblen reports the following:

1. "The Certified Public Accountant", The Montana Certified Public Accountant, Winter, 1951.
2. "Accounting for Asset Trade-ins, Commercial Accounting versus Tax Accounting", The Montana Certified Public Accountant, Winter, 1951.
3. "Inclusion of Funds Statement in Audit Report", The Journal of Accountancy, March, 1951.
4. Book Review - Advanced Accounting, Holmes and Meier, Accounting Review, January, 1951.
5. Book in preparation and publisher has accepted. Accounting Systems, Southwestern Publishing Co.

Professor Robert C. Line reports the following:

1. "Changes in Montana Retail Trade", Montana Business, July, 1950.
2. "The Outlook for Business in 1951 in Western Montana", Pacific Northwest Industry, December, 1950.

Dr. Lothar I. Iversen reports the following:

1. In preparation, a text for commercial bank management.
2. Study of bank portfolios (See report of Bureau of Business and Economic Research)

Dr. Albert T. Helbing reports the following:

1. Wage and Hour Survey for Missoula (See report of Bureau of Business and Economic Research.)

### Student Progress

The morale and the progress of our students should be paramount in the thoughts of the faculty.

We are pleased to report the following evidence of progress in this area. The faith, confidence and belief of our students in their school and in their University has grown. Evidence of this is shown in the following:

#### Student Organizations

The M.S.U. chapter of Alpha Kappa Psi, the men's professional business fraternity, has been outstanding in performance and achievement. It ranked first in the Northwest during the past three years and third in national rating of fifty chapters in 1950.

Phi Chi Theta, the women's business professional fraternity, has the largest and most active chapter in the Rocky Mountain and Pacific states.

#### Scholastic Achievements

Prior to 1948 none of our graduates had passed the C.P.A. examination without getting further training elsewhere. Since 1948, thirteen of our graduates have taken the examination during their senior year and passed the test.

Again, in the national tests given to first, second and third year accounting students by the American Institute of Accountants (the Certified Public Accountants Association) our classes in the past three years ranked either first, second or third. Approximately 100 schools gave these tests which were graded by the national organization in New York City.

We have also had an interim working relationship with Price, Waterhouse and Company who have annually taken two of our boys to New York City from January to March 15th paying all expenses and approximately \$200 per month. With one exception, they have subsequently offered these boys positions upon their graduation.

#### Job Opportunities Upon Leaving

Prior to 1947, little had been done to place our graduates or even make business aware of the fine labor supply

we had available. Through joint efforts placement activities were expanded.

A good example of this development is that of our relationship with General Motors Acceptance Corporation and General Motors Insurance Corporation. Since 1947, we have placed more than thirty of our graduates with this company. In fact, today we have the first opportunity to fill any opening that develops.

Several other major companies such as International Harvester and Carter Oil Company as well as Montana banks and automobile dealers, regard us as their prime source of young manpower. To my mind this represents not only a most worth while service but the best kind of public relations.

#### Placement Bureau and Cooperation with Business of the State

Close cooperative effort has been maintained with the Placement Bureau resulting in good service to the student body and good will to the University. The Placement Bureau in its annual report will probably develop some of these matters in which we too have played an active role.

#### Relations with Montana Trade Associations

We have established a good working arrangement with several trade associations in the state. Several of these have established scholarships --- the C.P.A.'s, the Montana Bankers Association, the Savings and Loan Association, and the Montana Automobile Dealers Association.

It is recommended that the question of a closer association with these organizations be planned and carefully developed. The purpose of such a program is fourfold.

1. To make our teaching staff a part of the economic activity of our state.
2. To assist sound business and social developments in the state of Montana. Cooperative action particularly with our Bureau of Business Research.
3. To cause business concerns to turn to us for their manpower needs.
4. Last, and possibly most important, to assist the University in gaining the support and backing of businessmen in the development of the University.

The following is a list of the associations we have written to and who have invited a member of the Business Administration staff to attend the annual meeting of their association:

1. Mining Association of Montana
2. Montana Association of Life Underwriters
3. Montana State Food Distributors Association, Inc.
4. Dude Ranchers Association
5. Montana Retail Lumbermens Association
6. Montana Hardware and Implement Association
7. Montana Building and Loan League
8. Montana Motor Transport Association
9. Montana Bankers Association
10. Montana Association of Realtors
11. Montana State Chamber of Commerce

#### Miscellaneous Items

Mrs. Brenda Wilson, associate professor, has played an active role in secretarial training, not only at the University but with Montana high schools, and has been requested this year to lecture at three universities: the University of Saskatchewan, Vancouver University and Puget Sound University.

Mr. Joe DeMaris, assistant professor on leave of absence to complete his work for his Ph. D. at the University of Illinois, reported that he had completed his first semester with a straight "A" record. Unquestionably he is a brilliant young man and I hope that we can make it worth while for him to return to our campus in 1952.

Other members of this staff including myself have lectured before many civic and trade groups. Mr. Andy Cogswell has incorporated these in his report.

#### Conclusion

The School of Business Administration has just completed its first year in its new building. The new plant is well equipped and we have been very

happy in it.

We have much to be grateful for and as a school wish to extend to you our appreciation and our sincere interest in assisting the University to achieve a greater place in the sphere of the educational program in our state.

## SCHOOL OF EDUCATION

Linus J. Carleton, Acting Dean

The school year 1950-51 showed a marked increase in the graduate program of the School of Education and a light decrease in the undergraduate load. In spite of this and a fifty per cent turnover in the School of Education staff, the program in teacher training offered by Montana State University appears to have gone on about as usual.

The Deanship changed hands when Dr. J. W. Maucker left the campus to become president of Iowa State Teachers College at Cedar Falls, and was replaced by Linus J. Carleton as Acting Dean. The latter devoted full time to the School of Education and the Summer Session of which he was acting director. During only one quarter (autumn) did he carry on any regular teaching responsibilities, although throughout the year he offered independent work in Education 154, Seminar in Education, and assisted with professional papers and theses. Dr. James Short assumed major responsibilities for the assignment of cadets and the keeping of records on these people. He was ably assisted by Dr. John F. Staehle and Mr. Henry Knapp. These three people worked interchangeably on the four basic courses required of all students who planned to earn secondary school teaching certificates. No staff members were out of residence during the entire year, except Mr. Ben Frost, who was loaned to the administration to visit high schools during the spring quarter. Mr. Charles Mattill, Helena High School social science teacher, was brought in as a replacement for Mr. Frost. During the spring quarter Mr. Lloyd Lafond, Superintendent of Schools at Corvallis, was employed to teach an evening course in audio-visual aids. This became necessary because of the demand for that particular course, which had previously been taught by Dr. Harold Fleming, and because the offerings for graduate students in education were inadequate. Two graduate assistants, Wendell S. Brooks and Robert Moore, were employed at the beginning of the autumn quarter. The former resigned during the middle of the spring quarter in order to accept a position with Scott-Foresman Publishing Company. Registrar Leo Smith and Dean H. J. Wunderlich, each of whom is paid one-fifth out of the Education budget, taught one regular course apiece during the year as well as one course during the summer of 1951.

It would be impossible to carry on a full program in the School of Education were it not for the assistance of other staff members of cooperating schools and departments. These people are not paid from the Education budget but do offer courses which are given credit in the School of Education. Mrs. Brenda Wilson from the School of Business Administration taught two classes; Miss Agnes Boner of the English Department, three; Mr. Stanley Teel of the School of Music, three; Mr. Harold Chatland of the Mathematics Department, one; Mr. Charles Hertler of the Health and Physical Education Department, two; Miss Hazel Landin of the Home Economics Department, two; Mr. Robert Struckman of the School of Journalism, one;

and Mr. David Brody of the Counseling Service and Psychology Department, four. It should be noted also that these people and some others on the campus assisted materially in the supervision of cadet teachers—Miss Boner, Mr. Teel, and Miss Landin, particularly, giving assistance in this.

Dr. Charles Dean, Assistant Superintendent of Schools, Billings, Montana, offered an extension course in guidance for Billings teachers this year. This was paid for by the Public Service Division (fees from registrants), and the credits were accepted for undergraduate or graduate credit at Montana State University.

Attention should also be called to the considerably expanded (roughly, tripled) staff in the School of Education during the Summer Session—such expansion making it possible to offer an adequate program at the graduate level.

#### Enrollment

Enrollment in the teacher training program, and in the School of Education in particular, showed a rather marked increase at the graduate level and somewhat of a decrease at the undergraduate level. Three measures of the effect at the undergraduate level will help to make this situation clear. If one takes the first course in the series of professional courses required of all persons who are in the teacher training program, namely, Education 25a, Educational Psychology, the picture is about as follows:

In 1946-47 the enrollment was 148;  
 In 1947-48 it was 219;  
 In 1948-49, 227;  
 In 1949-50, 299;  
 In 1950-51, 229.

This seems to point to 1949-50 as the peak enrollment, with a tapering off this year to the figure of the preceding year (1948-49).

A better measure of the load might well be the total student registration in the four basic professional courses required of all persons taking teacher training (25a, 25b, 25c, and 26ab). The picture using this index is as follows:

In 1946-47, 417 were enrolled;  
 In 1947-48, 656;  
 In 1948-49, 786;  
 In 1949-50, 1,033;  
 In 1950-51, 940.

This measure points out something which is not evident in the preceding index,



namely, that the total load did not show as marked a decrease in 1950-51 as the enrollment in Education 25a might have indicated.

One other basis for indicating the trend in enrollment is the number of teachers who were certificated by the School of Education to teach each year. That comparison shows a steady increase as follows:

In 1946-47, 60;  
 In 1947-48, 95;  
 In 1948-49, 135;  
 In 1949-50, 190;  
 In 1950-51, 208.

These figures do not include persons completing their training during the summer session.

The graduate program instead of showing any tapering off exhibits a marked increase. Where 18 students did graduate work in the School of Education during the regular 1949-50 academic year, 59 took graduate work during the regular academic year, 1950-51. Where some 200 students did graduate work in the summer of 1950, upwards of 300 were engaged in graduate study in the School of Education during the summer of 1951. The number of Master's degrees in Education offered during the last few years reveals better than anything else the definite increase that is occurring in the graduate department of the School of Education.

In the full academic year, 1946-47, 21 Master's degrees were awarded in Education;  
 In 1947-48, 19;  
 In 1948-49, 32;  
 In 1949-50, 48;  
 In 1950-51, 43.

In 1951-52, at this writing, 52 persons are candidates for Master's degrees in Education. This last number will, of course, be swelled by the persons who apply for Master's degree during the regular academic year 1951-52.

It should be pointed out that the increase in the graduate load is being felt both in the regular quarters and in the summer quarter to the extent that the staff has been considerably overloaded. The advisement of from forty to fifty professional papers or theses is a tremendous load for any staff. In general, it is considered that the advisement of five theses or professional papers is roughly equivalent to one four-hour class. It is obvious that there will have to be some expansion of staff, or an indifferent kind of advisement on papers and theses, or a deliberate effort to turn people away from graduate work in the field of education. One of these three alternatives must be accepted as a basic policy during the coming years.

Curriculum

No marked changes were made in the curriculum of the School of Education during the 1950-51 school year--this, despite the fact that more offerings ought to have been available for the increase in the number of graduate students. The pre-fall student teaching plan which was set up three years ago continued to be one of the key parts of the teacher training program. Just short of one hundred students spent the first three weeks of September, during which time the high schools were in operation but the University was not, in doing their practice teaching in high schools throughout western Montana. Unusual cooperation was obtained from the schools which took student teachers. The students were supervised by Mr. Staehle, Mr. Knapp, Mr. Short, Mr. Frost, Mr. Fleming, and Mr. Carleton. A rather heavy travel program was necessary in order to see that each student received at least two visits, and preferably three, from a University supervisor. There was clear evidence that this program was in general superior to the "one-hour a day" program which is pretty much necessary for the individual who secures his practice teaching during the regular University year. In passing it might be noted that the service between the close of the summer session and the opening of the University year has been established as a period of extra service on the part of the staff members. Those staff members who continue to work during this period have received extra remuneration for that service, since the time involved is over and above that required for the regular three quarters work.

It was agreed by the staff to try experimentally a program of field visitation on the part of teacher trainees. This would work about as follows: a student at the beginning of his junior year (during the three weeks preceding the opening of the University at which time the high schools are in operation) would attach himself (through arrangement by the University) to a high school, preferably in his own home town. During these three weeks he would "live" in the school, observing what high school students are like, what kind of teaching is done, what activities are part of the high school program, and such other matters as are pertinent to the job of teaching. Following his return to the University at the opening of his junior year he would meet once or twice a week with others who had done the same sort of thing, in an effort to evaluate what he found in his visitation. It was felt that such a program would make the professional courses in Education considerably more meaningful than they would be without such down-to-the-earth experience to tie them to. Mr. Henry Knapp has arranged for some fifteen to twenty juniors to do this sort of thing this fall (1951). If the program proves to be of value in helping teacher trainees to adjust themselves to teaching, it will be set up on a regular basis during the next year (1952-53), if it seems not to be worth doing, it will of course be abandoned.

Attention should also be called to the fact that two of the required courses in Education (25a and 25b) will be made available to sophomores next year—previously they were open only to juniors. This has two advantages: (1) it makes it possible for a student to determine earlier in his scholastic career whether or not he wants to make teaching his vocation and, (2) it makes it possible for him to start planning his scholastic preparation for a career in teaching at an earlier date and thereby do better planning of the same.

As a result of a renewed interest in library training, two new courses in this field were set up this year (Education S181, and S182). Also added this year was a new curriculum workshop in the elementary social studies. New courses in the teaching of Spanish and the teaching of French also appear in the catalog for the first time.

A definite effort has been made to develop syllabi in all education courses. Such syllabi tend to prevent duplication, to give new and visiting staff members some help in teaching assigned courses, to help standardize course offerings, and to cause staff members to think through what they are teaching in each course and why they are teaching the same.

#### Staff Activities

As has been true in the past, the staff of the School of Education has been extremely active in various kinds of extra activities both on and off the campus. Most of the staff members have been called on repeatedly for commencement talks, P.T.A. talks or panels, service club speeches, and "Career Day" talks to student groups in high schools throughout this part of Montana. Dr. Ames continues to serve on the state committee of the Northwest Accrediting Association, and has also been a member of the State Testing and Guidance Committee. All members of the staff participated in the Montana Education Association District Conventions and Delegate Assembly, and several staff members helped in such other meetings as the Inland Empire, the annual Administrators Meeting called by the State Superintendent of Public Instruction, the State Reading Council, and others. University committee assignments included: Dr. Ames on Admission and Graduation, Retirement and Insurance, Teacher Education, and Commencement; Mr. Frost, Courtesy; Mr. Staehle, Teacher Education; Mr. Carleton, Advisory Council on Adult and Community Education, Curriculum, Graduate Council, International Education and Teacher Education. Mr. Leo Smith and Mr. Herb Wunderlich, of course, are on many committees connected with their work.

The Education Club was carried on this year under the leadership of Mr. Wendell S. Brooks, graduate assistant. It had a fairly successful year although weaknesses have shown up which need to be taken care of in the years to come. The Education Club did take the responsibility for the scholarship contest

which the School of Education sponsors cooperatively with the Western Montana District of the Woman's Club, the Ravalli County Education Association, and the Sanders County Education Association. Special attention should be called to Mr. Short's work with the State Reading Council which held two meetings last year.

### Needs of the School of Education

Housing. In general, the School of Education is well housed in the new Business Administration-Education Building. No particular hardships as far as housing is concerned have been evident this year. There has been adequate classroom space to carry on the program of the School of Education. Room 208 has been set aside as the curriculum laboratory and is presently well supplied with textbooks, tests, audio-visual aids, and other kinds of materials which are necessary in a curriculum laboratory. In view of the extensive use of this room as the curriculum laboratory, it should not be used as a classroom during the next academic year. As was indicated in last year's report, Room 207, which was originally set up as a seminar room, has had to become an office in order to house the new members of the staff.

Staff. The School of Education staff is inadequate to meet the kind of load that is being placed on it at the present time--particularly in terms of the graduate students who will be enrolled next year. It is going to be necessary to offer more graduate courses than have been offered previously if the graduate demand is to be met. Particularly is this true in the field of administration. As presently set up it is necessary to use John Staehle, who is the man employed to teach administration courses, to take his full share of the undergraduate load. Under those conditions it is impossible to offer as many courses as are necessary to meet the requirements for the administrator's credential as set up by the State Department of Public Instruction. There are two possible solutions to this problem. One is to invite administrators to come in each quarter to teach courses in the field of administration--somewhat as Mr. Lloyd Lafond came in last spring quarter and taught the course in audio-visual aids. Such individuals, whose training is Master's degree level or above and who have had first-hand experience in Montana schools, could render invaluable aid in this direction provided that budget-wise they could be taken care of. At this somewhat late date after the budgets have already been set, it appears that we will not be able to meet the probable graduate load without funds over and above those set up by the budget. A second alternative would be to employ a person who would teach half time in education and half time in some other field or in extension work. This, of course, would call for a new appointment which would call for a considerable expansion of the budget. Probably for the coming year the matter could be taken care of if there could be hired in the School of Education persons to teach one course each quarter of the regular academic year. This would involve perhaps \$1500 over the budget as now set up. Lacking such, the School will have to continue to offer courses insufficient in number to meet the graduate demand.

Curriculum. Four items seem to demand attention so far as the education curriculum is concerned. While a start has been made on trying to define the content of existing education courses in order to eliminate duplication and close gaps, that job has not as yet been completed. In about fifty per cent of the courses we now have a syllabus (somewhat sketchy in many of them) which lays out the objectives, the basic content, and the bibliography used in each course. This work must be continued during the coming year and, if possible, completed.

In the second place, more attention must be devoted to the setting up of certain basic requirements for all teachers. One of these requirements ought to be a clear indication of a minimum achievement in the handling of written and oral English. Possibly a plan of interviews for the purpose of weeding out people who are clearly not personally fitted for teaching, or at least a resulting advisement regarding ways and means by which the person might improve his personality for teaching, seems to be needed.

The problem of examining and modifying the teaching majors and minors as presently set up is still a stubborn one. We have the problem of meeting the needs of the small high schools and at the same time meeting the needs of the large high schools where specialists are required. This knotty problem ought to be tackled simultaneously by the Teacher Education Committee of Montana State University, the teacher training staffs of other institutions, and the State Department of Public Instruction.

The other major need is in the field of elementary education, both during the regular year and the summer quarter. Presently we are offering elementary work only at the graduate level and that only in the summer quarter. Obviously, when we are preparing superintendents and elementary school principals during the regular year it is necessary that there be a considerable offering in elementary education the year around. This has in the past rather consistently generated criticism from the State Department, although there has been a general understanding that at the graduate level this institution may offer courses in the field of elementary education. As a matter of fact, Montana State University would be negligent in its obligation to the administrators of the state if it didn't offer a program leading to competence in the field of elementary school organization. At the same time, it needs to meet the needs of elementary school teachers who come here after they have gotten their baccalaureate degrees to earn Master's degrees in that field.

Student Teaching. There seems to be little question but what the amount of student teaching required of prospective teachers ought to be extended beyond the one quarter presently required. When this is done, it will be necessary to increase the staff since doubling the amount of student teaching would obviously call for a doubling of the amount of supervision.

Equipment. The visual aids situation, which has been referred to time and again in reports to the President and to the Senior Academic Dean, needs to be given attention. Either the School of Education should have a projector of its own or a centralized University-wide service in audio-visual aids ought to be set up. The situation has been alleviated somewhat this year by permitting one motion picture projector to be left in the School of Education except at such times as it was called for by other people on the campus. The situation is still pretty much unresolved however, and attention ought to be given to the matter of providing individual projectors for all schools that need them or providing a centralized service.

Student Personnel Procedures. As has been reported previously, it seems to the staff of the School of Education that its staff should advise all students planning to qualify for teaching regardless of the field in which they plan to teach or secure their degrees. This does not mean that the School of Education desires sole advisement with regard to people outside of the School of Education, but that it feels joint advisement is not only practicable but almost imperative if the student's program is to be planned in such a way that he will be best fitted for teaching in Montana high schools.

Considerable improvement has come about in the advisement of students who are taking degrees in the School of Education, both at the undergraduate and graduate levels. In the main, the staff has taken personal interest in the gathering together of information about each student, the knowing personally of each student, and the following with close scrutiny of his record through the University. In that way, the staff has been able to help students overcome handicaps which would have been detrimental to their success in teaching, or to advise them out of teaching if it seems clear that that isn't the best answer for them occupationally. At the graduate level the qualifying examination has been an excellent guidance device. After it has been administered, staff members have worked with students to lay out a program which will bring them to the master's degree with a well-rounded program in education and a liberal sprinkling of courses outside that field. It might be noted that the recent institution of a pattern of courses to meet the administrator's credential has forced many students more definitely into the field of education and out of courses outside that field. We consider this to be a considerable disadvantage although we generally support the notion that administrator's ought to have a specific kind of training which would make them better able to perform their job in the field.

It appears to the School of Education that the University ought to extend considerably its services to the public schools of the state through extension courses in education and through consultative service to school districts.

During the past year the School of Education has assisted in two state surveys. This has been relatively costly so far as the University is concerned but appears to us to be an excellent investment. It still seems desirable to the School of Education that an additional person be added to the staff in order to make it possible for one person to be constantly working in the field each quarter. It would seem possible for such an individual to work in several towns offering classes in late afternoon and evening for teachers and doing some consultation work with administrators and teachers during the day. If such a thing could be financed through extension and the School of Education, it would certainly mean a good deal to the educational system of the state of Montana.

SCHOOL OF FORESTRY  
And  
FOREST AND CONSERVATION EXPERIMENT STATION

Professor Ross Williams, Dean and Director

Changes in the Staff

Professor Paul Bruns, was granted a leave of absence from the School of Forestry so that he might pursue graduate work at the University of Washington. He will return to the School this Fall and contemplates completing his work in absentia.

Mr. Robert Seale, who replaced Prof. Bruns was on the School of Forestry staff at the University of Idaho, where he received his Master's degree two years ago. He carried Prof. Bruns' courses in an excellent manner and returns to the University of Idaho where he has been offered an increase in salary and an assistant professorship.

Euel Davis, who held the position as instructor, resigned June 30, 1950. Mr. Davis is now enrolled in the graduate school of the University of Texas where he is specializing in Range and Wildlife Management.

Harry Severtson, was employed to replace Mr. Davis. Mr. Severtson, however, was offered a very good position with the Indian Service in the Southwest and asked to be relieved of his duties. Upon his resignation at the end of the winter quarter, this position was vacant until we were able to secure the services of James Faurot, a 1949 graduate of the Montana School of Forestry. Mr. Faurot remained with us for the remainder of the academic year.

Degrees Granted by the School of Forestry  
During the Academic Year

They were as follows: two Bachelor of Science degrees in Forestry in December; one in March; 72 in June; and 1 Master of Science in Forestry and 2 Master of Forestry degrees.

<u>Class</u>	<u>Enrollment</u>	<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Freshman		52	33	26
Sophomore		62	48	41
Junior		48	46	45
Senior		85	78	80
Graduates		12	16	17
Special			1	1
	Total	<u>259</u>	<u>222</u>	<u>210</u>



Five Forestry students graduated with honors. One whose scholastic record permitted him to take the honors examination did not avail himself of the opportunity.

### Student Activities

The Forestry Club and the Druids continued to represent the principal activities of the students at the School of Forestry.

For the first time in a number of years the Forestry Club failed to make a financial profit on the Foresters Ball. They have been able to accumulate a \$6,000 student loan fund from the proceeds of the Foresters Ball in previous years.

It is encouraging to note that the Forestry Club on their own initiative made arrangements for practical instruction in some fields of Forestry which are not offered as a scheduled part of the curriculum. They involve the use of explosives, how to care for and judge the qualities of saddle horses and pack animals and telephone construction. They have likewise taken an active interest in improving the appearance of the Forestry School by volunteering to do some ornamental planting and the preparation of a lawn about the building and greenhouse. Without prompting from the faculty, they also suggested the dedication of the new greenhouse to the 7 Foresters who lost their lives in the Mann Gulch Fire a year ago last summer. They have ordered a bronze plaque to commemorate this dedication, which will be placed on the front of the greenhouse adjacent to the main door.

The Druid's continue to represent the student body from the standpoint of leadership. They represent a very important organization from the standpoint of maintaining student morale.

### CHANGES IN THE FORESTRY SCHOOL CURRICULUM

A study was made this winter of the curricula of the accredited Forestry Schools, the type of employment our graduates are engaged in and our own curriculum. It was evident from this study that major improvements should be made. After a number of staff meetings it was agreed that several changes should be made in the lower division curriculum, effective this Fall, and to continue the study of the upper division until September when we will have another series of staff meetings for the purpose of deciding upon further improvements. The changes that will go into effect next fall involve the rearrangement of a number of courses and the addition of four new courses.

With the heavy enrollment during the war it became necessary to eliminate considerable laboratory and field work so as to make it possible for the limited staff to handle the large classes. The

changes that have been made in the lower curricula increases the field work considerably, and will improve the course of study materially. These improvements are in line with the recommendations of the accrediting committee when they visited the School of Forestry last year.

#### Field Instruction

It has been the policy of the School of Forestry at Montana State University to emphasize summer work in place of a summer camp which is the practice of many Forestry Schools in this country. I believe that this policy is sound inasmuch as it makes it possible for the students to gain valuable practical field experience before graduation. We are admirably situated to take advantage of a large number of opportunities for worthwhile summer employment. The staff has made every effort to place each student in the type of work particularly fitted for his field of interest. To accomplish this we have had the full cooperation of the local government agencies and a large number of private logging and lumbering companies in Montana, Idaho and Washington. We now require that each student of the School of Forestry must have completed two successful summers in the field of endeavor that he is specializing in before graduation. This policy is now in effect at both the Oregon and Washington Schools of Forestry. Students who have had this experience arrive at an early decision as to what particular field of Forestry they prefer and are fitted for and graduate with some professional maturity which makes it possible after graduation to adjust themselves to their work much more rapidly.

Field instruction in connection with classwork has in great measure been concentrated in the Spring quarter of the senior year. It is felt that this is a decided weakness in our curriculum. The change in the lower division will correct this deficiency. We will, however, continue to carry on the senior field activities but will emphasize more advanced work. The senior field work this Spring has been very successfully carried out in wildlife and forest management. Those majoring in range management repeated a field trip which has been conducted by Professor Morris for a number of years. It takes the group over 4,000 miles primarily through the southwest where they become thoroughly acquainted with important range work, and the results of both good and poorly managed ranges which have been in use for three hundred years. The forest management group spent two weeks on a trip to the Pacific coast and as far south as Portland and returning by way of Spokane and the northwestern part of Montana. Logging, lumbering, wood utilization, wood preservation and forest engineering were observed and studied. Contacts that students made with private companies as a consequence of these trips has enabled a number of them to secure employment. Forest management was continued on the

School Forest and the adjacent property of the Anaconda Company when the students returned. The Anaconda Company housed and boarded the Forest Engineering group in one of their camps, in return for which the students located 10 miles of logging highway.

The Lubrecht Experimental Forest has not been used extensively as an outdoor field laboratory until last year. The Forest covers an area of 21,000 acres and lies 35 miles from the campus. Frequently inclement weather develops after the students have arrived on the Forest and because of lack of shelter it is necessary for them to return to the campus, which results in considerable lost time. In order to meet this deficiency first steps have been made in the development of a field headquarters which eventually will permit the students to reside on the Forest during their Spring field work. A 20 x 40 rough lumber frame structure, very simply designed but adequate as a field classroom is now under construction.

#### Equipment

The hard useage the surveying equipment received during the period of heavy enrollment has resulted in considerable breakage and wear. Surveying equipment has become extremely expensive, we therefore concluded that it would be more economical to engage Mr. Moore (who is on a 10 month contract) to spend one month during the summer to make a careful invoice of all equipment, repair what he could and return the remainder to the manufacturer for complete overhaul. Our total investment in the equipment room alone amounted to a little over \$60,000 and the years repair costs totaled approximately \$2,000. We feel, however, that all of this equipment is now in first class shape and should serve the School for considerable time in the future.

A soils laboratory has been partially equipped in the Forestry building. Although not completed it was useable for instructional purposes this year. We are fortunate in having the loan of two power chain saws by the manufacturers, the Mall and the Disston Companies. These are loaned to us free of charge with the understanding that we will make a report annually and keep the saws in satisfactory repair. We have found them helpful from the standpoint of instruction in the fields of logging and silviculture.

The School of Forestry at Montana has never taught photogrammetry. The use of aerial photographs in all types of work in the field of Forestry and Conservation has increased to the point now where our graduates are decidedly handicapped in comparison to those from institutions that do offer such courses. We have therefore taken the first step by purchasing from this years budget \$750 worth of essential equipment which is necessary before such instruction can be offered. It is contemplated that additional equipment costing approximately the same amount will have to be purchased from next year's

funds to complete the laboratory.

The lack of sufficient transportation at the University of Montana has necessitated our purchase of a  $\frac{1}{2}$  ton pickup for use on the Forest and Conservation Experiment Station. This has been assigned to Mr. Sheldon, the assistant on the Lubrecht Experimental Forest and has been a very important addition to our activities in this direction.

#### Greenhouse

Although the construction of the greenhouse is not completed and has not been accepted by the University, it has nevertheless been possible for us to carry on a limited amount of activities in the building. The automatic controls in some of the specially constructed rooms have not functioned correctly up to the present time and it will therefore be necessary for us to withhold acceptance of the building until such time as the contracting companies perfect the installation. As soon as we were permitted to make limited use of a proportion of the greenhouse in late October, Professors Morris, Waters, Moore, Mr. Patten and the School of Pharmacy immediately started research activities. We feel that the addition of the greenhouse to our equipment has been a very important forward step in the field of research. It has also added important facilities for use in the instruction of silviculture, range management and nursery practice.

As is common with the acceptance of all new buildings it has also brought with it additional expenses and additional duties which has necessitated the employment of a student assistant to care for the building and the research work that is being conducted there. Although quite completely equipped there are still some special items such as a seed germinator and automatic recorders that was not included in the original contract, and a number of other items which will eventually be purchased.

#### FOREST AND CONSERVATION EXPERIMENT STATION

The Forest and Conservation Experiment Station consists of three units, the Forest Nursery, Lubrecht Experimental Forest and Research.

For the first time since the State Legislature made a direct appropriation for Forestry research, it has not been necessary to use these funds as a means of financing the Forest Nursery. Previously the Forestry School Nursery has been a very heavy drain upon the School of Forestry in many ways. It was not self-supporting at first due to the large amount of equipment that had to be purchased and the large overhead that had to be maintained in relationship to the income that was derived from the sale of planting stock.

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### Forestry School Nursery

For the first time in several years the nursery has been able to fill all farmers orders without substitution. This has been made possible by an increase in the production of the nursery and not due to the decrease in the orders that have been received. In fact the orders have increased considerably. The total receipts during the last year from the sale of planting stock was \$18,135.00.

The nursery has outgrown its present location and it became necessary to extend the operation to land leases from the Department of the Interior on the abandoned Fort Missoula area in Orchard Homes. Some of the more intensive activities such as the conifer nursery beds and some of the hardwood cutting beds have been maintained on the old nursery site in close proximity to the headquarters. The division of the nursery into two sections has, however, greatly increased the difficulty of using our present equipment efficiently. The two sites are approximately 4½ miles apart. It requires continuous moving of equipment from one location to the other and the transportation of help between the two areas.

We are fortunate in securing through the Donable Property section of the State Department of Education a quonset hut which has been temporarily erected on the Fort Missoula site. This makes it possible to store part of our equipment under lock and key and eliminates the losses from theft that we have experienced in the past.

The future success of the Forestry School Nursery depends upon the ability to secure permanent possession of the Fort Missoula property from the Department of the Interior. An effort was made to secure a special appropriation from the State Legislature this year for this purpose. Our efforts failed however, and we are now in the position where our lease with the Department of the Interior will terminate in May of 1952. It will therefore be necessary for us to have this lease extended or the purchase of the property must be made at the price specified by the Department of the Interior. We have no assurance that the lease will be extended.

### Research

The Experiment Station financed the publishing of a bulletin "The Marketing of Montana Christmas Trees" the authors of whom were members of the United States Forest Service. Arrangements for the writing and publication of this bulletin had been made by Dean Davis before his resignation. This will be one of a series of three that will eventually be published. One by a faculty member of the School of Forestry and the other by the staff of the U.S. Forest Service Experiment Station.

Professor Waters has been engaged in a cooperative research project with the Bureau of Plant Industry which involves the rooting

of western white pine cuttings. This is one of the important steps in the development of what is hoped to be a disease free white pine for the northwest. Previous to this time very little success had ever been obtained in rooting the western species of the white pine. He has likewise continued his experimental work on mycorrhiza, a project which he has been engaged in for a number of years. He feels that this work has now progressed to the stage where he will be able to prepare some material for publication.

Professor Morris has been carrying on extensive research work on the food habits of big game, and it shows promising possibilities. This will be continued with the assistance of graduate students for the ensuing year and he hopes by the end of that time to have sufficient material for an Experiment Station publication. He has been continuing his research work on the reproduction, improvement and deterioration of Montana ranges through the medium of a number of experimental plots located in both the western and eastern part of the State.

Professor Clark with the assistance of a graduate assistant and some student part time help has continued some forest mensuration research work that was started a number of years ago. It involves the remeasurement of a large number of permanent sample plots that were established in Pattee Canyon, not far from the campus. It is hoped that this material might be completed in another winters work so that it likewise might be published.

Professor Moore has engaged in a very worthwhile research problem in the field of watershed management. It involves the establishment of a number of snow courses surveys on the Lubrecht Experimental Forest. As soon as news of the establishment of these courses became available to the Weather Bureau and the Columbia River Basin Development Organization, requests were made immediately for our measurements. We hope, through these surveys to determine the approximate value of certain forest types in the conserving of the water runoff from melting snow. It will require, however, the collection of field data over a number of years. Prof. Moore is also engaged in a research project (primarily upon his own initiative and on his own time) involving the study of dwarf mistletoe which is a destructive saprophyte on lodge pole pine in the State.

Professor Williams is working on two research projects involving the use of fragmented wood. One for fuel and one as a soil builder. Through the assistance of a graduate student work on an analysis of the use of fragmented wood in the city of Missoula as a source of heating homes and industrial plants, has progressed encouragingly. The project will be continued until sufficient material is available for publication. The use of fragmented wood as a soil builder has developed into considerable importance in the eastern part of the United States but it has never been used extensively in the west. A field study has



disclosed, however, that a number of ranchers in the Bitterroot Valley have successfully used fragmented wood for a period of three years. We are now engaged in cooperating with these ranchers in determining the actual effects of wood as a soil builder primarily as a source of humus material and a carrier of nitrogen.

#### THE LUBRECHT EXPERIMENTAL FOREST

As otherwise indicated in this report the Lubrecht Forest has not been extensively used as an outdoor classroom by the School of Forestry. The reasons are not altogether clear, however, it represents a marvelous opportunity to put to practical use 21,000 acres of cut over forest lands which should be an inspiration to Forestry students at the University. Activities on the Forest during the past year have been directed with the idea of doing as much as possible to develop the Forest for this purpose. There is no direct appropriation for the maintenance of Lubrecht Forest. Over the years the grazing fees have met the current costs primarily for that of fire protection. During the past year, however, the logging and lumbering markets have been favorable enough to enable us to market a few inaccessible areas of timber that were not cut during the original logging operations. It has therefore been possible for us to accumulate a fund of approximately \$4,000. We have been able to make the following improvements: The remapping of all existing trails and roads primarily for the development of an intensive fire control program. The establishment of two experimental thinnings through the assistance of student labor. It is hoped that work of this type will be continued yearly so as to gradually build up a demonstration area where students will be able to observe the influence of such cultural operations. One Christmas tree harvest was made for the purpose of demonstrating the possibility of paying for improvement cuttings from the proceeds of the Christmas trees that can be sold as a product of the thinnings. Approximately 15,000 board feet of logs was sold to Walter Shock, a logging operator whose plant is located on private lands within the boundaries of the School Forest. The largest sale of 203,580 board feet was made to Fogarty Brothers whose mill is situated in Missoula.

Through a cooperative agreement with one of the grazing cooperators Mr. Don Hunter, who now owns the old Greenough Ranch, ten and four-tenths miles of drift fence were constructed by him this year. Mr. Hunter has agreed to construct this fence at a cost of \$200 per mile to us the payment for which will be extended over a period of years by the reduction of his grazing fees at the rate of \$200 annually. The actual cost of the fence to Mr. Hunter will be between \$400 and \$500. It therefore represents a very favorable agreement to us.

An intensive survey of a proposed timber sale was made on Section 31, Township 13 Range 14 of the School Forest. We have approximately 653,000 board feet of timber which might be sold from this particular area.

Fifteen thousand board feet of logs were sawed into lumber through the efforts of the senior class in logging engineering. This was piled last Spring and has thoroughly seasoned. This same procedure was repeated again this Spring and we have 10,000 additional board feet of green lumber now stacked and seasoning. This timber was used in the construction of a field classroom on the School Forest. A very satisfactory location was found not far from the main highway adjacent to an REA electrical line and close to a good source of water. The size of the building had to be limited to the available funds. It is, however, 20 feet wide by 40 feet long and will be very substantially constructed of rough lumber, following a set of plans developed by the United States Forest Service. It is expected that we will be able to erect the building with a temporary roof and without the fireplace by the first of July at a cost of approximately \$2,550. A road had to be constructed for a distance of one-half mile. We were fortunate, however, in securing the grading and graveling of the road at a very low cost due primarily to the fact that a road contractor was working on a section of the State highway adjacent to the School Forest. He has consented to do this work for us at what we consider to be a very minimum price, \$1,200. Had we engaged a contractor especially for this work which would have necessitated the transporting of heavy equipment from Missoula it is quite possible that the cost would have been in the neighborhood of \$2,500.

#### Activities of the Staff

Professor Morris has continued his extension work in the Bitterroot Valley through the Public Service Division. His extension courses have been attended by a wide group of ranchers and farmers in both Hamilton and Darby, Montana and was terminated by a field trip this Spring. Prof. Morris participated in the organization of a section of the National organization of the Society of Range Management covering the western part of the State of Montana and has taken an active part in the program of a similar organization covering the eastern part of the State. He is a member of the committee of the Western Montana Fish and Game Association and has served as assistant director of the Wildlife Research Unit on the campus. His research activities have been outlined under the caption of Research.

Professor Clark has likewise carried on research which has previously been mentioned and has engaged in an intensive personnel training program in cooperation with the United States Forest Service. This entailed two quite extensive field trips last summer. The idea of the survey has been for the purpose of determining ways by which it might be possible to improve "on the job" training of Montana students who are not engaged in summer activities with private companies, the U.S. Forest Service, the Soil Conservation Service, the Department of the Interior and other agencies. Last year's activities have led us to believe that this survey should be continued during this

summer. It is hoped that at the end of that period a detailed report will be available for publication. Prof. Clark has continued to represent the School in the matter of placement of its students for summer activities and for positions after graduation. This has entailed a great deal of detailed work.

Professor Spaulding has represented the School of Forestry as president of the Inland Empire section of the national organization of the Forest Products Research Society. He is serving his second term in this capacity and is now actively engaged in development of a summer program which will terminate with a field meeting this Fall.

Professor Waters represented the School of Forestry at the annual meeting of the Northwest Society of the Advancement of Science at Spokane in December. As disclosed in other places in this report he is likewise doing research in what we consider to be very important research work in cooperation with the Bureau of Plant Industry and the Forest Service.

Professors Walbridge and Seale represented the School of Forestry at the Inland Empire Logging Congress held in Spokane in February.

Professor Moore is engaged in research work as indicated otherwise in this report and I am glad to say has been responsible for placing our instrument room in the best condition it has probably been in for a number of years.

Professor Williams attended the annual meeting of the Society of American Foresters in Washington in December and represented the School of Forestry on the following organizations: as chairman of the Educational Committee of the Western Montana Fish and Wildlife Association, as chairman of the Handbook Committee of the Montana State Conservation Council, as chairman of the legislative Policy and Resources Committee of the local chapter of the Society of American Foresters, assistant in the conduction of a "small sawmill" man's training school in the western part of the State, made the principal address at the annual banquet of the State Association of Soil Conservation District Supervisor's meeting at Sidney in December, addressed the annual meeting of the Lincoln County Soil Conservation District Supervisors and the Future Farmers annual father and son banquet at Polson, served on the Silvicultural Committee for the national Society of American Foresters and on the Farm Forestry Committee of the Great Plains Council.

## THE SCHOOL OF JOURNALISM

James L. C. Ford, Dean

Special recognition came to the School of Journalism of Montana State University in 1950-51 in two areas. The United States Department of State invited it to become one of the three journalism schools in the country to engage in a special program of training for German newspapermen. The American Council on Education for Journalism granted it accredited status in its magazine sequence, thus adding a fifth to the four fields of training already accredited. No other school in the 14 western states is accredited for more than three fields of training. Only four other schools in the United States are accredited for as many as five fields of training.

These distinctions came to the School of Journalism despite a low operating budget, which does not compare favorably with that of other professional schools on this campus. If the school is to maintain its present position in the face of strong competition from neighboring states, it is essential that its entire budget situation, both as to salary and in other categories, be fully reviewed and more adequate provision made for its four years of educational work.

### SERVICES OF THE SCHOOL

#### Montana State Press Association

The cordial and useful relationship with the Montana State Press Association and its secretary-manager, W. L. Alcorn, has been continued. During the past year, this cooperation has found expression in joint sponsorship of the fourth annual Graphic Arts Short Course at Havre for publishers and printers of Montana. Research studies by the staff and students of the school have been published in the monthly bulletin of the association.

#### Professional Lectures

Arnold Rivin, managing editor of Hospital magazine, and Martin Herzwald, United Press bureau manager at Olympia, Wash., served as professional lecturers at the School of Journalism this past year and discussed the fields of trade and technical publications and press associations. Both are recent graduates of the school who have already attained recognition in their respective fields.

#### Sponsorship of High School Journalism

The School served high school journalism in Montana through its continued sponsorship for the 28th year of the Montana Interscholastic Editorial Association and the publication of its monthly paper, the High School Editor. Mr. Struckman serves as the director of the Montana Interscholastic Editorial Association.

Journalism staff members have appeared at state meetings of the Montana Education Association to conduct special journalism sections at Missoula, Wolf Point, and Great Falls. In addition, journalism staff members have spoken at three high schools in connection with special journalism events. The school of Journalism conducted the all-state meeting for approximately 250 high school students in the Fall; this Spring, it staged the special journalism section of Interscholastic week for approximately 200 high school students.

In its first year of sponsoring the Publications Pow Wow, or high school journalism week, in the 1950 summer session, the School of Journalism enrolled 49 high school students and eight high school journalism advisers. Mr. Struckman and Ford volunteered their services, although it was their quarter off, to help inaugurate the program, which was under the direction of Mr. Dugan. Its success was such that the school will continue to conduct such a program in future summers.

#### Services to the Radio Stations of Montana

Throughout fall quarter journalism majors under the direction of Mr. Bue prepared and recorded regular weekly newscasts about the University for KBMY in Billings, KXLO in Lewistown, and KGVO in Missoula.

With the beginning of winter quarter we added KRJF (Miles City), KXGN (Glendive), both for the first time, KMON (Great Falls), and the Z-Bar Network's five stations (KXLL in Missoula, KXLF in Butte, KXLQ in Bozeman, KXLJ in Helena, and KXLK in Great Falls). For lack of manpower we had to drop KXLO and KBMY spring quarter, but we were able to pick up KGVO again after lapse of the winter quarter.

When we conclude our series of the year June 1, we shall have prepared and recorded a total of 145 quarter-hour programs. These programs accounted for 239 quarter-hours of station time (figured on the basis of individual stations) devoted to news by and about Montana State University. The work was done by nine journalism majors. They interviewed more than a hundred different faculty members and students. So far as possible we try to let students broadcast to their home towns. We have been able to do this for three years in the case of Billings; this year we were able to do so in the case of Miles City and of Glendive.

#### Student Publication of Daily Newspaper

Ten senior and junior students of the School of Journalism, under the direction of Mr. Ford, spent several days in Lewistown at the invitation of Mr. Kenneth Byerly, publisher, and were completely responsible for the publication of the Lewistown Daily News, April 26 and 27.

#### Second Annual State Photographic Exhibit

Under the direction of Mr. Bue, the School of Journalism cooperated with the Montana Photographer's Association in staging a statewide photographic

contest and exhibit for which approximately 100 entries were received. The prize-winning pictures were sent around the state to various cities on a special tour. Although judges in the contest, were, for the most part, not members of the School of Journalism staff, three of the prize winners were students in the School of Journalism's own photography courses.

### Publication

Staff members contributed special articles for the Montana State Press Association Bulletin as well as a variety of other publications including The Publisher's Auxiliary. This national trade publication for weekly newspapers used a total of six articles by members of the staff during a period of approximately eight months.

A list of publications by various staff members follows:

Mr. Lusk, "Something for the Girls." Montana Press Bulletin, p. 4, January, 1951.

Mr. Dugan, "Newspaper Readers Reacting Differently Now Than Formerly." Montana Press Bulletin, March, 1951, p. 10.

"Let's Take Stock of Where We Stand." Montana Press Bulletin, December, 1950, p. 5. Publisher's Auxiliary, December 30, 1950, p. 8.

"Over-65 Generation Challenges Newspapers." The National Publisher, May, 1951, pp. 13, 30.

"To Sell Ads in School Papers First Sell the Ad Seller," High School Editor, January-February, 1951, p. 4.

Mr. Bue, "More Editors Using Local Pictures." Montana Press Bulletin, April, 1951, p. 6.

"Community Papers Miss Better Copy Because of Familiarity, Educator Says." The Publishers' Auxiliary, March 24, 1951, p. 5. Montana Press Bulletin, March, 1951, p. 5.

"Is Our Slip Showing?" Montana Press Bulletin, November, 1950, p. 2.

"Differences Between Snapshots and News Pictures," Montana Press Bulletin, March, 1951

Mr. Struckman, "On the Matter of Agricultural Coverage," Montana Press Bulletin, February, 1951, p. 11. The Publishers' Auxiliary, May 5, 1951, p. 1.

Mr. Ford, "Writing Editorials May be a Tedious Job, But..." Montana Press Bulletin, March, 1951, p. 11.

### Regular and Continuing Services Performed by the Staff, Either in Connection With Instruction or in Addition to Our Course Program

In addition to the regular load of the courses or sometimes in conjunction with it, the staff carries on a number of activities which are vital to the operation of both the School of Journalism and the University. Mr. Dugan served as adviser to the Kaimin, the student newspaper. Mr. Ford served as adviser

of Theta Sigma Phi, professional women's journalism fraternity. Mr. Lusk served as adviser of Sigma Delta Chi, professional men's journalism fraternity. Mr. Lusk handles the preparation of booklets and publications for the school itself.

#### Condition of the Library

The condition of the School of Journalism library was considerably improved due to the special allocation of an extra \$400 to its budget to take care of gaps in its holdings. There has been some difficulty in properly filling these gaps because many items were out of print, but much has been done during the past year to take care of this situation.

#### Services of the Staff on University Committees

Staff members of the School of Journalism served on the following University committees: Interscholastic, English Standards, Veterans' Housing, Faculty Unit Council, Library, Faculty Phi Beta Kappa, Budget and Policy, Commencement, Radio, Forum, Publications Board, Academic Standards, Subcommittee of the curriculum committee, Museum, and Public Exercises.

In addition, two staff members participated in the School of Public Administration conducted on the campus by the Public Service Division. This occupied a good deal of their time for a month.

#### Staff Speaking Engagements

The staff, considering its size, was decidedly active in meeting speaking engagements in various parts of the state. A total of 21 talks was made, including nine commencement addresses. The engagements were as follows:

Bue (as judge in photographic salons): Spokane and Great Falls.

Dugan: Missoula, State Carbonated Beverages Association, Pharmacy Clinic, and three commencement addresses.

Ford: Bonner, Men's Brotherhood; Missoula, Soil Conservation Workshop, Masonic Educational Association, Mortar Board Forum; Hamilton, Elks Club; St. Ignatius, Masonic Welfare Association; and two commencement addresses.

Lusk: Two commencement addresses.

Struckman: Missoula, Forest Service Workshop; Plains, Women's Club; and two commencement addresses.

SCHOOL OF LAW

C. W. Leaphart, Dean

The total enrollment in the School of Law, though less than the preceding year, still continues much above that of pre-war years. During the past year 198 students were enrolled. Total number graduated during the year was 73. Forty of these students came from sixteen other states than Montana and from Canada. The State of Washington led the out of state enrollment with twelve. There will be a further drop in enrollment in the coming year. The students continue to be more mature than those of pre-war years, many having wives and children, and are on the whole more serious students.

The staff in the School remained unchanged from the preceding year. The full time members consisted of Professors Edwin W. Briggs, C. W. Leaphart, David R. Mason, J. Howard Toelle, Associate Professor Francis E. Coad and Assistant Professor Homer H. Clark. The part time staff consisted of Assistant Professors J. C. Garlington and Russell E. Smith.

The Montana Law Review continues to meet with favor. During the past year, due to a large demand, it was again necessary to reprint an earlier volume, the supply of Volume IX having been exhausted. It will also be necessary in the immediate future to reprint Volume VI. Due to lack of finances it continues to be necessary to omit from publication some case notes which are prepared by members of the third year class and which are well worth publishing.



The number of bound volumes in the Law Library is now 35,100. There is very great need that the rest of the space in the basement of the Law Building be turned over to the Law School for library and office purposes.

Students who enter the Law School subsequent to the ensuing Fall term with two years of pre-legal work will be required to complete four academic years in the School. Students entering with three years will be able to complete their work in three academic years.

June 9, 1951

SCHOOL OF MUSIC  
Professor John Crowder, Dean

Enrollment of students in the School of Music for the year 1950-51 remains the same as for the preceding year with a count of 134. The non-major enrollment in applied music, which was boosted in the post-war years by the veterans, has found a normal level and is not likely to decrease substantially below the present enrollment.

The position of the staff in relation to university duties and responsibilities to the community remains strong. Mr. Paul Abel proves himself to be a strong addition to our staff. Mr. Gulbrandsen has resigned, and Mr. Lloyd Oakland has been secured for next year. Mr. Oakland will strengthen the graduate program in music education as well as carry on the choral activities of the school. The teaching staff is as strong as it has been any year since the war and promises to remain so.

In the field of Public Relations the school continues a large number of activities. The music organizations remain strong in spite of the loss of several key students during the year to the armed services. The orchestra and the opera workshop made a very successful appearance in Wallace, Idaho. All three major music organizations gave a very outstanding performance for the Music Educators Northwest Conference in March. The big choral work with soloists and orchestra, which alternates each year with an opera, was the German Requiem by Brahms. It was an outstanding musical success. Both students and faculty have given a large number of programs, both on and off the campus. The Band and Jubileers made a state tour. The faculty made three tours during Exam Week between Winter and Spring quarters. It is estimated that between three and four hundred programs or musical appearances were presented by faculty and students during the current year. In view of the substantial teaching loads that the staff members carry, this extension and public relations work represents a considerable effort and a fine spirit of cooperation on the part of all.

The graduate work in music continues to grow. There were approximately twenty-nine graduate students in music during the summer of 1950, and six graduate students enrolled during the regular term. With the development of this graduate program courses at the upper division and graduate levels will need to be increased even though enrollments are relatively small. The graduate program is serving a real need for our music educators in the state and is attracting more and more people from outside the state.

Our physical plant remains inadequate with wear showing more definitely in the temporary buildings. The planning of the new Music Building is underway and will offer greatly needed relief when the building is available for use. Our library and equipment needs continue to be improved both through the budget and gifts to the Music School Foundation. The library facilities still remain at only a minimum standard level. Since the music library is relatively new, a great deal remains to be done to build the working library for under-graduates and for graduate students in music education to a creditable standard.

The School of Music continues to sponsor a number of events each year: the State Solo and Small Ensemble Festival in May, although without the usual large all-state Band, Orchestra, and Chorus due to the Northwest Conference in Missoula in March, attracted around seven hundred students this year. The Summer School in 1950 had several outstanding events, including the Piano Teaching Workshop, Montana Music Week, the High School Music Camp, and the Unit Course in Music Education.

## SCHOOL OF PHARMACY

Dr. C. H. Waldon, Dean

The academic year 1950-51 marked the advent of a new era in the School of Pharmacy since at this time the course of study was extended from four years to two pre years of study and three years of study in the School of Pharmacy. This year has been a trying one because we have had students on the four and five year programs, which has taxed the staff and also the question of scheduling courses has been troublesome. After the first year on this program, we are glad to note that the caliber of students is higher and that the work offered can be geared to a higher level since the incoming students have a more thorough background. With the advent of the Korean War, concern was felt that the enrollment would drop off to such an extent that it would be detrimental to the School. However, with the present interpretation of the draft laws, it appears that this fear may be unfounded. We had an enrollment in the School of Pharmacy of one hundred and six students, nineteen of whom graduated in the spring quarter; three, in the winter quarter. We had two graduate students, one of whom will receive his Master of Science degree in August.

In December, the School of Pharmacy was inspected by Dr. Elliott and Dr. Deno of the American Council of Pharmaceutical Education. We were accorded a Class B designation because of our great inadequacy in the library and overloading of the staff and the substandard academic attainment of the majority of the staff. A start has been made in the direction of eliminating the inadequacies in the library but it will require a sum in excess of \$5,000 to bring our library up to the level it should be. It is hoped that supplementary funds will be made available each year to accomplish this end.

I have realized for some time that the load our staff carries is a heavy one, too heavy to permit the proper study to keep abreast of a rapidly moving field. It is very disquieting to find a recommendation being made that because of the number of students enrolled our staff size should be cut. It is realized that in some areas the shrinking number of students makes it possible to decrease the staff, however, in a school such as this, where students have to be trained in several areas requiring instructors of a specialized nature, it means that a staff must be maintained of suitable size to handle the subject material that must be presented. There are some officers in the administration who refuse to recognize the fact that the diversity of offerings are necessary in this school and want to classify us in the same manner as some departments. In order to properly run this school and offer the type of study commensurate with present day requirements, it is necessary that we have a minimum of six instructors; 2 in the field of Pharmacy, 1 in Pharmacognosy, 1 in Pharmaceutical Chemistry, 1 in Pharmacology and 1 in Pharmaceutical Administration.

Our load is further aggravated by the fact that we operate the Apothecary for the service of students of the University, of course, also making use of it as a training tool for our senior students. No recognition has ever been given to the necessity of assigning a staff member to supervise this activity. We have been commended very highly for running the Apothecary, both by students of the University and by practicing pharmacists over the state. It is felt that this is a vital part of the training of our students and it has certainly enhanced the quality of our graduates. This spring we are losing two of our instructors by resignation, namely; G. H. Bryan, who is returning to the University of Maryland to complete his studies for the Ph. D. degree; and F. C. Hammerness, who is to receive his Master of Science degree in August from this institution and has been accepted at the University of North Carolina where he will pursue work toward the Ph. D. Tracey G. Call has been granted a leave-of-absence so that he may go to the University of Minnesota to complete the residence requirements for the Doctor of Philosophy. We have been able to procure the services of Dr. Witold Saski, who comes from London, England and has excellent recommendations. Dr. Muriel Loran, who is completing requirements for the Doctor of Philosophy at Ohio State University, comes to us with excellent recommendations also and I am sure will prove a valuable addition to the staff. Very recently, I interviewed Miss Hazel Landeen, who received her Master of Science degree in Pharmacy from this University in 1932 and has had a great deal of experience in several fields of Pharmacy. She is an interim appointee, being only engaged for the academic year of 1951-52. With the engaging of these individuals, we should have the best qualified staff in the history of the School and I believe the quality of instruction should be greatly improved.

In the fall of 1950, we started using the new animal house. It has proven a very valuable addition, aiding us greatly in our course offerings in the field of Pharmacology. It is now possible to make use of animals which we were not to do previously, thereby making it possible to raise the quality of instruction.

With the ever increasing cost of supplies and capital items, it makes it more and more difficult to procure the type and amount of equipment that is necessary in our laboratories. We are badly in need of some major pieces of capital equipment and we should obtain them as quickly as possible in order to keep abreast of the developments in the various fields. Our manufacturing laboratory has always been under-equipped and equipment for this laboratory is very expensive.

In conclusion, I should say that the academic year has been a very progressive and fruitful one. We should make every effort to raise the standards of the School so that we can obtain a Class A rating. Without that rating, we will no doubt lose students. It would be a great help if some of the administrative officers would have an encouraging attitude instead of a defeatist one. It is certainly difficult to work where there is a feeling that progress is not desired but rather that the status quo exists as it has for many a year.

## GRADUATE SCHOOL AND GRADUATE COUNCIL

Dean and Chairman, W. P. Clark

The Graduate School has, since the autumn of 1946, been under the direction of a dean and a council. During those years it happens that the deanship has fallen to me. The Council has met, except for unavoidable interruptions, fortnightly, on Thursday afternoons. All questions of policy and detailed problems of individual cases have been taken before the Council and decided with their advice. Progress has been made from time to time through the years in clarification of policy, evaluation of schools and departments for competence in the offering of graduate studies, encouragement of improvement in facilities for the offering of subject work both in schools and departments adjudged superior and those adjudged worthy, but not well qualified.

There have been students pursuing Master degree programs in a great variety of departments and schools, sometimes where we are not too well qualified. Enrollments have varied for the quarters of the year from about 115 to 150. In the summer session, enrollment, summer, 1950, was 1350. It's evident that there is substantial demand for graduate work at Montana State University. The demands have been heaviest with us in certain limited areas, notably Education, the largest; History, second largest; and English, with Forestry also in heavy demand. However, in certain fields where the enrollment is not so heavy as those indicated, notably Zoology, we have come to have almost a national reputation. The establishment of the Wildlife Unit by the Federal Government will undoubtedly increase the demand here for this work which we should be particular to do exceptionally well. It is worth noting that in our Department of Physics, where we enroll only two or three graduate students, and in Economics, where we enroll up to six or eight, and where the staffs are crowded with undergraduate teaching and not large enough to give adequate variety of offerings, we have been doing what seems to me very well, and our students who have gone out with the Master's degrees to pursue their doctorates at other institutions have been giving good accounts of themselves.

Collaboration with the U. S. Health Laboratory for which I have been working for several years will be begun in the autumn of 1951. This promises to be a most significant development, particularly combined at the same time with the Biological Station on Flathead Lake. We are weak in facilities for our part of this collaborative effort, notably in laboratory and office or desk space for students, and in library supplies and space. (The lack of library space for all graduate work is critical.) We are also short in staff, especially in the

field of Bacteriology, for collaborative work with the Laboratory at Hamilton.

We have very few offerings by way of fellowships and scholarships, and efforts should be made to find resources for this service. We do have what we call Graduate Assistantships, for which students render certain services. This means that we are apt to engage in the questionable procedure of allowing graduate students to teach freshman and sophomore classes, a practice quite common in the large universities. It undoubtedly means impairment of efficiency in teaching.

I should like to suggest that investigation be made of the possibility of pooling staff and other resources in all institutions of research and higher education in the state for the sake of graduate work. This, along with the problem of endowments for scholarships and fellowships is the thing now most in my mind for the next possible steps in progress.

## RESERVE OFFICERS' TRAINING CORPS DEPARTMENT

E. D. PORTER, Colonel, Infantry, U. S. Army, Chairman

### I. MISSION

The mission of the ROTC Department is to produce qualified Junior Reserve Officers for the Armed Services from prospective college graduates who possess the qualities of leadership and other attributes essential to their progressive advancement to positions of increasing responsibility as commissioned officers and to prepare them for immediate assignment to specific duties in their branch of the Armed Forces.

In the light of the present world tension this mission becomes increasingly more important. The need for capable, well trained junior officers who have the potential for increased leadership and responsibility, becomes more urgent as our nation progresses and inherits its rightful place as the leader of the free nations of the world.

### II. ORGANIZATION OF THE DEPARTMENT

The ROTC Department has continued operation under the organization established last year as a result of the joint Army and Air Force agreement which designates the ranking service member assigned as the Chairman of the Department.

The Army and the Air Force units have worked together within the departmental structure on a co-equal basis with only those matters pertaining jointly to both units being handled by the Department chairman. The liaison maintained between this Department and the University authorities has been excellent.

The Army course of instruction leading to a commission as a Reserve Officer in the Army of the United States offers Infantry ROTC, both basic and advanced. The Infantry program has been coordinated through the past school year by Major George B. Cullison, the Senior Infantry Instructor. There has been little change in the curriculum during the past year within the Infantry section. The number of personnel assigned and authorized for the training of the cadets has remained the same with a few exceptions encountered where the transfer of individuals from the university has left a temporary shortage until replacement personnel were forthcoming.

The Air Force course of instruction which leads to eventual commissioning in the United States Air Force Reserve as Administrative and Logistics Officers, has been under the control of Lt. Col. Newton E. James for the past school year. The Air Force curriculum has been materially changed during the past year and will be further affected during the coming school year 1951-52. There has been a gradual shift, since 1 July 1949, away from a similarity of courses for the basic students in both Air Force and Army ROTC programs. By the start of the autumn quarter 1951 the change will be complete and an entirely different curriculum will be in effect for each of the two services. This trend makes it imperative that the basic student, upon his original entry into the ROTC program, select the service for which he is best suited and pursue one field throughout his entire cadet training. One additional officer and one additional airman has been added to the Air Force Staff to elevate the shortage that existed during the 1949-51 school year.

### III. CURRICULUM

#### A. Army

1. Basic: The Army curriculum includes in its basic course (i.e. the first two years) two distinct phases—one phase devoted to subjects of general military interest common to all branches of the service such as Geographical Foundations of National Power, Evolution of Warfare, Military Problems of the United States, Military Mobilization and Demobilization, and The National Defense Act and ROTC. The second phase are subjects of a purely military nature and are directly applicable to the Army and more particularly to the Infantry. They include such things as Organization of the Army, Organization of the Infantry Battalion and smaller units, Weapons instruction, Rifle Marksmanship, Scouting and Patrolling, Squad and Platoon Tactics, Map and Aerial Photograph Reading, First Aid and Hygiene, and Leadership, Drill, and Exercise of Command.

Every attempt has been made, consistent with regulations, to vary the program so as to allow as much flexibility as possible during the basic course to insure a maximum interest as well as the most judicious use of qualified instructor personnel.

2. Advanced: The advanced course curriculum deals primarily with the teaching of fundamentals essential for the Reserve Officers' continued progress in the Officers' Reserve Corps upon his receipt of a Reserve Commission, Infantry, Army of the United States. The emphasis of the course is placed in the training of the small unit leader and a major portion of the time is devoted to tactics and techniques, the use of weapons to include their capabilities and limitations in order that the graduate will have a familiarization of those things he must know as a background for further development as a combat Infantry platoon leader. During the two year period while the student is undergoing advanced training he must participate in a sixweeks course of summer training devoted to practical application of the theory taught during the school year. This summer camp is a prerequisite for commissioning the students.



## B. Air Force

1. Basic: The Air Force program for the basic students has, during the past year, undergone considerable revision and will present an entirely new program to the incoming freshmen for the 1951-52 school year. During the past year there has been a similarity of subjects in the Freshman year, Air Science I, which has allowed an interchange of students and instructor personnel throughout the Department. The first separation occurred in the Air Science II program in which Air Force specializations were offered to the Air Science students in such subjects as Meteorology, Aerodynamics, Air Force Supply, Administration, and Personnel Management.

As a result of a recent directive the course offered the Air Science I students will emphasize the Global Aspects of Air Power with respect to its strategic employment. It will include such courses as Military Power in the Modern World, Foundations of Military Power, Global Geography. In addition, the curriculum will continue to include the courses in Map and Aerial Photograph Reading and Personnel Maintenance as well as the normal 30 hours of Leadership, Drill, and the Exercise of Command.

Air Science II will remain essentially the same.

2. Advanced: The advanced course curriculum during the past school year has included subjects which lead to eventual commissioning of officers in Administration and Logistics. The emphasis has been placed on the Supply and Administrative specialties of the Air Force and included such subjects as Air Force Supply, Transportation, Air Force Stock Record Accounting, Air Force Personnel Management, etc.

A recent directive from Fourth Air Force may add increased flying familiarization instruction to the curriculum.

## C. Senior Students

At the beginning of the 1950-51 school year, Department of the Army authorized the selection and training of best qualified veterans for a period of one year plus the six weeks summer encampment period in order to obtain additional officer personnel from graduating seniors of the 1951 class. The Army obtained five students who have undergone this training and who, it is expected, will be commissioned upon the completion of the summer camp, 27 July 1951.

The Air Force has had similar programs made available to them and included one which offered an Air Force commission to students in technical fields who entered the program as late as February 1951. These men will receive commissions upon graduation from the university in June 1951.

#### IV. ENROLLMENT AND GRADUATION DATA

<u>School Year</u>	<u>Basic Course</u>		<u>Advanced Course</u>		<u>Total</u>	
	<u>Oct</u>	<u>June</u>	<u>Oct</u>	<u>June</u>	<u>Oct</u>	<u>June</u>
1949 - 1950	528	456	82	75	610	531
1950 - 1951	545	420	168	198	713	618
Army 1950-51	257	184	85	97	342	281
Air Force 1950-51	288	234	83	101	371	<u>337</u>
Total for the Department						618

Due to the emergency situation that came about at the opening of hostilities in Korea on 25 June 1950 and the increasing world tension as a corollary, there was, during the past year, a marked increase in the enrollment of Advanced Course students for both services. At the end of the school year a total of 198 students were enrolled in the Advanced Course. Of that number, 21 will have been tendered commissions in the Infantry Reserve and 29 in the Air Force Reserve—either at the end of the school year or upon completion of the Army ROTC Summer Camp. Two of the students in the Air Force program are receiving commissions in the Medical Service Corps by virtue of being graduates of the School of Pharmacy.

It is contemplated that the majority of the Advanced Course students who receive their degree from the university will be on active duty with their respective services not later than 30 September 1951.

During the past year the Army has placed two graduates, who were designated by this department as Distinguished Military Graduates, into the regular establishment and the Air Force has had one accepted for a Regular Air Force Commission.

#### V. DEFERMENT

In implementation of the Selective Service Act of 1948, as amended, the Department of Military Science and Tactics is authorized to defer from the Selective Service a quota of students in each of the four classes of the university, i.e. freshmen, sophomores, juniors, and seniors. In the case of the Army, a board consisting of Dean Castle, representing the university, and two officers from the department, was convened to interview and accept or reject applicants for deferment and eventual commissioning in the Army Organized Reserve Corps. As a result of the findings, there are, at the present time, 55 sophomore s and 76 freshmen who have been deferred and will be considered for enrollment in the Infantry Advanced Course in the school year 1951-52 and 1952-53 respectively. The Air Force, under similar arrangements with Dean Wunderlich as their faculty representative, has deferred 95 sophomores and 118 freshmen.

## VI. CREDITS

This department has striven diligently throughout the year to secure additional university recognition in the form of additional credits to be granted the students. These efforts have met with some success as is evidenced by an increased authorization from  $2\frac{1}{2}$  to 3 credits for those students pursuing the Advanced Course effective with the fall quarter 1950.

An effort is still being made for an increase to 5 credits for all Advanced Course students and 2 credits for basic students in order that the student will be properly rewarded for the requisite amount of hours spent both in and out of class.

This department requires extensive preparation for classroom recitation as well as end of course examinations, particularly of the Advanced Course students, and it is felt that in fairness to the student a more equitable credit basis should be established.

In addition the members of the Advanced Course Army and Air Force ROTC programs are required to attend a six weeks summer training camp period. However, the Air Force summer camp has been suspended for the year 1951 due to overcrowded facilities in Air Force bases throughout the Fourth Air Force area. This is normally during the summer between the first and second year of the course for which they receive no university credit at the present time. This summer training program can be likened in importance to the "spring trip" conducted by the Forestry school. During this six weeks the cadets undergo an instructional training period consisting of 288 hours, considerably more instructional hours than are received by any student in the university taking a full year's work in a five hour course.

## VII. USE OF DEPARTMENT FACILITIES

During the past school year the facilities of this department have been made available to both campus groups and organizations off campus for instructional as well as social purposes.

The following department s and activities have availed themselves of the services offered:

1. University Kindergarten used the classrooms and 16mm projector for the showing of movies to the children.

2. Womens' Physical Education Department used the classrooms and 16mm projector for instructional purposes during the fall and winter quarters.

3. Womens' Rifle Marksmanship classes were instructed by M Sgt Milton C. Hansen.

4. The Mens' Physical Education Department used the communications equipment during all home football games during fall quarter and also has used classrooms for the showing of instructional films.

5. The "M" Club and several fraternities on the campus have used communication equipment and 16mm projector for Aber Day and other social activities.

6. The School of Education did, on occasions, conduct classes in the ROTC Building and had made available to them all of our visual aids for the conduct of a course in that subject.

7. The Chemistry Department used the opaque projector on one occasion for instructional purposes.

8. The classrooms of the department were made available for the use of the United States Coast Guard recruiting officer.

9. The Volunteer Air Reserve Unit (7437 Squadron), commanded by Colonel John A. Peterson, have met every other Thursday evening throughout the year.

10. Explorer Squadron #113, Boy Scouts of America, have met weekly and have received instruction from Major I. A. Goldner, USAF, the Squadron Advisor.

11. The Garden City Rifle Club, The Moose Rifle Team, The Junior Sportsman Rifle Team, all of Missoula, have met weekly and used the Rifle Range facilities throughout the school year.

12. The Kiwanis Boys were given rifle instruction for a period of nine weeks on Saturday mornings during the winter quarter by the enlisted members of this department.

13. The Southwestern Montana Rifle Association had its annual shoot off in the Rifle Range of the department on 22 April 1951.

## VIII. ORGANIZATIONS

A. Scabbard and Blade. A national military honorary for members of the Advanced ROTC program is represented on the campus by Company E-4. This organization has a membership of 26 enrolled students in the university, both Army and Air Force.

B. Pershing Rifles. A national military honorary for members of the basic ROTC program is represented on the campus by Company A, Sixth Regiment. This organization has a membership of 52 enrolled students in the university by both Army and Air Force.

C. Sponsor Corps. A local organization composed of university women from all four classes with an enrolled membership of 31.

These organizations have participated in or been represented by their members in the Homecoming Parade, the Armed Forces Day Parade, the Interscholastic Track Meet, the Military Ball, and the Graduation Ceremony, as representatives of this Department.

## AFFILIATED SCHOOL OF RELIGION

Bruce and Clara Wood, Directors

Annual Report of the Directors to the Board of Trustees of the  
Montana School of Religion at its Annual Meeting May 25, 1951

As we come to the end of this academic year, it is good to survey the results of our work as carefully as possible as a guide to future plans and improvements. The year has been demanding and yet rewarding in many ways, although at this writing, the future of the work seems somewhat uncertain.

In the area of student religious activities, we feel significant progress has been made. The Protestant Christian Association started its program in the fall with a worship service each Thursday afternoon. Gradually, it began to develop additional program plans. In cooperation with the interested local churches, Dr. Hedley of Mills College was brought to the campus in January as a special religious leader. He gave some very challenging and interesting talks on selected religious and other questions of special interest to students and faculty. Following Dr. Hedley's visit, a program committee of the PCA became active and sponsored weekly discussion meetings. A committee of the PCA helped organize an interdenominational World Day of Prayer for Students program as encouraged by the World Student Christian Federation. In the working of the PCA cabinet, it was found that several of the students who had been appointed to the cabinet by their denominational groups did not take their responsibility seriously and were largely inactive. Therefore, it became the unanimous decision that the organizational structure needed to be revised somewhat so that there would be a membership organization, and so that the officers and cabinet would be drawn from students who were members. This was done and the Protestant Christian Association has been succeeded by the Student Christian Association. The policy, purpose, and program of the SCA are basically the same as the PCA, but the organizational structure should be more practical. As stated in the SCA constitution, "It shall be the policy of the Student Christian Association to work in cooperation with interested denominational groups to avoid duplication of program and to further interdenominational cooperation and fellowship." To help carry this out, one of the regular committees of the SCA is an Interchurch Committee. The SCA cabinet has been busy making plans for next fall and the SCA should get off to a good start; it should become an important student religious organization on the campus. It has in its leadership several outstanding students, which fact bodes well for its future. There will be two car-loads of students going to the summer interdenominational Y and Christian Association camp at Seabeck, Washington, the week after exams. Also, two students will take part in the Students in Industry project at Milton-Freewater, Oregon, and another student will be in a World Council of Churches sponsored work camp in France. Another has applied for a Students in Government project in Washington, D. C. These are real opportunities and will both help the student and enable him to bring back significant insights and experiences to share with others.

The informal student religious program has also included many other things. The Wesley Foundation had planned a Preparation for Marriage Study group, and in

a cooperative spirit decided to have the study group sponsored by the PCA and open to interested students from any group. The study was led by Dr. Betty Brody, Director of the local Wesley Foundation; it held meetings throughout the winter term. Also, during the winter and most of the spring term, a group met weekly at the School of Religion home to discuss religious questions of special concern to them. A discussion and study group of married students has met twice a month during the winter and spring terms and the members have enjoyed fellowship, Bible study, and discussion. Several discussion meetings were held in one of the women's and one of the men's dormitories, and the Directors were invited to lead these. A group of girls who have been especially interested in informal Bible study have met with the Associate Director once a week during spring term. A group of faculty members also met a few times to discuss the relation of religion to education. All of these activities and discussions have taken much time, but they have been very helpful to students as shown by their interest and response. Their response was at least partially indicated by the surprise appearance of at least twenty students Aber Day morning to paint the School of Religion Home. Students have also taken special interest in helping to raise the necessary finances for the continuance of the enlarged program. The needs and opportunities in this work are tremendous; we hope adequate support will enable all this work to continue. The students deserve nothing less.

Counseling has also been an important part of our work, although the number of formal counseling appointments has not been large. There have been countless informal counseling situations which are probably fully as effective, and which are largely preventive rather than curative. Many of these informal counseling situations develop from contacts with students in classes, although more are continually developing as the informal contact with students grows. Relationships with the Student Personnel Services and the Counseling Center have been extremely good. If time and energy permit, it might be desirable to develop a system of referrals to facilitate our contact with students who are in need of religious counseling.

In the fall, a major part of the Director's time was spent with the Student Religious Council and its various committees in planning Religious Emphasis Week. This year we had the help of the University Christian Mission which was of great service and provided some excellent leaders. Students carried the major responsibility for the planning this past year. Although they were slow in getting things moving, they came through at the last and one the whole did a good job. The over-all response to Religious Emphasis Week was good and much interest and thought were stimulated. In the discussion and planning for Religious Emphasis Week next November, which will be called ACT Week, standing for "Active Christian Thinking," the students have expressed their desire for and are planning for seminars dealing with basic points of personal faith and conviction as well as the application of these to the various areas of life.

As was planned last spring, two courses each term have been offered. There has been a total enrollment of forty-five students in the classes. We feel the interest and response of the students in the courses have been very good. However, we are concerned that there are not more students enrolling in the courses. From a limited survey last winter, of forty-four questionnaires returned by interested students, twenty-three said they were dissatisfied with the present schedule of courses; six said the time was unsatisfactory, sixteen said the courses were for too many credits, eight were dissatisfied that no minor or

major credit was available for the courses, and nine said their schedules were too full. These figures suggest that steps should be taken to offer some three-credit courses. We are sorry this is so because the subjects are so large that the five credit courses can do a much more thorough job. However, it would probably be better to offer three or four three-credit courses each term so more students could enroll. This would also help make courses available at more different hours which should enable more students to enroll. Twenty-six of the forty-four students expressed interest in an evening course, ranging from one to three credits a term. A one or two-credit course might make it possible for a student to get credit for some evening study that he might want to do anyway but otherwise wouldn't receive credit for. Therefore, if the enlarged program of the School is continued, we recommend that in the fall there be offered a five-credit course on the Life and Teachings of Jesus, a three-credit course on The Old Testament, and a three-credit course on the Psychology of Religion. A comparison of enrollment in the three-credit courses and the five-credit course might give some indication of how effective the change might be.

Last summer, a survey was conducted in cooperation with the Summer Session staff to ascertain the interest of summer students in courses offered by the School of Religion. Sixty questionnaires were returned from students who said they would have enrolled in one or more courses if they had been offered. It was also significant that fully three-fifths of these students said they were regular students who were enrolled in the University during the regular year. Therefore, it has been decided to offer one course, the Life and Teachings of Jesus, this summer. If this many students are interested in and can enroll in courses in the summer, surely we should offer one or more courses then.

In view of the difficulty of financing the School adequately, it may be desirable to investigate the feasibility of the establishment of a Department of Religion within the regular university. We are convinced this would be perfectly legal, as our teaching is non-sectarian anyway, as is required by law. Several state universities, including the University of Oregon and the University of Florida have departments of religion within the regular state university and are doing the same kind of teaching we are doing. In fact, it may be partisan not to allow or support the historical and objective study of the Bible, religion, and the Church on a non-sectarian and free inquiry basis. If a Department of Religion were established, the Student Christian Association work should be separated from it, and the Student Christian Association would need to take over the responsibility for financing its work. This year we have kept the teaching and Christian Association jobs as separate as possible. In line with this, and partly to facilitate it, most of the work with the Christian Association has been done from the School of Religion Home as headquarters. The Associate Director has had her office hours there in the afternoon when she has been working on this part of the program.

As was agreed when the present Director came to this position, he has served as chairman of the Finance Committee of the Board. We question the advisability of this because of the amount of time it takes from the other work of the School, and because we believe the major financial responsibili-



ty should rest with interested local people whose residence is reasonably permanent. Of course, the Director will always have to work closely with the finance committee and carry on continual publicity and promotion work. But the difficulty in getting the financial promotion program moving soon enough and effectively has been partly the result of too many things to do, and the difficulty in getting others to shoulder some of the responsibility. Therefore, we recommend that the Director be relieved of the responsibility of serving as Chairman of the Finance Committee of the Board, and that in addition to the members of the Board who serve on the Finance Committee, there be appointed to the Finance Committee from five to ten interested local people.

Beginning early last summer and continuing throughout the year, we have carried on a program of publicity and promotion. We have repeatedly sent information on the Montana School of Religion to the parents of non-Roman Catholic students and to other interested people and churches telling them of the School's enlarged work and asking their support or enlarged support. There has been considerable response, and contributions from individuals had increased from \$811.95 last year to \$1,672.50 by May 8. Contributions from business concerns had increased from \$355.00 last year to \$725.00 by May 8. Total contributions from Churches had decreased from \$2,646.90 last year to \$2,392.93 by May 8, largely because of the discontinuance of the national American Baptist Board of Education support which had been expected to amount to \$400.00, but which we were informed was discontinued because of lack of funds. We have recently made special appeals both to the parents of non-Roman Catholic students, to interested churches, to businesses, and individuals who are able and may be in a position to support the work more. At present there is a financial drive on in Missoula which should bring in considerable funds. In addition, a good many students have become concerned and are taking steps to help raise the money needed to support the enlarged work of the School. On their own initiative, they are writing letters to their parents and to people they know back home and are asking them to help. Last Sunday, again on their own initiative, and at their own expense, a car-load of students went to Butte and another car-load to Kalispell to express their concern and bring the need for additional financial support to the attention of the church people before it is too late.

All of these efforts are bringing in some returns, but at this point, the major problem of the School is still financial. The present Directors are interested in working as a team in this kind of work, but they must receive their full pay to defray the other expenses incurred in connection with it. Therefore, unless the additional money needed to complete the year without a deficit is received by the end of the spring term, or can be reasonably expected to be received by the end of the fiscal year, June 30, the Directors will have to resign and seek employment elsewhere. They cannot go on without receiving their pay for this year, or without guaranteed salaries for next year. We feel that the enlarged program of the School has been fully justified by the results this year, and by the opportunities which are before the School as a result. We feel keenly the importance of the work of the Montana School of Religion and should be very happy to continue as its Directors if sufficient money is raised and if the Board so desires. However, the needs and opportunities in this work are so great that it would be frustrating and completely unsatisfactory for either of us to try to continue in this work alone.

We want to express our personal appreciation for the interest and support of all of you, and of all who have aided in the work of the School, and of all who have given specially to support it; also to all who have rallied to its aid in helping raise the necessary funds. The work has challenged us continually, and we have been encouraged by the response. We sincerely hope the School will be able to continue its enlarged program and thereby render the greater service to the students of this University, to our state, our country, our world, and to our God.

DEPARTMENT OF INTERCOLLEGIATE ATHLETICS

Clyde W. Hubbard, Director

The following report is made on the progress of Intercollegiate Athletics for the year 1950-51.

During the school year, teams representing the University engaged in eighty four intercollegiate contests. This was a decided reduction from one hundred sixteen of the previous year due mostly to our entrance into the Mountain States Conference.

Individual Sports showed the following results:

	WON	LOST	
Football (varsity)	5	5	
Football (Frosh)	2	1	
Basketball (varsity)	13	18	
Basketball (Frosh)	5	1	
Tennis	2	2	Fourth in Conference
Track	2	1	Second in Conference
Baseball	3	9	
Swimming	0	4	
Golf	2	4	Third in Conference

Staff members are as follows.

- Clyde W. Hubbard - Director of Athletics
- Ted Shipkey - Head Football Coach, Sponsor 'M' Club
- Harry Adams - Track Coach, Ass't. Athletic Director, Ass't. Football Coach, Chief Scout in Football
- George Dahlberg - Basketball Coach, Purchasing agent for all athletic supplies, Recorder of athletic and departmental records, Ass't. in Football and Frosh Baseball Coach.
- Fred Erdhaus - Line Coach football, Varsity Swimming Coach. Charge of student athlete employment and housing.
- Eddie Chinske - Varsity baseball coach, Frosh football and basketball coach.
- Fred Cunningham - Assistant to the Director, Ticket Manager, Concessions, Programs. Publicity Director.
- Naseby Rhinehart - Trainer - all sports.
- Dr. Don Barnett - Golf Coach (gratis)
- John Moody - Tennis Coach, graduate student.
- Dick Johnston - Ass't. Varsity Football (end coach) Student Ass't. Called back in Marine Corps.
- M/Sgt. Ivan Calhoun - ROTC Dept. Ass't. in football until sent overseas.

I wish to commend our entire staff for their splendid cooperation and work during the academic year just passed. Although no championships were won, I feel that outstanding work was done by our entire group in their respective fields.

Starting with the Winter Quarter 1951 full membership in Mountain States Conference was maintained. Swimming was the only sport in which we competed as the basketball schedules had already been drawn. Spring sports in which we competed were baseball, track, tennis and golf. This Fall in football we have five games scheduled and winter quarter a full round-robin schedule in basketball will be played.

The need of adequate Athletic facilities is ever in evidence as we enter our new Conference affiliations. A field house seems to be the most pressing, however more attention to care and additional playing and practice facilities are needed.

I am happy to report that our Alumni and friends throughout the Northwest are most happy with our move from the Pacific Coast Conference to the Mountain States Conference. Personally, I am sure that over a period of years we will be able to compete with these schools more nearer our size and with problems similar to ours, academically, geographically, and financially in a manner which will satisfy our student body, our alumni, and our constituents about the state.

Future scheduling will be mostly with member institutions of the Conference. We are, however, attempting to keep our splendid relations with the University of Idaho in football and Gonzaga University in basketball. Washington State College is no longer interested in playing us in football; next season, however, we are playing them four pre-season basketball games. We will continue to schedule Montana State College in all sports for which they wish to compete.

## PUBLIC SERVICE DIVISION

Professor Andrew C. Cogswell, Director

During the academic year 1950-51 Public Service Division, with excellent cooperation from many members of the University faculty, continued all of the important off-campus programs which it has developed during its five years of existence under a full-time director, and added a few others as the needs became apparent. In the area of adult education the most important addition was the inauguration of a Conservation-Education program which is likely to become of great importance in the immediate years ahead; in the area of alumni relations significant forward steps were taken toward the establishment of an "Endowment Foundation of Montana State University"; and in the area of public relations a much more extensive service to radio stations in the state of Montana has been developed.

In the meantime, the division, through the Home Study and Adult Education office, continued to serve "an unseen student body" of more than 1500 persons taking work from this institution for credit.

### ADULT EDUCATION AND HOME STUDY

#### Home Study

Fifty members of the University faculty (three more than last year) offered a total of 137 home study courses to qualified students through the Public Service Division during the year 1950-51. Students enrolled in home study courses reached a total of 1,158 between April 1, 1950 and April 1, 1951, an increase of 18 over the previous year's total. While the majority of enrollees are residents of Montana, the division is receiving an increasing number of requests for correspondence study from residents of other states and from places all over the world. These requests can be attributed to two things: the recent distribution of our correspondence study catalog by the United States State Department to its various offices abroad, and the increasing activity of the United States Armed Forces Institute which has a contract with Montana State University under which correspondence instruction is offered by this institution to personnel in the various branches of the service.

Through the Public Service Division the University continued its fine relationship with the National University Extension Association. The standardizing and accrediting organizations for higher educational institutions offer home study and off-campus courses.

#### Formal Off-Campus Classes

Registration in formal off-campus classes increased from 344 in 1949-50 to 399 during 1950-51. Six off-campus classes were operated in five Montana communities during the year. The various communities served were Billings, Butte, Hamilton, Kalispell and Polson. In addition, off-campus students were enrolled in five classes which met on campus and for which extension credit was offered.

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A new course Education-Psychology 119, Mental Hygiene in the Classroom, was developed this year especially for off-campus offering. It is designed to assist teachers in our public schools carry out suggested programs of the State Mental Hygiene Clinics. To handle this course Dr. Gladys Holmes, Tom Winchester and Mr. Joel Donovan, all staff members of the Mental Hygiene Clinic, were added to the University staff as extension instructors. They work directly under the supervision of Professor E. A. Atkinson, head of the psychology department and Linus J. Carleton, dean of the School of Education.

### Conservation-Education

Because of the increasing demands made upon University faculty members working in the fields of the natural sciences, wildlife technology and forestry for forums on natural resources management and conservation, the Public Service Division last fall took steps to broaden the basis of potential forum leaders by opening a Conservation Training School at the United States Forest Service Re-Mount station 25 miles west of Missoula. A planning conference was held in the station on October 7 and 8, 1950 which led to a three-day training school for agency and lay personnel at the station January 29, 30 and 31. For this program the Public Service Division of Montana State College was invited in as co-sponsor and it was arranged with cooperation of the United States Forest Service. Dr. J. W. Severy, head of the division of biological sciences, and E. L. Cheatum, director of the Cooperative Wildlife Research Unit, handled all instructional work.

While many requests were received during the year for organized forums on conservation, the lack of staff available for work in this important adult education field prevented the organization of more than two. Dr. Severy presented a ten-week forum on wildlife management at Hamilton during the winter months, and Professor Melvin Morris of the School of Forestry handled a comparable forum in range management at Darby. Next year it is hoped that "graduates" of the conservation training school of last winter will be able to take over such forums under the direction of qualified staff members from this institution.

### School of Public and Private Administration

Because of an "alert" issued in several districts of the United States Forest Service as a result of the unfavorable international situation during January and February which led to cancellation of many enrollments, attendance at the annual School of Public and Private Administration during February of 1951 was only 15 as compared with 29 in the preceeding year. However, the school and its staff members continued its very significant contribution to continuing education for men engaging the management and use of natural resources. Started on this campus in the late '30s, the school has acquired a national reputation as indicated by the fact that this year's enrollment included residents of nine states: Montana, Idaho, Colorado, Oregon, Washington, South Dakota, Florida, California and Tennessee. The University staff members who handled the month-long instruction in the school were E. A. Atkinson, Olaf J. Bue, Herbert M. Carson, Albert T. Helbing, Melvin Morris, R. P. Struckman and Harold Tascher. The United States Forest Service through Victor O. Sandburg, training office for Region 1, worked cooperatively with the University in the organi-

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tion and administration of this school.

### Labor Institute

The seventh annual Labor Institute was successfully held on the campus August 3, 4 and 5, 1950. The institute was sponsored cooperatively by the Montana Federation of Labor, the Montana State Industrial Union Council, the Montana Farmer Union and the University. Sixty-three delegates and visitors attended the institute. Plans are well under way for the eighth annual institute to be held on the campus August 2, 3 and 4, 1951.

### Literary Study Groups

The Literary Study groups at Charlo, Alberton and Corvallis were successfully continued this year under the direction of Professor Rufus Coleman and Professor John Moore, english department. Next year it is hoped that this program can be extended to other communities with the assistance of other interested faculty personnel.

### Virginia City Theater

Last year the university, in cooperation with the Virginia City players, the Virginia City Trading Company and Senator Charles Bowey of Great Falls established a Workshop in 19th Century Theater at Virginia City for under-graduate students. Our first year's experience with this extension theater proved valuable and worthwhile. Seven under-graduate students were enrolled for the summer work and participated in the daily theater productions in the "cradle of Montana history". Prof. Bert Hanson of the Public Service Division staff has been responsible for the coordination of the theater workshop with the university program.

### Community Historical Pageant

The program whereby the Public Service Division of the University offers the services of Prof. Bert Hanson to various communities for the direction and production of pageants built around community history has continued to receive enthusiastic reception. The second annual Missoula historical pageant, "As Long As The Waters Flow" was produced on Dornblaser field July 15 and 16 before approximately 7,000 people. More than 200 local residents and Flathead Indians took part in this production. On June 29 and 30 Professor Hanson directed and produced at Three Forks the first annual Three Forks Pageant entitled "Corridor of an Empire". Early this spring he directed and produced an indoor pageant "Lets Have Some Music", as a part of the program for the Northwestern Music Educators Conference March 27, 28, 29 and 30. Pageants will be produced under the direction of Mr. Hanson this year at Anaconda and Three Forks.

### Community Assistance Programs

The pilot program in community evaluation and assistance, started at Polson

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last year at the invitation of the Polson chamber of commerce, was carried on successfully during 1950-51. Polson citizens under the direction of University staff members have completed five of the surveys necessary for the evaluation phases of the program. The other surveys are near completion. Next year it is hoped that these public surveys may be put before citizens of the community for study and for community action where necessary.

Since the establishment of the Polson project several other communities of the state have requested similar programs which may be undertaken next year.

### Foreign Student Program

Three years ago the Public Service Division inaugurated a program by which foreign students attending this institution as exchange scholars or Fulbright scholars could make broad contacts with the people of Montana. At that same time, it was felt, contact by Montana citizens with students from foreign lands might contribute considerably to international understanding.

The foreign students were therefore organized into discussion groups by Professor Hanson and offered as programs to various Montana organizations. During the past academic year these groups of foreign students presented 15 programs in 11 Montana communities. Programs were presented before Woman's Clubs, P. T. A., and Rotary and Kiwanis clubs as well as Grange and Farmer Union groups.

### Speech Clinic

The University Speech Clinic, under the direction of Herbert Carson, speech instructor, was made available again this year through the Public Service Division to school districts of the state. Mr. Carson and his clinicians held clinics in Fort Benton, Alberton, Lewistown and Arlee.

The work of Mr. Carson cannot be praised too highly. His time was limited and many requests for the services of the Speech Clinic had to be refused because of this, the response of parents and teachers alike to this service have been enthusiastic.

## FACULTY APPEARANCES AND COMMENCEMENT ADDRESSES

### Public Appearances by Faculty

Sixty-four members of the University faculty made 280 public appearances before various Montana organizations between July 1, 1950 and June 1, 1951. The staff members spoke before a wide variety of organizations in 42 communities in 23 counties.

### Commencement Talks

During the 1951 commencement season 18 members of the University staff gave 50 commencement talks in Montana high schools. High schools at which they spoke were scattered among 32 Montana counties. This was the largest commencement address



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program we have had in many years. Last year 60 staff members gave 42 addresses in high schools located in 26 counties.

MUSIC PROGRAMS

University musical programs were presented in 32 communities in 26 counties between July 1, 1950 and June 1, 1951. Approximately eighty music school faculty and students took part in these programs.

Faculty Music School Tours

During the interim between winter and spring quarters two music school faculty teams appeared in 17 Montana communities on a concert tour arranged on a pro-rated expense basis among sponsors. A group composed of Miss Hasmig Gedickian, vocalist; Rudolph Went, pianist, and Paul Louis Abel, trumpeter, toured through central Montana to Wolf Point and back via the Highline. A second group composed of John Lester, vocalist; J. Justin Gray, clarinetist and John J. Hummel Jr., pianist, toured west through Thompson Falls and back via Libby, Eureka and Whitefish.

These tours have been carried on for many years and are designed to bring quality music performed by outstanding artists to the small communities of Montana. They therefore serve both a recreational and educational purpose.

Symphonic Band Tour

With a two-year accumulation in the student publicity travel fund of the ASMSU the Public Service Division was able to schedule the University Symphonic Band and the University Jubileers on a 1300-mile tour of nine Montana communities this spring. To help pay the expenses of the tour the Kiwanis clubs of Billings, Glendive and Harlowton and the Lions club of Livingston sponsored the program on an admission basis and contributed a total of \$550.00 toward expenses.

In all communities in which these two fine clubs appeared the programs were received with great enthusiasm and each of the sponsoring groups reported a profit on their undertaking.

OTHER MUSICAL PROGRAMS

The University Symphonette and the Opera Workshop singers appeared in Wallace, Idaho, on March 4, as the second annual Montana State University program for that community. All expenses of the trip were paid by the Kiwanis club of Wallace which sponsored the program.

Two music groups which were in great demand during the year and which made many appearances were the Opera Workshop singers and the Jubileers.

PUBLICATIONS AND NEWS SERVICE

Publications

Completion of the first two-year round in biennial publication of the University catalog brought the anticipated advantages, and no adverse reaction has been reported. The biennial catalog and off-year supplement cost \$5,210, saving approximately \$3,500 compared with annual publication and also saved considerable staff and clerical time throughout the University in the second year. It seems probable the off-year supplement next year can be reduced from the 16 pages required for the initial supplement last year.

The other major change in publications was the redesign of the preliminary summer session announcement from a 28-page 6"x9" bulletin to an 18" x11½" folder for #10 envelope mailing, making much earlier publication possible for more effective distribution and also reducing the cost from \$868 last year to \$259 this year.

Publications during the year included the six issues of the MSU Bulletin series (Correspondence Study catalog, Guidebook, preliminary summer session announcement, summer session catalog, University catalog supplement, and Biological Station bulletin); six issues of the alumni News Bulletin; 12 issues of Montana Business (produced by Dr. Hoflich of the Bureau of Business Research with very little work now required from this office); and miscellaneous publications including annual Montana Production, President McCain's final report, Interscholastic bulletins, pamphlets for the Virginia City summer theater school, Rocky Mountain symphony orchestra, speakers and concerts, and public and private administration school, the department of social work announcement, summer session poster, music tour posters, homecoming posters and badges, redesigning of residence halls information folders, Miss Montana pageant program, various summer session and miscellaneous folders, picture album for Dr. Shallenberger's Washington trip, etc.

Money was not available for new editions and reprints of Educational Opportunities bulletins; however, most of the work has been completed on several, and the following are in the University print shop: Forestry, Home Economics, Journalism, Law (reprints), and the Division of Physical Sciences (new). During the coming year it is planned to reissue Business Administration, Education, Music, and Pharmacy and to work on new editions for the Divisions of Social Sciences, Biological Sciences, and Humanities, thus completing the series.

Listing of these Educational Opportunities bulletins by the Bureau of Guidance of the State Education Department, State of New York, as a counseling aid for guidance work in the schools of New York brought several score of requests for sets from schools throughout that state.

News Service

News Service work included regular local and state coverage of University activities, special Sunday features, and picture layouts of the Wildlife Research

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Unit's deer study project, the Women's Cooperative house, the Flathead Indian music study, archeological work at Canyon Ferry, shelterbelt and farm tree planting, the Missoula music pageant, Bison range Elk Roundup, and the Powell County mastodon.

Regular mailing lists include Montana daily and weekly newspapers, radio stations, wire services, several out-of-state outlets, the state board of education, and the Alumni Association executive council.

As much time as possible was given to personal stories about students for hometown papers, and about 300 such items were sent out.

Miscellaneous work included publicity on music tours and various off-campus activities sponsored by the University.

In addition to regular picture coverage, several new prints were added to the 20"x24" photo sets prepared for Leo Smith and Ben Frost on their visits to Montana high schools. About 40 big prints also were made for the Jubileers and band tour of the state.

Its own darkroom with a minimum of equipment continues to be a News Service need.

### Radio

During the past year the Public Service Division was fortunate in being able to employ William Spahr, a graduate student in education, as radio assistant on a part time basis. Mr. Spahr did an outstanding job of broadening the radio coverage of the wealth of music and dramatic talent present on this campus. In addition the division enjoyed the fine cooperation of Prof. Olaf Bue of the School of Journalism in the preparation of news and interview programs which were released weekly to many of the radio stations of the state.

Between July 1, 1950 and June 1, 1951 radio stations used 233 programs from the university which totaled 194 hours and 15 minutes. When this is compared to the 184 programs of last year for a total of 91 hours and 42 minutes the great progress made in radio work on this campus can be appreciated.

In addition there are presently enough programs on hand to carry the THIS IS YOUR UNIVERSITY music series through the summer months. These programs include recitals, and concerts, that were taken from students and faculty this spring. Also, there are some more recitals to be transcribed from the faculty as soon as time is available to do it. A series of radio plays prepared by the Radio guild have been committed to KXGN, Glendive, for a summer run of eight weeks. These programs will go out with advance billing, and will be run at a convenient hour, in addition to the regular half-hour music program. The one-hour-and-a-half program of the Brahms' "Requiem" has been re-edited and will be re-scheduled on several other networks this summer.

KXLL, Missoula, along with the Z-Net in general has requested a series of 12

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five-minute spots on "what the tourist should see and do around Western Montana." These spots will be on the network one day a week, and will feature accurate historical miniatures of western Montana. They are being prepared by Bill Spahr and Professor Paul Phillips.

James Fassett, director of music for the Columbia Broadcasting System, in a letter to Mr. Spahr several weeks ago, asked for a tape of Christmas carols by the University choral group, to be aired on a national hookup sometime during the Christmas season. This tape was not done this spring, because the terrific pressure of the "Requiem" and the hurry necessary in the spring quarter, forbade it. It must be done either sometime this summer, or early in the fall, for Fassett wants to audition it before he commits himself for sure. Incidentally, this program was asked for because of correspondence with Fassett in regards to air time for the "Requiem."

#### ALUMNI RELATIONS OFFICE

The director of the Public Service Division, during the past year, continued to serve as secretary-treasurer of the Montana State University Alumni Association and was re-appointed to that position at the association's executive council meeting on November 17-18 of 1950. Under the leadership of Claget T. (Tad) Sanders, Sidney attorney, the association continued to progress along the lines that have been characteristic since the Alumni Relations office was incorporated into the Public Service Division in 1946.

The most outstanding accomplishment by the Association during the past year was the incorporation last November of the Endowment Foundation of Montana State University organized for the purpose of accumulating and providing funds for the development of educational facilities at Montana State University. Original incorporators and temporary directors of the corporation were Harold A. Hanson, Missoula; Clarence P. Kommers, Great Falls; D. Gordon Rognlien, Kalispell; Bob Sykes, Kalispell; A. W. Aspengren, Boulder; Kenneth C. Duff, Missoula; Sid G. Stewart, Anaconda; Claget T. Sanders, Sidney; Mrs. J. G. Griffith, Missoula. By-laws of the corporation were adopted at a meeting of the temporary directors at Bigfork, Montana, June 16, and the following temporary officers were elected: Denneth C. Duff, president, Harold A. Hanson, vice president; and Mrs. J. G. Griffith, secretary-treasurer.

In other areas, the alumni association continued to work closely with the University administration, and officers of the organization, particularly President Sanders, did much towards bringing about meetings which led to the solution of the allocations controversy concerning the division of funds from the five-million-dollar bond issue passed by the voters of the state in 1948.

The directors' system of representation on the alumni association executive council, which was inaugurated by constitutional amendment shortly after establishment of the alumni relations office in the Public Service Division, continued to prove effective in accomplishing participation of representatives from all parts of the state in the activities of the association.

Public Service Division Report -- 9

The Association sponsored another very successful homecoming on the campus last November 17 and 18 with more than one hundred alumni, under the direction of Homecoming Manager Ralph Fields, participating in the arrangements for the program.

STATISTICAL REPORT OF CORRESPONDENCE AND EXTENSION  
April 1, 1950 to April 1, 1951

	<u>CORRES.</u>	<u>EXT.</u>	<u>TOTAL</u>
Number of students, including 7 taking both correspondence and extension, on roll, April 1, 1950.....	407	163	563
Number of registrations in force April 1, 1950.....	431	163	594
Number of new students registered from April 1, 1950 to April 1, 1951, including 24 taking both correspondence and extension.....	383	236	595
Number of new registrations from April 1, 1950 to April 1, 1951.....	494	315	809
Number of expirations, 1950-1951.....	132	5	139
Number of refunds, 1950-1951.....	90	2	92
Number of transfers, 1950-1951.....	12		12
Number of courses completed, 1950-1951.....	271	257	528
Number of registrations in force during year, 1950-1951.....	925	478	1403
Number of students registered during year, 1950-1951, including 31 students taking both correspondence and extension.....	790	399	1158
Number of students registered in 2 courses during the year, including 20 taking both correspondence and extension.....	103	89	172
Number of students registered in 3 courses during the year, including 9 taking both correspondence and extension.....	24	9	24
Number of students registered in 4 courses during the year, including 2 taking both correspondence and extension.....	3	2	3
Number of students registered in 5 courses during the year.....	2		2
Number of registrations in force April 1, 1951.....	420	214	634
Number of students, including 8 taking both correspondence and extension, on roll, April 1, 1951.....	390	214	596
Number of students enrolled in 1 course, April 1, 1951.....	356	206	562
Number of students enrolled in 2 courses, April 1, 1951, including 8 taking both correspondence and extension.....	30	8	30
Number of students enrolled in 3 courses, April 1, 1951.....	4		4

FORMAL OFF-CAMPUS CLASSES

BILLINGS - Charles D. Dean

Techniques of Counseling, 168  
For graduate credit: 20

BUTTE - Harold Tascher

Field Work; Social Administration, 134  
For undergraduate credit: 13  
For graduate credit: 10

BUTTE - Harold Tascher

Field Work; Social Administration, 134  
For undergraduate credit: 13  
For graduate credit: 11  
Auditors: 1

HAMILTON - Gladys Holmes, Tom Winchester, Joel Donovan

Mental Hygiene in the Classroom, 119  
For undergraduate credit: 35  
For graduate credit: 18  
Auditors: 6

KALISPELL - Frederick R. Fosmire

Psychology of Learning, 103  
For undergraduate credit: 37  
For graduate credit: 11

MISSOULA - E. A. Atkinson, Harold Tascher, R. P. Struckman,  
Olaf J. Bue, Herbert Carson, Melvin Morris

School of Public and Private Administration, 195  
For graduate credit: 11  
Auditors: 2

MISSOULA - Lloyd LaFond

Audio-Visual Aids, 145  
For undergraduate credit: 2

FORMAL OFF-CAMPUS CLASSES (CONTINUED) PAGE 2

MISSOULA - Robert P. Struckman

Magazine Article Writing, 33  
For undergraduate credit: 1

MISSOULA - Herbert J. Wunderlich

Seminar in Education, 154  
For graduate credit: 4

MISSOULA - James E. Short

History of Education, 166  
For undergraduate credit: 7  
For graduate credit: 1

MISSOULA - Bert R. Sappenfield

Psychology of Adjustment and Mental Hygiene, 116  
For undergraduate credit: 18  
For graduate credit: 11  
Auditors: 24

POLSON - Gladys Holmes, Tom Winchester, Joel Donovan

Mental Hygiene in the Classroom, 119  
For undergraduate credit: 17  
For graduate credit: 10  
Auditors: 7

VIRGINIA CITY - Mrs. Harriet Douglas

Advanced Weaving, 87  
For undergraduate credit: 1

VIRGINIA CITY - Ben Tone

Workshop in the 19th Century Theatre, S6OABCD  
For undergraduate credit: 7



1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES)

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Paul L. Abel, Jr.	February 26, 1951	Thompson Falls	P-TA
Aden F. Arnold	February 19, 1951	Missoula	Faculty Women's Club
	April, 1951	Missoula	A.A.U.W.
	May, 1951	Helena	Art Association
E. A. Atkinson	June 20, 1950	Helena	Physicians & Schools
	June 21, 1950	Helena	School Health Committee
	October 7, 1950	9-Mile Remount	U. S. Forest Service
	November 27, 1950	Bozeman	Society for Mental Health
	March 5, 1951	Missoula	Paxson P-TA
	March 16, 1951	Great Falls	Mont. Social Work
	April 4-6, 1951	Great Falls	Social Welfare & Child Welfare
Miss Agnes Boner	November 10, 1950	St. Ignatius	Garden Club
	January 22, 1951	Superior	M.E.A.
David S. Brody	October 11, 1950	Great Falls	Mont. conf. on Social Work
	October 25, 1950	Great Falls	M.E.A.
	October 27, 1950	Helena	M.E.A.
Olaf J. Bue	October 27, 1950	Wolf Point	M.E.A.
Tracey G. Call	December 20, 1950	Deer Lodge	Rotary Club
Linus J. Carleton	June 2, 1950	Missoula	Willard School
	June 19, 1950	Missoula	State P-TA
	July 7, 1950	Rollins	Junior Red Cross
	September 14, 1950	Missoula	Methodist Church
	October 9, 1950	Polson	P-TA District Convention
	October 11, 1950	Stevensville	Ravalli Co. Improvement Assn
	October 27, 1950	Helena	M.E.A.
	October 31, 1950	Frenchtown	P-TA
	November 1, 1950	Florence	Ravalli Co. M.E.A.
	November 7, 1950	Missoula	Kiwanis Club
	November 8, 1950	Missoula	Rotary Club
	November 14, 1950	Missoula	Masonic Lodge
	November 29, 1950	Drummond	School Masters Club
	December 3, 1950	Kalispell	Union Church
	December 4, 1950	Missoula	Paxson School P-TA
	December 14, 1950	Missoula	M.E.A.
	January 16, 1951	Missoula	Paxson School
January 29, 1951	Spokane, Wash.	Regional Conf. on Teacher Education	

1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES - CONTINUED) PAGE 2

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Linus J. Carleton (continued)	February 3, 1951	Great Falls	Elementary School Principal
	February 5, 1951	Missoula	Central School P-TA
	February 25, 1951	Missoula	First Methodist Church
	February 28, 1951	Missoula	MSU Women's P.E. Club
	March 3, 1951	Missoula	Washington School
	March 14, 1951	Missoula	High School
	March 15, 1951	Missoula	Fairfield P-TA
	March 20, 1951	Spokane, Wash.	Northwest Community School Administrative meeting
	April 19, 1951	Billings	State School Administrators
	April 30, 1951	Missoula	Lions Club
	May 3, 1951	Hamilton	Federated Women's Clubs
	May 9, 1951	Missoula	High School
	Miss Nan C. Carpenter	December 4, 1950	Missoula
Herbert M. Carson	January 10, 1951	Missoula	Prescott P-TA
	January 22, 1951	Bonner	P-TA
	March 22, 1951	Arlee	P-TA
Gordon B. Castle	November 2, 1950	Polson	Rotary Club
	May 2, 1951	Missoula	Rotary Club
E. L. Cheatum	July 19, 1950	Missoula	Rotary Club
	December 6, 1950	Deer Lodge	Rotary Club
	December 9, 1950	Missoula	Author's Club
	January 11, 1951	Bozeman	Fish & Wildlife Club MSC
	February 12, 1951	Missoula	Round Table
	March 13, 1951	Great Falls	Wildlife Ass'n.
	March 14, 1951	Cut Bank	Wildlife Ass'n.
	April 21, 1951	Missoula	Mont. Academy of Science
	May 9, 1951	Sula	Ravalli Co. Improvement Assn
	May 10, 1951	Hamilton	Adult Education Group
Paul Chumrau	February 22, 1951	Missoula	Mont. Dietetic Ass'n.
	May 10, 1951	Kalispell	High School
Mrs. Mary B. Clapp	June 15, 1950	Missoula	Regional Roundup (Arts)
	June 8, 1951	Virginia City	Mont. Institute of the Arts
Miss Maurine Clow	March 3, 1951	Polson	A.A.U.W.
Andrew C. Cogswell	April 10, 1951	Hamilton	Lions Club
	April 30, 1951	Kalispell	High School
	May 4, 1951	Stevensville	Woman's Club
	May 19, 1951	Superior	Oddfellows Club

1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES - CONTINUED) PAGE 3

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Rufus A. Coleman	May 24, 1951	Missoula	As You Like It Club
George P. Dahlberg	March 11, 1951	Glasgow	Class B State Basketball Tournament
	March 17, 1951	Great Falls	Class A State Basketball Banquet
	April 5, 1951	St. Ignatius	High School
	April 19, 1951	Polson	High School
	May 2, 1951	Wolf Point	Elks Club
	May 16, 1951	St. Regis	High School
James E. Dew	October, 1950	Missoula	Woman's Club
	November, 1950	Missoula	Woman's Club
	April, 1951	Helena	Helena Art Center
	May, 1951	Missoula	High School
Edward B. Dugan	October 27, 1950	Great Falls	M.E.A.
	March 3, 1951	Polson	A.A.U.W.
Roy J. W. Ely	January 17, 1951	Great Falls	City Government Costs Com- mittee
Donald J. Emblen	March 18, 1951	Missoula	Pharmacy Institute
James L. C. Ford	October 3, 1950	Hamilton	Lions & Elks Clubs
Frederick R. Fosmire	November 15, 1950	Darby	P-TA
Benjamin R. Frost	November 7, 1950	Corvallis	P-TA
Miss Helen Gleason	April 6, 1951	Hamilton	A.A.U.W.
	May 10, 1951	Kalispell	High School
A. R. Glockzin	November, 1950	Missoula	West. Mont. Mine Owners Assn
	December, 1950	Spokane, Wash.	Northwest Science Ass'n
	April, 1951	Missoula	West. Mont. Mine Owners Assn.
Leo C. Graybill	October 23, 1950	Thompson Falls	P-TA
	October 27, 1950	Great Falls	M.E.A.
	November 14, 1950	Missoula	A.A.U.W.
	November 27, 1950	Missoula	Lions Club
	November 29, 1950	Missoula	Rotary Club
	January 10, 1951	Hamilton	Improvement Society
	February 17, 1951	Deer Lodge	Masonic Lodge
	February 22, 1951	Missoula	Credit Women's Ass'n.
	March 19, 1951	Dixon	School Masters Club
	April 23, 1951	Missoula	A.A.U.W.

1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES - CONTINUED) PAGE 4

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Oscar J. Hammen	April 28, 1951	Thompson Falls	Woman's Club
Bert Hansen	June 13, 1950	Three Forks	Pageant Committees
	June 15, 1950	Livingston	Fed. of Women's Clubs
	June 24, 1950	Bozeman	Chamber of Commerce
	July 17, 1950	Three Forks	Pageant Committees
	July 20, 1950	Virginia City	Summer Theatre Project
	September 1, 1950	Virginia City	Summer Theatre Project
	September 27, 1950	Great Falls	Improvement Council
	October 14, 1950	Ronan	Lake Co. Fed. of Women's Club
	October 17-18, 1950	Anaconda	Chamber of Commerce
	October 30, 1950	Anaconda	Pageant Committees
	November 3, 1950	Corvallis	Woman's Club
	November 21, 1950	Ronan	P-TA
	December 5, 1950	Frenchtown	P-TA
	December 6, 1950	Polson	Rotary Club
	January 11, 1951	Arles	P-TA
	February 7-11, 1951	Eugene, Oregon	Northwest Drama Conf.
	February 22, 1951	Kalispell	Rotary Club
	March 5, 1951	Missoula	Central P-TA
	March 12, 1951	Missoula	Target Range P-TA
	April 3, 1951	Three Forks	Pageant Committees
	April 6, 1951	Anaconda	Pageant Committees
	April 7, 1951	Florence	Pamona Grange
	April 23, 1951	Polson	P-TA
April 24, 1951	Anaconda	Pageant Committees	
April 26, 1951	Polson	Good Fellowship Club	
May 4-5, 1951	Three Forks	Pageant Committees	
May 8, 1951	Virginia City	Summer Theatre Project	
May 10, 1951	Anaconda	Kiwanis Club	
May 10, 1951	Anaconda	Boosters Club	
May 15, 1951	Stevensville	Ravalli Co. Farmers Union	
John A. Harris	April 14, 1951	Great Falls	American Ass'n of Social Workers
Albert T. Helbing	September 23, 1950	Gold Creek	Gold Creek Grange
	November 10, 1950	Helena	Mont. Chamber of Commerce
Frederick A. Henningsen	May 3-4-5, 1951	Great Falls	Mont. Ass'n of Life Underwriters.
LeRoy W. Hinze	September, 1950	Hamilton	A.A.U.W.

1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES - CONTINUED) PAGE 5

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Harold J. Hoflich	October 15, 1950	Missoula	University Forum
	October 31, 1950	Salt Lake City	Unemployment Compensation Commission
	November 10, 1950	Helena	Chamber of Commerce
	January 24, 1951	Missoula	Exchange Club
	March 14, 1951	Helena	Rotary Club
	May 23, 1951	Helena	Chamber of Commerce
Fred S. Honkala	September 15, 1950	Bozeman	Geological Society
	January 15, 1951	Missoula	Women's Art Club
Joseph K. Howard	March 27-29, 1951	Great Falls	A.A.U.W.
	May 4, 1951	Bozeman	M.I.A.
	May 14-16, 1951	Butte	M.I.A. Writers' Group
	June 1-3, 1951	Kalispell	M.I.A. Writers' Group
	June 4-6, 1951	Troy	M.I.A. Writers' Group
R. H. Jesse	August 3, 1950	Missoula	Labor Institute
	September 20, 1950	Missoula	University
	September 25, 1950	Missoula	Junior Chamber of Commerce
	October 5, 1950	Missoula	SOS University
	November 12, 1950	Missoula	Religious Emphasis Week
	November 20, 1951	Missoula	Alumni Executive Council
	February 5, 1951	Missoula	Lions Club
	February 18, 1951	Missoula	Charter Day Luncheon
	March 10, 1951	Missoula	Booster's Club
	April 12, 1951	Missoula	Job Clinic
	April 14, 1951	Missoula	Sigma Kappa Convention
Henry W. Knapp	October 27, 1950	Wolf Point	M.E.A.
	April 27, 1951	Hamilton	High School
John L. Lester	October 27, 1950	Great Falls	M.E.A.
Robert C. Line	December, 1950	Butte	Mont. Wholesale Grocery Ass'n
	April 4, 1951	Dixon	M.E.A.
President Carl McFarland	March 16, 1951	Helena	Mont. Medical Association
	March 19, 1951	Missoula	Lions Club
	March 28, 1951	Missoula	Northwest Music Educators National Conference
	April 7, 1951	Missoula	Chamber of Commerce
	April 11, 1951	Missoula	Rotary Club
	April 11, 1951	Missoula	Phi Delta Phi
	April 12, 1951	Plains-Paradise	Chamber of Commerce
	April 17, 1951	Missoula	Kiwanis Club
	May 31, 1951	Helena	Rotary Club

1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES - CONTINUED) PAGE 6

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Ralph Y. McGinnis	April 25, 1951	Corvallis	Woman's Club
Kenneth P. McLaughlin	November, 1950	Missoula	Western Mont. Mine Owners Ass'n.
	April 12, 1951	Ekalaka	Carter Co. Geological Soc.
	April 20, 1951	Stevensville	Women's Club
	May 23, 1951	Missoula	Rotary Club
Carling I. Malouf	February 13, 1951	Butte	Exchange Club
Miss Alvahild Martinson	April 6, 1951	Hamilton	A.A.U.W.
Charles R. Mattill	April 6, 1951	Hamilton	A.A.U.W.
Walter M. Mitchell	February 5, 1951	Missoula	Hawthorne P-TA
	February 26, 1951	Corvallis	High School & P-TA
	March 12, 1951	Corvallis	High School & P-TA
Melvin S. Morris	October 7-8, 1950	9-Mile Remount	U. S. Forest Service
Col. E. D. Porter	May 10, 1951	Kalispell	High School
	May 10, 1951	Kalispell	Rotary Club
J. W. Severy	Oct. 7-8, 1950	9-Mile Remount	U. S. Forest Service
	November 9, 1950	Butte	Rotary Club
	January 10-12, 1951	Bozeman	Conservation Conference
	January 28, 1951	9-Mile Remount	U. S. Forest Service
	March 30, 1951	Helena	Mont. Conservation Council
	April 27, 1951	Arlee	Community Church
	May 5, 1951	Polson	Sportsmen's Regatta Ass'n.
	May 17, 1951	Missoula	Economics Club
	Ted E. Shipkey	September 7, 1950	Missoula
September 12, 1950		Missoula	Lions Club
September 18, 1950		Missoula	Junior Chamber of Commerce
March 10, 1951		Anaconda	Booster Club
March 19, 1951		Hamilton	Chamber of Commerce
March 24, 1951		Lewistown	Booster Club
April 7, 1951		Corvallis	Booster Club
May 21, 1951		Ronan	Booster Club
James E. Short		March 20, 1951	Missoula
Theodore H. Smith	October 9, 1950	Missoula	Mont. Real Estate Ass'n.
	January 11, 1951	Kalispell	Rotary Club
	February 5, 1951	Bozeman	Chamber of Commerce

1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES - CONTINUED) PAGE 7

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>	
Theodore H. Smith (continued)	February 12, 1951	Missoula	Rotary Club	
	February 15, 1951	Missoula	Pharmacy Institute	
	March 6, 1951	Missoula	Kiwanis Club	
	March 19, 1951	Missoula	Kiwanis Club	
	May 10, 1951	Kalispell	Rotary Club & High School	
	May 11, 1951	Missoula	High School	
	May 24, 1951	Butte	Rotary Club	
John F. Staehle	October 9, 1950	Missoula	M.E.A.	
	November 13, 1950	Missoula	Hawthorne P-TA	
	January 29, 1951	Missoula	Lowell P-TA	
	February 5, 1951	Arlee	School Masters Club	
	February 12, 1951	Polson	P-TA	
John M. Stewart	February 28, 1951	Moscow, Idaho	American Chemical Society	
Robert P. Struckman	October 24, 1950	Missoula	M.E.A.	
	November 21, 1950	Plains	Woman's Club	
	Jan. 29, 1951	9-Mile Remount	U. S. Forest Service	
	March 21, 1951	Missoula	High School	
John F. Suchy	May 4-5, 1951	Pocatello, Idaho	American Ass'n. Colleges of Pharmacy	
John W. Swackhamer	December, 1950	Livingston	Park Co. High School	
	January 7-10, 1951	Great Falls	Mont. Farmers Union	
	April 7, 1951	Ledger	Community Club	
Harold Tascher	October 17-20, 1950	Great Falls	Mont. Conf. of Social Welfare	
	October 26, 1950	Butte	Mont. Mental Health Society	
	November 6, 1950	Clinton	P-TA	
	November 21, 1950	Helena	Mont. Soc. for Study of Education.	
	January 10-12, 1951	Bozeman	Mont. Conservation Council	
	April 2, 1951	Helena	Conservation Council	
	April 5-6, 1951	Great Falls	Mont. Education Conference	
	April 20, 1951	Anaconda	Conservation Council	
	Ellis L. Waldron	October 7, 1950	Plains	Fed. of Women's Clubs
	Rudolph Wendt	October 27-28, 1950	Great Falls	M.E.A.
February 26, 1951		Thompson Falls	P-TA	
Ross A. Williams	May 9, 1951	Polson	Future Farmers of America	
Vincent V. Wilson	October 25-28, 1950	Billings	M.E.A.	

1950-51 FACULTY APPEARANCES (OTHER THAN COMMENCEMENT ADDRESSES - CONTINUED) PAGE 8

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Rev. Bruce K. Wood	April, 1951	Arlee	P-TA
Rev. Clara C. Wood	October 18, 1950	Kalispell	State Grange
	February 10, 1951	St. Ignatius	Garden Wall Club
	April 21, 1951	Deer Lodge	Woman's Club
	May 12, 1951	Stevensville	Woman's Club
Herbert J. Wunderlich	November 2, 1950	Sula	Fed. of Women's Clubs
	November 21, 1950	Drummond	P-TA
	February 5, 1951	Sidney	High School
	February 6, 1951	Miles City	High School
	February 7, 1951	Billings	High School
	February 12, 1951	Helena	State Legislature
	May 10, 1951	Kalispell	High School



COMMENCEMENT SPEAKERS - 1951

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>
Linus J. Carleton	May 22, 1951	Rosebud
	May 23, 1951	Ronan
	May 24, 1951	Dixon
	May 25, 1951	Choteau
	May 29, 1951	Hamilton
	May 31, 1951	Libby
	June 6, 1951	Polson
Andrew C. Cogswell	May 22, 1951	Columbus
	May 24, 1951	Ekalaka
	May 25, 1951	Broadus
	May 29, 1951	Moccasin
Edward B. Dugan	May 21, 1951	Thompson Falls
	May 23, 1951	Cascade
	May 29, 1951	Darby
Roy J. W. Ely	May 23, 1951	Grass Range
	May 24, 1951	Roy
James L. C. Ford	May 22, 1951	Noxon
	May 24, 1951	Alberton
Leo Graybill	May 21, 1951	Plains
	May 24, 1951	Troy
Albert T. Helbing	May 24, 1951	Roundup
	May 25, 1951	Outlook
	May 28, 1951	Froid
Charles F. Hertler	May 22, 1951	Turner
	May 23, 1951	Harlem
	May 24, 1951	Shelby
	May 31, 1951	Florence
C. Rulon Jeppesen	May 31, 1951	Neihart
Henry W. Knapp	May 29, 1951	Plevna
Robert C. Line	May 24, 1951	Winifred
Parker B. Lusk	May 24, 1951	Dutton
	May 25, 1951	Eureka

COMMENCEMENT SPEAKERS - 1951 (CONTINUED)

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>
President Carl McFarland	May 23, 1951	Cut Bank
	May 24, 1951	Fort Benton
	May 25, 1951	Bozeman
	May 29, 1951	Billings
	May 31, 1951	Helena
Ralph Y. McGinnis	May 21, 1951	Whitefish
	May 23, 1951	Fairview
	May 25, 1951	Wibaux
	May 29, 1951	Harlowton
Theodore H. Smith	May 23, 1951	Victor
Robert P. Struckman	May 19, 1951	Corvallis
	May 24, 1951	St. Regis
Harold Tascher	May 21, 1951	Hot Springs
Herbert J. Wunderlich	May 23, 1951	Arlee
	May 29, 1951	Terry
	May 30, 1951	Worden
	June 1, 1951	Glendive
	May 31, 1951	Hardin

1950-51 FACULTY MUSICAL TOURS

PERFORMERS

DATE

PLACE

SPONSOR

Miss Hasmig Gedickian  
Rudolph Wendt  
Paul L. Abel

March 11, 1951	Lewistown	High School
March 12, 1951	Circle	High School
March 12, 1951	Wolf Point	Lions Club
March 13, 1951	Nashua	P-TA
March 13, 1951	Glasgow	High School
March 14, 1951	Saco	High School
March 15, 1951	Chinook	P-TA
March 16, 1951	Chester	High School
March 16, 1951	Shelby	High School

John Lester  
J. Justin Gray  
John G. Hummel, Jr.

March 12, 1951	Plains	High School
March 12, 1951	Thompson Falls	High School
March 13, 1951	Noxon	High School
March 14, 1951	Troy	High School
March 14, 1951	Libby	High School
March 15, 1951	Eureka	High School
March 15, 1951	Whitefish	High School
March 16, 1951	Hot Springs	Woman's Club

1950-51 STUDENT MUSICAL TOURS

<u>GROUPS</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
University Symphonette (accompanied by Eugene Andrie) a n d Opera Workshop Singers (accompanied by John Lester)	March 4, 1951	Wallace, Idaho	Kiwanis Club
University Symphonic Band (accompanied by J. Justin Gray) a n d The Jubileers (accompanied by Norman Gilbrandsen)	April 16, 1951 April 16, 1951 April 16, 1951 April 17, 1951 April 17, 1951 April 18, 1951 April 18, 1951 April 19, 1951 April 20, 1951	Butte Bozeman Livingston Roundup Billings Miles City Glendive Harlowton Great Falls	High School State College Lions Club High School Kiwanis Club High School Kiwanis Club Kiwanis Club High School

FACULTY AND STUDENT MUSICAL PROGRAMS -- 1950-51

<u>PERFORMER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Maxine Anderson	February 22, 1951	Helena	State Legislature
Rosemary Anderson	February 22, 1951	Helena	State Legislature
Eugene Andrie	Jan. 15, 1951	Deer Lodge	Woman's Club
John Badgley	Feb. 22, 1951	Helena	State Legislature
Virginia Balkovetz	March 4, 1951	Wallace, Idaho	Kiwanis Club
Betty Lou Berland	Feb. 22, 1951	Helena	State Legislature
Dorothy Blegen	March 4, 1951	Wallace, Idaho	Kiwanis Club
Newton Buker	August 18, 1950	Dillon	Boys' State
Alice Buls	Feb. 22, 1951	Helena	State Legislature
Donna Buls	Aug. 18, 1950	Dillon	Boys' State
	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Anna Jane Caldwell	Feb. 22, 1951	Helena	State Legislature
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
George Carpenter	Feb. 22, 1951	Helena	State Legislature
Floyd Chapman	August 18, 1950	Dillon	Boys' State
Georgia Coffey	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Fred Colbern	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club

FACULTY AND STUDENT MUSICAL PROGRAMS -- 1950-51 (CONTINUED) PAGE 2

<u>PERFORMER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
James Cole	Jan. 23, 1951	Hamilton	Chamber of Commerce
	Feb. 28, 1951	Missoula	Masonic Lodge
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
Mrs. James Cole	Jan. 23, 1951	Hamilton	Chamber of Commerce
	May 2, 1951	Corvallis	P-TA and High School
Jeanne Couture	Feb. 22, 1951	Helena	State Legislature
	Feb. 28, 1951	Missoula	Masonic Lodge
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
John Cowan, Jr.	Feb. 22, 1951	Helena	State Legislature
Stella Critelli	March 4, 1951	Wallace, Idaho	Kiwanis Club
Dean John Crowder	April 26, 1951	Butte	Kiwanis Club
Gayle Davidson	Feb. 22, 1951	Helena	State Legislature
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
Monroe DeJarnette	March 4, 1951	Wallace, Idaho	Kiwanis Club
Barbara Dickinson	Nov. 1, 1950	Missoula	Salvation Army
	Feb. 22, 1951	Helena	State Legislature
	Feb. 28, 1951	Kalispell	Junior Chamber of Commerce
Leta Marie Dickinson	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Barbara Deischer	Feb. 22, 1951	Helena	State Legislature
Patricia Fraher	Feb. 22, 1951	Helena	State Legislature
Delores Gilskey	Jan. 23, 1951	Hamilton	Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature

FACULTY AND STUDENT MUSICAL PROGRAMS -- 1950-51 (CONTINUED) PAGE 3

<u>PERFORMER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Norman Gulbrandsen	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Bea Hardie	March 4, 1951	Wallace, Idaho	Kiwanis Club
Don Herbig	Feb. 22, 1951	Helena	State Legislature
	March 4, 1951	Wallace, Idaho	Kiwanis Club
Harold Herbig	March 4, 1951	Wallace, Idaho	Kiwanis Club
Evelyn Hoffman	Feb. 22, 1951	Helena	State Legislature
Robert Hoyem	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	Feb. 28, 1951	Missoula	Masonic Lodge
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
Donald Isbell	March 4, 1951	Wallace, Idaho	Kiwanis Club
Alan Jackson	Feb. 22, 1951	Helena	State Legislature
Vern Johnson	Feb. 22, 1951	Helena	State Legislature
Stanley Johnson	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Robert Jones	Feb. 22, 1951	Helena	State Legislature
Lane Justus	Nov. 1, 1950	Missoula	Salvation Army
	Feb. 28, 1951	Missoula	Masonic Lodge
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
Douglas Kuster	March 4, 1951	Wallace, Idaho	Kiwanis Club

FACULTY AND STUDENT MUSICAL PROGRAMS -- 1950-51 (CONTINUED) PAGE 4

<u>PERFORMER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Donna Larson	Jan. 23, 1951	Hamilton	Chamber of Commerce
Jack Lawson	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Peggy Lawson	Feb. 22, 1951	Helena	State Legislature
	March 5, 1951	Corvallis	Sportsmen's Assn.
Gilbert Leibinger	Feb. 28, 1951	Kalispell	Junior Chamber of Commerce
John Lester	Jan. 23, 1951	Hamilton	Chamber of Commerce
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
George Lewis	Feb. 22, 1951	Helena	State Legislature
	Feb. 28, 1951	Missoula	Masonic Lodge
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
Gladys Lewis	March 4, 1951	Wallace, Idaho	Kiwanis Club
Dolores Lowry	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 23, 1951	Hamilton	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	Feb. 28, 1951	Missoula	Masonic Lodge
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	April 26, 1951	Butte	Rotary Club
	April 26, 1951	Philipsburg	High School
	May 2, 1951	Hamilton	Woman's Club
Patricia McFadden	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	March 5, 1951	Corvallis	Sportsmen's Assn.
Patricia McGinty	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	Chamber of Commerce (State)
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club



FACULTY AND STUDENT MUSICAL PROGRAMS -- 1950-51 (CONTINUED) PAGE 5

<u>PERFORMER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Mora MacKinnon	March 4, 1951	Wallace, Idaho	Kiwanis Club
Judson Maynard	Feb. 22, 1951	Helena	State Legislature
	March 1, 1951	Superior	P-TA
	March 4, 1951	Wallace, Idaho	Kiwanis Club
Kaye Millons	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Margaret Mitchell	Feb. 22, 1951	Helena	State Legislature
Jacqueline Myers	Feb. 22, 1951	Helena	State Legislature
Falle Nelson	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Pauline Oberg	March 4, 1951	Wallace, Idaho	Kiwanis Club
Joe Orrino	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	March 5, 1951	Corvallis	Sportsmen's Assn.
	May 2, 1951	Hamilton	Woman's Club
Betty Osness	Feb. 22, 1951	Helena	State Legislature
Mardell Ostrum	Feb. 22, 1951	Helena	State Legislature
Glenn Patton	Aug. 18, 1950	Dillon	Boys' State
	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Val Fishkin	Feb. 22, 1951	Helena	State Legislature
Gary Reese	Feb. 22, 1951	Helena	State Legislature

FACULTY AND STUDENT MUSICAL PROGRAMS -- 1950-51 (CONTINUED) PAGE 6

<u>PERFORMER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Orland Rogers	Nov. 1, 1950	Missoula	Salvation Army
Paul Rohnke	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
Betty Rumph	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 23, 1951	Hamilton	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	March 4, 1951	Wallace, Idaho	Kiwanis Club
Robert Ruppel	Dec. 4, 1950	Deer Lodge	Woman's Club
	May 2, 1951	Corvallis	P-TA and High School
Kenneth Salmen	March 4, 1951	Wallace, Idaho	Kiwanis Club
Joyce Siperly	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	Feb. 28, 1951	Kalispell	Junior Chamber of Commerce
	March 5, 1951	Corvallis	Sportsmen's Assn.
	May 2, 1951	Hamilton	Woman's Club
Charles Stone	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	State Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	May 2, 1951	Hamilton	Woman's Club
Jane Valentine	Feb. 22, 1951	Helena	State Legislature
Madison Vick	March 4, 1951	Wallace, Idaho	Kiwanis Club
Roine Walston	Feb. 22, 1951	Helena	State Legislature
Lawrence Warn	Feb. 22, 1951	Helena	State Legislature
Rudolph Wendt	Jan. 15, 1951	Deer Lodge	Woman's Club

FACULTY AND STUDENT MUSICAL PROGRAMS -- 1950-51 (CONTINUED) PAGE 7

<u>PERFORMER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Betty Bee Young	Jan. 19, 1951	Great Falls	Chamber of Commerce
	Jan. 30, 1951	Missoula	Chamber of Commerce
	Feb. 17, 1951	Great Falls	Chamber of Commerce
	Feb. 22, 1951	Helena	State Legislature
	March 1, 1951	Superior	P-TA
	March 4, 1951	Wallace, Idaho	Kiwanis Club
	May 2, 1951	Hamilton	Woman's Club
Henriette Zakos	Nov. 1, 1950	Missoula	Salvation Army

1950-51 FOREIGN STUDENT PROGRAMS

<u>STUDENTS</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Oliva Fonseca Phoebe Habib Emma Herzberger Heinrich Kottenhoff Ralph Odendall Gunter Ordelt	October 14, 1950	Ronan	Woman's Club
Emma Herzberger Heinrich Kottenhoff Ralph Odendall Gunter Ordelt	November 3, 1950	Corvallis	Woman's Club
Bertil Greko Emma Herzberger Ralph Odendall Gunter Ordelt	November 21, 1950	Ronan	P-TA
Emma Herzberger Bertil Greko Ralph Odendall Gunter Ordelt	December 5, 1950	Frenchtown	P-TA
Gunter Ordelt	December 6, 1950	Polson	Rotary Club
Emma Herzberger Oliva Fonseca Bertil Greko Ralph Odendall Gunter Ordelt	January 11, 1951	Arlee	P-TA
Phoebe Habib Emma Herzberger Bertil Greko Ralph Odendall	February 22, 1951	Kalispell	Rotary Club
Emma Herzberger Bertil Greko	March 5, 1951	Missoula	Central P-TA
Gunter Ordelt	March 12, 1951	Missoula	Target Range P-TA
Emma Herzberger Bertil Greko Ralph Odendall Gunter Ordelt	April 7, 1951	Florence	Pamona Grange

1950-51 FOREIGN STUDENT PROGRAMS (CONTINUED) PAGE 2

<u>STUDENTS</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Emma Herzberger Bertil Greko Ralph Odendall Gunter Ordelt	April 23, 1951	Polson	P-TA
Emma Herzberger Bertil Greko Ralph Odendall Gunter Ordelt	May 4, 1951	Stevensville	Woman's Club
Emma Herzberger Bertil Greko Ralph Odendall Gunter Ordelt	May 10, 1951 May 10, 1951	Anaconda Anaconda	Kiwanis Club Boosters Club
Bertil Greko Ralph Odendall Gunter Ordelt	May 15, 1951	Burnt Fork Community Center (east of Stevens- ville)	Ravalli County Farmers Union

STUDENT APPEARANCES (OTHER THAN MUSICAL GROUP PROGRAMS)

<u>SPEAKER</u>	<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
Donna Persons	Nov. 1, 1950	Missoula	Ladies Home League of Salvation Army

R A D I O

THIS IS YOUR UNIVERSITY !

( A thirty-minute program featuring campus musicians and musical groups.)

<u>ARTIST OR ORGANIZATION</u>	<u>BROADCASTING STATIONS</u>	<u>TOTAL TIME BROADCAST</u>
Eugene Andrie, Program #1	KGVO, Missoula KMON, Great Falls KOPR, Butte KBY, Billings KXGN, Glendive KGEZ, Kalispell KBMN, Bozeman	3 hr. 30 minutes
Julia Sutton, Pianist Reel #1	same as above	3 hr. 30 minutes
Julia Sutton, pianist Reel #2	same as above	3 hr. 30 minutes
Robert Ruppel, pianist	same as above	3 hr. 30 minutes
Paul Abel and J. Gray Trumpet and Flute	KGVO, Missoula KMON, Great Falls KBY, Billings KGEZ, Kalispell KOPR, Butte	2 hr. 30 minutes
Judson Maynard, organist	KGVO, Missoula KMON, Great Falls KBY, Billings KGEZ, Kalispell KXGN, Glendive KOPR, Butte	3 hours
Henriette Zaos, organist	same as above	3 hours
All Bach program, Reel #1 (Brandenburg Concerto)	same as above	3 hours
All Bach program, Reel #2 (Withdrawn because of technical difficulties)	KGVO, Missoula	30 minutes

THIS IS YOUR UNIVERSITY ! (CONTINUED) PAGE 2

<u>ARTIST OR ORGANIZATION</u>	<u>BROADCASTING STATIONS</u>	<u>TOTAL TIME BROADCAST</u>
MSU Symphonic Band, Reel #1	KGVO, Missoula KMON, Great Falls KOPR, Butte KBYM, Billings KGEZ, Kalispell KXGN, Glendive KBMN, Bozeman KXLO, Lewistown	4 hours
MSU Symphonic Band #2	KOPR, Butte KGVO, Missoula KMON, Great Falls KBYM, Billings KGEZ, Kalispell KXGN, Glendive KBMN, Bozeman	3 hr. 30 minutes
J. George Hummel, pianist	KGVO, Missoula KMON, Great Falls KOPR, Butte KBYM, Billings KGEZ, Kalispell KBMN, Bozeman	3 hr. 30 minutes
Wendt-Ramskill, piano duo	Same as above	3 hr. 30 minutes
Rudolph Wendt, pianist	Same as above	3 hr. 30 minutes
MSU Symphony, Reel #1 (Madison Vick, violinist)	Same as above	3 hr. 30 minutes
MSU Symphony, Reel #2	Same as above	3 hr. 30 minutes
Pat McGinity, vocalist	KGVO, Missoula KMON, Great Falls KOPR, Butte KBYM, Billings KBMN, Bozeman KGEZ, Kalispell KXGN, Glendive	3 hr. 30 minutes
John Lester, Baritone	Same as above	3 hr. 30 minutes
Betty B. Young, Soprano	Same as above	3 hr. 30 minutes



THIS IS YOUR UNIVERSITY ! (CONTINUED) PAGE 3

<u>ARTIST OR ORGANIZATION</u>	<u>BROADCASTING STATIONS</u>	<u>TOTAL TIME BROADCAST</u>
MSU Symphony with Lowndes Maury	KGVO, Missoula KMON, Great Falls KOPR, Butte KBY, Billings KXGN, Glendive KGEZ, Kalispell KBMN, Bozeman	3 hr. 30 minutes
Brahms "Requiem." 3 reels (Special)	KGVO, Missoula KBMN, Bozeman	2 hr. 30 minutes
Northwest High School Band	KXGN, Glendive KGEZ, Kalispell KBMN, Bozeman	1 hr. 30 minutes
MSU Choral Groups	KMON, Great Falls KOPR, Butte KBY, Billings KGEZ, Kalispell KXGN, Glendive	2 hr. 30 minutes
MSU A Cappella Choir and Northwest Combined Chorus	KOPR, Butte KXGN, Glendive KGEZ, Kalispell	1 hr. 30 minutes
Northwest High School Symphony	KBMN, Bozeman KXGN, Glendive KGEZ, Kalispell KGVO, Missoula	2 hours
NWMEC, Direct	KGVO, Missoula	30 minutes
Small Ensemble Festival	KGVO, Missoula	30 minutes
John Crowder, (Special music week tape)	KGVO, Missoula	30 minutes
Nancy Critelli, cellist	KGEZ, Kalispell	30 minutes
Northwest High School Band (Special edited tape)	KXLE, Missoula KXLF, Butte KXLK, Great Falls KXLQ, Bozeman KXLJ, Helena	2 hr. 30 minutes

THIS IS YOUR UNIVERSITY ! (CONTINUED) PAGE 4

<u>ARTIST OR ORGANIZATION</u>	<u>BROADCASTING STATIONS</u>	<u>TOTAL TIME BROADCASTING</u>
Northwest High School Chorus and MSU Symphony (Special edited tape)	KXLE, Missoula KXLF, Butte KXLK, Great Falls KXLQ, Bozeman KXLJ, Helena	2 hr. 30 minutes
Charter Day Symphonic Band and Gov. J. W. Bonner	Same as above	2 hr. 30 minutes
MSU Opera Workshop	KGVO, Missoula KMON, Great Falls KOPR, Butte KBYM, Billings	2 hours
<b>TOTAL PROGRAMS 33</b>	<b>TOTAL BROADCAST TIME 86 hr. 30 minutes</b>	

MSU RADIO GUILD PRODUCTIONS

(Directed by Vernon Hess, instructor in English, edited, produced, and released through the Public Service Division, Radio Section)

<u>DATE</u>	<u>TITLE</u>	<u>OUTLET</u>	<u>TIME</u>
April 28, 1951	THE BOTTLE IMP	KXLL, Missoula KXLF, Butte KXLK, Great Falls KXLQ, Bozeman KXLJ, Helena	2 hr. 30 minutes
May 5, 1951	LORD JIM	Same	2 hr. 30 minutes
May 12, 1951	PRIDE AND PREJUDICE	Same	2 hr. 30 minutes
May 19, 1951	THE ALCHEMIST	Same	2 hr. 30 minutes
May 26, 1951	THE DRUMMER	Same	2 hr. 30 minutes
June 2, 1951	SHE STOOPS TO CONQUER	Same	2 hr. 30 minutes
June 9, 1951	TARTUFFE	Same	2 hr. 30 minutes
June 16, 1951	RIP VAN WINKLE	Same	2 hr. 30 minutes
<b>TOTAL PROGRAMS 8</b>	<b>TOTAL BROADCAST TIME 20 hours</b>		

SPECIAL PROGRAMS ARRANGED BY PUBLIC SERVICE DIVISION RADIO

<u>TITLE</u>	<u>STATION</u>	<u>TIME</u>
Christmas Interview with foreign students (Christmas in Many Lands)	KXLL, Missoula KXLF, Butte KXLK, Great Falls KXLJ, Helena KXLQ, Bozeman	2 hr. 30 minutes
Christmas Carol Program with Jubileers	KGVO, Missoula KMON, Great Falls KOPR, Butte KBYM, Billings	1 hour
Interview with Dr. Lawrence Snyder, Geneticist	KGVO, Missoula	30 minutes
Address of Earl J. McGrath and Dr. Carl McFarland	KGVO, Missoula	45 minutes
Interview with Dr. McLaughlin on Mastadon Skeleton	KXLL, Missoula KXLF, Butte KXLQ, Bozeman KXLJ, Helena KXLK, Great Falls KBYM, Billings	1 hr. 30 minutes
Weekly interview for KBYM at Billings from 3/19/51 to 6 /3/51 - total of 11 programs (15 minutes ea.)	KBYM, Billings	2 hr. 45 minutes
Special interview with Dr. McLaughlin for KGVO	KGVO, Missoula	15 minutes
Adress of John W. Bonner	Z Bar Net, (5 stations as above)	2 hr. 30 minutes
<b>TOTAL PROGRAMS 8</b>	<b>TOTAL BROADCAST TIME</b>	<b>11 hrs. 45 minutes</b>

15 MINUTE UNIVERSITY NEWS TAPES, PRODUCED IN JOURNALISM SCHOOL, PROF.  
OLE BUE SUPERVISOR, AUDITIONED AND RELEASED THROUGH PUBLIC SERVICE DIVISION

<u>STATIONS</u>	<u>NUMBER OF PROGRAMS</u>	<u>TOTAL TIME</u>
KXLL, Missoula	30 Programs	37 hrs. 30 minutes
KXLF, Butte		
KXLK, Great Falls		
KXLQ, Bozeman		
KXLJ, Helena		
KBMY, Billings	30 Programs	7 hrs. 30 minutes
KGVO, Missoula	30 Programs	7 hrs. 30 minutes
KMON, Great Falls	30 Programs	7 hrs. 30 minutes
KRJF, Miles City	20 Programs	5 hours
KXGN, Glendive	22 Programs	5 hrs. 30 minutes
KXLO, Lewistown	22 Programs	5 hrs. 30 minutes
<u>11 Outlets</u>	<u>184 Programs</u>	<u>76 hours total</u>

1950-51 SPEECH CLINIC APPEARANCES

<u>DATE</u>	<u>PLACE</u>	<u>SPONSOR</u>
October 11, 1950	Fort Benton	Public School
November 2, 1950	Alberton	Public School
April 18-19, 1951	Lewistown	Jr. High School
April 25, 1951	Arlee	Public School

### 1950-51 LITERARY STUDY GROUPS

The Alberton group met the first Monday of each month beginning in October and finishing in April. Composed largely of wives of railroad men plus a few of the men themselves when they can find time off from their regular train schedule. The group is supervised by Professor R. A. Colman. The Alberton reading schedule was as follows:

- November 6 -- All the King's Men (Warren)
- December 4 -- The Track of the Cat (Clark)
- January 1 -- Lead Kindly Light (Sheehan)
- February 5 -- The Grass Roof (Kang)  
A Korean story reviewed by Miss Boner.
- March 5 -- The Wisdom of America (Lin Yu Tang)
- April 2 -- Towers in the Mist (Goudge)

The Corvallis Club met the third Thursday of each month. It too was supervised by Professor Coleman. The reading schedule was as follows:

- October 19 -- Lead Kindly Light (Sheehan)
- November 16 -- Young Man with a Horn (Baker)
- (No December meeting)
- January 18 -- Night Unto Night (Wylie)
- February 15 meeting cancelled
- March 15 -- The Track of the Cat (Clark)
- April 19 -- Intruder in the Dust (Faulkner)

The Charlo Club, under the supervision of Mr. John E. Moore, is the oldest group. It was started in 1945. The men here play an important part. The group met the third Tuesday of each month. This year the reading schedule was as follows:

- October 16 -- Belles on Her Toes (Gilbreth)
- November 20 -- Life of Will Rogers
- December 18 -- Road to Survival (Vogt)
- January 15 -- Woman with a Sword (Noble)
- February 19 -- 1984 (Orwell)
- March 19 -- Intruder in the Dust (Faulkner)
- April 16 -- The Track of the Cat (Clark)

1950 - 51 UNION MEETING

The Union Meeting for 1950-51 was held in the Bitterroot Room of the Student Union Building, Monday, May 7; Miss Agnes Boner of the English Department being the featured speaker. She reviewed two books on Korea by Younghill Kang: The Grass Roof and East Goes West, both autobiographies. Having spent over a year in Korea, Miss Boner was able to vivify her comments by many personal anecdotes. As is the custom, delegates from each group reported on the year's activities: Miss Jean Ann Pocta for Alberton; Mrs. Biggerstaff for Charlo; and Glenn Chaffin for Corvallis. Mrs. Francis and Mrs. Harriet O'Conner were visitors from Arlee.

INSTITUTIONAL RESEARCH

A. S. Merrill, Director

1950-51

The usual studies of teaching load, salaries and related subjects has been made during the current year. The study of comparative per-student costs was continued with the cooperation of twenty western State Colleges and State Universities. The results of these studies were used in presenting the needs of the institution to legislative committees.

Due to the war situation, a complete analysis of the facilities which might be used in a time of national emergency was made up. Based upon this and upon studies by the schools concerned, special reports were made to the various branches of the defense set-up as they expressed an interest in the possible use of our facilities.



THE LIBRARY AND THE LIBRARY COMMITTEE

Kathleen Campbell, Librarian, and Chairman, Library Committee

LIBRARY STAFF:

The year 1950-51 has proved to be the most successful year for the library since before the war so far as well-trained, competent personnel is concerned.

Mr. Charles D. Hickey, a graduate of the Library School of Syracuse University, joined the staff on September 1, as Acquisitions Librarian. Mr. Hickey grasped the work of the Acquisitions Department very readily, has done good work, and has recommended a number of departmental procedures and routines several of which already have been inaugurated.

Miss Rose E. Korsmo, a graduate of the Library School of the University of Minnesota, also joined the staff on September 1, as Circulation Librarian. Miss Korsmo was most competent in this position and carried full responsibility for the Circulation Department with no supervision from the librarian or the assistant librarian -- the first time that this situation has existed since 1944. However, Miss Korsmo resigned from the library on June 1, as she was not at all happy in her work here. Because of the crowded condition at the loan desks, circulation work is a "killing job" physically, and for this reason it is difficult to keep trained librarians in positions there.

Mrs. Lou Ann Weimer filled the position left vacant in the Documents and Serials Department when Miss Mary Frances Law resigned last spring. The position of Assistant Documents and Serials Librarian has not been filled with a trained librarian since 1943, as no candidates with library school training have applied for this position when it has been open, and no recommendations have been made to the library for the position by library schools over the country.

As has been stated in other reports of the librarian, the turn-over of professional library staff during the past seven or eight years has created a serious problem in the library as there has been no continuity of service in the various departments, and the result has been a continuous training program on the part of the senior members of the staff. One of the reasons for this turn-over of staff is Missoula's isolation from city life. Young trained librarians have indicated that they would prefer to work in libraries in or near cities for less salary than Montana State University offers in order to enjoy the advantages of the city.

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The turn-over of clerical staff was unusually heavy this year as has been the case for the past two years since most of the clerical assistants have been wives of veterans with only one or two years of schooling left to complete their college careers.

#### LIBRARY QUARTERS:

The urgent need for adequate library quarters and facilities have been included in various reports of the librarian for the past several years.

The two classrooms, Library 118 and 119, formerly used for classes in history, were converted into a Freshman Reserved Book Room during the summer of 1950. The room was newly decorated, and was opened for the first time Fall Quarter.

Room Library 306, adjoining the Northwest History Room and formerly occupied by the Montana State Library Extension Commission, was converted into a graduate and seminar reading room for the use of students enrolled in courses in Northwest History and for upperclass and graduate students enrolled in courses requiring the use of the Northwest History collection and other special and valuable materials to be placed in the room. The request for such a room in the library came from the History Department. The room was put into use Spring Quarter and was opened two afternoons a week - Monday and Thursday from one until four o'clock, with the assistant reference librarian in charge. The Reference Department reported that: (1) the maximum attendance during any three-hour period was six; (2) the room was not used by students for the purpose actually intended as the students read only books assigned for classes in Northwest History and did not avail themselves of the opportunity to examine the Northwest History collection and to secure assistance in locating materials; (3) from the point of view of the Reference Department, the use of this room did not justify the expense involved in maintaining it.

The Montana State Library Extension Commission was moved to Room Library 114, the quarters formerly used as the Freshman Reserved Book Room.

#### LIBRARY SURVEY:

A survey of Montana State University Library was made in the winter of 1951 at a cost of \$3,700.00. The survey was carried on under the auspices of the American Library Association with Dr. Maurice F. Tauber of the School of Library Service of Columbia University, as senior surveyor, and Dr. Eugene H. Wilson, Director of Libraries of the University of Colorado, as junior surveyor. A tremendous number of hours was spent by the librarian

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in compiling statistics, assembling information, and preparing reports for the surveyors, and, with other members of the professional staff, checking various bibliographies against the library's holdings in order to determine the adequacy of the library's resources. The task was a strenuous one, indeed, but it is the hope of the librarian that the beneficial results will far outweigh the work involved. The findings of the surveyors will be published by the American Library Association early in July of 1951, and the librarian, together with the library staff and members of the Library Committee will study the survey report with a view to improving the library and its service.

### CIRCULATION DEPARTMENT:

Because of the heavy loss of books from the open shelf reserves in the Reading Room in the past four years, an experimental plan was inaugurated for the year 1950-51. Instead of placing reserved books in the Reading Room, bound volumes of the most generally used periodicals were shelved in the room. This arrangement cut down very materially the physical work at the loan desk as the use of periodicals is extremely heavy during Autumn and Winter Quarters for classes in freshman composition. Also, at the close of Spring Quarter, not a single periodical was missing from the shelves although three bound volumes of the latest examination questions were missing at the close of Winter Quarter and have not yet been returned.

The total circulation of books, periodicals, and documents for the year 1950-51 was 86,662 as against 113,631 for the preceding year, or a loss of slightly more than 23½%. This drop in circulation was due, undoubtedly, to the fact that the student enrollment was less than that of a year ago and that bound periodicals for the most part did not circulate over the loan desk, but were on open shelf in the Reading Room and no record was kept of the number of periodicals used.

Stack permits were issued to 89 graduates carrying work chiefly in the School of Education, and the Departments of English and History and Political Science.

Student assistants spent considerable time during the year reading the stack shelves, checking for lost books, and removing books which required repairing and re-lettering.

REFERENCE DEPARTMENT:

The Reference Room was enlarged this past year to include 500 square feet of the general Reading Room. Two large electric fans were purchased for this room by the Maintenance Department, and one of the fans already is in use. This fan and the screen doors which were installed in September 1949, have improved the condition of the Reading Room somewhat, but the room is still very uncomfortable in warm weather.

At the close of Winter Quarter, the reference collection, previously shelved according to large subject groups, was arranged according to the Dewey Classification system.

A program for the improvement and expansion of library instruction to students is still the Reference Department's most urgent and difficult problem. The Department prepared a simple eight-page mimeographed handbook on how to use the library, but had no opportunity to use it in class instruction to freshmen as the English Department again required that instruction in the use of the library be given by the English faculty to Freshman English classes. However, the Reference Department cooperated by providing copies of the library handbook for distribution and use by the English faculty. From the point of view of the library, the results were not satisfactory. In some cases the handbooks were passed out without explanation or discussion, and consequently, the students paid little attention to them. This lack of instruction and of emphasis on the importance of learning to use library tools was evident when students began work on their research papers.

At the request of faculty members in the Departments of Biology and Economics and in the Schools of Education, Forestry, and Journalism, the Reference Librarian gave instruction to upperclass and graduate students in the use of reference aids in their particular fields. This also was true of the Documents and Serials Librarian who gave instruction in the use of federal documents.

Through this department, 644 volumes of books and bound periodicals were loaned to other libraries on inter-library loan. Of this number, 416 were borrowed by the Montana State Library Extension Commission for the use of libraries in Montana.

This department borrowed from other libraries, 190 volumes for the use of faculty members on this campus and 152 volumes for graduate students, or a total of 342 volumes at a cost to the library of approximately \$300.00

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ACQUISITIONS DEPARTMENT:

Books. The Acquisitions Department received 2,948 book requests from all departments on campus. These requests were checked with the card catalog to avoid duplication and with the various bibliographies for the necessary bibliographic information before placing the orders. Of the above number, 2,626 requests were placed with dealers, and 2,126 or 81.7% of the orders were received.

The "Out of print" order file was reviewed during the year with the result that 200 books were found to have been on order for longer than one year. Of this number, 184 were advertised for in a commercial journal, and while the response was not outstanding, nevertheless, approximately 30½% of this number was secured.

Gifts. The library received 753 volumes as gifts from various individuals and institutions. Of this number, 625 volumes, at an approximate value of \$1,000.00, were processed for the library shelves. The remaining 128 volumes were checked with the library shelves and not needed. They were, therefore, sent to the Quezon Colleges in the Philippines.

Equipment: Two notable purchases of equipment were made during the year; a Microcard Reader and a Gray Audograph Soundwriter.

Three double section bookcases for the Freshman Reserved Book Room were ordered from the Physical Plant in February, but because of pressure of work on the staff in the carpentry shop, these cases cannot be delivered until next year.

Status of the Capital and Supplies Budget as of May 24, 1951

	<u>Budget</u>	<u>Bills Paid</u>	<u>Outstanding Orders</u>	<u>Balance</u>
Capital account	\$ 20,088.10	\$ 15,800.21	6,219.50	1,931.61 -
Supplies and expense	12,859.75	10,331.15	316.84	2,211.76
Repairs and Replacements	450.00	143.17	134.61	172.22
<b>TOTAL</b>	<b>33,397.85</b>	<b>26,274.53</b>	<b>6,670.95</b>	<b>452.37</b>

CATALOG DEPARTMENT:

The number of volumes added to the library for the period June 1, 1950 to May 31, 1951, include the following:

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Books	4394	
By purchase	3095	
By gift	1031	
By exchange	<u>268</u>	
Volumes reinstated	<u>5</u>	
	4399	
Volumes lost and withdrawn	<u>1169 *</u>	
Total		3230
Textbooks added		470
Theses (Montana State University)		<u>129</u>
Total books added		3829
Bound periodicals		1086
Music scores		<u>183</u>
Total volumes added		5098

\* Books retired to the stacks in 1942-43 for withdrawal from the library, but this work could not be accomplished until this past year. Of the number of books withdrawn, 708 were duplicate copies of books already on the library shelves.

The chief accomplishment of the Catalog Department during the year was the completion of a reclassing and recataloging project for the Pharmacy Library which was originally undertaken in 1949. The chief cataloger reports that this was a most expensive undertaking as the Assistant Cataloger gave practically full time to the project between February and June 1, and a clerical assistant in the Department also spent many hours assisting with the work.

DOCUMENTS AND SERIALS DEPARTMENT:

The most notable acquisition of this Department during the year was the League of Nations Treaty Series which was secured at a cost of \$625.00, \$300.00 of which came from the budget of the History and Political Science Division.

In addition to the above purchase, this Department secured a collection of early Montana documents in microfilm from the Library of Congress Microfilm Collection of Early State Records; and the library's first acquisition in microcard form, v. 1-25 of the English Historical Review.

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A budget of \$1500.00 was allotted for filling in incomplete sets of periodicals and for completing document sets.

Two special areas of state documents are being developed in response to faculty requests. The History and Political Science Division is interested in state governmental reorganization as sources for a study on the reorganization of Montana state government. Approximately 25 recent state government reorganization reports have been received by this Department, and they have been used in the preparation of a report on Montana reorganization. Since this project is to be continued in cooperation with the State Legislative Committee on State Government Reorganization, the Department will continue to solicit further material. The New School of Social Administration is interested in the publications of state public welfare departments in representative states, and material in this field is being acquired for the use of faculty and students in the School.

This has been a record year in the amount of exchange material which was sent by this library to other libraries and institutions over the country. The exchanges totaled 1958 pieces. This is quite a contrast to the situation last year when this library had no publications to offer on exchange. The following material was sent on exchange:

Anthropology and Sociology Papers, Numbers 1-5	702
Bureau of Business and Economic Research - Regional Study Number 1	256
Montana Academy of Sciences Proceedings, volumes 9-10	346
Montana's Production, 1930-1949	231
School of Forestry Bulletin, Number 2	104
Montana Business	319
Total	1958

The number of periodicals received during the year totaled 910: 715 by subscription and 195 by gift.

The number of newspapers received were 29: 8 by subscription and 21 by gift.

Approximately 6750 U.S. documents were received, 250 of which were bound volumes.

The number of volumes bound during the year totaled 2947 at an approximate cost of \$7050.00.

The number of items received on exchange amounted to 275.

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Miss Cecil Bull spent the Summer Quarter of 1950 out of residence and traveled in Mexico. Miss Catherine White spent Spring Quarter out of residence.

The Librarian attended the conference of the Pacific Northwest Library Association held in Portland last August; and as a member of the Council of the American Library Association, attended the Mid-winter conference of the Association held in Chicago in January.

The Librarian as Chairman of the Montana State Library Extension Commission attended three meetings of the Commission during the year. At a meeting of the Montana State Library Association held in Bozeman in May, she recommended to the Association a plan for regional library service in Montanam which plan was accepted by the Association. This plan for Montana will fit into the library planning and development program which has been undertaken by the Pacific Northwest Library Association for the Pacific Northwest Region.

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VOLUMES IN LIBRARY

Volumes in central and departmental libraries			
May 31, 1950		138,761	
Volumes added June 1, 1950 - May 31, 1951		<u>4,915</u>	143,676
Music scores in Music School Library May 31, 1950		1,517	
Scores added June 1, 1950 - May 31, 1951		<u>183</u>	<u>1,700</u>
Total			145,376
U.S. Documents in Library May 31, 1950:			
	<u>Bound</u>	<u>Unbound</u>	
	17,548	144,654	
Documents added June 1, 1950 -			
May 31, 1951	<u>727</u>	<u>6,023</u>	
Total documents in			
Library May 31, 1951			<u>168,952</u>
Total volumes in central and departmental			
libraries, May 31, 1951			314,328
Volumes in Law Library May 31, 1950		33,915	
Volumes added June 1, 1950 - May 31, 1951		<u>1,119</u>	
Total volumes in Law Library May 31, 1951			<u>35,034</u>
Total volumes in all libraries on campus may 31, 1951			349,362



### THE LIBRARY COMMITTEE

Upon recommendation of the Librarian, Acting President Jesse reappointed the same faculty personnel to the Library Committee for 1950-51 as for 1949-50. The present Library Committee, in the spring of 1950, recommended a survey of the university library, and because the survey was not to be made until the winter of 1951, the librarian considered it advisable to have the same Committee carry on for at least another year and see the survey through.

The membership of the Committee was as follows:

Professors: Castle, W.P. Clark, Coleman, Ford, Kramer, T.H. Smith, Waters, Wren, and Kathleen Campbell, Chairman. Students: Marie Krebsback and William Donnally.

Four meetings of the Committee were held during the year: September 29, and November 3, 1950; January 17 and May 23, 1951.

No important decisions pertaining to library policy were considered during the year as the Committee wished to wait until the report of the survey was published, to study the report, and to consider recommendations made by the surveyors. However, the Committee again went on record this year as opposing departmental libraries on the campus because of the small library budget and the expense involved in the duplication of materials for departmental libraries. Because a library is being planned in the School of Music building which is soon to be erected, a sub-committee of the Library Committee and the Librarian met with Dean Crowder of the Music School and also with Dean Crowder and President McFarland, and presented the position of the Library Committee regarding the decentralization of library resources, other than laboratory libraries, on the campus of Montana State University.

## PHYSICAL PLANT

T. G. Swearingen, Maintenance Engineer

1950-51

We have this year continued with our improvement and repair program in so far as funds available would allow. The 1947-49 special legislative appropriation was exhausted with the partial re-wiring of University Hall. Most of the 1949-51 special appropriation has been obligated. We have continued with the reduced staff in our carpenter shop and repair shop. There has been two to three men on the paint crew most of the year.

### SPECIAL LEGISLATIVE APPROPRIATION 1949-51

- 1) Biological Station: A boat house was constructed with a ramp so that the large boat can be pulled out of the water during the winter season. The water line was extended up into the cabin area and an improved hot water system was installed in the kitchen.
- 2) Forestry Greenhouse: The greenhouse was completed and occupied during the winter months.
- 3) Pharmacy Animal House: This building was completed early this fall and has been used since that time.
- 4) Some of the roads were graded and graveled. This work was done by the State Highway Department. They were unable to do the oiling in as much as their equipment was not available for us until late in the fall. There is now a firm in Missoula who is in the business of oiling roads and so we proposed to continue with this project.
- 5) Underground Steam Distribution System: Plans and specifications were completed for replacing the steam mains. The contracts were let and work has just started. New mains will be installed from the present "Y" near Natural Science south to a point near the Forestry Building and west to the Student Union Building, then south to a point opposite the Health Service.

6) Electrical Distribution System: Installation of the proper amount of light in many of our buildings required that we increase the capacity of the Electrical Distribution System. A switch yard was built just north of the Heating Plant where the main switch, meters, etc. are installed. A heavier cable was installed from this point to the Library and then over to the Business-Education Building. A transformer was installed in University Hall. This increase should take care of our needs for a number of years.

7) Sidewalks and Curbs: About \$5,000 was spent for new sidewalks and curbs. Some of the more important ones are south from the Student Union Building; one diagonally across the area south of New Hall; and curbs in front of the Forestry Building. A contract has been let for the construction of about \$3,000 of walks for the coming year. We have started this work. It will include more walks leading from the Business-Education Building; the completion of the walks on Van Buren Street, and widening and repairing many other walks.

#### GENERAL MAINTENANCE FUND

1) The following painting has been done:

- a) South Hall: dining room and kitchen; the old dark stained panneling was refinished in a light green color.
- b) Corbin Hall: dining room and kitchen. Lounges and rooms.
- c) New Hall: rooms.
- d) Jumbo Hall: part of the rooms.
- e) Prefabs: exterior.
- f) Law Building: entire interior of the building.
- g) Men's Gymnasium: interior of the building.
- h) Art Building: exterior woodwork.
- i) Student Union Building: exterior woodwork.
- j) Craig Hall: part of interior.
- k) Natural Science: completed interior work.
- l) Chemistry Building: washed the walls in the hallways.

2) Furniture Construction:

Major furniture construction was:

- a) Completion of the oak tables for the Freeman Library in the Law School.
- b) Construction of tables for Business Administration Bookkeeping Department.
- c) Re-built cases for the Historical Museum. These cases were donated by the Missoula Mercantile Company.

3) Remodeling and Alterations:

- a) South Hall: The kitchen was remodeled similar to the work done in North Hall last year. The walls were covered with glazed tile. New dishwashing equipment was installed, as well as a cafeteria counter, refrigerator, stainless steel sinks, and numerous other pieces of equipment. The floors were covered with Koroseal. The room was re-lighted and re-decorated.
- b) University Hall: The business office area was altered. A stairway was constructed from the first floor to the basement room where a bookkeeping room was established.
- c) Craig Hall: A large room on the second floor was remodeled to accommodate physics.
- d) President's House: This building was remodeled and an additional bathroom installed on second floor and a terrace built on the south side of the house.

4) Campus:

- a) area just south of New Hall was grassed, as well as the area west of North Hall. We have, also, started lawns around the Business-Education Building.
- b) Considerable work is being done on the football field under the direction of Professor Morris. We applied weed killer then hauled in sawdust, added fertilizer and disced the center area and reseeded. It is hoped that if we continue to properly care for this field that we can grow a good and permanent sod.

c) Tennis courts: The south six courts were sealed and a heavy wire fence constructed around them to keep horses, children with roller skates, and people with hob-nailed shoes off the area.

d) The twenty-five trailers which were used for veteran housing were sold and removed from the campus. This area is being cleaned up. Part of it will be made into a parking area.

#### PLANNING FOR NEW BUILDINGS:

We have spent considerable time with the architects in planning the various proposed new buildings; namely, Music Building, Classroom Building, Women's Building, and Men's Residence Hall. We have given the architects plans of all of these areas and have assisted with their work as much as possible.

#### FUTURE WORK:

a) Probably the largest repair item for the future is the Journalism roof. The roof on this building is a very light weight copper. It is bulging and leaking in places. It is feared that the wind will get under the roofing and tear most of it off the building. This may happen tomorrow or next year. It is impossible to repair this type of roofing. We should look toward re-roofing this building. Such re-roofing will probably cost \$7500.

b) Allotments have been made for re-wiring of Craig Hall and the Men's Gymnasium and completion of the wiring in University Hall. This work is progressing.

## SUMMER SESSION

Professor J. W. Maucker, Director

### General Considerations

The 1950 Summer Session at Montana State University continued in the general pattern of the two previous summers—a comprehensive program of studies was provided to enable the veteran students to continue their work without interruption and to offer professional work for teachers and school administrators. The program at the Biological Station was continued, under the directorship of Dr. Gordon Castle, and in addition, dramatics were offered at Virginia City.

### Enrollment

As was expected, there was some decrease in enrollment, but it was not any larger than anticipated. The total enrollment in the summer of 1950 was 1149, as compared to 1281 as the final figure in the summer of 1949, so it was a decrease of about 10%. Included in this enrollment were 558 veterans and 591 non-veterans, which contrasts considerably with the preponderance of veterans in the summer of 1948 in particular. Summer session enrollment was made up of 809 men and 340 women, with the heavy enrollment, of course, in the School of Education.

As usual, the vast majority of the students were from Montana, but 38 states, 2 territories and 3 foreign countries were represented in the student body.

At the Summer Session Commencement, August 17, 1950, a total of 168 degrees were conferred; 108 bachelor's degrees and 60 master's degrees, of which 38 were in education, 3 in music, 1 in classical languages, 2 in economics, 4 in English, 1 in French, 7 in history and political science, 1 in psychology and philosophy, 1 in sociology and social administration, and 2 in Spanish.

### Staff

Most of the staff members were regular members of the University faculty, teaching in the summer under the twelve-month contract; in addition, 19 full-time and 17 part-time visiting faculty members were brought to the campus, primarily in the fields of education and music. Among those serving on a full-time basis were: Dori Barsness, Extension Instructor of Virginia City Players, Eugene, Oregon; Larry Barsness, Director, Virginia City Players, Eugene, Oregon; John K. Colbert, Instructor, A. Jordan College of Music and Indiana Central College, Indianapolis, Indiana; Earl C. Denney, Elementary School Principal and Director Reading Clinic, Tulsa, Oklahoma; Gerald Doty, Assistant Professor of Music, Indiana University, Bloomington, Indiana; Robert J. Dwyer, Instructor in

Sociology, Whitman College, Walla Walla, Washington; Lloyd C. Gass, Principal Roosevelt Elementary School, Missoula, Montana; Joseph K. Howard, Author, Great Falls, Montana; Charles E. Howell, Professor of Education, Northern Illinois State Teachers College, DeKalb, Illinois; Eugene Kilinski, Professor of Violin, Arthur Jordan Conservatory, Indianapolis, Indiana; Kenneth Lucht, Instructor in Educational Psychology, Teachers College, Columbia University, New York City; Floyd Marchus, Director of Research, Contra Costa County Schools, California; Lloyd Oakland, Director, Conservatory of Music, and Professor of Music Education, Cornell College, Mt. Vernon, Iowa; Emilio Osta, Concert Artist; Clemen Peck, Dramatics Department, Temple University, Philadelphia, Pennsylvania; James E. Short, Visiting Professor of Education, Western Washington College of Education, Bellingham, Washington; Hal J. Todd, Director, Menlo Park Players Guild, Palo Alto, California; Ben Tone, Director and Instructor, Children's Theatre, Portland, Civic Theatre, Portland, Oregon; Vernon Vrooman, Professor, School of Law, University of South Dakota, Vermillion, South Dakota.

In addition to the foregoing, a number of outstanding individuals visited the campus for short periods of time, teaching short courses or participating in conferences and institutes. Among these were: Arthur Carstens, Assistant Director of the Institute of Industrial Relations, University of California, Los Angeles, California; Alvin R. Edgar, President, National Band Association, Iowa State College, Ames, Iowa; Mrs. Helen Everitt, New York editor for Houghton Mifflin Company; Don Faurot, Director of Athletics and Head Coach, University of Missouri, Columbia, Missouri; A. B. Guthrie, Jr., author, Lexington, Kentucky; Darell B. Harmon, consultant on Classroom Planning, Austin, Texas; Andrew L. Hofmeister, Washington State College, Pullman, Washington; Gwen Horsman, Supervisor of Language Education, Detroit Public Schools, Detroit, Michigan; Carl S. Johnson, Capital University, Columbus, Ohio; Miss Edith Mirrielees, author, editor of The Pacific Spectator, Stanford, California; H. Owen Reed, Associate Professor of Music, Michigan State College, East Lansing, Michigan; Beryl Rubinstein, Director, Cleveland Institute of Music, Cleveland, Ohio; C. C. Schwiering, Dean, College of Education, University of Wyoming, Laramie, Wyoming; Mrs. Madeline S. Strony, Educational Director of the Gregg Publishing Company, New York; Guy Taylor, Conductor, Springfield Symphony Orchestra, Springfield, Ohio; Jerry Voorhis, Executive Secretary, Cooperative League of the U.S.A., Chicago, Illinois; Franklin R. Zeran, Dean, School of Education, Oregon State College, Corvallis, Oregon.

### Program

All departments of the University, except the School of Forestry and the Department of Geology, offered one or more courses in the summer program. Special features continued from previous summers included the Drama Workshop, the Film Previewing Service, Weaving Instruction, the background course in conservation, the Demonstration High School Class in typing, English, music, art, and physical education, the Coaching School, the Guidance and Counseling Workshop, the Piano Teaching Workshop, the High School Music Camp, the Seminar for School Administrators, and the Spanish-American evening programs.

New features offered for the first time were: the greatly expanded offering in the field of the arts, under the title "Northern Rocky Mountain Regional Arts Roundup" which included the Writers' Conference as well as work in music, fine arts, crafts, drama, and the dance. Other innovations included the high school journalism camp referred to as a "Publications Pow-Wow," a workshop in elementary school reading, the Elementary Principals' Conference on the supervision of Primary Reading, Business Education Conference, and the Conservation Education Workshop. In every case, these programs proved highly successful, although the Regional Arts Roundup did not have much success in the field of drama and the program was somewhat curtailed deliberately in the field of music, since the finances were not certain at the time that the original planning was done.

A total of fourteen conferences and institutes was held on the campus: The Parent-Teacher Leadership Conference, the Business Education Conference, the Institute on Classroom Planning, the Seminar for School Administrators, the Elementary School Principals' Conference on Primary Reading, the Conference on Teaching of English, the Educational Problems Conference, the Rocky Mountain Institute for Chamber of Commerce Secretaries, the Social Work Institute, the Montana Music Week, the Regional Arts Roundup, the Writers' Conference, the Seventh Annual Labor Institute, and the Western Dance Workshop. In every case it is fair to say that the conference served a worthwhile purpose and was well attended.

### Recreation

The usual recreation program was organized for summer session students and staff--hikes, chartered bus trips, picnics, dances, bridge parties, coffee hours, receptions, recitals, and various sports. Miss Cyrile Van Duser supervised the program and Mr. Tom Spaulding planned the trips; it turned out, however, that the major trips had to be cancelled because of lack of reservations by students and staff. It raises a serious question as to whether chartered bus trips should be carried on in the future.

### Convocations and lectures

Under the leadership of Mr. Ansel Ressler, weekly convocations were held throughout the summer session, except during the last two weeks. Attendance was spotty, good at some times, disappointing at others. It was particularly good when there was an entertainment feature, and somewhat disappointing when the program consisted of lectures or other non-entertainment events.

### Publicity

Publicity was carried through the usual channels--a poster in January, a



preliminary announcement in April, and the summer session catalog in May, with one or two special folders announcing particular phases of the summer session, including the Business Education Conference, The Writers' Conference, and the Coaching School. The Chamber of Commerce of Missoula assisted in meeting expenses for some advertising, for the special folders, for the preliminary announcement, and in the entertainment of guests at various banquets during the summer session. The final edition of the Summer Session Sun was not distributed to schools, libraries, and newspapers this particular summer. It is the general belief of those responsible for publicity that the summer session publicity should come out earlier than has been the case. To do this, it will probably be necessary to authorize the budget earlier than has been done in the past, so that visiting staff may be secured.

#### Recommendations

1. The recommendation is made that some means should be found, if at all possible, to provide an interval of several days, preferably a week, between the close of the spring quarter and the opening of the summer session. The steady grind from the first of January to the middle of August is really too much to expect the staff to take, and render its maximum service.
2. Consideration should be given again to the possibility of an eight-week summer session, with a two-week post session for the students doing graduate work in the field of research only. The departments which have a heavy summer session load--education, music, history and English, for example--are in favor of such a change; the other departments show little interest. As mentioned in previous annual reports, the relationship to the twelve-month contract would have to be investigated thoroughly.
3. The Conservation Education Workshop should be continued, probably scheduled during the last four weeks of the summer session. It should be expanded somewhat, and increased support should be solicited from the soil conservation districts and other groups throughout Montana.
4. The Rocky Mountain Roundup will, of course, be expanded and should become one of the outstanding features of the summer quarter.
5. The Seminar for School Administrators should be continued.
6. Means should be found to facilitate the registration process, perhaps through some sort of pre-registration by students in the field.

COMMITTEE ON ACADEMIC STANDARDS

Gordon B. Castle, Chairman

The Committee met at the end of fall and winter quarters to consider cases of students dropped from the University and re-applying for admission. In addition, the Committee considered a few applications for admission by out-of-state students referred to it by the Registrar.

COMMITTEE ON ADMISSION AND GRADUATION

Dr. W. R. Ames, Chairman

The work of the Committee on Admission and Graduation has continued to be of an advisory nature to the Registrar's Office. The number of cases referred to the attention of the Committee has been increasing as a greater number of students transferring to the University bring problems of adjustment, both in regard to G. I. students as well as to the transfers from other institutions. Also another group of problems comes from the students who wish to enter from other states who do not quite meet the standards of the University that have been used during the past several years. Persons who are slightly underage or who are slightly lacking in the pattern of courses or who do not have quite the scholastic standing that has been prescribed, would be the main bulk of these problems. Each one has been considered on its merits with regard to the rulings of the University and the welfare of the individual with an attempt to be fair to the needs in the individual cases.

There are several rulings or procedures which have gradually grown up around the University checking which should be revised in the light of present needs. The interpretation of the ruling concerning 35 credits in residence of the last 45 credits earned toward graduation is one such ruling. Another is the procedure with regard to repetition of courses as well as the granting of the privilege to students nearing graduation to count "N" courses to meet graduation requirements. Originally these rulings were largely introduced to the University faculty by the Committee on Admission and Graduation; but, since the reorganization of the functions of different committees during President Melby's administration, confusion has grown up with regard to the interpretation of some of these rules. Also the change in function discontinued checking both admission and graduation status by the chairman which was done with a view of greater accuracy. Several mistakes have cropped up during the year which could have been avoided with proper checking of the evaluation before letters were written to individual students concerning their status. Such conditions while few in number are very confusing and embarrassing both to students and the University.

ADVISORY COUNCIL ON ADULT AND COMMUNITY EDUCATION

Professor J. W. Severy, Chairman

There was not much accomplished on the part of this Committee during the year 1950-51 since the Public Service Division was carrying out policies and projects which had been discussed and approved during the previous years.

It has been the aim of the Committee to encourage activities within communities which may lead to the development of greater and more intelligent political and social action in communities. Leadership has been provided by the University for forums, pageants, resource surveys, etc. It is the hope of the Committee that through extension education at the adult level, more vital community development will result to the end that Montana youth will be challenged to stay in Montana communities and contribute to their development.

It is the conviction of the Chairman of the Committee that if the most precious elements of democracy are retained in an increasingly complex and industrialized society, citizens at the grassroots level will have to more generally accept the responsibilities inherent in citizenship in a democracy. Some experience in community forum and extension courses seems to indicate that communities do implement higher level community action in all areas when they are well enough informed to take intelligent action.

At least part of the program of the Public Service Division seems to meet certain objectives publicized by the Ford Foundation. It is gratifying to know that the President is exploring the possibility of interesting the Ford Foundation in some aspects of the University's Community Development Program.

APPOINTMENTS AND PROMOTIONS COMMITTEE

Professor R. H. Jesse, Chairman

This committee, elected by the faculty, is purely advisory to the President in the matter of promotions, salary increases, and the creation of new faculty positions. It has, I believe, been consulted by the President in every such case. Until April 15th, 1951, it consisted of A. S. Merrill, Chairman, Budget and Policy Committee; E. L. Freeman, elected at large by the faculty; and R. H. Jesse, vice-president. In making up the 1951-52 budgets, much use was made of a perfected chart showing on one axis the training, experience and service of each staff member and on the other axis his salary and rank.

In May, 1951, the faculty voted to change the membership of this committee to consist of four members: the vice-president; the chairman of the Budget and Policy; and two tenure members, one each elected by the whole faculty from the two of the three groups, Arts, Sciences, Schools to which the Budget and Policy chairman does not belong. The elections for 1951-52 were: C. R. Jeppeson (Sciences); J. E. Miller (Arts); C. W. Waters (Schools); R. H. Jesse (Vice-president). This change in membership is still subject to confirmation by the President.

## SPECIAL COMMITTEE ON APPOINTMENTS AND PROMOTION PRACTICES

Professor Earl C. Lory, Chairman

The committee continued to study the promotion and appointment practices of the University which was started last year. Special emphasis was placed upon the question of a basis for the most equitable means of adjusting salaries and promotions of the teaching staff of the University. The results of the studies of the committee were given to the Appointments and Promotions Committee for their use in the review of salary raises and promotions for the next year.

A report of the committee was prepared for submission to the faculty. This report was submitted to the faculty at the regular Faculty Meeting on May 2, 1951. With slight changes the report was approved by the faculty. The amended report is given herewith.

1. In view of the great amount of detailed work which should be done in the application of equitable policies regarding faculty salaries and promotions, this temporary committee recommends that the Appointments and Promotions Committee be enlarged. The committee now consists of the Vice-President of the University, the chairman of the Budget and Policy Committee, and one other faculty person of tenure rank, who must be from Divisions or Schools not represented by the Chairman of the Budget and Policy Committee, and the Vice-President. We recommend that the committee shall include the Vice-President and three other faculty members. These three others shall be the Chairman of the Budget and Policy Committee and two faculty members of tenure rank. The three other faculty members shall include one member from each of the Groups: Arts, Sciences, and Schools and shall be elected annually by the faculty at large. Subsequent to the election of the Chairman of the Budget and Policy Committee, two members shall be elected from the two other Groups not represented by the Chairman of the Budget and Policy Committee. For the purposes of this election, the allocation of departments into Groups shall follow that used in the Budget and Policy elections. The Chairman of the Budget and Policy Committee shall act as Secretary of the Appointments and Promotions Committee and the Committee shall elect its own Chairman.

2. This committee feels that a new, additional, form should be adopted for keeping record of faculty employment, both current and past at this University. The form should be filled out in consultation between the faculty member and his immediate superior, to the satisfaction of the President's Office. Filling the proposed additional form should be optional for those faculty members who have reached the rank of full professor. A copy of the proposed form is appended. The new form contains a column where agreed experience rating in years may be entered and kept up to date.

3. The training and accepted experience of each faculty member should be determined at the time he is hired, or at the time the additional form is filled out, after consultation with the faculty member, his immediate superior, the Appointments and Promotions Committee, and the President's Office, and would apply from then on to his progress in the normal pattern of promotion and salary, in the absence of other factors accepted by the Appointments and Promotions Committee which might cause the faculty member to deviate in either direction from the normal pattern.

In the experience table, one year's experience would be composed of the following:

- a. One year of graduate work.
- b. One year of teaching at the college level.
- c. Two years of teaching at the secondary school level.
- d. One year of research in the field of employment.
- e. One year of professional employment in a related field.
- f. One year of military service while on leave from this University, and other military service as determined under "g"
- g. Miscellaneous experience as determined by the Appointments and Promotions Committee, Dean or Chairman, and President.

4. This committee recommends that upon completion of the proposed additional form by the faculty, an evaluation of past experience be made. Upon the results of this information a careful study of the relation of promotion in rank to experience should be made by the Appointments and Promotions Committee and recommendations submitted to the faculty by them at some later date.

COMMITTEE ON ATHLETICS

J. E. Miller, Chairman

Montana State University's first year as a member of the Mountain States Athletic Conference indicates a favorable solution for some of our athletic problems, always provided that others, largely financial, can be solved.

Although we did not have a full schedule in football, several games were played with Mountain States schools. At the Denver conference meeting in December, a five game plan was set up which will be satisfactory for a year or two. However, the Faculty Athletic Representative pointed out at the recent meeting at Albuquerque that this arrangement would not continue to be satisfactory if the majority of the teams play round-robin schedules. Dates with Pacific Coast schools hold through 1954. Thereafter it seems unlikely to the Chairman that any university save Idaho will continue athletic relations with Montana. The Chairman believes that the present Montana-Montana State arrangement with the annual game at Butte is no longer satisfactory.

In basketball Montana played only in the Conference tournament at Denver. We will meet every team in the Conference home and home during 1951-52 with slight hope of success. Moreover, our athletic plant is so unsatisfactory that basketball, which should support approximately 35% of our program barely carries its own weight. A field house is the only solution for this and many other athletic problems.

Full schedules were followed through with other schools in the Western division of the Conference in swimming, tennis, baseball, and track. Only in the latter did we make a distinguished showing; but there was an equality of competition opportunities which was very satisfying after more than two decades of crumbs from the Pacific Coast Conference table.

Although, as indicated, competition soon will be satisfying both in amount and in character, the financial side is not so happy. Loss of Rose Bowl receipts amounting to several thousands was definitely felt in 1950-51. At the same time, the increased expense which accompanies more competition plus a new \$3,000 item paid to support the commissioner's office added considerably to our debits. Until game receipts expand greatly, the financial problem is a serious one.

So far as the Faculty Representative could determine, the managerial and coaching staffs functioned excellently. He has suggested to Director Hubbard and to the coaches that a definite number of so-called "athletic scholarships"



be set up and that a positive number allotment be made to each sport from the total. Each coach will then dispose of his assigned share, adjustments being made by the Director where the scholarship recipient engages in more than one sport. It is hoped that this will tend to stabilize the budget and insure internal cooperation and understanding within the coaching staff.

The anticipated decrease in paper work for the Chairman did not materialize--in fact, the necessary checking for eligibility has increased materially.

BUDGET AND POLICY COMMITTEE

A. S. Merrill, Chairman

1950-51

The project upon which this committee spent the most time during 1950-51 was in connection with the appointment of a new president. The committee offered its services to Chancellor Selke for this purpose, and the committee was recognized by both the Chancellor and the Board of Education as the organ for reporting faculty sentiment regarding candidates for the Presidency.

This committee has further developed into one to which groups of the faculty and even individual faculty members present ideas affecting University policy. All such suggestions have been considered when presented, and in some cases recommendations have been made to the faculty or the administration as a result.

The above activities are in addition to the duties of the committee as an advising group to the President at his request. Since this has been a legislative year, numerous matters have been brought to the attention of the committee by both Acting President Jesse and President McFarland. The exchange of views on these important matters has been most welcome to the committee.

BUREAU OF BUSINESS AND ECONOMIC RESEARCH

ADVISORY COMMITTEE

Professor Harold Hoflich, Chairman

This Committee was set up in 1949 to advise the Director of the Bureau of Business and Economic Research principally in respect to relationships with schools or departments in the University other than the School of Business Administration. No problems in this area have arisen during the past year and the Committee has had no meetings. However, the Director of the Bureau has submitted to the members of the Advisory Committee the draft of a proposed publication for their criticisms and suggestions.

CAMPUS PLANNING AND DEVELOPMENT COMMITTEE

C. W. Leaphart, Chairman

The following were members of the Planning Committee for the past year: C. W. Leaphart, L. G. Browman, G. B. Castle, J. B. Crowder, Carl Dragstedt, R. H. Jesse, H. G. Merriam, A. S. Merrill, J. E. Miller, J. W. Severy, Leo Smith, Alex Stepanzoff, A. L. Stoodley, T. C. Swearingen, R. A. Williams, H. J. Wunderlich; Wm. Parker and Annemarie Beatty (students).

As a result of the deadlock with respect to the allocation of funds, little could be done by the Committee in regard to a building program. During the summer and fall months some minor matters were handled by a sub-committee of the Planning Committee which also did considerable work toward planning a new dormitory. The Planning Committee voted to recommend Mr. Brinkman as architect for this building with Cushing and Terrill as second choice.

The Committee met on the call of President Mc Farland in February when it appeared that the State University would be allocated \$1,700,000. It was apparent that \$1,700,000 would not build the three buildings which had been previously planned by the Administration under the \$1,900,000 allocated by the State Board of Education. There was a lengthy discussion of the situation following which the Committee recommended the construction of two buildings, a classroom and a music building, any portion of the sum not needed for these buildings to go to alteration of existing buildings.

After the end of the Legislative Session and the allocation of

\$1,700,000 to the State University by the State Board of Education and the Board of Examiners, the Committee met again on the call of President Mc Farland. After a lengthy session in which the matter of buildings and the method of procedure were studied, the Committee agreed with the President that \$750,000 be devoted to a music building, \$750,000 to a classroom building, and \$200,000 toward the construction of a woman's building. The names of members of sub-planning committees for these buildings as well as for a new dormitory were suggested to the President and appointed by him; the sub-committees were to meet with the architects and the President and subsequently report to the Planning Committee. Subsequent meetings of the Committee have been held at which tentative plans have been discussed as well as the recommendations of the sub-planning committees on the music building and the dormitory. The Planning Committee recommended to the President Plan A for the music building which had met with the favor of the sub-committee. Non appointment of architects is holding up progress with respect to plans for the classroom and woman's building.

## SPECIAL COMMITTEE ON CAMPUS TRAFFIC REGULATIONS

Professor Earl C. Lory, Chairman

The committee on traffic control, after study of the problem of traffic on the campus, prepared a plan for the control of traffic. The plan comprised the registration of all cars of faculty, employees, and students driving or parking cars on the campus. It included the marking of areas for parking and marking the areas in which parking was prohibited. The plan provided for enforcement officers, either students or qualified individuals, to be employed to enforce the parking regulations and to control moving traffic, especially during the rush periods. The plan also set up a faculty-student court to hold hearing of traffic violations and to adjudge fines against violators of traffic regulations.

This plan was submitted to the Budget and Policy Committee and was not approved by them. The Budget and policy Committee did not feel that the faculty-student court would be workable and questioned the legality of assessing fines against faculty and employees. Upon recommendation of the Budget and Policy Committee, the committee prepared a plan of voluntary registration and enforcement and put it on trial for six months during the first half of 1951. Areas for faculty parking were prepared and marked. Faculty cars were given a registration decal permitting them to park in these restricted areas. The result of the six-month trial were as follows:

- a. Violations of the No-parking areas were decreased.
- b. Most of the faculty cars were registered but only a small percentage of the students registered their cars.
- c. Only a few violations of parking areas by registered cars were noted but many violations were observed by non-registered cars, especially of the faculty areas.

It is the opinion of the committee that a voluntary registration and voluntary enforcement of the regulations will not accomplish the purpose of promoting safety on the campus and will not stop violations of the parking and traffic regulations.

The committee recommends that the registration of cars be made mandatory for the privilege of parking cars on the campus and that a system of fines for student violations be instituted. Administrative action should be taken against faculty or employees for violations of these regulations.

THE UNIVERSITY COMMITTEE ON ACCOUNTANCY

Professor Donald J. Emblen, Chairman

During the year 1950-1951, the Committee met irregularly but frequently enough to carry out its proper functions. As no special problems were presented during the year, the work of the Committee was largely of a routine nature involving the answering of inquiries relative to the Montana C.P.A. Law.

The project started last year of sending the Annual Roster of Registered Certified Public Accountants to various business people throughout the state was continued this year.

An effort is now underway for the University Committee on Accountancy to sponsor a code of ethics for all Montana C.P.A.'s. It is expected that this will be completed in the near future.

During the year certificates were granted to fifteen people who have successfully passed the C.P.A. examination.

CODIFICATION OF UNIVERSITY RULES

Gordon B. Castle, Chairman

The Committee revised the tentative codification which was distributed to the faculty last year. This material is to be typed up and again submitted to the faculty for its consideration. Since there has been a change in the administration subsequent to the original compilation, the Committee believes that it will be impossible for us to get this material into the hands of the faculty before January 1, 1952.



COMMENCEMENT REPORT  
Professor E. A. Atkinson, Chairman

Two commencement ceremonies were held June 4, 1951. This was necessary in order to furnish seating space in the auditorium.

We hope that it will not be necessary to hold two ceremonies again for several years.

Special commencement exercises were held for the 1950 summer session, since over 100 people received degrees in August, 1950. This will also be done in 1951, but probably will not be necessary or carried on beyond 1951 or 1952.

All the commencement activities were carried on in accord with programs and standards on file in the president's office.

The dance was poorly attended, and consideration will be given to discontinue it for 1952.

It was necessary again to hold the Commencement Dinner downtown--this year at the Palace Hotel dining room. Due to complications of holding the dinner off the campus it is never as well attended as when held on the campus. This year, 1951, a little over 300 people attended the Commencement Dinner.

I wish to recommend that after this effort be made to equip the dormitories and the Union building with sufficient staff and equipment, including dishes, to hold the Commencement Dinner on the campus in the Cold Room. I know this is a difficult task, but has been done before and has always been much more satisfactory than having it downtown.

All other functions connected with commencement activities seemed to serve a need and to be carried out smoothly.

As I have been chairman of the Commencement Committee for more than twenty-five years, I wish to suggest that a new chairman be appointed.

FACULTY COURTESY COMMITTEE

Maurine Glow, Chairman

During the academic year 1950-51, 119 faculty members contributed to the fund administered by the Faculty Courtesy Committee. Included in the fees was a special assessment of 20¢ per member voted by the faculty to be paid to the Missoula County Council of the Montana Educational Association.

Following is the financial statement:

Balance as of June 10, 1950		\$232.10
Receipts:		
Faculty Courtesy Club dues, 1950-51	121.00	
Assessment of Missoula County Council of MEA	21.88	
Balance of President's Reception Fund	<u>21.65</u>	
Total Receipts		<u>164.53</u>
Total to be accounted for		396.63
Disbursements:		
Flowers to seven bereaved faculty families	33.20	
Gift to President	36.80	
Contribution to Faculty Women's Club reception	10.00	
Retirement gift, Charlotte Russel	7.50	
Missoula County Council of MEA	<u>21.88</u>	
Total Disbursements		<u>109.38</u>
Balance as of June 9, 1951		\$287.25

CURRICULUM COMMITTEE

Gordon B. Castle, Chairman

1951 is the year in which we publish the biennial catalog. Due to this fact many changes in courses and curricula were considered by this Committee. These changes were recommended by the Committee to the faculty which approved them. The changes for this year are appended to this report.

April 17, 1951

MONTANA STATE UNIVERSITY  
SUMMARY OF PROPOSED CHANGES  
AND NEW COURSES FOR  
BIENNIAL CATALOG FOR 1951-53

- p. 25 Course Requirements for Graduation. Change (2) under Required Courses to read: R.O.T.C., 6 quarters (6 credits) required of all freshman and sophomore men (except discharged veterans) unless excused for cause. Students commencing the Advanced Course must complete the 6 quarters of Advanced work and the 6 weeks Summer Camp unless sooner honorably dismissed.
- p. 27 The following statement is to be inserted in the catalog below the heading "Grade Point Requirements for Graduation."  
A student graduating with a major in a certain school or department must have a C average in all courses taken in that school or department.
- p. 29 Senior Examinations for Honors. Second sentence under (1) change to read: "Students who transfer credits earned elsewhere to this university must meet the scholastic index indicated on grades earned at Montana State University as well as on their entire record."
- p. 50 Curricula for the freshman and sophomore years to be revised slightly. Social Science 11abc is to be deleted and replaced by History 12ab, 14, Sociology 14, 17, or Economics 10.
- p. 51 13abc. Introduction to Biological Science. Delete statement "Students may not receive credit for Botany 11a or equivalent and 13a."
- p. 52 Division of Social Sciences.  
11abc. Introduction to Social Sciences. Add statement "Will not be offered in 1951-53."

BACTERIOLOGY AND HYGIENE

- p. 6 (supplement) 10lab. Pharmaceutical Bacteriology. Add "Continuous."
- New Course: 190. Seminar. 1 Q. Any quarter. 2-5 cr. Prerequisite, senior standing and 20 credits in Bacteriology. Advanced study of various fields of bacteriology, immunology, parasitology and public health.
- New Course: 191. Advanced Immunology. 1 Q. Any quarter. 3-5 cr. Prerequisite, senior standing and Bacteriology 118 and 121. Study of the advanced theories and their applications in the field of immunology.

New Course: 192. Viruses. 1 Q. Any quarter. 5 cr. Prerequisite, senior standing and Bacteriology 119 and 121. Their detection, activities and application to medicine.

New Course: 193. Micro-biological physiology. 1 Q. Any quarter. 3-5 cr. Prerequisite, senior standing and 20 credits in Bacteriology. Physiology of bacteria and related micro-organisms.

#### SCHOOL OF BUSINESS ADMINISTRATION

p. 56

Requirements for Graduation. Paragraph (3) Add Principles of Insurance, Bus. Ad. 123, 3 cr. Change total hours of required Business Administration to 41.

Change paragraph preceding the sentence "Senior examinations will not be given-----" to read: "Not more than 90 credit hours in subjects listed as Business Administration subjects in the catalog can be counted toward the 180 credit hours required by the University for the Bachelor's degree."

p. 56

Insert the following preceding the heading "The Bureau of Business and Economic Research." Requirements in Areas of Concentration in addition to General Business Administration Requirements:

1. Accounting - 30 credit hours in Accounting courses and Bus. Ad. 133.
2. Marketing - 30 credit hours in Marketing including Bus. Ad. 132, 151, 153, 155, 158, 159 or 160.
3. Banking and Finance - 30 credit hours in Banking and Finance including Bus. Ad. 132, 133, 134, 154. Accounting courses Bus. Ad. 14 and 147 may be counted toward this major.
4. Industrial Organization & Personnel Management - 24 credit hours in Industrial Organization and Personnel Management including Psych. 41 or 42, Econ. 113ab, Bus. Ad. 129, 180, 181, and 182. Accounting courses Bus. Ad. 114 and 195 may be counted toward this major.
5. General Business - No specific requirements beyond general business administration requirements.
6. Combination Business Administration and Law - Basic Business Administration requirements; 16 credit hours of electives in Business Administration or Economics courses and three Law courses; Contracts, 9 credit hours; Property, 9 credit hours; and Torts, 9 credit hours.
7. Secretarial - Bus. Ad. 22abc, 23ab, 25, 26, and 100. See footnote page 56.
8. Business Teacher Training - See page 56. Bus. Ad. 21, 22abc, 23a, 24a, 25 and 26. Twenty-four credit hours in the School of Education including Education 25abc, 26 and 32. See footnote page 56.

p. 57 Under Cooperating Departments and Schools, under Department of Home Economics delete the last sentence and substitute "These courses may count toward the 75 credit hours required in Business Administration."

Insert new paragraph after Department of Home Economics: Department of Psychology. It is suggested that students who plan to follow the management major may elect Industrial Psychology (40) and Personnel Psychology (41) and count these courses toward the 75 credit hours required in Business Administration.

p. 60 Change heading Secretarial Training and Commercial Teaching to Secretarial and Business Teacher Training.

p. 61 12. Intermediate Accounting. Change quarter offered from Winter to Autumn.

p. 62 145. Income Tax. Is to be changed to a two-quarter course as follows:

145ab. Income Tax. 2 Q. Autumn, spring. Winter, spring. 3 cr. each quarter. An intensive study of the federal income tax law as it applies to individuals, partnerships, and corporations with practical problems in the preparation of tax returns. Emphasis in the second quarter will be on corporation taxes, including the excess profits tax, and on tax research, both state and federal.

101. Add: Students having had Bus. Ad. 134 are not eligible for this course.

123. Principles of Insurance. Add Winter to quarter offered.

124. Life, Accident and Health Insurance. Change quarter offered to Winter.

125. Property Insurance. Change quarter offered to Spring.

131. Real Estate. Add Autumn to quarter offered.

133. Corporation Finance. Add Spring to quarters offered.

p. 63 135. Bank Management. Change quarter offered to Winter.

154. Investments. Delete Autumn from quarters offered.

156ab. Business Cycles and Business Forecasting. Change to Winter 4 cr., Spring 2 cr.

The heading "Business Organization and Management" is to be changed to "Industrial Organization, Production and Management."

Delete 10. Introduction to Business.

129. Principles of Organization and Management. Title and course description to be changed as follows:

Industrial Organization and Management. 1 Q. Autumn. Winter. Spring. 4 cr. Prerequisite, junior standing and Econ. 14ab.

129. (Continued) An introduction to production management problems and principles. Intended to acquaint students with basic principles of management and their application to such production problems as: plant location and lay-out; materials procurement and handling; production control; work simplification and methods improvement; wage and salary administration and other human relations problems such as industrial training, job evaluation and collective bargaining.

p. 64

182. Regulation of Industry. Credit to be changed from 3 to 4 and description to read as follows:

Prerequisite, senior standing and Econ. 14ab, Bus. Ad. 129 and 151. This course deals with the government relationships with industrial activity, including: efforts to maintain competition; meeting the problem of economic concentration and combination; regulatory practices; patents; interference with free enterprise, direct controls of various phases of economic life and the action of the courts concerning the constitutionality of regulatory legislation.

151. Marketing. Is to be offered every quarter.

152. Foreign Trade. Add Winter to quarters offered.

153. Market Research and Market Analysis. Add Spring to the quarters offered.

157. Salesmanship. Change quarter offered from Winter to Spring.

159. Retailing. Add Spring to quarters offered.

161. Wholesaling. Change quarter offered from Spring to Winter.

p. 65

New Course: 165. Workshop in Distributive Education. Two weeks, 44 hours per week. Spring. Summer. 1-4 cr. Prerequisite, two years business experience and consent of instructor. Problems of instruction, coordination and supervision in part-time cooperative classes in distributive education.

23ab. Advanced Stenography. Delete Autumn, winter from quarters offered.

24ab. Advanced Shorthand Transcription. Delete Autumn, winter from quarters offered. In prerequisite change or to and.

100. Advanced Secretarial Practice. Delete 27 from prerequisites.

## CHEMISTRY

- p. 66 13c. Qualitative Analysis. Add "Prerequisite, Chemistry 11abc or Chemistry 13ab".
- 10lab. The Carbon Compounds. Number to be changed to 38ab. (Not an upper division course.) Add: Students who have received credit in 10lab may not receive credit for this course.

## CLASSICAL LANGUAGES

- p. 67 Delete 17ab. Second Year College Latin. (Absorbed in course 150. Latin Seminar).

## ECONOMICS

New Course: 10. Cultural Economics. 1 Q. Winter. 5 cr. Open to all students. A study of (1) man and his environment, (2) institutional development of economic society, (3) nature and elements of modern capitalism, (4) selected economic problems, and (5) economics in relation to other sciences. Mr. Ely and Staff.

## EDUCATION

- p. 72 25a. Educational Psychology. Change prerequisite from junior standing to sophomore standing.
- 25b. Principles of Secondary Education. Change title to Intro. to Secondary Education and change prerequisite from junior standing to sophomore standing.
- p. 23 Summer Session Catalog S118. Conservation in Teaching of Grades 7-10. Change title to Teaching of Conservation in Grades 7-12.
- p. 73 Delete S120. Problems in Teaching Children's Literature.
- p. 74 153. Health Education. Add "Required of all teaching majors and minors in Health and Physical Education."
168. Techniques of Counseling. Change course description to read: "Practice and analysis of the more commonly used counselor tools. Major areas studied include records, placement and follow-up, tests and inventories, check lists, interviewing, use of referral resources. Mr. Brody."
- New Course: S182. Reference and Bibliography for the School Librarian. 1 Q. Summer only. 3 cr. Prerequisite, Education 141 and S181 or equivalent, consent of instructor. An advanced course in librarianship. Study of basic reference books and other bibliographies most frequently used to answer reference questions in libraries. Some attention to reference methods, organization, devices, measurement, citation, and bibliographic form. Mr. Rescoe.



New Course: S186b. Advanced Workshop in Elementary Education: Social Studies. 1 Q. Summer only. 3-5 cr. Prerequisite, junior standing; Education S176 or equivalent; teaching experience, consent of instructor. A special workshop to deal at an advanced level with the teaching of social studies in the elementary grades; primary, intermediate, and upper. Workshop procedure will be followed. In addition to general sessions and committee work, individual students will be given opportunity to work on problems of special interest to them. Staff.

p. 76

Delete S271. Montana Educational Problems.

Course to be reinstated: 32. Methods of Teaching Business Subjects. 1 Q. Autumn. 4 cr. Prerequisite, junior standing or teaching experience in business subjects; Business Administration 11ab, 21, 22c, and 26. Required for teaching majors and minors in Business Administration. Objectives, methods, materials, and trends in the teaching of business subjects in high school. Demonstration lessons. Staff.

New Course: 102. Methods of Teaching Spanish. 1 Q. Spring. Summer. 3 cr. Prerequisite, Spanish 17. May be taken concurrently with 17. Required for teaching majors and minors in Spanish. Fundamental principles, concepts, objectives, and methods involved in the teaching of Spanish. Spanish staff.

New Course: 103. Methods of Teaching French. 1 Q. Spring. Summer. 3 cr. Prerequisite, French 119. May be taken concurrently with 119. Required for teaching majors and minors in French. Fundamental principles, concepts, objectives, and methods involved in the teaching of French. French staff.

p. 76

105. Teaching of English. Delete "For English major and minor students only," and substitute "Required for teaching majors and minors in English."

106. Advanced Teaching of English. Change quarter offered from Winter to Spring.

S117. Change title to Methods of Teaching Science in the Secondary School.

p. 24 Summer  
Session  
Catalog

S139. Methods of Teaching Bookkeeping. To prerequisites add Bus. Ad. 11b and Education 32, and change title to Problems in Teaching Bookkeeping.

p. 77

Delete 142. Methods of Teaching Shorthand.p. 24 Summer  
Session  
Catalog

S142. Methods of Teaching Simplified Gregg Shorthand. Change title to Problems in Teaching Gregg Shorthand. To prerequisites add Education 32.

143. Methods of Teaching Typewriting change to S143. Problems in Teaching Typewriting. 1 Q. Summer only.

p. 77 163. Problems in Teaching Home Economics. Change title to Methods of Teaching Home Economics.

S173. Supervision and Teaching of Social Studies in the Secondary Schools. Change to 173. Methods of Teaching Social Studies in Secondary Schools. To be offered in the Autumn quarter in addition to the Summer Session.

## ENGLISH

p. 87 30ab. Composition. Change "and" to "or" in "Summer, 30a and 30b".

p. 88 169abc. Literary Values. Change description to read "A chronological study of theoretical and practical criticism, with some practice in the writing of criticism. (a) Criticism of Antiquity. (b) Renaissance, Neoclassical, and Romantic criticism. (c) Contemporary criticism.

174abc. British Literature (1745-1890). Add "Summer" to quarters offered.

The following course is to be reinstated: S183. British Literature (1890-1920) 1 Q. Summer only. 3 cr. Prerequisite, Junior standing and 8 credits in literature. The traditionalists; the realists in verse and fiction; romanticists; writers with a social view; the reviving of drama. Some of the writers to be read are: R. L. Stevenson, Thomas Hardy, Rudyard Kipling, John Galsworthy, H. G. Wells, Joseph Conrad, Oscar Wilde, G. B. Shaw, Robert Bridges, John Masfield. Mr. Merriam

p. 90 EDr. 51. Stage Lighting. Add to prerequisite: "and EDr. 50."

EDr. 60. Advanced Acting. To be offered Autumn instead of winter.

p. 91 EDr. 195. Advanced Direction. To be offered Winter instead of autumn.

EDr. 197. Stage Design. Add to prerequisite: "FA23 and 25a or equivalent.

## FINE ARTS

p. 91 To Major Requirements add: "And Senior Seminar 150, 2 cr. minimum."

p. 92 New Course: 150. Senior Seminar. 1 Q. Any quarter. 1-3 cr. per quarter. May be repeated to a maximum of 6 cr. Prerequisite, senior standing and consent of instructor. Study of theories and practices applicable to art as a profession or to the teaching of art. Staff.

FORESTRY

8.

- p. 93 Under Summer Work, first line, change expected to required.
- p. 95 Under Wildlife Management the curriculum for the five years is listed in detail by quarters.

12. Mapping. Change course description to read: "Line drawing and lettering. Methods of map and chart construction from basic survey data. Techniques of map composition and coloring. Use of conventional signs and symbols. Fundamentals of topographic mapping."

20ab. Surveying. Change course description to read: "(a) Care and use of tape, staff compass, Abney level, engineer's level, transit, plane table and alidades. Introduction to differential leveling, transit, stadia and plane table surveys. (b) Public land survey methods. Instrument adjustment. Establishment of triangulation, horizontal and vertical controls by transit and level. Topographic surveys and maps obtained by various combinations of instruments. Earthworks as applied to land use. Solar observations.

New Course: 21. Plane Table Surveying. 1 Q. Spring. 5 cr. Prerequisite, Mathematics 13, Trigonometry. Care and use of plane table, telescopic alidade and rod. Introduction to differential leveling, stadia surveying, plane table survey methods. Adjustment of horizontal and vertical controls. Fundamentals of topographic map construction. Primarily for anthropology and geology majors, not for forestry and wildlife majors. Mr. Moore.

- p. 97 192a. Research Methods. Autumn quarter, change credits from 4 to 3.

GEOLOGY

- p. 97 The following suggested curriculum has been added to the catalog:

	Freshman Year		
	Autumn Quarter Credits	Winter Quarter Credits	Spring Quarter Credits
Physical Education 11abc	1	1	1
Military Science 11abc	1	1	1
English 11ab	5	5	
Mathematics 16 and 13	5		5
Chemistry 11abc or 13abc	5	5	5
*Restricted elective		5	5
	17	17	17
	Sophomore Year		
Physical Education 12abc	1	1	1
Military Science 12abc	1	1	1
Mathematics 21			5
Geology 11ab	5	5	
Geology 35			5
Modern Language	5	5	5
Zoology	5	5	
	17	17	17

	Junior Year		
	Autumn Quarter Credits	Winter Quarter Credits	Spring Quarter Credits
Geology 22abc	4	4	4
Geology 24ab and 26	4	4	4
Physics 11abc or 20abc	5	5	5
Modern Language	4	4	
*Restricted Elective			$\frac{1}{2}$
	<u>17</u>	<u>17</u>	<u>17</u>

	Senior Year		
Geology 110			2
Geology 120			4
Geology 12lab	3	3	
Geology 123, 124ab, 10lab, 106, 11lab	4	4	(4)
Geology 191		1	
Chemistry 17			5
Mathematics 22	5		
Physics 60, 70, or Mining Law; or Physics 122; or Zoology 132; or Forestry 21	(5)	(3-5)	(2-5)
*Restricted electives	<u>(5)</u>	<u>(5)</u>	<u>(5)</u>
	<u>17**</u>	<u>17**</u>	<u>14-17**</u>

p. 97

Delete "Senior comprehensive examinations must be taken by all students who do major work in geology." Substitute this statement: "Senior examinations are required only of those students who are candidates for graduation with honors."

10. World Geography. To be offered Winter quarter only. Add: "Does not apply to fulfillment of major requirements in the department." Change description to read: "A survey of physical factors affecting important population groups, with reference to strategic resources."

New Course: 17. Gemmology. 1 Q. Winter. 2 cr. Open to all students; does not apply to fulfillment of major requirements in the department. 2 lectures, no laboratory. Study of the crystal form and other properties, origin, occurrence, cutting, polishing and classification of gems and gem materials. The historic significance of gems will be stressed. Mr. Glockzin.

\* Humanities and Social Sciences groups.

\*\*Total credits for each quarter will depend on courses elected.

p. 98

22ab. Historical Geology change to 22abc. Advanced Historical Geology. 3 Q. Autumn, winter, spring. Continuous. 4 cr. each quarter. 3 lectures, 3 hours laboratory. Prerequisite, Geology 11ab; Zoology 14ab is recommended preparation. Geology 22a treats Earth origin, Precambrian and lower Paleozoic history; 22b continues with upper Paleozoic and Mesozoic history; 22c treats tertiary and Quaternary history, plus a survey of stratigraphic methods and principles. North American stratigraphic successions are considered throughout the course. Laboratories include map, fossil, library, and field exercises. Mr. Honkala.

35. Field Geology. Change credits from 2-5 to just 3.

10lab. Economic Geology. Change to the following two courses:

10lab. Metallic Mineral Deposits. 2 Q. Autumn, winter. Continuous. 4 cr. each quarter. 3 lectures, and one 2-hour laboratory. Prerequisites, Geology 22c and 26. Study of the theoretical and practical aspects of the origin, classification and geologic environments of metallic mineral deposits. Mr. Glockzin.

106. Non-metallic Mineral Deposits. 1 Q. Spring. 4 cr. 3 lectures, one 2-hour laboratory. Prerequisites, Geology 22c and 26. Study of the theoretical and practical aspects of the origin, classification and geologic environments of non-metallic deposits. Mr. Glockzin.

p. 8  
(Supplement)

110. Geology Field Trip. Change title to Regional Field Studies. Prerequisite changed to consent of staff.

p. 98

111ab. Invertebrate Paleontology. To prerequisite add Zoology 14ab or concurrent registration.

New Course: 120. Advanced Physical Geology. 1 Q. Spring. 4 cr. 3 lectures, 3 hours laboratory. Prerequisite Geology 11a or consent of instructor. A detailed treatment of the physical processes operative at and beneath the earth's surface; the relationships between these processes and observable geologic phenomena. Mr. McLaughlin.

121. Structural Geology. Changed to a two quarter course: 121ab Structural Geology. 2 Q. Autumn, winter. Continuous. 3 cr. each quarter. 2 lectures, one 3-hour laboratory. Prerequisites, Geology 22c and 26; Mathematics 21; Physics 11c or 20c.

New Course: 123. Optical Crystallography. 1 Q. Autumn. 4 cr. 2 lectures, 6 hours laboratory. Prerequisites, Geology 26; Physics 11abc or 20abc; Mathematics 10 or 16. Study of the use of the polarizing microscope and accessories; the theories explaining optical phenomena observed with the microscope; and the practical application of the phenomena in identifying mineral fragments and minerals in thin section. Mr. Honkala

124. Petrography. Change from a three quarter course to a two quarter course 124ab. 4 cr. each quarter. Prerequisites, Geology 26 and 123. Geology 124a deals with the optical examination and identification in thin section of igneous minerals and rocks by use of the polarizing microscope. Geology 124b similarly treats metamorphic and sedimentary rocks. Mr. Honkala.

137. Advanced Geologic Problems. Change prerequisite to senior standing and consent of instructor.

New Course: 191. Seminar. 1 Q. Winter. 1 cr. Prerequisite, senior standing. Staff.

The following courses are given subject to demand:

New Course: 222. Geotectonics. 1 Q. Spring. 3 cr. 3 lectures. Prerequisite, Geology 121b. Analysis and synthesis of world-wide structural units. Offered in 1951-52 and alternate years. Mr. Glockzin.

New Course: 225. Structure of Mineral Deposits. 1 Q. Spring. 3 cr. 3 lectures. Prerequisite, Geology 121b. Classification of mineral deposits according to their structural environment and features, with especial reference to origin as related to tectonic control. Offered in 1952-53 and alternate years. Mr. Glockzin.

New Course: 229. Principles of Stratigraphy. 1 Q. Spring. 3 cr. 2 lectures, 3 hours laboratory. Prerequisites, Geology 35 and 121b; recommended preparation, Geology 111. Study of interrelationships of environments, tectonic controls, and facies; problems of correlation; isopach, facies, paleogeologic and paleogeographic maps. Mr. Honkala.

#### GRADUATE SCHOOL

p. 98

Under Degrees Offered Paragraph (1), Delete "Master of Arts in Business Administration." At the end of the paragraph add "and the writing of a thesis."

Add new paragraph: "To complete satisfactorily the curriculum for the degree of Master of Science in Wildlife Technology will normally take 6-quarters beyond a Bachelor's degree. (For further information, see Cooperative Wildlife Research Unit on page ).

p. 99

Paragraphs (2), (3), and (4) have been combined to read as follows: (2) The degrees of Master of Education, Master of Forestry, and Master of Music Education are offered by the Schools of Education, Forestry, and Music, respectively, A professional paper must be presented by candidates for these degrees, but no thesis is required."

Under Admission to Candidacy for an Advanced Degree delete the last sentence in the paragraph.

Under Graduate Credit Courses insert this statement in the middle of the second paragraph: "A senior student in the School of Forestry who has earned a total of at least 177 undergraduate credits, but still has to do as many as 16 in his major field may be allowed to begin his graduate work."

p. 99

Under Graduate Credit Courses add this paragraph: Upon the approval of their advisors and the Dean of the Graduate School, candidates for Master's degrees in departments or schools other than Education may take for graduate credit courses in the School of Education numbered over 100. Graduate students in the School of Education who hold the primary teaching certificate may count courses in the School of Education numbered over 100 both toward the secondary teaching certificate and either the Master of Education or the Master of Arts in Education degree.

Under Study Load after the 1st sentence add: "A student may carry a maximum of nine credits in a six weeks' summer session. The residence requirement for a Master's degree may not be met by six weeks sessions only, but must include at least one full length quarter." Delete the sentence beginning "Good students - - -."

p. 100

Top of page - to the second paragraph add: "The work leading to the Master of Science degree for holders of fellowships in the Wildlife Unit is planned on a six quarter requirement."

Transfer of Graduate Credit. To the paragraph add: "Transfer credit will not be allowed on work completed six years or more before entrance at Montana State University. Graduate work done at Montana State University six years or more before the student reenters may be allowed upon validation by written and/or oral examination. In case delay of entering or reentering is due to military service, allowance will be made."

Quality of Work. Rewritten as follows: "No grade below C is accepted in any course offered for graduate credit and an average of 'B' must be maintained for all courses done for graduate reckoning, grades of 'C' being balanced by those of 'A'. Up to a total of eight credits on courses on which grades of 'C' or 'D' have been earned may be repeated.

Credit Requirements. Paragraph (1) -- Change the last sentence to read: "This will require a minimum of 45 graduate credits, 15 of which may be allowed for work on the thesis."

Paragraph (2) Master of Education Degree--Last sentence, first paragraph, change June 1, 1947 to September 1, 1947. First sentence, second paragraph change to read: "The subject matter of this paper must be approved by the Dean of the School of Education and the Dean of the Graduate School, and two copies of this paper will be transmitted to the Dean of the Graduate School together with - - -".

To the end of the third paragraph add: "if such long-standing credits are validated."

(3) Master of Forestry degree--to the third sentence add "and the Dean of the Graduate School."

p. 101

(4) Degree changed to Master of Music Education. Delete first paragraph.

Major and Minor Work. To the last sentence in the third paragraph add: "if approved by the Dean of the School of Forestry and Dean of the Graduate School."

Thesis. First sentence change and to or. Third sentence changed to read: "By the end of the sixth week of the final quarter before the degree is to be secured, the candidate must submit to the Graduate School Office an unbound temporary copy of the thesis as approved by his advisor to be circulated among his Examining Committee and read by any others who might be called upon to read it and to suggest revisions before the final typing."

Delete second paragraph.

Insert new paragraph following thesis:

#### ABSTRACT

Each candidate for a Master's degree is required to prepare and submit to the Dean of the Graduate School an abstract, approved by his advisor, of his thesis or professional paper.

p. 101

After the paragraph on Graduate Assistantships add the following paragraphs:

#### Scholarships for Out-of-State Students

Exemptions from out-of-state fees are available to all graduate assistants and some other graduate students who have a "B" average or better.

#### Graduate Fellowships in Wildlife

Four or more graduate fellowships paying \$1,000 per year each are available for students in the Wildlife Unit. Candidates for fellowships should submit formal applications with a transcript of college credits and letters of recommendation by April 1 to either the Dean of the Graduate School or the Director of the Wildlife Unit. (For further information see Montana Cooperative Wildlife Research Unit on page .)

#### \*Gordon and Anna Watkins Scholarship in Economics

Dr. Gordon Watkins, alumnus of Montana State University, class of 1914, now Provost of the University of California at Los Angeles, and his wife, Anna Davis Watkins, alumna of Montana State University, class of 1915, are offering each year a graduate scholarship of \$500 to a worthy student in the Department of Economics. Applications should be made by letter either to the Chairman of the Department of Economics, or to the Dean of the Graduate School.

\*This paragraph is to be inserted on page 42 of the catalog.



## HEALTH AND PHYSICAL EDUCATION

p. 102

Major Requirements. First paragraph changed to read as follows: 53 credits in Physical Education in addition to Freshman and Sophomore Physical Education (H&PE 15abc and 16abc); Introduction to Biological Science (Genl 13abc) or Elementary Zoology (Zool 14ab); Human Physiology (Zool 24), Supervision and Teaching in Physical Education (Educ 135) and Health Education (Educ 153). (Women, 51 credits)

The following courses must be completed by all students: Introduction to Physical Education (H&PE 19), Human Anatomy (H&PE 20), Applied Anatomy (H&PE 21), First Aid (H&PE 32), Techniques of Teaching Swimming (H&PE 36), Methods and Materials in Folk and Square Dance (H&PE 45c), Teaching Physical Education Activities (H&PE 70), Programs of Physical Education (H&PE 137), Corrective Physical Education (H&PE 141), Physiology of Exercise (H&PE 148), Organization and Administration (H&PE 150), Introduction to Testing (H&PE 165).

Women students take: Personal Health Problems (H&PE 28), Dance Methods and Materials (H&PE 45ab), and Teaching of Sports for Women (H&PE 63abc).

Men students take: Care and Prevention of Athletic Injuries (H&PE 40), Coaching of Basketball (H&PE 60), Coaching of Track (H&PE 61ab) and Coaching of Football (H&PE 62ab).

Second paragraph--After "The Family" delete remainder of sentence and substitute: "or Courtship and Marriage (Soc 100) or Recreational Leadership (Soc 170); Child and Adolescent Psychology (Psych 13) and Elementary Nutrition (Home Ec. 24).

p. 102

Preceding General Information add: Graduate students will be required to take a qualifying written and oral examination during the first quarter of their attendance as graduate students. The program for each student will be determined after such examinations and in conference with the graduate advisor.

Following the paragraph on General Information add: "Students provide their own towels and uniforms and equipment for golf and tennis. In skiing, bowling, horseback riding, and riflery, students pay a fee for use of off-campus facilities."

Under Athletics delete the last part of the first paragraph "and the minor sports, --boxing, riflery, skiing and wrestling.

Delete 15abc Activity Skills. Substitute  
New Courses: 15abc, 16abc. Freshman and Sophomore Physical Education (Men majors and minors). 6 Q. Autumn, winter, spring, freshman sophomore years. Summer, swimming only. 1 cr. each quarter. 15abc offered 1952-53 and alternate years thereafter. 16abc offered 1951-52 and alternate years thereafter. (15a) Conditioning exercises. (15b) Volleyball and badminton, (15c) Wrestling, (16a) Tumbling and apparatus, (16b) Swimming, (16c) Individual Sports.  
Note: This course will satisfy the University requirement of six quarters of required Physical Education. (Cont.)

Students who elect to take varsity sports will register for such sports as 11abc, 12abc. Such varsity participation will be in addition to the required work in 15abc and 16abc. Credits earned in 11abc, 12abc, 15abc or 16abc will be in addition to the 180 credits required for graduation.

New Course: 15abc, 16abc. Freshman and Sophomore Physical Education (Women majors and minors). 6 Q. Autumn, winter, spring, freshman and sophomore years. 1 Cr. each quarter. Object to develop skill and familiarity with a variety of physical education activities. (15a) Volleyball, speedball, recreational sports; (15b) Basketball, tumbling; (15c) Softball, tennis; (16a) Basic dance, modern dance, swimming; (16b) Tap dance, social dance, fundamentals of movement; (16c) Folk dance, square dance, archery. These courses will satisfy the University requirement of six quarters of required physical education. Credits earned in 11abc, 12abc, 15abc or 16abc will be in addition to the 180 credits required for graduation.

New Course: 19. Introduction to Health and Physical Education. 1 Q. Winter. Summer. (Even years). 3 cr. Prerequisite, major or minor in Physical Education or consent of instructor. Principles of physical education, historical development; present application; contemporary organizations in the field; relationships with other fields and with education in general. Mr. Hertler, Miss Stoodley.

p. 103

Delete 20ab Human Anatomy and substitute the following 2 courses:

20. Human Anatomy. (Students who have taken the former course H&PE 20b may not receive credit in this course.) 1 Q. Autumn. Summer (odd years) 5 cr. Prerequisite, sophomore standing. The systems of the body and the structure of organs composing these systems. Mr. Wilson.

21. Applied Anatomy. (Students who have taken the former course H&PE 20a may not receive credit in this course). 1 Q. Winter. Summer (even years). 5 cr. Prerequisite, sophomore standing. A study of the bones, muscles and joints of the body. Consideration is given to bodily movements, joint mechanics and the action of muscles in relation to physical education activities of daily life. Mr. Wilson.

New Course: 28. Personal Health Problems. (Women). 1 Q. Winter. 2 cr. Prerequisite, major or minor in Physical Education or consent of instructor. Fundamentals of healthful living, with particular emphasis upon problems which frequently arise in connection with the teaching of physical education. Miss Stoodley.

32. First Aid. To be offered winter quarter instead of spring. Delete prerequisite.

40. Athletic Training. Change title to Care and Prevention of Athletic Injuries.

New Course: 70. Teaching Physical Education Activities. 1 Q. Autumn. Winter. Spring. 1-2 cr. Prerequisite, H&PE 15abc, 16abc or consent of instructor. Assignment of teaching projects in college classes, under supervision. Miss Stoodley. Mr. Hertler. Staff

S111. Water Safety and Life Saving to be offered Spring in addition to Summer, so the S is to be deleted from the number.

Sl32. Instructors First Aid to be offered Spring in addition to Summer so the S is to be deleted from the number.

p. 103

135. Supervision and Teaching in Physical Education. Change title to Methods of Teaching Physical Education. Change quarter offered from Winter to Autumn.

137. School Gymnastics. Change title to Programs in Physical Education.

141. Corrective Physical Education. Change prerequisite from H&PE 136 to H&PE 21, Applied Anatomy.

p. 104

150. Change quarter offered from Autumn to Winter.

p. 104

152. Physical Therapy. Change title to Introduction to Physical Therapy.

160. Seminar in Health Education. Change title to Seminar and change credit from 1 to 1-3 each quarter. Change prerequisite from senior standing to junior standing. A maximum of 3 credits may be earned in this course.

New Course: 165. Introduction to Testing. 1 Q. Autumn. Summer (even years). 3 cr. Prerequisite, senior standing. Orientation to testing and measuring, administrative uses of tests, elementary statistical techniques and procedures. Mr. Hertler. Mr. Adams.

203. Tests and Measurements in Physical Education. Change title to Advanced Tests and Measurements. Change quarter offered from Autumn to Winter and Summer (odd years).

204. Research. Change credit from 3-5 to variable.

- p. 105      105ab. Seminar in History and Political Science. Change credit to 2-4.
111. Medieval Civilization. Change quarter offered from Winter to Spring.
- p. 106      12lab. Central Europe. Add "Students may enter either quarter."
122. Montana History. Add Summer to quarters offered.
131. Recent American History. Add Summer to quarters offered.
140. History of Greece. Add Summer to quarters offered.
- Supple-      142. Ancient Near East. Delete Summer.
- ment
- p. 107      200. Seminar in American History. Change the first sentence in the description to read: "Open to graduates who have thirty credits in history or political science, including courses 2lab and 104."
201. Seminar in European History. Change prerequisite to read "30 credits in history or in political science, including course 104."
17. American Government and Politics. Add Winter and Spring to quarters offered.
18. State and Local Government. Change prerequisite to "sophomore standing."
- Autumn
- New Course: 55. Political Geography. 1 Q./ Summer. 3 cr. Prerequisite, sophomore standing. A general introduction to the relationship between the earth and the state, with special emphasis on geographical factors as bases of world power. A study of the theories of geopolitics. Mr. Turner.
- p. 108      120. American Foreign Relations. Change to a two quarter course as follows:
- 120a. American Foreign Relations. 1 Q. Autumn. 4 cr. Prerequisite, junior standing; course 2lbc desirable. The machinery of American diplomacy; inter-relation of geo-politics, national policy, military policy and diplomacy; basic American foreign policies and their development to the end of the 19th century. Mr. Karlin.
- New Course: 120b. American Foreign Relations. 1 Q. Winter. 4 cr. Prerequisite, junior standing and course 2lc or 120a. The United States in world affairs since 1900. Theodore Roosevelt and his era; Dollar Diplomacy, Woodrow Wilson and World War I; the diplomacy of normalcy; Franklin Roosevelt and World War II; the post war eras. Mr. Karlin.

130. American Political Theories. Change credit from 3 to 4.

Delete 138. Diplomatic and Consular Law and Procedures.

New Course: 145. International Relations. 1 Q. Winter. 4 cr. Pre-requisite, junior standing. A general introduction to the nation-state system, factors of national power and policy, forces inducing tension, legal and institutional devices for adjustment of conflict. Mr. Waldron.

#### HOME ECONOMICS

p. 108 Add under General, Textiles (Home Ec 82) and History of Art (FA 3labc).

Add under Teaching, Institution Buying (Home Ec 134).

Under Institution Management, Change problems in Home Equipment (Home Ec 80) from an elective to a requirement.

p. 109 First paragraph. Add Economics 14ab, Principles of Economics as a requirement for internship.

Add paragraph 4, Textiles and Clothing: Introduction to Home Economics (Home Ec 17abc), Clothing Design (Home Ec 18), Elementary Nutrition (Home Ec 24), Problems in Home Equipment (Home Ec 80), Textiles (Home Ec 82), House planning and Furnishing (Home Ec 119), Clothing (Home Ec 120), Child Development (Home Ec 124), Home Living Center (Home Ec 127), Home Management (Home Ec 128), Problems in Family Living (Home Ec 129), Problems of the Consumer (Home Ec 131), Weaving (Home Ec S86), Methods of Teaching Home Economics (Home Ec 163).

p. 110 133. Institution Cookery. Delete Home Ec 80 as a prerequisite.

134. Institution Buying. Add Home Ec 80 as a prerequisite.

138. Experimental Foods. Delete Chemistry 19 as a prerequisite.

163. Change title of course from Problems in Teaching Home Economics to Methods of Teaching Home Economics.

#### JOURNALISM

p. 111 Insert after paragraph 3 in The Journalism Curriculum the following: "Typing proficiency tests will be given annually in the spring and autumn quarters. Students who do not pass the test will be required to take one quarter of Business Administration 20, Beginning Typewriting.

## LAW

p. 116

Insert after last paragraph on Requirements for Graduation the following:

## Prospective Changes in Requirements for Graduation

Candidates for the degree of Bachelor of Laws who enter upon the study of law after January 1, 1952, having satisfied admission requirements as set forth on page 115, will be required to complete four years or twelve quarters of work in a law school of recognized standing, the last three quarters of which must be completed in residence in Montana State University. Two summer sessions of approximately six weeks each will be counted as one quarter. Students transferring from other law schools must complete at least forty-two credit hours of work in the field of law in this school. Students entering the School of Law who have completed the foregoing admission requirements may receive the degree of Bachelor of Laws upon the successful completion of not less than 170 quarter credits of work of which 148 credits must be in law. The remaining required credits may be in approved courses, normally those numbered over 100, in other schools and departments of the university.

Candidates who, in addition to the admission requirements set forth on page 115, have completed at least forty-five more credit hours of work in three more quarters in residence in a college or university of recognized standing may receive the degree of Bachelor of Laws upon the completion of 126 credits in Law School subjects.

p. 117

Add the following at the bottom of the page:

## Summer Session

1951	Credits	1952	Credits
Conflicts Of Law.....	6	Constitutional Law.....	6
Future Interests.....	3	Domestic Relations.....	3
Labor Relations.....	3	Municipal Corporations..	3
Mortgages.....	2	Taxation.....	6
Taxation.....	6	Corporations.....	6
Trusts.....	6	Public Utilities.....	3

p. 118

Civil Procedure. Delete 1 Q. Summer.

Conflicts of Law. Add: 1 Q. Summer.

Property. Delete: 1 Q. Summer.

## MATHEMATICS

p. 119

Reinstate A. Pre-Freshman Algebra. 1 Q. Autumn. No credit. Designed to meet the needs of students who do not qualify for Mathematics 10.

10. Intermediate Algebra. To quarters offered add Winter and Spring, and delete Summer. Change prerequisite from "1 entrance unit of algebra" to "Satisfactory performance in an examination in elementary algebra."

13. Plane Trigonometry. To quarters offered add Autumn. In prerequisite change "equivalent" to "Satisfactory performance in an examination in elementary algebra."

14. Spherical Trigonometry. Change prerequisite from "Math 16 and Math 13 or equivalent" to "Math 10 and Math 13."

16. College Algebra. Delete summer and add winter to quarters offered. In prerequisite, change "equivalent" to "satisfactory performance in an examination in intermediate algebra."

18. Introductory Business Mathematics. Add Winter to quarter offered.

p. 120

19. Elementary Mathematics of Investments. Add Autumn to quarter offered.

Delete Math 26. Advanced Statistics.

New Course: 110. Introduction to Abstract Mathematics. 1 Q. Autumn. 5 cr. Prerequisite, Calculus I or concurrent enrollment in Calculus I, and permission of the instructor. Selected topics from the theories of sets, finite geometries, algebraic systems, functions over abstract spaces, equivalence and order relations.

New Course: 111. Introduction to Functions of a Complex Variable. 1 Q. Spring. 5 cr. Prerequisite, Mathematics 107b. Staff. (Was formerly course 241.)

New Course: 140abc. Mathematical Statistics. 3 Q. Autumn, winter, spring. 5 cr. each quarter. Prerequisite, Math 23 & permission of the Department. (a) Development of necessary mathematical concepts, probability, random variables and distribution functions. (b) Random variables, distribution functions, sampling, testing hypothesis. (c) A continuation of (b).

New Course: 171. Mathematical Methods of Science I. 1 Q. Autumn. 5 cr. Prerequisite, Mathematics 101 and consent of instructor. Differential Equations: Existence theorems, Fuch's theorem, method of Frobenius. Complete, closed, orthonormal sets of functions. Generalized Fourier Series. Sturm-Liouville systems and boundary value problems.

New Course: 172. Mathematical Methods of Science II. 1 Q. Winter. 5 cr. Prerequisite, Mathematics 101 and consent of instructor. Calculus of variations; Lagrange multipliers, necessary conditions for extremals. Eulev's differential equation, parametric problems, transversality condition, Hamilton's principle, Lagrange's equation, application to Sturm-Liouville systems. Tensor analysis.

New Course: 173. Mathematical Methods of Science III. 1 Q. Spring. 5 cr. Prerequisite, Mathematics 101 and consent of instructor. Determinants, Matrices; solutions of general systems of linear equations, equivalence relations, quadratic forms, orthogonal transformations, solution of normal system of differential equations, applications to dynamics, normal coordinates. Introduction to finite groups: Invariant sub-groups, quotient groups, linear groups, group representations.

## MILITARY SCIENCE AND TACTICS

p. 121

Change title to Department of Reserve Officers Training Corps (ROTC).

Material on pages 121 and 122 has been rearranged, clarified and condensed.

The Department is to be divided into the Division of Military Science and Tactics and Division of Air Science and Tactics.

Following changes in courses and course numbers are to be made:

11abc. ROTC I to 1abc. Military Science I.

12abc. ROTC II to 2abc. Military Science II.

New Course: 10. Military Band. 1 Q. Spring only. 1 cr. Admission must be approved by the School of Music. Band Formations and Marching; Military Music; Military Ceremonies; 6-10 hours Introduction to Military Science or Introduction to Infantry depending upon the ROTC year (1st or 2nd) in which enrolled.

13abc. ROTC III to 11abc. Military Science III.

14abc. ROTC IV to 12abc. Military Science IV.

New Course: 20. Military Science V. Summer Camp. No Credit. 6 weeks. (Last week of June through first week of August). Practical work at an Army Training Center. Taken during the summer after completion of ROTC 11, Military Science III.

New Course: 21abc. Air Science I. 3 Q. Autumn, winter, spring. 1 cr. per quarter. Students may enter any quarter. Course material common with 1abc.

6abc. ROTC II-A to 22abc Air Science II.

New Course: 30. Air Force Band. 1 Q. Spring only. 1 cr. Admission must be approved by the School of Music. Band Formations and Marching; Military Music; Military Ceremonies.

15abc. ROTC. III-A to 31abc. Air Science III.

16abc. ROTC IV-A to 32abc. Air Science IV.

New Course: 40. Air Science V. Summer Camp. No credit. Six weeks. (Last week of June through first week of August.) Practical application at an Air Force base of the principles learned in Air ROTC classroom work. Taken during the summer after completion of ROTC 31, Air Science III.



## MODERN LANGUAGES

- p. 124      French 13a. Add Autumn to quarters offered.
- French 13b. Add Winter to quarters offered.
- French 15. Add Autumn to quarters offered.
- French 17. Add Winter to quarters offered.
- French 129. Course to be offered in alternate years instead of every year.
- French 132. Add winter to quarters offered.
- p. 126      New Course: Spanish 120. Cervantes. 1 Q. Autumn. 3 cr. Prerequisite, Spanish 17. Given in 1951-52 and in alternate years. A study of Don Quijote and other novels of Cervantes, and a survey of the other prose productions of this epoch. Mr. Bischoff.
- Delete Sl30.
- Delete Sl32.
- New Course: 134. Seminar in Spanish American Literature. 1 Q. Any quarter. 2-3 Cr. Prerequisite Spanish 119. Fields of study offered—Mexican Novel of the Revolution, Modernista movement, Gauchesque Literature of the Argentine, Twentieth Century novel of Venezuela, Colombia, Chile, Peru. Staff.

## SCHOOL OF MUSIC

- p. 127      Paragraph 2, change to read: "Students interested not only in music education but in the academic field will elect to take the Bachelor of Arts degree with a major in music as well as the Bachelor of Music Education degree."
- Third paragraph under No. 3 insert after Bachelor of Music, beginning of second line, "or Bachelor of Music Education."
- Middle of page—Master of Music degree in Music Education is changed to the Master of Music Education degree.
- p. 128      Insert new paragraph 5.
5. Candidates for the degrees of Bachelor of Music and Bachelor of Music Education must select the electives so as to complete a minimum of 54 credits in addition to required freshman and sophomore physical education and military science, courses in music, and courses in education offered for state certification.

p. 128,  
129, 130

The word "Electives" in the various curricula is to be changed to "Electives (non-music)."

p. 135

10. Band, Orchestra, Choral Groups. Add statement "Music majors registered in Music 10 are required to attend recitals as prescribed by the music faculty."

11abc. Theory I. Add "Prerequisite, satisfactory placement in music examination and/or Music 14a."

New Course: 15abc. Intermediate Piano in Class. 3 Q. Autumn, winter, Spring, Summer. 1 cr. each quarter. Prerequisite, 3 cr. in either Piano I, Music 14abc, or placement test. All major and minor scales 2 octaves H.T. Further development of harmonization, transposition, memorization, and sight-reading. Materials such as Felton Progressing Studies and Bartok Mikrococosmos Books I and II. Staff.

New Course: S22. Music for the Grade School Teacher. 1 Q. Summer only. 3 cr. A study of materials and methods relating to the teaching of music in the graded and rural schools. Students who have received credit in Music 123abc are not eligible to enroll in this course for credit. Staff.

23abc. Class Piano Methods. Add "Offered in 1951-52 and in alternate years."

3lab. Conducting. Change title to Conducting and Instrumentation. Change prerequisite to read: "10 credits in music including Music 11ab". (b) change to Instrumental conducting and (c) to Choral conducting.

Reinstate S38. Recitals-Lectures. 1 Q. Summer. 1-2 cr. Open to all students. A course presenting concert repertory of various periods and schools with historical and analytical comment. Students who wish to register for one credit will be required to attend six programs presented by Mr. Wendt, pianist, and six by other music faculty members. Students who wish to register for 2 credits are required to attend 2 additional lecture periods per week, do supplementary reading, and listen to phonograph records. Mr. Wendt. Mr. Gulbrandsen. Staff.

4Q. Ensemble Groups. Add statements: "Applied majors of junior and senior rank not registered in Music 10 are required to attend recitals as prescribed by the music faculty." "Students may register for more than one ensemble group in any one quarter."

p. 136

131. Advanced Conducting. Change title to Advanced Conducting and Instrumentation.

119ab. Band and Vocal Arranging. Remove the asterisk and change title to Band and Choral Arranging. Change prerequisite to Music 3lab and Music 125b. (a) Band arranging, (b) Choral arranging.

New Course: S 133. Music Appreciation for the Classroom. 1 Q. Summer only. 1 cr. Prerequisite, junior standing or teaching experience. This course is designed to aid teachers interested in music appreciation either as a subject in grade or rural schools or in correlation with related subjects at any level. Mr. Gulbrandsen.

140 abc. Interpretation and Style. Add "offered in 1951-52 and in alternate years."

p. 137 262. Graduate Seminar in School Music. Add: "May be repeated for a maximum of 15 credits."

SCHOOL OF PHARMACY

p. 140 14ab. Pharmaceutical Chemistry. Course is to be offered for one quarter only, Spring, for 4 credits instead of 2 quarters, 2 credits per quarter.

21ab. Operative Pharmacy. Change quarters offered to winter, spring.

24ab. Pharmacognosy. To be offered autumn and winter quarters instead of spring and autumn.

Delete 25. Field Pharmacognosy.

26. History and Literature of Pharmacy. Change quarter offered to Autumn.

50. Manufacturing Pharmacy. To be offered every quarter.

52ab. Drug Analysis. To be offered Autumn and Winter quarters instead of Winter, Spring.

60. Cosmetics. Change credits from 5 to 3. Will be offered on demand.

75. Veterinary Pharmacy. Change number to 175, quarter offered to Winter. Change prerequisite to Pharmacy 139. Introductory Pharmacology.

77ab. Pharmaceutical Administration. Change to 77, a one quarter course to be offered Spring quarter for 3 credits.

p. 141 91. Hospital Pharmacy. Change credits from 5 to 3. To be offered on demand.

92abc. Hospital Practice. Offered on demand.

93. Biologicals. Change quarter offered to Spring.

Delete 94ab. Drug Distribution.

95ab. Dispensing. Change course to a 3 quarter course, Autumn 2 cr.; Winter 3 cr.; Spring 5 cr. Was offered 2 quarters, spring and autumn, 5 cr. per quarter.

Supplement 98. Parental Solutions. Change number to 145.

p. 141

101abc. Seminar. Change number to 200abc.

New Course: 103. Crude Drug Technology. 1 Q. Autumn. 2 cr. Prerequisite, Pharmacy 54ab. The collection, identification, drying, garbling, and milling of crude drugs. Call.

New Course: 104. Taxonomy of Medicinal Plants. 1 Q. Winter. 3 cr. Prerequisite, Pharmacy 102 or permission of instructor. The herbarium study of medicinal plants. Call.

New Course: 106. Drug Plant Propagation. 1 Q. Spring. 2 cr. Prerequisite, Pharmacy 54ab. Greenhouse field practice and problems. Call.

115ab. Organic Medicinal Products Laboratory. Change to a 3 quarter course 115abc, 2 credits each quarter.

140ab. Pharmacology. Change quarters offered to winter, spring.

New Course: 206. Vegetable Drug Histology. 1 Q. Spring. 3 cr. Prerequisite, Pharmacy 113. Histological technique and descriptions of crude drug sections.

#### PHYSICS

New Course: 50ab. Laboratory Arts. 2 Q. Autumn, winter. 1 cr. each quarter. Open to upper division science majors who have completed Physics 20abc. Elements of glass blowing and machine shop practice. Mr. Jeppesen and Mr. Landeen.

p. 143

Delete 210abc. Advanced Theoretical Physics.

p. 144

#### PRE-PHYSICAL THERAPY

Insert the following paragraph immediately preceding Psychology and Philosophy.

Students who plan to meet entrance requirements of schools approved for training physical therapists should consult a staff member of the Department of Health and Physical Education.

## PSYCHOLOGY AND PHILOSOPHY

p. 144

13. Child and Adolescent Psychology. Add Spring and Summer to quarters offered.

14. Social Psychology. Add Winter to quarters offered.

32. Psychology of Business. Add Winter to quarters offered.

40. Industrial Psychology. Change quarter offered from Winter to Spring.

41. Personnel Psychology. Change quarter offered from Spring to Winter.

p. 145

S103. Psychology of Learning. To be offered for the ten week summer session only.

104. Systematic Psychology. Change quarter offered from winter to autumn.

116. Psychology of Adjustment and Mental Hygiene. Change credits from 4 to 5.

New Course: 119. Mental Health in the Classroom. 1 Q. Any quarter. 4 cr. Prerequisite, Psychology 116; or, Educ. 25a, 14<sup>f</sup>, and 152; or, Educ. 25a and extensive teaching experience; consent of instructor. Offered by extension only. This course is designed for in-service training of classroom teachers. Wherever possible it will be given by the staff of one of the State Mental Hygiene Clinics.

131. Clinical Psychology. Change quarter offered from autumn to spring and add to prerequisite "open only to psychology majors."

132. Individual Testing. Add "May be repeated to a maximum of 6 cr."

p. 146

190. Problems in Philosophy and Psychology. Delete Psychology 11 in prerequisite and substitute "15 . credits in the Department and consent of instructor."

## SOCIOLOGY AND SOCIAL ADMINISTRATION

p. 148

The name of the department has been changed to the Department of Sociology and Anthropology.

Delete the second sentence in the second paragraph under Major Requirements. Add: It is strongly recommended that students planning to take graduate work elect a foreign language.

p. 148

A. Sociology Concentration. Change to read as follows: "At least 35 of the major credits must be in Sociology courses. Remaining credits for the major may be selected from Anthropology courses. Econ. 14ab should be completed."

Delete B. Social Administration Concentration.

Anthropology Concentration. Change to read: "At least 30 of the major credits must be in anthropology courses. Remaining credits for the major may be selected from sociology courses. Hist. 140, 141, and 142 may be presented for anthropology credit."

New Course: 25. Development of Social Thought. 1 Q. Autumn. 4 cr. Prerequisite, sophomore standing. The development of social thought from earliest times to the establishment of sociology. Mr. Carroll.

p. 149

17. Social Problems. Change credit from 4 to 5. Open to all students. To be offered Spring and Summer.

100. Courtship and Marriage. Change prerequisite to junior standing.

New Course: 116. Social Movements. 1 Q. Spring. 3 cr. Prerequisite, junior standing and course 16. A study of selected reform and other movements with particular reference to their leadership. Offered in 1952-53 and alternate years. Mr. Carroll.

121. Urban Sociology. Add statement: "Offered in 1951-52 and alternate years."

122. Criminology. Delete Summer from quarters offered.

123. Regional Sociology. Add statement: "Offered in 1951-52 and alternate years."

Delete 125. Development of Social Theory.

128ab. Sociological Seminar. Change title to Sociology Seminar.

- p. 149 New Course: 172. Contemporary Sociological Theory. 1 Q. Winter. 2 cr. Prerequisite, junior standing and course 25. A study of selected European and American writers in social science. Offered in 1952-53 and alternate years. Staff.
- p. 150 Delete Social Administration.
- p. 150 15ab. Introduction to Anthropology. Changed to the following two courses:
14. Social Anthropology. 1 Q. Autumn. 5 cr. Open to all students. A study of institutions as exemplified in primitive religion, economics, political structures, art, and music. Mr. Malouf & staff.
15. Elementary Anthropology. 1 Q. Winter. 5 cr. Open to all students. An analysis of the culture concept and of the processes of culture growth and change with special consideration given to invention, diffusion, and acculturation. Students who completed the former course Soc. 15a may not receive credit for 15. Mr. Malouf.
- New Course: 19. Race and Minorities. 1 Q. Spring. 3 cr. Prerequisite, sophomore standing. Problems in assimilation of racial and cultural minorities. Offered in 1951-52 and alternate years. Mr. Malouf & staff.
- New Course: 138. Prehistoric Cultures. 1 Q. Winter. 3 cr. Prerequisite, junior standing. A survey of prehistoric man and his cultures in Europe and the Near East. Offered in 1952-53 and alternate years. Mr. Malouf.
- New Course: 171. Culture and Theory. 1 Q. Winter. 2 cr. Prerequisite, junior standing and Soc. 25. A brief course in the development of theory and method in cultural anthropology, and a consideration of various archaeological, ethnological, and socio-psychological theories in the light of historical anthropology. Offered in 1952-53 and alternate years. Mr. Malouf.
190. Advanced Problems. Add: "May be repeated to a maximum of four credits."
- p. 151. 180. Change credit to 3-9. Course may be repeated to a maximum of 18 credits.  
SOCIAL WORK

The Department of Social Work offers both professional education on the graduate level and a sound undergraduate preparation for such education, or for beginning social work jobs not requiring professional training. For information about social work as a career and for a more complete description of the offerings of the department, address the Chairman of the Department of Social Work.

#### UNDERGRADUATE CURRICULUM

##### General Information:

The Department of Social Work in cooperation with other Departments of the College of Arts and Sciences and with other schools of the University has developed a curriculum which provides a social science concentration with emphasis on social welfare. This curriculum leads to a BA degree with a major in Social Welfare, and is designed to meet the needs of:

1. The student who wishes to prepare for professional social work education.

2. The student who wishes to prepare for social work positions which do not now require professional training.
3. The general student who wants to be prepared for intelligent and responsible participation in community life.

This curriculum has been designed to provide a base in the work done during the first two years from which the student can pursue either the social welfare major described here or a major in Sociology and Anthropology or Economics. Students following this curriculum will be under the general direction of the Division of Social Sciences during their freshman and sophomore years and of the Department of Social Work during their junior and senior years.

### Suggested Sequence

The suggested sequence of courses covering the freshman and sophomore years is found on page 50. Students will be assisted to develop programs of study covering the junior and senior years which will meet the requirements of the curriculum as described below and which are in line with their individual interests and needs.

(The following curricula for a major in Social Welfare for the freshman and sophomore years is to appear on page 50 of the catalog.)

#### FRESHMAN YEAR

	Autumn Quarter Credits	Winter Quarter Credits	Spring Quarter Credits
Biological Science 13abc or Humanities 15abc or *Foreign Language . . . . .	5	5	5
History 12ab and Political Science 14† or Soc- iology 14, Economics 10 † and Sociology 17	5	5	5
English 11ab and Psychology 11 . . . . .	5	5	5
Physical Education 11abc . . . . .	1	1	1
Military Science 11abc (Men) . . . . .	1	1	1
	<u>16-17</u>	<u>16-17</u>	<u>16-17</u>

#### SOPHOMORE YEAR--Social Welfare

Biological Science 13abc or Humanities 15abc	5	5	5
Sociology 16, Economics 14ab	4	4	4
Sociology 14, Political Science 17, Sociology 17, or History 12ab and Political Science 17 . . . . .	5	4-5	4-5
Physical Education 12abc . . . . .	1	1	1
Military Science 12abc (Men). . . . .	1	1	1
	<u>16</u>	<u>15-16</u>	<u>15-16</u>

\* Course entered dependent upon high school preparation. See Department of Classical and Modern Languages, pages      and      .

† Social Welfare Majors needing Math 10 for Math 25 should substitute Math 10 for Economics 10 or History 14.



GRADUATION REQUIREMENTS

Supplementary to the general university requirements for graduation as set forth in pages 23-27 of this catalog, the student who wishes to receive the bachelor of arts degree must successfully complete the following courses: Econ. 14ab, Principles of Economics; Hist. 12ab, Political & Econ. Develop. of Europe, or Hist. 21bc, United State History; History 17, American Gov't and Politics; Hist. 18, State and Local Government; Psych 11, General Psychology; Psych 14, Social Psychology; Socio. 16, Elementary Sociology; Socio. 17, Social Problems; Socio. 14, Social Anthropology; Socio. 142, Culture and Personality; Socio. 116, Social Science Methods; Math 25, Statistics; and 20 credits in selected courses in Department of Social Work.

At least one course in addition to those listed above must be taken in each of the fields of economics, history, political science, sociology, and psychology to a total of from 20 to 30 credits. These courses are to be selected from the following list:

ECONOMICS: 104b, State and Local Taxation; 110, Agricultural Economics; 113ab, Labor Economics; 115, Economics of Montana; 114, Industrial Relations; 107, Contemporary Economic Problems; 120, Comparative Economic Systems; 130, Social Insurance; 161, World Economic Organizations.

HISTORY: 122, Montana History; 125, Econ. History of United States; 126, Econ. History of Europe; 147, Econ. History of England.

POLITICAL SCIENCE: 116ab, Principles of Public Administration; 145, International Relations; 120ab, American Foreign Relations; 124, International Organizations.

SOCIOLOGY: 100, Courtship and Marriage; 119, Rural Sociology; 120, Population; 121, Urban Sociology; 122, Criminology; 127, Social Control; 129, The Family.

PSYCHOLOGY: 115, Abnormal; 116, Psychology of Adj. & Mental Hygiene; 129, Individual Differences; 130, Psychological Testing.

Additional courses should be selected from the following list of suggested electives: A Foreign Language, Bacteriology 19, Bacteriology 125, Biol. Science 13abc, Biology 100, Bus. Ad. 181, Bus. Ad. 156a, Bus. Ad. 182, Bus. Ad. 180, Educ. 25b, English 75abc, English 174abc, English 187, English 30a, Eng. Speech 20, Eng. Speech 42, Eng. Speech 61, Forestry 127, Home Ec. 24, Home Ec. 124, Humanities 15abc, Journalism 11, Journalism 34, Journalism 35, Journalism 42, Journalism 110, H&PE 15abc, H&PE 45abc, H&PE 134, Psychology 15, Psychology 55, Sociology 170, Zoology 10, Zoology 24.

\*FOR UNDERGRADUATES AND GRADUATES

100. History of Social Welfare. 1 Q. Spring. 3 cr. Prerequisite, junior standing. Development of social welfare services from the industrial revolution to the present with emphasis on England and the United States.

\* These courses not applicable toward a professional certificate.

110. Introduction to Modern Social Welfare Organization. 1 Q. Autumn. 4 cr. Prerequisite, junior standing. The way in which communities are organized to provide social services. Respective roles played by governmental and voluntary agencies. Typical social agency structures with emphasis on the division of labor and on the source of funds, policies, and leadership.

120. Introduction to Social Work. 1 Q. Winter. 4 cr. Prerequisite, junior standing and Course 110. The philosophy, objectives, and methods of social work as illustrated by case material. Emphasis on the basic characteristics of the social work process and the personal qualities essential for practice. Current role of the profession and a consideration of possible future trends.

130. Public Social Services. 1 Q. Winter. 3 cr. Prerequisite, junior standing. A detailed consideration of the place of government in the provision of social services. Emphasis on the Montana Public Welfare Act, Federal Social Security Act, and on federal-state-local relationships.

140. Rural Social Welfare. 1 Q. Spring. 3 cr. Prerequisite, junior standing. The organization of social services in rural areas. Special problems involved and resources available in the rural community.

150. Introduction to the Group Process. 1 Q. Autumn. 4 cr. Prerequisite, junior standing. The importance of voluntary group experience in a democracy. The interaction of persons in group situations. Qualities essential for group leadership and some basic principles in working with groups.

150ab. Volunteer Service Laboratory. 2 Q. Continuous, Autumn, winter. Winter, spring. May be entered Autumn and winter. 2 cr. each quarter. Prerequisite, junior standing and Course 110. The role of the volunteer in community social welfare activities. One hour lecture-discussion, three hours planned volunteer service in selected community agencies.

### PROFESSIONAL CURRICULUM

#### General Information:

Professional social work education is entirely at the graduate level. It involves a combination of classroom instruction and supervised field practice, and normally requires six quarters of work for a Master's degree. The Department of social work offers a curriculum covering the first four quarters of the professional program. Successful completion of this curriculum leads to a professional certificate. Students will be admitted to the professional curriculum only at the beginning of the Autumn quarter.

#### Requirements for Professional Certificate

The professional certificate of social work is awarded to students who have completed at least fifty quarter credits of graduate social work, including twenty credits of field work. The usual sequence involves one quarter of class work on campus; two quarters of field work, eighteen weeks of which are spent in a selected agency and the last four weeks in a seminar on campus; and an additional quarter of class work on campus. Students desiring to go on immediately to a Master's degree should plan to take only the

first three quarters since most schools of social work require at least three quarters in residence for a degree.

### Admission Requirements

Students who desire to follow the professional curriculum must meet these requirements:

1. Satisfaction of the requirements for admission to the Graduate School as set forth on page 99.
2. Completion of the undergraduate curriculum described above

or

Satisfactory completion of 36 quarter credits in the social and Biological Sciences with at least 15 credits in one of the following: Economics, political science, history, psychology, sociology, or anthropology. Students who cannot meet this requirement may be admitted on condition that they complete the necessary undergraduate work before a professional certificate is awarded. The selection of courses to meet undergraduate deficiencies will be made by the chairman of the Department.

3. The possession of the personal characteristics and serious interests in social welfare which the profession requires. The decision as to whether this requirement is fulfilled rests with the faculty of the Department acting as an admissions committee.

### \*PROFESSIONAL SOCIAL WORK COURSES

200. Social Case Work. 1 Q. Autumn. 3 cr. Introduction to the basic principles, philosophy and methods of social case work.

S201. Social Case Work II. 1 Q. Summer. 3 cr. Prerequisite, course 200. Continuation of social case work I. Analysis of case situations of increasing complexity.

210. Human Behaviour and Social Work. 1 Q. Autumn. 3 cr. The dynamics of human behaviour with emphasis on normal personality development and the psychological mechanisms which are of particular significance in social work practice.

220. Health and Disease. 1 Q. Autumn. 3 cr. Basic information on the causes, incidence, symptoms, and treatment of the principal physical and mental diseases. Emphasis is on the inter-relatedness of physical and mental disturbances and on the social factors important to their prevention and treatment.

230. Community Organization for Social Work. 1 Q. Autumn. 3 cr. Introduction to community organization as a social work process. A critical examination of the institutional structure within which social services are provided and of the basic elements involved in the process of mobilizing community action to meet social needs. Consideration given to the respective roles of public and voluntary agencies and to typical agency organization and method in the several functional fields.

\* Admission to individual courses of students not registered for the professional curriculum will be at the discretion of the Chairman of the Department.

S231. Community Organization for Rural Areas. 1 Q. Summer. 3 crs. Prerequisite course 230. The application of the community organization process to sparsely populated regions. Intensive consideration of the problem involved in providing social services in such areas, special needs encountered, resources available, and particular techniques called for.

240. Social Work Research. 1 Q. Autumn. 2 crs. Introduction to basic research methods as applied to social work. Emphasis on need for research and part played in it by all agency staff members and on the accurate interpretation of research materials.

250. Introduction to Social Group Work. 1 Q. Autumn. 2 crs. Beginning principles of the social group work method. Objectives, organization and programs of typical group work agencies. Relationship of group to case work, community organization and social administration.

S260. Public Social Services and Social Work. 1 Q. Summer. 3 crs. The philosophy, principles, and policies underlying the provision of social services under public auspices. Evolution of current public welfare programs and a critical analysis of them. Emphasis is placed on the role of social work in public welfare.

S270. Social Work Administration. 1 Q. Summer. 3 crs. The processes by which social policy is translated into social services. Consideration given to the respective and coordinate roles played by practitioners, clerical workers, supervisors, executives, consultants, specialists, boards and committees of social agencies. Application of social work concepts to basic administrative principles and methods.

290ab. Field Work. 2 Q. Winter, Spring, Continuous. 10 cr. each quarter. Placement in a selected agency for a period of 16 weeks followed by a field work seminar on campus for 4 weeks.

S293. Social Work Seminar. 1 Q. Summer. 2 crs. The theory of social work as a generic process is developed through a discussion of topics selected by the class on the basis of their field work experiences, previous courses and professional interests.

p. 151      Preceding Wildlife Technology, insert the following:

MONTANA COOPERATIVE WILDLIFE RESEARCH UNIT

Associate Professor E. L. Cheatum (Leader) Professor Melvin S. Morris (Assistant Leader), Associate Professor Philip L. Wright (Assistant Leader).

The Montana Cooperative Wildlife Research Unit was established at Montana State University in 1950. The Unit is controlled, staffed and supported cooperatively by the Montana Fish and Game Commission, the Fish and Wildlife Service of the U. S. Department of Interior, the Wildlife Management Institute of Washington, D. C., and Montana State University.

The purpose of the Cooperative Wildlife Research Unit is stated in the Memorandum of Understanding signed jointly by representatives of the above cooperating agencies as follows: ...." to provide full active cooperation in the advancement, organization, and operation of wildlife education, research, extension and demonstration programs...."

The Montana Unit investigates wildlife problems approved by the Montana Fish and Game Commission in order to make it possible for the Commission to improve management of the wildlife resource for the benefit of the citizens of Montana. At the same time, the research work, carried on under the supervision of the Unit Leader, contributes to the training of graduate students in the fields of Wildlife Management and Technology.

Graduate work may be taken with the area of concentration either in wildlife management or wildlife technology. It will ordinarily require two years work beyond the Bachelor's Degree to fulfill the requirement for a degree of Master of Science in Wildlife Technology. Concentration in the area of wildlife management will ordinarily lead to the Master of Science degree in Forestry or the Master of Forestry degree depending upon the time and curriculum undertaken.

For further information with regard to curricula and requirements for graduate work in the wildlife field, write to the Unit Leader, Dean of the School of Forestry, or Chairman of the Department of Zoology.

The Cooperative Wildlife Research Unit allocates funds for four or more graduate research fellowships for students working toward a Master of Science degree in Wildlife Technology, or a Master of Science degree in Forestry with the area of concentration in wildlife management. Candidates for fellowships should submit formal applications with a transcript of college credits and letters of reference by April 1st.

#### ZOOLOGY

p. 152 Major Requirements. Add Zoology 24 and delete Zoology 131.

p. 153 17. Entomology. Number changed to 165. Add junior standing to prerequisite.

102. Vertebrate Embryology. To prerequisite add Zoology 23.

p. 154 S167. Ichthyology. Number changed to S110.

Courses Offered at the Biological Station. Prerequisite of junior standing for all "100" courses added.

TEMPORARY COMMITTEE ON C PLUS GRADE

Professor E. W. Briggs, Chairman

Attached is a copy of the report and recommendation of the Committee authorized by faculty action of June 2, 1950 to consider the feasibility of adding a CP grade to our grading system and appointed by Acting President Jesse on October 6, 1950. This recommendation was submitted to the faculty on December 6, 1950 and approved at that time. Included in that report is a dissenting report by the Committee Chairman. Dr. Ostrom failed to note, presumably from excessive modesty, that he served very ably as secretary for the Committee.

This report contains one item in particular that might be of future interest to you--that is the chart on page two giving a comparative summary of grade distribution for a number of schools more or less within the class of our University. Though a wider distribution of schools would be desirable, this is the only place we know of giving this information on grade standards of different universities. You may be particularly interested in noting that according to the chart, Montana gives a much smaller percentage of As and Bs to all grades given than do other schools--presumably its grading standards have been measurably higher than those of the other schools. So far as we were able to tell, the differences in admission requirements and similar variables were not sufficient to explain the grade differences.

There is a strictly personal question that I should like to raise:

Might it not be profitable to the faculty to arrange an appropriate time and place or places to re-examine the general question of what criteria or standards should be applied to determine when a committee of this character has properly discharged its responsibilities to the faculty?

## REPORT OF COMMITTEE ON C~~/~~

This Committee was set up, on faculty motion, to determine the feasibility of instituting a C~~/~~ grade. The question of feasibility can be answered in the affirmative. The administrative changes required would be less drastic than those proposed by the Committee on Study of Grading System last spring. Those changes were considered to be feasible by the administration.

The Committee has also discussed the desirability of such a change. As a matter of information, it wishes to present some of the arguments on both sides.

The main argument in favor of the C~~/~~ grade seems to be that there is too wide a range in achievement within the present C grade. That is, a student whose achievement is relatively high and another student whose achievement is relatively low may both receive a C grade. As a reverse side of the same argument, proponents of C~~/~~ grades claim that an occasional student will consistently receive high C grades. Since the grade C includes some students whose achievement is relatively low, it is felt that his average grade does not adequately represent the work of such a student, even though he might get an occasional B. It is at this point that the student's future is most likely to be affected adversely with respect to job application.

The opponents of the C~~/~~ grade have several criticisms to make. First, there is the matter of expense. It is impossible to estimate exactly just what the costs would be, but the administration puts it as an amount to be expressed in hundreds of dollars a year for the first four years. Secondly, the fact that no other schools have a C~~/~~ grade might cause difficulty for transfer students. It is doubtful if the range represented by the two grades, C and C~~/~~, would continue to represent the same range of ability represented by the one C grade at other schools. Thirdly, the opponents of C~~/~~ suggest that the difficulties outlined above can be met in other ways. If the range between high C and low C is too great, that range can be narrowed by giving more B's and D's. In this connection, the Committee feels that the following information as to comparative practice in other schools should be made available to the faculty.

PERCENTAGE DISTRIBUTION OF GRADES

School	GRADE						Total No. of Cases
	A	B	C	D	Inc. & W.	F	
I	17.3	32.1	32.1	10.8	3.3	4.4	51,025
II	19.6	35.5	36.4	7.3		1.5	101,235
III	13.1	34.6	38.0	8.3	3.06	2.6	38,723
IV	13	33	37	12		5*	16,086
V	17.2	43.2	28.9	7.4		3.3	
M.S.U. ('47)	10.3	26.7	44.7	13.2		4.1	132,821

\*Includes grade E (condition)

(Schools listed are Wisconsin, Oregon State, Wyoming, Washington State and Colorado A. & M., not necessarily in that order. Number of cases may be either the number of grades or number of credits. Each example represents all grades in the University concerned, for at least one quarter.)

After considering the above arguments, the majority of the Committee recommends to the faculty that a C~~f~~ grade not be introduced at this time.

E. W. Briggs, Chairman (dissenting)  
 B. G. Castle  
 E. A. Atkinson  
 L. G. Browman  
 T. G. Ostrom



COMMITTEE REPORT ON THE PROPOSED CP GRADE

Minority Report

by

E. W. Briggs, Chairman

I believe that a brief consideration of the reasons given by the majority report, recommending rejection of the CP grade, will reveal that they do not justify such recommendation. Briefly, they are: 1. Cost; 2. No other school does it, leading to transfer uncertainties; 3. A preferable alternative remedy is available. To these three may be added a fourth, suggested in Committee, though not included in the report. This was that, adding a CP grade is contrary to all educational trends in that the growing practice is to differentiate by grades only in broader categories, in recognition of the inability of the teacher to grade accurately within narrow limits. This contention at least has the merit of making a professional sounding argument, and may bother some faculty members. However, as given in Committee, the short answer is that the proposal to add this particular plus grade is motivated strongly by precisely the recognition of this human frailty in grading. It may very well be that a paper receiving a high C would be given a B by another equally capable instructor. Giving a CP at least minimizes the hardship and makes the record more nearly completely portray the facts to any interested stranger examining the record.

As developed in Committee discussion, arguments 1 and 2 are just words. It was insisted by three committee members that there would be an appreciable cost increase. If the proposal to include a plus grade has merit otherwise, the relative importance of a claimed increase of a few hundred dollars for four years is extremely questionable. However, here there is the much more serious question as to whether there was any evidence really sustaining this conclusion. The Committee majority relied on the supposed estimate of the earlier "Committee on Revision of the Grading System", that the inauguration of their overall proposal would add a few hundred dollars annually for clerical help for the first four years. Originally a pure guess, on checking with the registrar, Mr. Smith, the Chairman of the present Committee found that he doubted that adding a single plus grade would appreciably add anything to operational costs.

Although the Chair urged supporting illustrative evidence from those advancing the second objection, unorthodoxy with resulting "transfer difficulties", there was not the slightest supporting demonstration of that objection given--though these members tried. Furthermore, the University administrators on the Committee seemed unduly concerned with the possibility, however remote, that the evaluation of transcripts might be affected in some way by the adding of this single plus grade.

The third ground for recommending rejection of the CP, that if the C grade includes too wide a range of performance, it may be narrowed at both ends by giving more Bs and Ds, receives some support from the chart giving comparative grade distribution for different representative schools. It is arguable that we unduly weight the C range. If the only reason for adding the C plus was this excessive range of performance represented by C, the argument would have considerable merit. However, it does not care at all for the further point that, wherever the line is drawn between Bs and Cs, there will be a number of students who habitually do "CP" work who are prejudiced adversely by their paper record at this very critical point in judging scholarship performance. To me this last reason for including the CP grade should be decisive in supporting its inclusion in our grading system.

In supporting the CP grade, however, I do not approve the assignment of the CP to the entire upper half of the C grades. Were this grade approved in principle, it still would be necessary to devote further discussion to this last question. I would be inclined to leave it to the discretion of the individual instructor, with the understanding that the grade represent substantially above medium C performance.

SPECIAL COMMITTEE ON THE "F" GRADE

Gordon B. Castle, Chairman

This committee met several times during the year and finally presented to the faculty the attached report. This report was not accepted. It is hoped, however, that a new committee will be constituted which will be able to make a study of the situation and submit a report to the faculty which will be acceptable.

REPORT OF  
COMMITTEE ON THE "F" GRADE

(Atkinson, Browman, Castle, Clow, Smith, Wunderlich)

Current Practice:- At present the following practice is used in assigning grade points for "Fs". In the lower division (less than 90 to 96 credits) "F" is evaluated at -2 grade points per credit. This amount is deducted from the number of positive grade points achieved by the student. When the student earns 90 to 96 credits, the "Fs" received prior to that time are counted as zero; therefore, a student upon entering the upper division will have his "Fs" forgiven. He will start his junior year with only the grade points and credits earned in courses in which he received a passing grade. In the upper division, for each credit of "F" one grade point is deducted.

This resume shows that actually in our operation "F" has three different grade point values - -2 in the lower division; at the time the student has earned 90 to 96 credits "Fs" received prior to that time count 0 grade points; and -1 on "Fs" received in the upper division. The Committee makes the following recommendations:

1. The grade "E" be eliminated.
2. That the University adopt the following scheme for assigning grade points.

For each credit of courses passed, "A" - 4 points, "B" - 3 points, "C" - 2 points, "D" - 1 grade point, "F" - 0 grade points.
3. The student must have at least 90 credits and 180 grade points in order to be admitted to the upper division. (Will continue to follow the current practice.)
4. In order to graduate a student must have a grade point index of 2. on credits passed.
5. In computing indices for honors, a 3. average will be required on all credits for which a final grade has been received ("Ws" not counted).
6. Repeat courses are counted once only, both in the lower division and in the upper division. The credits and grade points acquired in the most recent repeat shall be counted. This means that for purposes of computing for scholastic standing, credits received prior to the repeat are not counted. For example, a five credit course of "F" may be repeated, and if the student received a "C" grade in the five credits, a total of ten grade points will accrue with an index of 2.. Similarly, a five credit course of "D" may be repeated for five credits of "F" and a total of zero grade points will accrue.
7. Instructors should grade their students on the basis of performance in class. In large classes the distribution of grades should fall into some pattern similar to that printed on the back of the grade report.

8. The Committee on Academic Standards should revise its criteria for applying warning, probation, and ineligibility, and report to the faculty for its approval.
9. This revised scheme to become effective January 1, 1951.

The attached list of student grade point standings computed each of three ways is for your information. It illustrates how the three systems operate.

Attach.

<u>Student</u>	<u>Credit "F" Upper Division</u>	<u>Grade Point Deficiency</u>	<u>G. P. Def. if "F" = 0</u>	<u>G. P. Def. if "F" = -2</u>
1	4	3	none (+1)	7
2	14	10	none (+4)	24
3	4	21	17	25
4	3	27	24	30
5	10	19	9	29
6	10	22	12	32
7	10	17	7	27
8	16	9	none (+7)	25 (Also has 12 Cr E)
9	3	10	7	13
10	8	26	18	34
11	4	13½	9½	17½
12	2	13	11	15
13	5	10	5	15
14	9	23	14	32 (Also has 15 Cr E)
15	14	28	14	42
16	5	18	13	23
17	1	12	11	13
18	5	20	15	25
19	9	14	5	23
20	3	8	5	11
21	3	20	17	23
22	3	1½	none (+1½)	4½
23	10	19	9	29
24	3	23	20	26
25	4 E	15	—	—
26	10	32½	22½	42½
27	5	18	13	23
28	5	7	2	12
29	10	11	1	21
30	3	13	10	16
31	28	1	none (+27)	29
32	5	15	10	20
33	7	31	24	38
34	12 (8 on transfer)	9 (Count 4 MSU)	5 (Count 4 MSU)	13
35	10	19	9	29
36	5	29	24	34
37	10	4	none (+6)	14
38	12	9	none (+3)	21
39	5	37	32	42
40	4	18	13	23
41	4	9½	5½	13½
42	9	20	11	29
43	6	4	none (+2)	10
44	10	13	3	23
45	10	24	14	34
46	18	21	3	39
47	7	5	none (+2)	12
48	10	13	3	23
49	15	24	9	39
50	9	1	none (+8)	10

<u>Student</u>	<u>Credit "F" Upper Division</u>	<u>Grade Point Deficiency</u>	<u>G. P. Def. if "F" = 0</u>	<u>G. P. Def. if "F" = -2</u>
51	5	$3\frac{1}{2}$	none ( $+1\frac{1}{2}$ )	$8\frac{1}{2}$
52	$4\frac{1}{2}$	21	$16\frac{1}{2}$	$25\frac{1}{2}$
53	11	12	1	23
54	4	16	12	20
55	9	15	6	24
56	4	15	11	19
57	3	5	2	8
58	15	31	16	46
59	4	16	12	20
60	4	12	8	16
61	18	18	none	36
62	4	19	15	23
63	5	13	8	18
64	5	26	21	31
65	10	$15\frac{1}{2}$	$5\frac{1}{2}$	$25\frac{1}{2}$

## FISH AND WILDLIFE COMMITTEE

Professor J. W. Severy, Chairman

This Committee was established by order of President McCain when it seemed likely that a Cooperative Wildlife Research Unit would be installed at the University. The duties of the Committee are briefly summarized in the Memorandum of Understanding signed by representatives of Montana State University, Montana Fish and Game Commission, U. S. Fish and Wildlife Service of the U. S. Department of Interior, and the Wildlife Management Institute.

The over-all executive committee for the Unit is called the Coordinating Committee. The Chairman of the Fish and Wildlife Committee has been designated by the President to serve on this Committee, along with Dr. E. L. Cheatum, representing the Fish and Wildlife Service, and Mr. R. H. Lambeth, State Fish and Game Warden, representing the State Fish and Game Department.

The Committee has been active during the current year since there were many small matters of policy to be decided. The nature of the cooperating organizations as well as the fact that wildlife cuts across not only the Biological Science field but Forestry as well, has made the matter of administration a little bit complicated. It is the feeling of the Chairman of the Fish and Wildlife Committee that while there are some areas of disagreement, in general common understanding has been developed by the various cooperating organizations and University units.

There are five students actively engaged in graduate work under the Cooperative Wildlife Research Unit and Drs. Cheatum and Wright and Professor Morris are all carrying on, insofar as their teaching loads will allow, research activities. All of the problems under investigation by students and staff alike are ones whose findings should contribute materially to improvement in the management of the State wildlife resource by the Fish and Game Department. As a matter of fact, the problems in which graduate students are engaged have been approved by the State Fish and Game Department as one of the cooperating organizations. Although the purposes and objectives of the Unit are not yet generally known throughout the State, a relatively large number of the sportsmen are becoming acquainted with the program and it is believed that the sportsmen of the State who are acquainted with the program are enthusiastic in their support of the Cooperative Wildlife Research Unit.



Dr. Cheatum's offices are in the temporary class room building. They are not fancy but they are adequate for the time being. It need only be pointed out, however, that when this building is razed, other quarters will have to be found for the Unit. If possible, these should be in the same building as the Departments of Bacteriology, Botany and Zoology, or as close to that building as is feasible.

Incidentally, one of the objectives of the Unit program is to participate in demonstrations and projects and educational programs in the communities of the State. Although Dr. Cheatum is an employee of the U. S. Fish and Wildlife Service, he has already done a considerable amount of public relations work as a representative of the University and the Cooperative Wildlife Research Unit. I believe that the University has benefitted by this work.

HEALTH COMMITTEE

Professor D. M. Hetler, Chairman

The Health Committee met at irregular intervals at the call of the chairman, the main business being the reimbursement to students for bills contracted against the letter of the regulations of the Health Service.

Due to a very greatly decreased enrollment during the next few years and the necessity for retrenchment and because less than two per cent of the student body spent more than half of the funds for hospitalization and supplies, the committee unanimously voted to delete surgeons' fees and hospitalization other than in the infirmary and substituted a consultation fee to be used at the discretion of the Health Service doctors.

## HOUSING ADVISORY COMMITTEE

R. P. Struckman, Chairman

The Housing Advisory Committee meets when problems are presented to it by the administration of the University housing units or when tenants of the units request adjudication of complaints.

There have been only two meetings of the committee during the last school year, which would indicate that things are moving smoothly in the University housing areas.

On March 6 the committee met to consider three matters. The first of these was a request from Mr. Gordon Hamilton, who was acting in charge in Mr. Breen's absence. With the veteran population as well as the general student population decreasing, it was apparent that modifications of previous rulings regarding subleases was necessary. The Chamber of Commerce units were taken over by the University on January 1, 1951, and the rent schedule for students in these units needed revision. Also it seemed necessary that policy be established regarding non-student renters which the University inherited when it took over the Chamber of Commerce units.

The committee unanimously recommended the following new rules and modifications of former rules.

1. The rent schedule for students in the former Chamber of Commerce units shall be uniform in all ways with student rates in the other similar units. This shall be retroactive to Jan 1, 1951.
2. Non-students who move into the University housing units shall still be required to prove veteran status.
3. Non-students in the University housing units shall be required to sign a lease that shall automatically terminate upon the next following September 1 unless renewed. These leases may be cancelled at any time the tenant wishes to move out, and may be cancelled by the University at the end of any tenancy-year (the next following Sept. 1) by proper notice to the tenant.
4. There shall not be more than 32 units rented to non-students. It is understood that this figure may be modified by the University or the committee if conditions warrant a change.
5. This committee recommends that the manager of the University housing units institute legal proceedings to collect rents seriously in arrears, or, failing that, to evict the renters who are seriously in arrears.

Dr. Jesse, Acting President, put these rules into effect sometime following February 2, 1951.

The second matter to be discussed was that of housing some Indian families who were brought to Missoula by the University to take part in one of Professor Bert Hansen's pageants. The committee did not wish to act on this request, and it was left to the discretion of the housing manager to provide such space as he was able for these people, at the same time safeguarding the interests and sanitation of the regular tenants.

Some Indians did stay in units at the time of the pageant, and later this spring another family of Indians was similarly accommodated. The manager reports that the Indian families left their place clean and in good shape and that no complaints were heard from any of the regular tenants.

The third matter was regarding a situation that was similar to several previous cases decided by the committee. We try not to be bound by precedent, but to decide each case on its merits. Our ruling had been that the first tenant to apply to move into a place to be vacated later, should have the right to move in there if he and his family were a fit as to the number of rooms in the unit. In other words, it is not the privilege of a tenant moving out, to choose who shall move into his place. We saw no reason to depart from this ruling in the case under consideration this spring.

One other case came to my knowledge as chairman of the committee, in which Mr. Allen Guest, a veteran with a 60 per cent disability, requested that he be moved into a prefab as soon as one became available.

I pointed out to him that there were 39 families on the list for prefabs ahead of him. I pointed out that I would be glad to convene the committee if he requested it, but that the circumstances such as physical disabilities and particular need of each of the applicants ahead of him on the list would have to be investigated and compared with his own. He asked that the committee be convened, but during the time necessary to get the members together he called again and withdrew his request.

The housing units seemed to us to be administered in a fair manner. In previous years we had many cases to decide, and it may be that the weight of previous decisions is enabling the housing administration to settle incipient cases without appealing them to us.

It is the wish of the committee that its existence and functions be pointed out to each new tenant as he moves in, so that he may avail himself of the machinery for having his case heard if he feels that he has a grievance.

Members of the committee this past year have been R. P. Struckman, faculty, Chairman; Thomas Walbridge, faculty; Bernard Alt, Ralph Pirtle, and

Gille Wooten, student members. These five are voting members of the committee. Ex-officio non-voting members of the committee are Mr. Robert Breen, Mrs. Edith Swearingen and Dean Herbert Wunderlich.

## INTERNATIONAL EDUCATION COMMITTEE

Professor B. E. Thomas, Chairman

We have had on our campus this year thirty-one foreign students; eight of whom were sponsored by the Institute of International Education. These latter students were furnished room and board by sororities, fraternities, and the Synadelphic organization. For the ensuing school year an equal number of campus organizations have offered room and board to foreign students.

There is a growing interest in foreign students on the campus and in the surrounding community engendered by the mutual benefit derived from the many activities in which they have taken part. The good results have been mutual and were obtained more by means of extra curricular activities than by purely academic work. Great credit is due to Professor Bert Hansen and Mrs. Theodore Jacobs for the time and work they devoted to foreign students. Mrs. Jacobs frequently held dinner parties at her home, affording opportunities to many of the city people to meet the foreign students. Professor Hansen was instrumental in arranging programs for the foreign students to appear before many civic organizations in the city and vicinity.

During the year some of the foreign students appeared on programs before the Rotary Club, Kiwanians, Lions, P.T.A., Woman's Club, Grange, AAUW in Missoula, Helena, Great Falls, Butte, Anaconda, Hamilton, Polson, Kalispell, and Corvallis. The results were very gratifying and justify the work and time spent.

The interchange of students and instructors among nations is a movement rapidly gaining momentum. It is hoped that it will prove to be a successful procedure to bring about a better mutual appreciation and tolerance of international differences. According to reports, this is being accomplished, especially in the smaller institutions, where greater opportunities exist for the foreign students to meet and associate with the people off the campuses.

The Fulbright Act has given considerable impetus to the interchange of students. Last year we had four recipients of Fulbright appointments and for the coming year, I have been notified that we shall have seven; there may be more. This is a remarkable recommendation for the calibre of our students when we consider there are 700 for the entire United States.

Due to the strict screening process to which foreign students are subjected at the Institute of International Education, most of the foreign students are of high quality. On our campus during the present year, with the possible exception of one, all have proven themselves to be morally and scholastically excellent messengers to represent their countries in the United States.

One feature of the foreign student activities is to afford them, wherever possible, opportunities to travel. We have done this. Aside from many trips to the cities of our immediate vicinity, two went to California during the Christmas holidays; the others were invited to the homes of fraternity members. Four attended the Foreign Student Conference at Boulder, Colorado, and five the Conference held at Pullman, Washington.

The financial problem of foreign students has been a minor one during the past year and precautions are being taken so that we ought not to have trouble financially during next year. When room and board are furnished and non-resident fees waived, all students are warned to bring sufficient money to defray incidental expenses.

Most of the students will return to their homes after the close of school. One is to remain for the autumn quarter. A few have expressed their desire to remain during the summer to travel or to seek employment for a short time. I have been granted authority by the Immigration Office at Seattle, Washington to give them a permit to work for a short time, if, in my opinion, it is necessary. Thus far I have received no formal request.

In the judgment of the committee, a large number of the faculty, many city people and the civic organizations before which the students have appeared, the movement of the interchange of students among nations should be continued and even emphasized more than has been done in the past.

INTERSCHOLASTIC COMMITTEE

J. W. Howard, Chairman

Entries for the 1951 meet were as follows. Track and field meet 599; Tennis (Boys) 47; Tennis (girls) 30; Golf (boys) 31; Golf (girls) 6; Debate, 19 teams; Original Oratory, 31; Extemporaneous Speaking, 37; Declamation, 112; Little Theatre, 23 schools; Editorial Association, 47.

The meet was run as in 1950 in two days (Friday and Saturday) and was favored by unusually nice weather. At the time of this report the financial outcome is still uncertain. Cooperation was excellent. Faculty members asked to did respond much better than in previous years.



MUSEUM COMMITTEE

Professor Paul Phillips, Chairman

The Museum Committee met infrequently during the past year. The topics discussed were:

- a) The possibilities of obtaining a new building to house the Museum collection;
- b) The problem of personnel for the work of the Museum;
- c) The problem of developing the facilities of the Museum for education and research.

The Committee was unable to form any definite program for solving any of these problems.

COMMITTEE ON NONRESIDENT FEE

Controller J. B. Speer, Chairman; Registrar Leo Smith;  
Professor D. R. Mason

No changes have been made during the year in the statement of rules applicable to the nonresident fee, and charging the fee continues in the Business Office. A few border line cases are referred to the Committee and to the President for decision.

A revised statement of the regulations of the State Board of Education is much to be desired in order that (1) present interpretations and practice relative to charging the fee be confirmed, and (2) greater uniformity among the University institutions of administration of the required fee obtained. Probably progress toward ironing out inconsistencies in interpretations could be made by discussion between officers of the various units who have responsibility for charging the fee.

*J. B. Speer* 6/20/51

THE SPECIAL COMMITTEE ON A PERSONNEL CONFERENCE  
Professor Andrew C. Cogswell Chairman

The Special Committee on a Personnel Conference was inactive during most of the year after investigations during July and August seemed to discourage efforts to develop such a program at this time.

The committee was created by President James A. McCain with the hope that such a conference could be promoted on this campus incorporating part of the program of the Labor Institute. The overall purpose of the conference would be to bring employers and employees together for a discussion of personnel problems.

Serving on the committee this year were Professors David S. Brody, Albert T. Helbing, John Swackhamer, Leo Smith and myself.

Such a conference on this campus would be desirable and worthwhile. The committee therefore might very well be continued in order to attempt to work out this conference for next year.

FACULTY PHI BETA KAPPA COMMITTEE

Professor James L. C. Ford, Chairman

During the year 1950-51, several important events took place in relation to the possible chartering of a Phi Beta Kappa chapter at Montana State University. In the first place, the general report of the University to Phi Beta Kappa was prepared under the direction of Mrs. Lucille Armsby and with the cooperation of various department heads and a University administrative officer. This report was sent to the national office of the Phi Beta Kappa last June and received favorable comment from a national officer of that organization.

In 1950, in connection with the commencement exercises, a joint dinner of faculty members of Phi Beta Kappa and members of the Western Montana association of Phi Beta Kappa was held on Friday, June 1, in the Bitterroot room at the Student Union. This dinner was attended by 21 members of Phi Beta Kappa, their wives or husbands. It inaugurated an annual event to be held in connection with commencement each year. At the dinner, Kappa Tau, local scholarship honorary, presented the Organization with Kappa Tau's check for \$400 as a scholarship award. This scholarship check was made available to the United Chapters of Phi Beta Kappa and later returned by them with the expressed desire that it be used to stimulate scholarship on this campus. It therefore was turned back to Kappa Tau with that suggestion, which it is following. At the dinner, also, James L. C. Ford was re-elected chairman of the Faculty Phi Beta Kappa committee and Cecil Bull was re-elected secretary. Mr. Ford also was elected president of the Western Montana Association of Phi Beta Kappa and Albert Helbing was elected secretary.

Following notification by the national office, Dr. Frederick Hard, president of Scripps college, visited the campus on October 27 and 28 for the official visitation of Phi Beta Kappa. During his stay on the campus, Dr. Hard interviewed members of the administration, faculty, Phi Beta Kappa, and students. He inspected the University plant. He also was entertained at a tea and dinner by members of Phi Beta Kappa. On his departure, he expressed himself informally as being well-satisfied with what he had been told and what he had seen.

Following the inspection, there is little that the local organization can do except to follow the policy of watchful waiting inasmuch as no further announcement will be made by the national officers until the successful applicants are named in December, 1952. However, if there are other developments which warrant our attention, the officers will continue to make every effort to secure a chapter for this institution.

PUBLIC EXERCISES COMMITTEE

Edmund Freeman, Chairman

The Public Exercises Committee has been responsible this year as usual for the convocation programs. The total program has been only ordinary in quality. The number of programs has been greatly reduced. In a report supplementary to this one, the Committee is recommending a radical departure from the traditional once-a-week convocation for which all classes have been excused or shortened. It seems to the Committee that two or three convocations per quarter are enough, but that these occasions should be supplemented by a program of lectures and artist performances in afternoons and evenings under various auspices to be encouraged and supported in various ways by an over-all Public Exercises Committee with considerable funds to work with. The budget for the present committee has been about \$700 annually for the last six years.

The usual number of excellent programs have been given this year by the several organizations of the School of Music and these programs have been well attended by the faculty and students.

Among the speakers on the programs this year have been: Governor Bonner on Charter Day, President MacFarland, Dr. George Hedley of Mills College, and Mr. Patrick Monkhouse, editor of the Manchester Guardian. The Bureau of Concerts and Lectures of the University of Minnesota also sent four speakers on the general topic of the Arts in Our Industrial Society. The series was not as successful as the series the year before. The Committee recommends the 1951-52 series on the Menace and the Promise of Science.

One of the best of the programs of student entertainment was that given by our foreign students. It is the judgment of the Committee that the entertainment feature of convocations has not been good for several years, and that student entertainment should probably be left to be developed under other auspices.

In addition to reducing the number of convocations and cutting down the student entertainment, the Committee has given some financial assistance from its small budget to other organizations for public programs, notably to two physical education

groups for bringing Destine the dancer; to the Protestant religious leaders for bringing Dr. George Hedley; and to two science societies for bringing lecturers on science. The expense of bringing Mr. J. L. Benvenisti, which would have been shared by the Committee and the Newman Club if Mr. Benvenisti had been able to come earlier, is being assumed by the Committee. The Committee believes that this small program of assistance points the way toward a valuable increase of supporting activity for the future.

The members of the Committee for the year have been: Edmund Freeman, John Lester, Robert Struckman, Herbert Wunderlich, from the faculty; and Brice Breitenstein, Shirley Cunningham, Don Lightwardt, Glenn Patton, Jack Thomas, from the student body.

UNIVERSITY COUNCIL ON RADIO  
Professor Andrew C. Cogswell Chairman

The University Council on Radio which was composed of Professors Olaf J. Bue, John Lester, Ralph Y. McGinnis, Instructor Vernon L. Hess and myself made a study last July of the immediate and future needs of the University for radio equipment.

After completing the study of needs they called in Mr. Dahl, chief engineer of radio station KGVO and Mr. James O'Dowd, engineer of the Northwest Electronics Company, Spokane, Washington to make recommendations on equipment needed to fill the current University needs.

As a result of the study and the recommendations by these two men the University Council on Radio recommended the purchase by the Public Service Division of approximately \$1,600.00 worth of radio equipment. The purchase was authorized by Dr. Jesse and the equipment has been received and installed. Some of it has been added to the equipment in use in the Journalism school and the rest of it has been placed in the central radio studio in the Main hall auditorium. The equipment is being used for both instructional and broadcasting purposes.

It was partly because of the addition of this new equipment that University radio programs carried by many stations of the state during the past 12 months have increased to 233 programs for a total of 194 hours and 15 minutes from the 1949-50 total of 184 programs consuming 91 hours and 42 minutes of radio time.

It is my feeling that the Council on Radio composed of essentially the same representatives be continued indefinitely for it not only helps to guide the development of radio work on this campus it maintains a centralized policy in the purchase of radio equipment and eliminates duplication by departments.

UNIVERSITY RED CROSS COMMITTEE

Associate Professor Harold Tascher, Chairman

The annual fund quota this year was increased from \$1000 to \$1250. The amount contributed was \$1126.24. Staff gave \$836.30 while students gave \$289.94. The total last year was \$992.

Marianne Bauer will head the College Unit next year. This year she directed the student drive. She is a vital and capable person and should do an excellent job.

When the National President, Mr. Harriman, visited Butte in February, the officers of the College Unit were in attendance and were enthusiastically received. This type of experience has immense educational value for students since it gives them direct opportunity to see responsible officers and staff in a big program. It gives them a sense of belonging and the desire to exert leadership in community voluntary service.

The chairman of the committee was named a member of the local chapter Planning Committee, a direct outgrowth of the fact that the annual drive for funds on the campus has been so successful. Each year, the amount contributed exceeds that given by other divisions, considering the quotas assigned. Our method of conducting the fund drive is highly decentralized with all of the members of the committee participating in providing the leadership. The spirit of the members of the committee as well as of the entire staff has been excellent as far as Red Cross is concerned.



## RESEARCH COMMITTEE

Professor W. P. Clark, Chairman

Montana State University is primarily a teaching institution. This applies both to the undergraduate and the graduate school. I mean by this mainly that we do not have the practice which prevails at many universities of employing scholars known to be occupied with research, who are expected to give only a small part of their time to their teaching and be free for their researches and their writing. Some allowance has at times been made here for scholars who are known to be occupied with pieces of research, whereby their teaching loads may be lightened and time made available for their studies, but it is not the practice. The spirit of research exists in our staff to a considerable degree. This makes for effective teaching of which we certainly have a good deal.

Research resulting in production cannot be large under the conditions existing on our campus, but it is being done to some degree. One of the first things I did in 1946 was to ask for and to get a grant from which allocations could be made in aid of research. From that time until now year by year small sums, not less than \$5000 per year, have been made available for this purpose.

As I write, I have before me some details of drafts upon this fund, recently made. They range from rather small amounts, under \$100, up to \$1500--1600, and they have been used for the purchase of necessary apparatus, travel within the state, microfilming of materials difficult or impossible of access, typing of manuscripts, occasional clerical aids, and the printing of at least one book. These allocations have been made in various departments and schools; for example, Anthropology, English, History, Zoology, Economics, Wildlife, Chemistry, Geology, Pharmacy, Psychology, Botany--in short, pretty well across the campus.

I have reason to believe that staff morale has been significantly improved by these small grants by which scholars, young and mature, have been equipped to complete bits of research which otherwise they might not have been able to do. I think also that some grants have been made from out-of-state and national funds which might otherwise not have been available had not a beginning been made possible here. This work should certainly be continued and expanded, and means be discovered for improving it, particularly a way by which men known to be engaged upon exacting pieces of research may have time from their normal teaching loads to bring their studies to completion. No doubt more aids from national research funds could be found than have yet been found for our workers. Meantime, we are doing the best we can with what we have in men, laboratory, library, and finance.

COMMITTEE ON RETIREMENT AND INSURANCE

Dr. W. R. Ames, Chairman

The past year has been a busy one for the Retirement and Insurance Committee. Early in the autumn of 1950 the Mutual Benefit Insurance Company canceled its group policy with the University people. Almost at the same time the Blue Cross-Blue Shield Hospitalization Company announced that no more policies would be issued under the existing contract and that a new contract at greater cost to the insured person was already offered but would not be put into effect until 75% of the people joined the organization with payroll deduction by the Business Office of the University. The State Board of Examiners refused to allow payroll deduction by the Business Office for any company and the State Legislature upheld the Board of Examiners by defeating a Bill allowing payroll deduction for insurance and hospitalization. Accordingly, a Committee was appointed to study the different commercial policies as well as the ones which had been in force before, both with regard to the cost and the provisions of coverage. Something like 20 companies were contacted and comparison was made between the offerings in relationship to cost of all these different agencies. The final outcome was that the Blue Cross-Blue Shield was continued in certain departments only because there was not enough interest in the University as a whole to get the 75% of the payroll. The new policy will be in force for the departments concerned the 1st of July with 108 members and the Committee advised other members of the faculty that they should consider very seriously the possibility of protecting themselves, both with regard to general insurance as well as hospitalization. The Committee has for several years encouraged the acquainting of individual members of the faculty with the responsibility of helping themselves as well as working toward group policies of insurance wherever possible.

The Retirement System seems to be working adequately with an increasing reserve fund in the State System. The persons retiring under the provisions at the present will much more nearly be able to take care of themselves than could have been possible under the older provisions of the system. The Committee regards the present plan under which we are working as being of greater advantage to the retiring members of the University. Much time has been used during the present year to iron out these provisions in order to make the conditions under which we are working more liberal and beneficial.

## RHODES SCHOLARSHIP COMMITTEE

J. E. Miller, Chairman

The selection of candidates to represent Montana State University in 1950 state Rhodes Scholarship competition took place late in October. As usual, the chairman appealed to the faculty for nominations of candidates; and, as usual, there were few responses. Through calls and visitations, some names were suggested which, added to a list procured through the examination of records, brought the total number of students selected for full investigation to thirty-eight. Of these, approximately half were eliminated from the current competition before interviews began.

The chairman then discussed with each of the remaining nineteen students his records, his possibilities, and his plans in the light of the scholarship and thereafter reported to the full committee which, with records and recommendations before it, selected the following eight students to appear for final interview: Hal Bennett, Thomas Bray, Bill McNamer, Bob Murray, Weldon Niva, Stanley Spangler, Jim Wylder, and Donald Graff.

As a result of these conferences, Bennett, Bray, McNamer, Niva, and Graff were chosen to appear before the state committee, which, in turn selected Bennett and a Montana boy currently enrolled at Stanford as its nominees to the district selection board which met in Spokane in December.

Despite the fact that over a period of twenty years this institution has been well represented in Rhodes selections, the chairman feels that the apathy of faculty in nominating possible candidates has had a limiting effect on our possibilities. He suggests that a committee, in addition to the current group, be appointed which will unearth and investigate possible candidates, from which the selection board would make the final choice. Such a committee could be used for other purposes as well: the recruitment of likely candidates for State Department internships and for other opportunities in which majors from various departments might be interested.

The chairman also suggests that there be replacements on the current selection committee in order to secure "new blood." The University Rhodes Scholarship Committee presently consists of Vice President Jesse, Deans Castle and Clark, Professors Freeman, Jeppesen, Vincent Wilson, and J. E. Miller.

## SCHEDULE COMMITTEE

Leo Smith, Chairman

As in the past, the major functions performed by the Schedule Committee for the year 1950-51 have been to make out schedules of classes for autumn, winter, spring and summer quarters, to assign room space, and to assign all offices. In connection with making out class schedules for the year, a series of meetings of members from cooperating departments, Botany, Chemistry, Forestry, Mathematics, Military Science, Physics and Zoology were held in order to eliminate scheduling conflicts and so arrange subjects during the day to give boys a better opportunity to take their regular majors and also to participate in the advanced ROTC program.

This year a special study was made of the physical plant devoted to instructional service, including classrooms, laboratories, offices and special use rooms of various kinds. The information was broken down into various kinds of laboratories and also included shops and technical rooms, libraries, auditoriums, theatres, and gymnasiums. The Physical Plant office cooperated on this study by figuring square footage of space as allocated through the Schedule Committee.

The Committee also handled the usual rather large number of special requests for temporary adjustment of space, such as the conversion of TC101 from classroom space to office space for 1950-51 for the graduate assistants in English, temporary shifts in room assignments, and the use of space in Craig Hall for the Placement Bureau in the spring and summer quarters, group meetings, religious groups, etc.

The Committee also considered requests for reassignment of the type of use made of space and wrote specific recommendations to the Deans and Department Chairmen involved. Specifically, Dean Ford requested J303A and J303B for classroom purposes with the two rooms to be made into a large room, in order that he may take over J306 and J307, two good classrooms, for special purpose rooms. Mr. Atkinson requested space in temporary office building for laboratory and office needs as such space might become available.

The Committee's recommendation was unfavorable to Dean Ford's request. It was their opinion that with so much uncertainty ahead in terms of building plans, and space needs, it would be unwise to convert two of our best classrooms to special purpose rooms.

The Committee reacted favorably to Mr. Atkinson's request but indicated that no definite action could be taken until at least one new building was actually built and occupied.

As in the past, the Committee has also continued to serve on special sub-committees of the Campus Planning and Development Committee on problems of space needs, space assignments and reassignments. Based on experiences for the past year with regards to schedules, work done with the special groups seemed to be effective.

## ADVISORY COMMITTEE ON SCHEDULE B AND STUDENT EMPLOYEES

G. D. Shallenberger, Chairman

### Committee Members

Betty Ann Delaney, A. T. Helbing, Frank Lundberg, Meta McDowell, Leo Smith, Tom Swearingen, Helen Warden, H. J. Wunderlich, G. D. Shallenberger (ch).

### Committee Recommendations

During the absence of the Chairman, this Committee met with Mr. Badgley in the chair on Feb. 15 and Feb. 20. The following items were discussed and approved that:

1. Student rates be increased 5¢ per hour above the maximum for each class.
2. Sick leave be increased from eleven days per year to twelve days per year.
3. The work week be reduced from 41 to 40 hours per week.
4. For the fiscal year 1950-51 a cost of living increase of not less than \$15.00 per month retro-active to Jan. 1, 1951, be made; and that for the fiscal year 1951-52 the cost of living salary adjustment be a 10% increase based upon the total annual salary for 1950-51.

### Action on above Recommendations

No. 1 was approved and is to be operative beginning July 1, 1951.

No. 2, to date, has not been passed upon by the President.

No. 3, to date, has not been passed upon by the President.

No. 4 was considered in conference with the President. It was decided that the University could not accept the recommendation as presented. A modification was worked up by Mr. Shallenberger and Mr. Badgley. This modification was approved by the President to become

operative beginning July 1, 1951. The text of this modification follows:

1. Each person shall be given whatever normal increase is due him.
2. Each person whose job is in one of the first 6 groups and who has worked for the University for less than two years shall be given, in addition to whatever normal increase is due him, a cost of living increase of \$10 per month.
3. Each person whose job is in one of the first 6 groups and who has as of June 30, 1951, worked for the University two years or longer shall be given, in addition to whatever normal increase is due him, a cost of living increase of 10% of the starting salary of the group to which he is assigned.
4. For new persons employed subsequent to July 1, 1951, the rate available will be \$10.00 above the 1950-51 scale.

#### Statistical Data

1. There are 70 positions within the six groups officially recognized in the salary plan. Last year there were 68. One of these new positions is a clerk-typist to handle service claims in the Business Office. The other is a secretary in the office of wild life technology.
2. Two positions are now on an hour basis - an assistant bookkeeper in the business office of the Student Union Office, and one as stenographer in the Physical Plant office.
3. There are ten positions rated above group six in the plan.
4. During the year, there have been sixty-two replacements.

SERVICE COMMITTEE

W. P. Clark, Chairman

It has been another good year for relations between administration and the faculty. No case of disagreement has arisen of sufficient seriousness to require even the attention of the Chairman of the Committee, to say nothing of the whole group. This means, of course, that the morale of the institution is high, which to me, at least, is a source of great satisfaction.

Partly from a suggestion made by me, the principle has been adopted and followed for some years of taking up with the Service Committee any threat of serious difference between a member of the staff and the administration before it comes into open dispute. This, it seems to me, and I got the idea from the practice at the University of California, is wholly to be desired. By this practice many cases might be prevented from coming to heated dispute.

## COMMITTEE ON SOCIAL STANDARDS

Gordon Browder, Chairman

When the Committee on Social Standards was established in March, 1949, the President suggested that it was to act as the counterpart to the Committee on Academic Standards. Hence the committee serves in an advisory capacity to the office of the Dean of Students, and is available at the call of the Dean and Associate Dean of Students in cases where students fail to conform to acceptable standards of University citizenship and conduct. The committee has not construed its function to be punitive, nor has it considered itself as a judging group. In addition to its advisory function, it seeks to develop a closer relationship between the student body and the University staff in matters relating to student conduct, and to encourage a heightened sense of responsibility among the students.

The committee is composed of two faculty members appointed annually by the President; two student members--the president of the Associated Students of Montana State University and the president of the Associated Women Students; and the Dean and Associate Dean of Students. The latter two members do not have voting privileges. During the academic year 1950-51, members of the committee were Tommie Lu Middleton, president of AWS; Bob Anderson, president of ASMSU; Dr. Agnes Stoodley and Dr. Gordon Browder, faculty members.

The committee did not meet regularly during the current year, but met several times on call of the chairman, or at the request of the Dean and Associate Dean of Students. A number of problems having to do with student conduct were considered. In addition to meetings called for the consideration of specific problems, a series of meetings was held for the purpose of discussing what steps might be taken to stimulate greater interest among the students in developing and maintaining good social standards. It was agreed that wider student participation in government would be desirable, and that efforts should be made to encourage interest in the establishment of an honor system and a stronger student government.

The Chairman met unofficially several times with the student honor system committee, hoping to aid those students concerned with the problem of cheating and dishonesty in setting up the basis for an honor system.

The committee plans to continue its work during the next year in about the same manner. It is the belief of the chairman that enlargement of the committee to include more student representatives would be advisable. With a larger student representation, it might be possible to reach more student groups on the campus, and perhaps to make greater progress toward the achievement of the functions of the committee.



## COMMITTEE ON TEACHER EDUCATION

Linus J. Carleton, Chairman

This committee was originally appointed in 1949 by President McCain who "asked that the committee review the present program, draw up a statement of the nature and scope of the training program for training of secondary school teachers, and gather together the materials pertinent to the strengthening of the teacher training program on this campus. The immediate springboard for the committee was a meeting called by Chancellor Selke and State Superintendent of Public Instruction Mary Condon for representatives of all the teacher training institutions at the state department in Helena early in January, 1950.

"In anticipation of this Helena meeting, the Committee on Teacher Education met on Wednesday, December 28, and again on Thursday, January 5. They listed the following as the main problems they should consider:

"In general: what kind of a teacher education program is required in order to meet the needs of the high schools of the state?

"Specific: what should be the content of curricula designed to train teachers for Montana high schools (general education, specific training in teaching fields, professional training)? What selection processes should operate in teacher training? How can advising of prospective teachers be improved? Is enough time and supervision given to student teaching? Is the summer program adequate?"\*

During the 1950-51 year the committee spent some time studying: High school needs, the teacher training curriculum, student teaching, follow-up of M.S.U. graduates who taught in Montana, student advising, and the teacher education summer program. Following this, the committee met in Helena with representatives of the other teacher-training institutions, the State Department of Public Instruction, Chancellor Selke, and representatives of other state groups including: the Montana Education Association, County Superintendents Association, Administrators Association, School Boards Association, Montana Congress of Parents and Teachers, American Federation of Teachers, and the like.

"The Helena session turned out to be an exceedingly profitable gathering. A good deal of time was spent simply coming to a meeting of minds, and no official report was issued from the meeting, but general agreement seemed to be obtained that improvements were needed in the teacher training programs and the group working in the field of secondary education, where most of the University men and women concentrated their attention, gave general assent to

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\*from Dean J. W. Maucker's report of the Committee on Teacher Education for 1950-51.

the notion of the development of a single teacher training program with broad teaching majors and a teaching minor, and with the professional work pitched at about the level it now holds, (that is, in the neighborhood of 30 quarter credits), including more emphasis on student teaching."\*

This committee was again appointed by the President and charged with about the same responsibilities as it had in the previous year. The membership included: Professor Linus J. Carleton, Chairman; Dr. W. R. Ames; Dr. Aden Arnold; Dr. Gordon Browder; Dr. Gordon Castle; Dr. Harold Chatland; Mr. Paul Chumrau; Dr. James Ford; Professor E. L. Freeman; Professor Helen Gleason; Professor Charles Hertler; Professor Ralph McGinnis; Dr. G. D. Shallenberger; Professor Thora Sorenson; Professor John Staehle; Dr. Agnes Stoodley; Professor Stanley Teel; Professor Brenda Wilson; Dr. Melvin G. Wren; and Dr. Philip L. Wright.

The first meeting of this committee was held on November 27, 1950. At that time three issues were presented to the group by the chairman: (1) the problem of screening in teacher training. Actually this problem had been assigned to the teacher education committee by the Montana Association of School Administrators who felt that the matter should be given full study and a report made to that group, (2) the matter of developing broad field majors in areas such as social studies, English, and science, and (3) the matter of whether or not Montana State University should continue to train for junior high school teaching, and, if the answer to this question were in the affirmative, what kind of training that ought to be.

As a basis for studying these issues, three sub-committees were set up and charged with specific responsibilities as follows:

Subcommittee A: The Humanities

1. Membership: Agnes Boner, Chairman; Ralph McGinnis; Edmund Freeman; Aden Arnold; Thora Sorenson; Stanley Teel
2. Suggested Activities:
  - a. Take a good look at the possibilities of establishing a broad-fields major in English--this to include composition, literature, speech and dramatics.
  - b. Consider the possibility of developing a degree in English Education.
  - c. Consider the possibility of working out teaching majors in speech and/or drama.

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\*from Dean J. W. Maucker's report of the Committee on Teacher Education for 1950-51.

- d. Consider any needed modification of teaching majors and minors in fine arts, music, and modern and classical languages.
- e. Consider whether or not teaching minors should be acceptable in the foreign languages.
- f. Consider any immediate changes to be made in the teaching majors in English, speech, drama, fine arts, music, and modern and classical languages.
- g. Consider the possibility of developing a specific teaching major or minor in language for teachers who are going to teach at the junior high school level.

Subcommittee B: The Social Sciences

1. Membership: Melvin Wren, Chairman; Gordon Browder; John Staehle.
2. Suggested Activities:
  - a. Consider the advisability of developing a degree in Social Science Education.
  - b. Consider the possibility of developing a broad-fields major in the social studies—including history, political science, economics, and sociology.
  - c. Consider any needed modification of the teaching majors and minors as they presently are set up in economics and sociology and in history and political science.
  - d. Consider the possibility of developing a specific teaching major or minor in the social studies for teachers who are going to teach at the junior high school level.

Subcommittee C: Mathematics and Science

1. Membership: Harold Chatland, Chairman; G. D. Shallenberger; Gordon Castle; Helen Gleason; Philip Wright; Walter Ames.
2. Suggested Activities:
  - a. Consider the possibilities of developing a broad-fields major in science, including chemistry, physics, zoology, botany, bacteriology, and geology.
  - b. Consider the desirability of working out a degree in Science Education.

- c. Consider any needed modification of the present teaching majors and minors in physical sciences, biological sciences, and mathematics.
- d. Consider the possibility of developing a specific teaching major or minor for teachers of mathematics and/or science at the junior high school level.

Subcommittee D

1. Membership: Charles Hertler, Chairman; Agnes Stoodley; Paul Chumrau; L. J. Carleton.
2. Suggested Activities:
  - a. Consider in some detail the general problem of developing a curriculum aimed at preparing teachers to teach at the junior high school level. This subcommittee will work in terms of general program where the other subcommittees will think specifically of the training of junior high school teachers in certain areas. Obviously, this committee will have to work with the other committees. However, this committee might well lay out some of the specific issues involved in the training of junior high school teachers at Montana State University.

During the 1950-51 school year only two of these subcommittees reported: the social sciences committee and the mathematics and science committee. The other committees were not able to report due to the fact that the chairman was negligent in calling the group together. In his defense it might be pointed out that other activities crowded in to such an extent that this particular activity was allowed to go by the board.

It should be noted, however, that the social sciences and the math and science committees recommended a broad field major which would be well worth examining. Of course, nothing too definite can be done with regard to developing the broad field major until such time as the State Department is willing to sit down and discuss this whole matter with the teacher training institutions.

Plans are underway for the subcommittee on humanities to report to the teacher education committee sometime during the summer of 1951.

In summarizing the work of the teacher education committee, it should be noted first that much good discussion and exchange of ideas was evident in the committee meetings during the year. Better understanding of the whole problem of teacher education certainly occurs University-wide when representatives from the

various groups out of whose department or school teachers come can sit down and see the other fellow's point of view.

Despite the lack of accomplishments of this committee during the present year, it seems reasonable that the committee should be continued and should attempt to seek answers to some or all of the following problems:

1. With regard to screening of students in teacher training:

- a. Should some definite minimum of achievement in oral and written English for all students who are going into teaching be set up?
- b. How can the kind and quantity of advisement which is given to all teacher trainees be improved?
- c. What standards of evaluation of fitness to teach can be found which may be applied preceding teacher training, during teacher training, and at the conclusion of teacher training?

2. Regarding follow-up:

- a. How can the follow-up program that presently exists so far as teacher trainees of Montana State University are concerned be made more effective in helping graduates become good teachers, and in improving the whole teacher training program?

3. Regarding the teacher education program:

- a. How much and what general education is needed by persons going into public school teaching and how can this be provided at M.S.U.?
- b. What broad-fields majors can be developed which will more thoroughly qualify teacher trainees to teach work in the social sciences, the sciences, and the humanities.

4. Regarding the junior high school:

- a. What is adequate teacher education for teachers who are going to teach at the junior high school level? It is fairly obvious that the program as it is presently set up is not pointed in that direction to any great extent. Unless the University wishes to abandon any attempt to train teachers for the 7th, 8th, and 9th grades, something drastic will have to be done with regard to setting up a program to cover teaching in this area.

5. Regarding teacher training on a state-wide basis:

- a. Perhaps the most important function that the teacher education

committee can serve is as one of five such committees whose purpose it would be to study with an eye to improvement the teacher education program as it exists in Montana at the present time. Real problems exist on the state-wide basis, such problems as who shall train for elementary education, who shall train for the junior high school, who shall train for the senior high school, how much training should be given so far as college teachers are concerned, and the like.

It is to be hoped that the teacher education committee next year will take a bit more seriously its responsibilities. This can be accomplished primarily by seeing to it that a chairman is appointed who is not only interested in the work of the committee but who is a bit more free to give the time needed to leadership of such a committee.

COMMITTEE ON STUDY OF TEACHING LOAD

Gordon B. Castle, Chairman

Due to lack of interest on the part of the staff and the inability to arrive at any adequate measure of teaching load, this committee has been discontinued. We are still utilizing the forms which were developed several years ago for reporting teaching and other duties of staff members.

STUDENT UNION EXECUTIVE COMMITTEE

Paul J. Chumrau, Chairman

I assumed the Chairmanship of the Student Union Executive Committee in October of 1950, having served in the capacity of Chairman of the Committee for less than a year. Orientation with the Student Union program has been of major concern. This report will deal primarily with my personal observations. A detailed report of Student Union operation has been submitted by Cyril Van Duser to the Dean of Students. The Committee for 1950-51 was composed of the following people: Dr. Browder, Miss Helen Gleason, Carl Dragstedt, Kirk Badgley, Dr. Maurine Glow, Tom Swearingen, Cyril Van Duser, Dean Wunderlich, Bob Holding, George Fox, Roscoe Herrington, Marilyn Priedeaux, Jack Thomas, and Dick Wohlgenant.

I was happy to have had the opportunity to attend the National Conference of Student Unions held at Michigan State College, April 25-28, 1951. The Conference and visits to Unions brought very forcefully to my attention the inadequacy of our Student Union as a social and recreational center as compared to other Unions throughout the country.

Three meetings were held during the past school year. One on October 30, 1950, January 25, 1951, and March 22, 1951. Matters of general policy were discussed and acted upon. The major accomplishment of the past year was the purchase of Bell and Howe 16mm. movie equipment, a much needed addition to our capital equipment. However, in each of the meetings held the discussion always gravitated to the question of, "What can we do to improve our Union program?" Suggestions were made and committees appointed. When the time for action arrived we all hesitated. Could we justify a major expenditure of our reserve capital on projects of improvement, after much publicity and some actual planning had been done in the past four years toward the erection of a new Student Union? I believe some reason for our inaction can be explained by



the fact that we were in the process of acquiring a new president and wanted to consult with him with regard to the Union program. In the succeeding paragraphs I have attempted to give some background pertinent to the Student Union question.

I made a hasty study of the history of the Student Union for the past five or six years and also talked with faculty and students. I discovered that during President McCain's administration there was much publicity and some action taken toward the planning of a new Student Union Building. They went as far as to have plans for a new building and hired a consultant and architects to make a study. One thousand dollars was spent for plans and the survey. Mr. Porter Butts, whom I understand is considered the authority on Student Unions, and Hare & Elder, consulting architects for the Association of College Unions, made the study. Attached to this report is a copy of a supplement to the Montana Kaimin dated October 23, 1947, which contains the report and recommendations of the survey group.

On April 8, 1946, the State Board of Education authorized the use of the Special Students' Building Fee Fund for payment of Student Union bond obligations. These payments ranged from \$7000. in 1945-46, to \$9000. in 1950-51. This payment was discontinued this year and the Student Union had to pay the bond obligation from its own funds. We have a reserve of approximately \$75,000.00, much of which has accumulated during the years that the bond obligations were being paid for from the Special Students' Building Fee Fund.

Student and faculty members of the Committee agree that our present Union Building is not adequate. History shows that we have lost a large number of student social functions, and with their loss, a loss of revenue. The student committee members feel that our present Union lacks atmosphere for such functions as dinner dances. We are not equipped to serve dinner dances if they were held in the Union. They do not like having to climb four flights of stairs to the ball rooms or game rooms. As a result,

they seek their recreation elsewhere. I do not want to go into detail with regard to the disadvantages of our present building as a student center because the survey covers that in every detail. There are three courses of action which we can follow: (1) Use the present building as such and make the best of it, (2) remodel the present building, and (3) build a new Student Union. The Committee would be very happy to know what the President's plans and desires are in this matter.

There were a few proposals made by members of the Committee to do something about our Student Union which would make it more appealing to the students. We discussed the possibility of making a night club out of the Copper Room. We discussed remodeling the Gold Room, which the students claim is "devoid of atmosphere". Our students do not like to mill around the dance floor or sit in straight-back chairs along the wall. They prefer to have a table where they can join their friends between dances. They prefer the night club atmosphere which is evidenced by the fact that they have their dances at the local hotels or outlying clubs, in preference to the Student Union facilities. These and other suggestions were made but when it came right down to taking action on these matters, the Committee still was prone to hold back and wonder whether large expenditures of this nature were justified. We have been confronted with this situation during the past year and as a result have taken little or no action toward any major improvements in the Union building.

Another item which came to my attention was the Student Union Fee of five dollars per year. This fee has never been changed since its inception in 1935. The cost of operation of the Student Union has risen many times and yet the income from the fee has remained the same. In 1946 the students voted to double the Student Union fee if a new building were provided. Even at ten dollars a year this fee is below the national average for schools of our size.

The Committee realizes that our Student Union is not a functional building and is not providing the recreational and social training which a Union can offer. Many of our students are not affiliated with any living group on the campus and have little chance to obtain the social training which a University should provide and which a good Student Union program is capable of offering. We also realize that a new Student Union, or even a remodeling of our old building will cost a great deal of money. We have been on the fence, not knowing exactly where to go. I am making some recommendations which I know will help us in our planning for next year and the years to come.

RECOMMENDATIONS:

1. That a meeting be held at the convenience of the President some time this summer to discuss the Student Union future. I would recommend that Dean Wunderlich, Morris McCollum, Cyril Van Duser, Carl Dragstedt, and Kirk Badgley attend this meeting.
2. That the Special Students' Building Fee Fund continue to be applied for payment of bond obligations as they have for the past four years, unless there has been some change in the authorization which was made by the State Board of Education.
3. That a raise in the Student Union Fee be considered to help cover increased operating costs.

# THE MONTANA KAIMIN

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## Student Union Plans Detailed

The Student Union Executive committee, after meetings covering a period of two years, and consultation with Porter Butts, architect, has devised two plans for the correction of the present Student Union situation.

The executive committee submitting the report consists of Chairman Bob Seitz, Missoula; Harris Hogan, Missoula; Tore Reuterwall, Hawthorne, N. Y.; Charles Moses, Midwest, Wyo.; Patti Marrs, Missoula (students); Paul Bischoff, Helen Gleason; and Edward Dugan (faculty) voting members, and T. G. Swearingen, Kirk Badgley, Cyrile Van Duser, Maurine Clow, William Maucker, and Carl Dragstedt (non-voting members).

Ordinarily, in achieving an adequate social center and dining facilities for a campus where a union building already exists, it is the part of wisdom and economy to add the needed facilities to the existing structure. But this implies a union plant which already contains a series of facilities which are useful and serviceable, or can be made so by moderate alterations or by adding area where the new construction joins the old.

In the case of our present building the problem is quite different. The basic, large areas already provided, according to existing and former use, are either on the wrong floor or are otherwise so located or designed that few are genuinely serviceable or capable of meeting current needs as they stand. To make them so means major space rearrangements, rather than minor alterations, throughout the building—in effect, redesigning the interior.

The committees and consultants are led to the above conclusion by the following factors:

1. Kitchen facilities are so primitive and restricted in size as to be

almost nonexistent. This, coupled with the fact that the service entrance appears in an extremely objectionable location adjacent to the theater entrance, indicates that a new location should be found for adequate expansion and servicing.

2. Cafeteria and fountain space is hopelessly inadequate and needs

to be entirely redesigned and expanded to operate economically and to meet the dining demand.

3. Storage space for the book store is inadequate and cannot be gained under the store (no basement) or adjacent without blocking off outside light. (This year the store is using a temporary building

*Chart Shows Present and Proposed Union Facilities*

	What present Bldg. provides	What remodeled Bldg. would provide	What new Bldg. would provide
Bowling alleys		A	A
Billiard room		A	A
Table tennis		A	A
Outing headquarters		A	A
Craft shop		A	A
Darkrooms	U	A	A
Photography studio		A	A
Meeting rooms	U	U	A
Sentinel workroom	U	A	A
Mountaineer workroom		A	A
Student offices	U	U	A
Administrative offices	U	U	A
Information desk		A	A
Checking service	U	A	A
Lounge	A	N	A
Ballroom	N	N	A
Browsing library		A	A
Music listening	U	A	A
Little theater			A
Movies		A	A
Cafeteria	U	A	A
Box lunch room		A	A
Banquet rooms		U	A
Dinner dances		U	A
Coke lounge	U	A	A
Kitchen facilities	U	U	A
Service facilities	U	U	A
Toilet facilities	U	U	A
Drinking fountains		A	A
Elevators		A	A
Storage		U	A
Slumber rooms			A
Book store	U	A	A
Barber shop		A	A
Beauty shop	A	A	A
Post office			A
Expansion			A

A—Adequate

N—Not adequate

U—Unsatisfactory

Blank—Non-existent

directly north of the building for storage space.)

4. Offices for student organizations and administrative personnel are inadequate. Such offices, for efficiency in operation and control, and economy in servicing, should be grouped together. This can be done only by abandoning present offices and re-grouping and expanding elsewhere. There are far too few offices in the present building for use by student organizations.

5. Storage space is so limited as to practically not exist. To serve its purpose of convenience, efficiency, and economy in operation it needs to be distributed on all floors, which in turn, means extensive alterations of existing room arrangements.

6. Rest rooms are inadequate and located very inconveniently, being omitted on floors where important and appearing on floors where not greatly needed.

7. Main lounge, being located two floors above the ground level, discourages use and does not serve its primary function of a drop-in and assembly point near the building entry.

8. The ballroom is very inaccessible for large crowds and is totally unequipped with the auxiliaries found necessary to meet public needs in other unions: lobby and circulation space, powder room, service kitchen, and safety exits. (In many other states the use of this ballroom would not be permitted unless elaborate additional safety exits from the ballroom were provided.)

9. The Copper and Silver rooms are too large for meetings and too small for dinner dances. Further, it is impossible to use any of the ballrooms for banquets without providing a serving kitchen on this floor more adequate than the present one, which again means major redesigning of this floor.

10. Facilities for meetings, which represent the heart of student union activity and organized group life at all universities, are entirely inadequate.

11. Locker and shower facilities for employees are non-existent.

12. Lie-down rooms for students who are ill or have disabilities are non-existent.

13. Hobby shops, so useful in engaging student interests in creative group activities, are non-existent.

14. Music listening and browsing library facilities are inadequate. These should be near the lobby and

lounge and on the first floor.

15. Outing groups, in handling equipment, of necessity need lower floor location.

16. No facilities exist for students wishing to bring their own box lunches.

17. Bowling alleys and game rooms, which are almost standard in other unions as a means of meeting student recreational needs and as valuable revenue producers to help carry costs of operating the building, are not provided. These should be on ground or basement floor.

18. No elevators, service or passenger, exist to ease the very difficult vertical circulation through four floors.

19. The overall inadequacy of space in the existing building is illustrated by the fact that universities with enrollments of 2,000 to 2,500 are building unions of approximately 50,000 to 60,000 square feet area, whereas we are attempting to serve an enrollment of over 3,000 with a building of approximately 35,000 square feet area.

Since the present building falls so far short of meeting the current and future needs of the University, and since so much apparently must be done to the building to make it reasonably serviceable and adequate, a decision must be reached as to the merits of altering and adding to the existing plant or, on the other hand, transferring the existing plant to the University for more suitable purposes and construction of a new union.

The estimated costs of construction and alterations appear elsewhere in this supplement. With regard to the question of adopting either scheme "A" or scheme "B", there are questions as to the relative merits of each plan that, of course, must be considered by the students.

If it is decided that a change should be made in the present union program and facilities, as far as the committees and consultants are able to see, the main advantage of adding to the old building is the close relationship between the theater and the student union. This, of course, is a desirable relationship. The site of the proposed new building except for this factor, would seem to have equal merit, and, in terms of future expansion, greater merit.

Also the existing equipment and furnishings which are still suitable could be used, effecting a sav-

ing in the furnishings budget for an expanded plant.

Considering the advantages of a new student union building it is most apparent to all of us that the necessity for adding to the student union building over the years arises. This is well established not only in our case but by the common experience of universities everywhere. There is hardly a union that hasn't made or is planning one addition; some have made as many as four. Ten or fifteen years from now it will be less costly to make additions to the proposed new building than to make further addition to the old building. A new building will also permit more flexibility of arrangement of additions when they become necessary.

The existing ballrooms, even with the proposed revisions of lobby and entrance arrangements, remains unsatisfactory. It has a ceiling height out of proportion to its length. There is not room for adequate washrooms or storage space. As has been amply demonstrated at every large function, the narrow open stairs to the ballroom are a definite hazard in times of fire or panic, so much so, that on these grounds alone, it would hardly seem wise to continue the ballroom in its present fourth floor location, but no alteration would be possible except at an excessive cost. Furthermore, from a convenience point of view, the location of the ballroom remains inaccessible in the present building.

In addition, the ballroom music interferes with theater performances and necessitates a scheduling of ballroom performances and activities at other than performance times in the theater in order to avoid this annoyance.

Inasmuch as the kitchen facilities and the ballroom are widely separated in the present building, large additional kitchen space must be provided on the ballroom floor which is not necessary in the proposed new project by virtue of more adjacency. In the present building a revision means increased kitchen staff and an additional annual operating cost.

In planning a revision of the old building, it was not possible to get a total area for the ballroom, plus meeting rooms, equal to the desired area provided in the new building plans.

The structural limitations of the upper floors of the existing building require splitting the student

office unit between two floors and splitting meeting rooms between the two proposed wings, and do not permit provision of adequate live storage or of a sloping floor meeting room.

In general, vertical circulation through four floors, though economical in construction, is considered to be most unsatisfactory in terms of use and convenience. It would necessitate the installation of two elevators, at an approximate cost of \$50,000, and even they would not cure the situation because they could not handle the mass traffic to dances and banquets.

The main entrance to the altered building is in theory the same as the present main entrance, but will actually not serve as such. It will be found that the largest number of people will enter the building at the ground floor, as now, at a point still considerably removed from the lounge and meeting room facilities. In the new building, planning can avoid this error of turning secondary circulation into primary.

A revision of the present building would result in more interior spaces, needing mechanical ventilation and artificial light. Apart from the excessive initial cost of this, which is included in the cost estimates given in this supplement, it will also result in a higher maintenance cost and an unsatisfactory situation in those spaces. More artificial ventilation and light would be required in the game rooms, beauty and barber shops, and kitchen than in a newly designed building.

The space available on the existing ballroom floor does not lend itself well in shape or size to conversion to the frequently recurring dinner dancing activity that should be accommodated in the union building. Also, there is no opportunity to provide proper storage for chairs and dining tables without sacrificing part of the necessary meeting room space.

The appearance of an altered building would be unsatisfactory. Although it is planned to remove the present decorative terra cotta, very little can be done to improve the appearance of the existing building. Its appearance would be less objectionable as a classroom or administration building, since the public attention does not focus on one of several such buildings as it does on the hospitality and living center of the University, and be-

cause it is a central function of a union building to cultivate in students aesthetic standards and appreciations which are to be carried into later life.

It must also be apparent that if the old building is utilized, obsolescence and depreciation will set in much more rapidly.

If the old building is altered and added to, very little of building could be made available for student activity during the period of construction, and the more it is used during this period, the more expensive the construction operation would be. One of the most important questions in the present consideration is: "Can the University afford to be without the essential dining, bookstore and social services of the present union building during a period of approximately two years when such facilities are critically needed?" Such a question must be considered regardless of whether the propositions for a new program are accepted or rejected since there are major repairs and improvements that must be undertaken as a matter of maintenance. If, of course, the student body accepts the proposal of a new union building, the students would have the use of the present building until such time as a new building were completed and available for occupancy.

In view of the above and in the light of the data which has been assembled, we of the committee feel that the alteration and addition to the existing building, for student union purposes, would cost the students and the people of the state approximately the same amount of money as a new building, considering the space gained in the vacated old union; would result in higher operating and maintenance costs; would still not be sufficiently serviceable and satisfactory as a union building; and would soon again outlive its usefulness. It is therefore our recommendation that the present building be used for classroom or administrative space, and that a new union building be constructed.

#### Lobby-Lounge

A lounge is most valuable immediately adjacent to the entrance lobby where it can serve also as expansion of the lobby when large crowds arrive at peak periods.

Large, enclosed lounges are normally little used, except under pressure to find a place to study. Much more desirable is to develop rooms with well-defined func-

tions beyond just lounging or conversation. Hence, a browsing, or reading room, is suggested immediately adjacent to the lounge, serving both as a lounge and for quiet reading; also a meeting room nearby, which, when not scheduled for meetings, can be used for radio listening and lounging; and record-playing rooms. Total of these lounge and special use areas is scheduled at 3,520 square feet (approximately the area of open lounge area of present union).

Recommended: An entrance lobby which blends into an unenclosed, semi-lounge area of modest proportions giving the entrance facility a more open, comfortable and domestic character.

Uses: Place to meet friends or to assemble in groups before going to meeting rooms or dining rooms.

Lounge area serves as expansion or to assemble in groups before going to meeting rooms or dining rooms.

Lounge area serves as expansion of lobby for circulation purposes at peak periods when large numbers arrive for dances, lectures, or dinners.

Newspaper reading; radio playing (area can be supervised from information desk).

Walls may be treated for hanging small art exhibitions to provide a special note of interest.

#### Information Desk

A necessity for proper building control, information for visitors, and miscellaneous servicing of student daily needs. Will support itself from miscellaneous sales and contribute a small net amount to general building operation.

Recommended: Relate closely to main entrance. Provide 30 square feet of storage for reserve supplies; Provide plenty of drawers and cupboards for active supplies, key rack, back counter for work space.

If possible, have checkroom adjoin desk for desk attendant to serve in light use period. (Will save many dollars monthly in checkroom attendant expense.)

Uses: Entrance control; candy, news, tobacco, postage sales; radio control; ticket and corsage agency; ticket selling; Western Union; building mail distribution.

#### Checkroom

There is no checkroom with attendant control in the present building. Unions everywhere have found this service almost indispensable—for diners, dancers, visitors, loungers, and meeting groups—in protecting belongings and preserv-

ing a better appearance of the building.

Recommended: A capacity of 400, which will take care of the normal dining and lounging load.

By having a meeting room adjoining, temporary expansion can be provided to accommodate larger banquet and dance groups, using the same attendants and thus saving operating costs.

Would not have a separate ballroom checking unit, because of the extra staffing cost involved and because it is desirable to have checking some distance from ballroom to accommodate a long line-up and avoid congestion near the ballroom entry.

Uses: Checking for all occasions; checking of commuters' lunches and books; headquarters for building lost and found (entire campus also, if not adequately provided elsewhere).

#### Quiet Rooms

This facility recommended by Student Union committee. There is increasing evidence at all unions of need for both men and women—commuters, veterans with disabilities, students and visitors who are ill—to have a place to lie down during the day. Presence of cot rooms should minimize sleeping on public lounge sofas.

Recommended: Rooms will have best utility if related to secondary washrooms in quieter second floor of building.

#### Bookstore

The scheduled area of 3,000-3,600 square feet is based upon the report that the bookstore manager feels the need for a store the size of present area plus an equal amount for storage. The proposed general storage allowance for the whole building (seven per cent of the total area) is such that storage additional to the 3,000-3,600 square feet scheduled can be provided if one of the general storage areas is adjacent to the bookstore.

The requirements of the bookstore need further study. It is probable that the growth of the University indicates a larger bookstore area than that scheduled. The attempt in the preliminary facility list is to show the most desirable typical union social-recreational facilities and still stay at an approximate total area of 60,000 square feet. More bookstore area can be provided, of course, as the construction budget permits.

Recommended: Easy access to book store from main traffic walk. Further study needed of bookstore

area requirements and relation of book selling space to book storage space.

#### Post Office

The drug store sub-station type of post office service is contemplated, as we understand it, and space scheduled accordingly. (Postage selling, mailing of laundry bags and packages, etc.)

Recommended: Include sub-station within bookstore as a business feeder to bookstore. Locate near street entry for convenient pick-up of packages by postal truck.

#### Beauty Parlor

General experience of unions is that beauty parlor service in a union is not satisfactory and not profitable, success depending so much on the popularity of the operator and the better ones preferring to have their own shops able to cater to the more profitable, year-around town trade. But considering no establishment can operate within 10 blocks of the campus, a shop is recommended in this case—as a convenience to students and as having better-than-usual chances for success. The area scheduled is 150 square feet larger than the existing union shop.

#### Billiard Room

A good revenue producer and popular with college students, especially men, though women have taken greater interest in recent years. Intercollegiate billiard competition, instruction, and exhibitions are sponsored by the Association of College Unions.

#### Table Tennis

The universal interest in the game and the ease and inexpensiveness of playing it are such that a union of almost any size can keep six tables busy. A game which men and women like to play together. A financial asset.

#### Bowling Alleys

Will serve well in bringing together students from all houses. One of the forms of active recreation most popular with both college men and women. An important revenue producer, second only to dining rooms in a number of unions. Might be tied in with physical education and intramural program. Eight alleys minimum for standard tournament.

Uses: Tournaments, bowling parties, exhibitions, instruction; a feature of student open houses at the union; town leagues on quiet nights (?).

Recommended: Would expand to 10 alleys if budget permits, to

always have two alleys for "open" bowling when leagues are playing on eight alleys.

#### Games Control

Recommended: Game facilities should be arranged so they can all be controlled and serviced by one desk; means great economy and flexibility in operation.

Availability of bottled drinks, candy, and tobacco at control desk will be much desired by students and will pay for attendant wages.

#### Ballroom

The size shown (6,000 square feet) will accommodate the average social function of 400-600 couples reported in the current dance schedule. By opening into the committee rooms, 3,000 square feet are added (total 9,000 square feet) which should accommodate the largest dances of 1,000 couples, considering that many couples move about the building, stop for considerable periods in the fountain room, "sit out" in lobby and lounges, etc.

For smaller dances, the committee rooms can be used for refreshments and a lounge.

For the smallest dances, lounge furniture can be left on the dance floor and refreshment tables moved in, cabaret style, saving the hall from that "empty" feeling.

Utilizing the full 9,000 square feet expanded capacity of ballroom, approximately 900 could be seated for banquets and 1,280 for audience functions.

Recommended: A hall so equipped that it will serve for dances, dining, music, lectures, motion pictures, and radio; so related to adjacent spaces that it can be flexibly reduced or expanded in size to accommodate frequently occurring small functions and occasional peak attendances.

Fireproof projection booth at end mezzanine, equipped with 35 mm. and 16 mm. projectors and spotlights so hall will work well for motion pictures and show skits.

Uses: Dances, 300-1,000 couples; open houses, get-acquainted parties, mixers, matinee dances; square dancing; dancing lessons; receptions and teas; class meetings or convocations when theater not available; lectures and forums when theater not available; variety shows and skits; radio broadcasts; motion pictures, 16 mm. and 35 mm.; sings.

#### Meeting and Dining Rooms

Usually under-provided for in most centers. Experience is that most frequently occurring meet-

ings are 15-20 and 30-35 in size (committees, boards, etc.). This is corroborated by Montana survey. Hence, provision of two rooms of 20 capacity and three rooms of about 40 capacity. One room of 100 capacity is provided for the 50 Montana meetings annually now requiring this size.

By relating these meeting rooms to a sufficiently large serving kitchen they can serve also the purpose of dining rooms.

By partitioning them with folding partitions, they can be thrown together into one large area of 3,000 square feet and serve for the frequent Montana dinner dances of 100 couples (30 square feet per couple basis).

By relating this unit of rooms to the ballroom, they can become an extension of the ballroom space, as noted above.

This is a complicated design problem, but if properly handled will mean much economy in area provisions and much flexibility in meeting changing university needs. Successful results have been achieved with this type of installation in the Illinois union.

**Recommended:** Relate meeting rooms to each other wherever possible, with folding, sound-proof partitions so rooms can be thrown together for larger meetings as occasion warrants.

Provide each room with a narrow storage space (case doors) running length of wall at corridor side—to store handily room equipment needed (folding chairs and tables, blackboard, screens, lecterns, etc.—availability will save hundreds of hours, and dollars, annually in servicing costs), and to serve as sound insulation against corridor noises.

**Uses:** Meetings of clubs, committees, and boards; initiation ceremonies; rehearsals; discussion groups; conferences; scheduled bridge tournaments, or parties; study or tutoring rooms at examination time; junior ballroom; dinner dances; receptions, refreshments; expansion of main ballroom; private dinners.

#### **Meeting Rooms**

One meeting room is suggested adjacent to checkroom on main floor, to be available as extension of checking capacity at peak periods, to serve as headquarters near the lobby for conference and convention groups, and to be an expansion of lounge space on occasion.

Another should have a kitchen-

ette for refreshment self-service as desired by Student Union committee. This room will be most useful if it (and its kitchenette) are close to lounge so that coffee hours and receptions with refreshments can also be served in the lounge without duplicating kitchenette facilities.

The other meeting rooms mentioned above as adjacent to a large kitchen will give ample opportunities for holding larger meetings and receptions that require refreshments.

#### **Meeting Room with Fixed Seats**

Montana meeting room experience shows approximately 100 events annually requiring 150 capacity. This need, if absolutely necessary due to limitations of construction funds, could be met by utilizing combinations of the partitioned committee space mentioned above (20, 21, 22, 25, 26, 27). However, 100 uses per year and this number will inevitably increase) will greatly reduce the availability of the partitioned room for the other meeting, dining, and dancing purposes stated. Also, it will be a great relief to both staff and clientele to have one room that is always set up for meetings and ready on short notice.

There are other prized advantages of comfortable, theater-type seats, sloping floor for better visibility, raised platform for piano, speaker's stand, and movie screen, etc., which make a 150-seat theater-type room one of the most useful and most sought-after rooms in a union.

**Recommended:** Include this facility in the project new. If funds do not permit construction at once, plan the building so that this room can be added later.

**Uses:** Larger meetings, lectures, movies, lantern lectures, chamber music, concert record hours, special radio broadcasts (listening), skits, rehearsals, forums, institutes, conventions.

#### **Lockers for Organization Records**

Many student organizations do not need office headquarters but do need a permanent and convenient storage place for records, regalia, and other possessions which are brought out at meeting time. This can be case-door, deep lockers opening on corridor—adjacent either to student offices or to meeting rooms.

#### **Record Playing Rooms**

A decided success in every Union where provided. Self-played records and organized music hours

both popular. Helps to encourage interest in good music and recreation. This facility ranks first in many student interest surveys.

**Recommended:** A room with lounge furniture where as many as 20 can gather. Some are not always interested in the particular records being played; therefore desirable to provide one small additional room. Such room can also be used for voice-recording purposes, etc.

Control of rooms and check-out of records by library attendant in adjoining library sound-proof rooms, radio studio method.

#### **Piano Practice Room**

Many lay students ask continuously for a piano which they can play to amuse themselves; many music students, or others preparing for a music performance, like to do additional practicing at times when pianos in the music department or theater may not be available (evenings, weekends, holidays). A piano should be available in the Union in a sound proof room, where practice will not disturb others. With an active Music School at Montana and emphasis on music recreation, one or more rooms specifically treated for music practice would seem to be very valuable.

**Recommended:** At least one practice room, sound-proofed, near record-playing rooms. Should record-playing demand exceed practice demand, it can be used on occasion as a third listening room.

#### **Photo Darkrooms and Portrait Room**

This facility, desired by the Student Union committee, is popular and successful elsewhere and fulfills a special need of students, who cannot provide themselves with the necessary space and equipment in their temporary college residences.

The portrait room is especially useful and convenient in taking year book pictures.

**Recommended:** Top floor location because relatively few users are involved and they work in room for long periods of time.

Place rooms in interior floor location since outside light obviously is an interference.

Relate to craft shop for control and issuance of supplies, by craft room attendant.

#### **Craft Shop**

Essential and will add immeasurably to the provisions for creative, satisfying student recreation and will prove a convenient and



valuable adjunct to the working operations of student organizations (poster-making, self-made decorations, etc.). (Ultimate success, however, depends in large part on staff leadership provided).

A shop has special significance at Montana because it will take care of the needs of the Sentinel and Mountaineer for their art layout work, relieving the Union of investing in special space for this purpose alone.

Recommended: That craft shop be provided, if at all possible within the budget limits.

Maximum of daylight; office and control headquarters for staff leaders; large storeroom (250-300 sq. ft.) for active tools and supplies, behind control desk.

Relate to student office floor, for easy access by student organizations needing work space.

Uses: Poster-making for campus events; building of decorations for house and center parties and celebrative events; making of gifts, Christmas cards, and accessories for student rooms; picture framing; design of programs and announcements; lobby displays; picture-lending collection (loans to student rooms).

Informal instruction of students not enrolled in art courses; in design, life drawing, water color, leather and metal work, block printing, cork and felt craft, ceramic jewelry, etc. Pursuit of the above activities also as hobbies.

Repair of Union decorative items; lamp shades, curtains, etc.

#### **Motion Picture Projection Room**

Projection booth needed for stage spotlight, required for 35 mm motion pictures, and will greatly enhance presentation of lantern lectures and 16 mm showings. Picture-showing facilities will open up a vast range of visual education and entertainment possibilities: travel talks, historical films, scientific demonstrations, documentaries, etc.

#### **Browsing Library**

With one of the primary functions of a college being to introduce students to good books, it can be argued that the more opportunities presented to students to find books readily, the better. Bringing books to the place where students are, as in the social center, is likely to result in more reading than expecting students to seek them out in special trips to the library. Reading thus becomes a natural and convenient occupation in odd half hours and hours after

meals and between classes. The Wisconsin Union reading room (1100 sq. ft.) is always overflowing, though just across the street is the university library of 800,000 volumes.

Many Unions which do not have browsing rooms are remodeling to include them, or partitioning excess lounge space for this purpose. To preserve books and magazines means having attendant control and a room that can be locked in non-use periods.

The traditions library recommended by the Student Union committee could be placed in this room.

Recommended: Treat the reading room as a flexible expansion area in adjusting to other area requirements of the main floor.

Provide for magazines, shelving of record albums (about 200), for 500-800 books (perhaps provided on a rotating basis by the main library), and an attendant's alcove at the entrance.

Relate closely to record playing rooms.

#### **Outing Headquarters**

Wherever a university is located in natural surroundings which lend themselves to outing activity, one of the strongest impulses of students recreationally is to make use of such outdoor opportunities. Even in the mid-west, where the terrain is not too attractive there are outing clubs at 15-20 colleges and a flourishing mid-west outing association. All these clubs report that student interest and activity would greatly increase if they had a headquarters to work out of—a place to assemble and organize equipment before an outing and to return to afterwards, equipment available for rental, and an administrative headquarters.

Wherever such quarters have been provided, student outing participation has risen by leaps and bounds. At Dartmouth the Outing club is perhaps the main, certainly best known, student activity. At Wisconsin 800 students are regularly active as outing members, and two or three outing programs are held every weekend.

Many consider such outing activity more valuable to students than competitive sports in physical and health development, in creating interests and developing skills that can be carried on for a life time, and in bringing young men and women of all classes into friendly, natural social association.

With nearby mountains, hunting

and fishing possibilities, and an active ski club of 200, Montana would seem to offer an unusually good setting for cultivating informal outing activity.

Recommended: Provision of a sizeable outing headquarters, with an outside building entrance; skis, bicycles, skates, tennis racquets, and outing equipment to rent; and a workshop for repair and conditioning of personal outing equipment.

Uses: Furtherance of student interest in hiking, skiing, biking, archery, horse back riding, camping, rock climbing and mountaineering.

Provision of rental equipment and accessories for the above activities.

Informal instruction in each activity for novices.

Administrative headquarters for organizing weekend outings; also the summer tours now sponsored by Montana.

#### **Cafeteria and Soda Fountain**

Likely to be the social heart of the building and of the college. More important as a casual drop-in and lounging center to students than a regulation lounge. Provides the kind of food and drink service, and atmosphere, that commuters and daters want.

An alcove opening off the main room would afford a feeling of semi-privacy to box lunch commuters, with the supplemented food service they need and the sense of being in a sphere of activity and not isolated in a small separate room. This alcove could also be used for inexpensive committee dinner meetings at night.

The total area scheduled will seat 235 comfortably at one time. With a turn-over of three times at meal periods, this means a capacity of 750 meals at lunch time. This may well be enough if a dining wing is added to New hall. If not, the Union cafeteria as scheduled probably should be enlarged. (It is now shown at 3700 sq. ft. total vs. the 1,860 square feet of the existing cafeteria). This size question needs further study.

Recommended: A service counter equipped to supply both soda fountain drinks and short orders and a cafeteria meal, or student special. Open throughout the day and evening. Dual purpose single room, rather than two large rooms.

A room treated architecturally to be attractive as a student hang-out, and large enough to accommodate all campus coke-dating

and drop-in use after classes.

Uses: Inexpensive, self-service breakfast; lunch and dinner; commuters' dining center; refreshments during dances; committee lunches; coke-dating, lounging; juke box dancing, radio listening.

Card playing (separate room not recommended, both because of supervision problems and because most students prefer refreshments while playing and a more informal atmosphere generally.

**Ballroom Floor Servery,  
Main Kitchen**

If the ballroom and cafeteria can be placed on the same floor and be served by the main kitchen, the 1200 sq. ft. scheduled for a ballroom servery can be saved and much more efficient and rapid food service to the ballroom and committee rooms can be provided.

The main kitchen (with its necessary storage and dishwashing auxiliaries) is scheduled at 2400 sq. ft. vs. the 522 sq. ft. of the existing kitchen.

**Employee Lockers and Toilets**

It is indispensable from a standpoint of employee morale, recruiting, and hygiene to have adequate employee locker and washrooms. Areas assigned to men vs. women will depend upon whether Montana employment practice emphasizes men or women.

**Building Administrative Offices**

Offices scheduled are based on typical needs of a Union of the size proposed. It should be kept in mind that a Union operates 12-14 hours a day, seven days a week, requiring more supervision than a director alone can give.

Recommended: Location on second floor, removed from the distractions and commotion of the main traffic floor and to conserve the high premium central space of the building for public use.

Include small dressing room as suggested by Student Union committee; also a mimeograph and supply room for servicing administrative offices and student organizations.

It may be desirable to have food director located near dining unit; depends on operating practice there.

**Student Offices**

Present office needs as reported by the committee have been provided for.

In addition, two offices are scheduled for seasonal use and future expansion.

Also, provision is made for a Union committee work headquarter-

ters. An improved and expanded physical plant and program implies a growing Student Union committee activity. But to be effective, and to achieve the goal of student participation in the direction of the Union program, administrative headquarters for student committees is essential.

Would also anticipate future growth of Associated Students activities and provide a general workroom in addition to offices for the president and business manager.

Recommended: Consider removable wall unit partitions throughout — because typically everywhere some student organizations expand and other contract with changing interests and conditions. Unit wall partitions would permit flexible and economical readjustment of areas; also, save floor space.

Include one office ("seasonal office") for assignment as a work headquarters for short periods of time to committees planning a single event or program. Also will be a useful overflow space for other offices during a peak, seasonal rush.

Include at least one unassigned office to accommodate future organizations; more if layout of space and budget permit.

Provide supply and coat closets for each office.

**Storage**

Unions find that there is never enough storage space. Large amounts of equipment, props, decorations, and supplies accumulate which are essential in performing the Union's catering and servicing function.

Recommended: That besides central dead storage in the basement, smaller live storage be distributed throughout the building adjacent to the rooms which require temporary use of equipment, chairs and tables, and supplies.

**Expansion Possibilities**

An important lesson from the universal experience of existing unions is that these centers need to grow to meet unanticipated uses and demands. A building plan is not right that has all space fully accounted for and used the day the building opens. Most Unions, not realizing this, have had to build one to four additions; some are now twice as large as when they opened.

The questions regarding the Student Union proposal which give most of us the greatest concern are

of course those concerning its financing. How much will it cost? How can it be paid for? How long will it take? What alternatives in the answers to these questions do we have to choose from? In considering the answers to these questions it is well to bear in mind that basic business principles apply to them just as they do to the simplest purchase. In other words consideration should be given first to whether we desire the object sufficiently to make an effort to acquire it; secondly, how much will it cost and is it worth the price asked; and thirdly can we pay that amount.

The first of these is a matter for each individual to decide himself, and sufficient has already been said on that score. Now as to the second. The preliminary work done by your committees indicate that scheme A (remodeling the present building) will involve an expenditure, for the repayment of which the students will assume the responsibility, of approximately \$680,226. Scheme B (a new building) will involve expenditures by the students of approximately \$1,087,352. These estimates include many variable factors which tend to make them unreliable as criteria of what the final cost of either project would be but in the light of those variables are the most accurate forecasts which can be made at this time. Some of those variables are the cost of furnishing and equipping under either scheme. The figures given include a flat 10 per cent for this item, which experience has shown is a good estimate, however our situation is somewhat different in that we have some furniture and equipment which would be useable under either scheme. How much this would affect our estimate is impossible to calculate at this time. Another factor which affects the reliability of our estimate is the fluctuating price structure inherent in our economy. By the time (estimated variously at 18 months to two and one-half years) construction could be started and payments would be required the cost of construction and the prices of equipment may be the same or greater or lesser, and therefore change the estimate we have made. Likewise the list of facilities may be changed to include more or less, and thereby increase or decrease the cost of the building. The cost of borrowing money also varies from time to time, and since interest is a considerable

item this likewise would change the picture at the time of construction. Some of these variable factors might tend to cancel each other out, however they are problems which arise in connection with every large construction project and simply cannot be avoided. The only procedure is to make the best estimates possible and go ahead on the basis of them, keeping in mind that they are not fixed and stable and contingencies may arise.

The usual method of financing such a proposal as this is to borrow the necessary cash, and pay for it over whatever period is feasible. The money is borrowed by the issuance and sale of bonds. This is the method of financing used for the present building. The committee feels that such bonds, to be repaid from student fees, and the revenue which the operation of the building either under scheme A or B would produce, is the most feasible method of financing this project. To attempt to accumulate the cash in advance would deprive the students who would be advancing the cash of the fruits of the project until the cash was accumulated and would be a long if not impossible task because of the restricted revenue possibilities under the present setup. The arrangement which it is thought would be most beneficial to the students, and most practical for them to undertake, would be bonds to be repaid over a period of 30 years, sooner if possible of course. This idea has several advantages, namely: that the cost would be spread out over as much of the period of usefulness of the building as possible so that all of those who would derive benefit from it would help pay for it, and secondly that the reduced annual retirement of the indebtedness would provide a greater margin of revenue over annual cost and thereby insure the financial success of the project and provide funds for an adequate Student Union Program.

The next logical question is, where is the money going to come from to operate such a program and building, and to retire the indebtedness? There are two sources of revenue available. Student fees and profits from the revenue producing facilities included in the project. With regard to the first, it is proposed that the current Student Union Building Fee which is \$5.00 a year shall be increased to \$10.00. In this connection it should be noted that the latter amount is still below the average Student Union Fee charged throughout the country. In addition to the revenue from the Student Union Building Fee, the president has expressed his willingness to earmark \$15,000 per year of the Student Building Fund for the retirement of the indebtedness of the new project and to continue to insure the repayment of the indebtedness on the existing building out of the same fund. A careful estimate of the revenue from profit producing facilities under both scheme A and scheme B was made by the committee and then sent to Mr. Porter Butts, consultant for the Association of Student Unions, for checking and revision. This consulting service is provided to all members of the association. As a result of the committee's estimate and the changes recommended by Mr. Butts, the following revenue estimates were arrived at. For scheme A (remodeling the present building) \$45,080 per year. For scheme B (new building) \$54,590 per year.

To these should be added the revenue from fees. It should be noted here that the revenue from the Student Union building varies in proportion to the number of students enrolled. In calculating this item the committee used the figure of 3,500 as representing a reasonable estimate of probable enrollment in the foreseeable future. At this enrollment figure the Student Union fee should produce \$38,250 per year. (Note: This figure includes a Student Union fee

for summer session students). This plus \$15,000 from the Student Building fee fund added to the operating revenue figure for a new building given above totals \$107,840 per year with which to operate, maintain and pay for a new building. The same figure for the remodeled building is \$93,330 per year. The estimated cost of the program in the new building is \$81,992 per year and in the remodeled building, \$71,876 per year. Thus it should appear that either of these projects is feasible from the financial point of view, with adequate margins of safety in the event of unforeseen contingencies.

It should be noted that the financing of this project contemplates that all possible sources of revenue in the building itself will be used to help pay for the program and to retire the indebtedness. To insure this it would be necessary to change the organizational setup of the bookstore and fountain which now exists, so that the profit from these enterprises would be available. These two facilities together with the revenue from student fees comprise the principle sources of income necessary to finance the project. It should also be noted that in the event scheme B were adopted the existing Student Union building would be available to the University for classroom or administration purposes. Under this arrangement it is thought that the students would be amply compensated for what they have already spent on the existing building by the diversion of \$15,000 from the Student Building fee fund for the period necessary to pay for a new building. If scheme A were adopted it is thought that it would not be available for student union purposes during the remodeling period which may take as much as two years, and the University would not gain another building for classroom or administrative purposes.

STAFF STATISTICS SHOWING INCREASE AND DECREASE

1949-50

1950-51

		<u>Part time</u>	<u>Full time</u>	<u>Total</u>	<u>Increase</u>
Administrators with- out Academic Rank	7		7	7	0
Professor	63	1	59	60	-3
Associate Professor	32		37	37	5
Assistant Professor	57	3	50	53	-4
Lecturer	4	3	2	5	1
Instructor	62	6	56	62	0
Assistant	54	3	46	49	-5
Dietitian	4		4	4	0

One professor on leave without pay - Fessenden

One associate professor on leave without pay - Bruns

Three assistant professors on leave without pay - DeMaris, Duffalo  
Mansfield

Three instructors on leave without pay - Oswald; Smith, David;  
Yates

Residence halls directors included with assistants; emeritus group not included;  
ROTC included

<u>Summer Session</u>	<u>1949</u>	<u>1950</u>	<u>Increase</u>
Regular	128	127	-1
Special	39	39	0

STAFF CHANGES TAKING EFFECT JULY 1, 1950 - JULY 1, 1951

I. Resignations and Terminations of Contracts

<u>Name</u>	<u>Position</u>	<u>Date of Effect</u>
Adams, Betty	Kindergarten Teacher (Instructor)	June 7, 1951
Albert, Dean H.	Graduate Assistant, Bureau of Bus. and Econ. Research	December 15, 1950
Alt, Lucile	Assistant, English	November 8, 1950
Armstrong, Robert P.	Instructor, English	September 1, 1950
Attebery, Louie W.	Graduate Assistant, English	June 7, 1951
Barsness, John A.	Graduate Assistant, English	June 7, 1951
Baumann, Michael L.	Graduate Assistant, English	March 16, 1951
Berggren, Robert L.	Instructor, Mathematics	June 30, 1951
Bolin, Richard R.	Associate Director, Health Service	June 30, 1951
Brooks, Wendell S.	Graduate Assistant, Education	June 7, 1951
Bryan, Gordon H.	Assistant Professor, Pharmacy	June 30, 1951
Coldwell, Philip E.	Instructor, Economics	August 4, 1950
Cole, David P.	Instructor, Health and Physical Educ.	June 30, 1951
Cook, Richard	Storekeeper, Chemistry	June 7, 1951
Cordts, Howard P.	Graduate Assistant, Chemistry	June 7, 1951
Cullison, George B., Major	Associate Professor, Military Science and Tactics	May 8, 1951
Dickerman, Marjorie	Instructor, Sociology and Social Administration (Part time)	June 30, 1951
Dean, Charles	Off-campus Professor (Education)	June 7, 1951
Egan, Kenneth	Lecturer, Business Administration	December 15, 1950
Ephron, Henry	Instructor, Classical Languages	December 15, 1950
Erickson, Elrita	Graduate Assistant, English	June 7, 1951
Faurot, James	Assistant, Forestry	June 7, 1951
Fessenden, Douglas A.	Professor, Health and Phys. Ed.	June 7, 1951
Fleming, Harold D.	Associate Professor, Education	September 8, 1950
Graybill, Leo C.	Instructor, History and Pol. Sci.	June 30, 1951
Green, Robert L.	Graduate Assistant, Music	June 7, 1951
Griffin, Donald J.	Graduate Assistant, Sociology and Social Administration.	June 7, 1951
Gulbrandsen, Norman	Assistant Professor, Music	June 30, 1951
Hakola, John W.	Graduate Assistant, History and Pol. Sci.	June 7, 1951
Hammerness, Francis	Instructor, Pharmacy	June 30, 1951
Harasymczuk, John	Assistant, Health and Phys. Ed.	June 7, 1951
Hart, James A.	Lecturer, Business Administration	June 7, 1951
Hoynes, Duane J.	Graduate Assistant, English	June 7, 1951
Korsmo, Rose E.	Circulation Librarian (Instr.)	June 30, 1951
Lafond, Lloyd	Visiting Instructor, Education	June 7, 1951
Lazo-Wasem, Edgar	Graduate Assistant, Zoology	June 7, 1951
Lewis, George D.	Graduate Assistant, Music	June 7, 1951
Lockhart, Marion H.	Assistant, Bacteriology	June 30, 1951
Lusk, Parker B.	Instructor, Journalism	June 30, 1951

<u>Name</u>	<u>Position</u>	<u>Date of Effect</u>
MacLachlin, Mary V.	Assistant Professor, English	June 30, 1951
McCain, James A.	President	July 31, 1950
Macpherson, James L.	Instructor, Economics	June 30, 1951
Mattill, Charles	Instructor, Education	June 7, 1951
Matott, Glenn E.	Graduate Assistant, English	June 7, 1951
Maucker, James W.	Dean and Professor, Education	August 31, 1950
	Director of Summer Session	
Mauldin, Frank C.	Graduate Assistant, English	June 7, 1951
Milliken, Frank R.	Graduate Assistant, Classical Lang.	June 7, 1951
Moore, Robert	Graduate Assistant, Education	June 7, 1951
Moran, Robert W.	Graduate Assistant, Modern Languages	June 7, 1951
Nesbit, Charles	Graduate Assistant, English	July 17, 1950
On, Danny	Graduate Assistant, Forestry	June 7, 1951
Parmeter, Deanne	Assistant, Health and Phys. Ed.	June 7, 1951
Peterson, John A.	Graduate Assistant, Mathematics	June 7, 1951
Pritchard, Erma	Instructor, Health and Phys. Ed.	June 30, 1951
Ratliff, Robert C., Capt.	Assistant Professor, Military Science and Tactics	September 21, 1950
Resler, Ansel	Instructor, English	August 18, 1950
Rigg, Lillian M.	Dietitian, Residence Halls	February 1, 1951
Seale, Robert	Instructor, Forestry	June 30, 1951
Severtson, Harry L.	Assistant, Forestry	March 10, 1951
Smith, Arthur F.	Graduate Assistant, Economics	June 7, 1951
Speacht, Martha F.	Kindergarten Teacher (Instr.)	December 15, 1950
Sundberg, Phyllis T.	Dietitian, Residence Halls	June 30, 1951
Sutrina, John J.	Graduate Assistant, English	June 7, 1951
Swearingen, Edith A.	Associate Professor, Home Econ;	
	Manager, Residence Halls & Food Service	June 30, 1951
Vance, Camilla	Kindergarten Teacher (Instr.)	March 19, 1951
Verbeek, Audrey E.	Assistant, Health and Phys. Ed.	March 19, 1951
Vizzutti, Lido J.	Graduate Assistant, Modern Languages	June 7, 1951
Zahn, Henry L.	Lecturer, Business Administration	June 7, 1951
Zibell, Robert	Assistant, History and Pol. Sci.	June 7, 1951

## II. Appointments

<u>Name</u>	<u>Position</u>	<u>Date of Effect</u>
Abel, Paul L.	Instructor, Music	September 1, 1950
Adams, Betty	Kindergarten Teacher (Instr.)	March 19, 1951
Albert, Dean	Graduate Assistant, Bureau of Bus. and Econ. Research	September 18, 1950
Alt, Lucile	Assistant, English	September 24, 1950
Attebery, Louie W.	Graduate Assistant, English	September 18, 1950
Barsness, John A.	Graduate Assistant, English	September 18, 1950
Baumann, Michael L.	Graduate Assistant, English	September 18, 1950
Elue, Josephine	Dietitian, Residence Halls	September 1, 1950
Bolin, Richard R.	Associate Director, Health Service	July 13, 1950
Boner, Agnes	Instructor, English	September 1, 1950
Brooks, Wendell S., Jr.	Graduate Assistant, Education	September 18, 1950
Cheatum, E. L.	Associate Professor, Zoology	July 1, 1950
Clewett, Robert L.	Instructor, Business Administration	September 1, 1950
Cook, Richard E.	Storekeeper, Chemistry	July 1, 1950
Cooper, Guy B., Captain	Assistant Professor, Military Science and Tactics	July 1, 1950
Cordts, Howard P.	Graduate Assistant, Chemistry	September 18, 1950
Craft, George A.	Instructor, Mathematics	September 1, 1950
Cunningham, Fred	Assistant to Director of Athletics	July 1, 1950
Dean, Charles	Off-campus Professor of Education	October 16, 1950
Donovan, Joel W.	Extension Lecturer, Psych-Education	January 1, 1951
Duquette, Alfred L.	Instructor, Mathematics	September 1, 1950
Egan, Kenneth	Lecturer, Business Administration	September 18, 1950
Ephron, Henry D.	Instructor, Classical Languages	September 25, 1950
Erickson, Elrita	Graduate Assistant, English	September 18, 1950
Faurot, James	Assistant, Forestry	March 12, 1951
Fosmire, Frederick R.	Instructor, Psychology and Phil.	September 1, 1950
Gifford, Guy C.	Instructor, Business Administration	September 1, 1950
Glockzin, Albert R.	Instructor, Geology	September 1, 1950
Graybill, Leo C.	Instructor, History and Pol. Sci.	September 1, 1950
Green, Robert Lee	Graduate Assistant, Music ( $\frac{1}{2}$ time)	September 18, 1950
Griffin, Donald J.	Graduate Assistant, Sociology and Social Administration	September 18, 1950
Grubaugh, Jeanne	Residence Halls Dietitian	February 1, 1951
Hakola, John W.	Graduate Assistant, History and Political Science	September 18, 1950
Hammerness, Francis C.	Instructor, Pharmacy	September 1, 1950
Harasymczuk, John	Assistant, Health and Phys. Ed.	January 1, 1951
Harris, John A.	Associate Professor and Chairman Department of Social Work	October 18, 1950
Hazelbaker, Lois B.	Assistant Head Resident, North Hall	September 1, 1950
Henningsen, Frederick A.	Acting Assistant Professor, Business Administration	January 1, 1951
Hess, Vernon L.	Instructor, English	September 1, 1950
Hickey, Charles D.	Acquisitions Librarian (Instr.)	September 5, 1950
Holmes, Gladys V.	Extension Lecturer, Psych-Education	January 1, 1951
Howard, Joseph K.	Director, Northern Rocky Mountain Regional Arts Roundup	March 19, 1951

Appointments (continued)

<u>Name</u>	<u>Position</u>	<u>Date of Effect</u>
Hoynes, Duane J.	Graduate Assistant, English	September 18, 1950
Hummel, John G., Jr.	Instructor, Music	September 1, 1950
Kellner, Edwin G.	Instructor, Psychology and Phil.	September 1, 1950
Korsmo, Rose E.	Circulation Librarian (Instr.)	September 5, 1950
Kroeker, Herbert R.	Instructor, Economics	September 1, 1950
Lafond, Lloyd	Visiting Instructor, Education	March 19, 1951
Landeen, Stanley A.	Assistant Professor, Physics	September 1, 1950
Lansrud, Gaylord, Lieut.	Instructor, Military Science and Tactics	November 1, 1950
Lewis, George D.	Graduate Assistant, Music	September 18, 1950
Lockhart, Marian H.	Assistant, Bacteriology	September 1, 1950
McFarland, Carl	President	March 1, 1951
McLaughlin, Kenneth P.	Associate Professor and Acting Chairman, Geology	September 1, 1950
Macpherson, James L.	Instructor, Economics	September 1, 1950
Marsaglia, George	Assistant Professor, Mathematics	September 1, 1950
Matott, Glenn E.	Graduate Assistant, English	September 18, 1950
Mattill, Charles	Instructor, Education	March 19, 1951
Mauldin, Frank C.	Graduate Assistant, English	September 18, 1950
Miller, Harriet E.	Head Resident, North Hall	September 1, 1950
Milliken, Frank R.	Graduate Assistant, Classical Lang.	September 18, 1950
Mitchell, Walter M.	Counselor (Instructor)	January 1, 1951
Moore, Robert	Graduate Assistant, Education	September 18, 1950
Moran, Robert W.	Graduate Assistant, Modern Lang.	September 18, 1950
On, Danny	Graduate Assistant, Forestry	September 18, 1950
Parmeter, Deanne	Assistant, Health and Phys. Ed.	January 1, 1951
Peterson, John A.	Graduate Assistant, Mathematics	September 18, 1950
Pritchard, Erma	Instructor, Health and Phys. Ed.	September 1, 1950
Scott, Ruth N.	Graduate Assistant, Zoology	September 18, 1950
Seale, Robert H.	Instructor, Forestry	September 1, 1950
Severtson, Harry L.	Assistant, Forestry	September 1, 1950
Shelden, Lynn C.	Assistant, Forestry	July 1, 1950
Short, James E.	Assistant Professor, Education	August 24, 1950
Smith, Arthur F.	Graduate Assistant, Economics	September 18, 1950
Speacht, Martha F.	Kindergarten Teacher (Instructor)	September 18, 1950
Staehle, John F.	Assistant Professor, Education	September 1, 1950
Stanley, Sylvia J.	Director, Community Center Play School (Assistant)	September 18, 1950
Sundberg, Phyllis Todd	Dietitian, Residence Halls	September 1, 1950
Vance, Camilla	Kindergarten Teacher (Instructor)	January 1, 1951
Verbeek, Audrey H.	Assistant, Health and Phys. Ed.	January 1, 1951
Vizzutti, Lido J.	Graduate Assistant, Modern Lang.	September 18, 1950
Waldron, Ellis L.	Instructor, History and Pol. Sci.	September 1, 1950
Wetherell, Lewis G., Major	Associate Professor, Military Science and Tactics	May 8, 1951
Winchester, Tom H.	Extension Lecturer, Psych-Education	January 1, 1951
Zibell, Robert	Assistant, History and Pol. Sci. (Part time)	September 26, 1950



III. Leaves of Absence for Entire Academic Year

<u>Name</u>	<u>Position</u>
Bruns, Paul E.	Associate Professor, Forestry
DeMaris, Edwin Joe	Assistant Professor, Business Administration
Duffalo, Jane	Assistant Professor, Health and Physical Education
Fessenden, Douglas A.	Professor, Health and Physical Education
Mansfield, Michael	Assistant Professor, History and Political Science
Oswald, Robert	Instructor, Health and Physical Education
Smith, David W.	Instructor, History and Political Science
Yates, Leland	Instructor, Chemistry (In charge of Storeroom).

IV. Change in Titles

Carleton, Linus J.	Professor and Acting Dean, Education; Acting Director, Summer Session. Effective, September 1, 1950.
Clapp, Mary B.	Assistant Professor of English. Effective July 1, 1950.
Clow, Maurine	Professor, Psychology; Associate Dean of Students. Effective, July 1, 1950.
Coad, Francis E.	Associate Professor, Law. Effective July 1, 1950.
Fleming, Harold D.	Associate Professor, Education. Effective July 1, 1950.
Honkala, Fred B.	Assistant Professor, Geology. Effective July 1, 1950.
Rydell, O. F.	Assistant Professor, Business Administration. Effective July 1, 1950.
Turner, Robert T.	Associate Professor, History and Political Science. Effective, July 1, 1950.

V. Retired

Mirrielees, Lucia B.	Professor, English. Effective, September 1, 1950.
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July 10, 1951

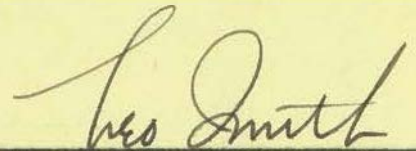
To: President Carl McFarland

Re: Statistical Report of Registrar, 1950-51

The statistical report of the Registrar for the year 1950-51 is transmitted herewith. The report covers the period beginning with the summer quarter, 1950, and ending with the close of the spring quarter, June 8, 1951.

The report transmitted herewith contains the following divisions:

1. Summary of registration, 1950-51.
2. Registration of resident students by quarters, 1949-50 and 1950-51.
3. Summary by counties, states and countries.
4. Summary of registration (including registration in the College of Arts and Sciences.)
5. Degrees granted, 1950-51.
6. Preparatory schools and colleges of entering class, 1950-51.
7. Report of Correspondence Study.
8. Statistics of Class Enrollment.
9. Register of students, 1950-51.



Registrar

MONTANA STATE UNIVERSITY  
Missoula

SUMMARY OF REGISTRATION, 1950-51

COLLEGE, SCHOOL OR COURSE	Graduates		Seniors		Juniors		Sophomores		Freshmen		Specials		Totals								
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T						
Arts and Sciences . . . . .	91	30	121	162	85	247	169	83	252	337	170	507	331	201	532	3	3	6	10913	572	1665
Business Administration	10	1	11	195	29	224	153	29	182	-	-	-	-	-	-	1	-	1	359	59	418
Education . . . . .	62	9	71	61	16	77	38	20	58	-	-	-	-	-	-	-	-	-	161	45	206
Forestry . . . . .	23	-	23	87	-	87	51	1	52	63	-	63	39	-	39	1	-	1	264	1	265
Journalism . . . . .	4	-	4	36	5	41	27	11	38	17	11	28	21	12	33	-	-	-	105	39	144
Law . . . . .	45	2	47	95	4	99	36	-	36	-	-	-	-	-	-	-	-	-	176	6	182
Music . . . . .	7	4	11	15	13	28	17	4	21	15	16	31	22	20	42	1	-	1	77	57	134
Pharmacy . . . . .	6	-	6	35	1	36	24	4	28	12	4	16	16	1	17	-	-	-	93	10	103
<u>TOTALS</u> . . . . .	248	46	294	686	153	839	515	152	667	444	201	645	429	234	663	6	3	9	2328	789	3117
Unclassified																			6	13	19
<u>TOTALS</u> . . . . .																			2334	802	3136
(Academic Year)																					
Summer Quarter, 1950 . . . . .																			809	340	1149
<u>TOTALS</u> . . . . .																			3143	1142	4285
Less duplicates . . . . .																			380	88	468
<u>Total Enrollment of Residence Students</u>																			2763	1054	3817
Correspondence and Extension Students .																			473	685	1158
<u>TOTALS</u> . . . . .																			3236	1739	4975
Less duplicates . . . . .																			178	103	281
<u>TOTAL FOR YEAR 1950-51</u> . . . . .																			3058	1636	4694

MONTANA STATE UNIVERSITY

Missoula

GROSS REGISTRATION OF RESIDENT STUDENTS BY QUARTERS

	1949-50			1950-51		
	Men	Women	Total	Men	Women	Total
Summer Quarter . . . . .	925	353	1278	809	340	1149
Autumn Quarter . . . . .	2552	816	3368	2110	730	2840
Winter Quarter . . . . .	2485	767	3252	1917	696	2613
Spring Quarter . . . . .	2249	741	2990	1779	669	2448
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Total registration of resident students, 1949-50 and 1950-51, less duplicates . . . . .	3240	1139	4379	2763	1054	3817

MONTANA STATE UNIVERSITY  
Missoula

Summary of Registration by Counties,  
States, and Countries, 1950-51

<u>Counties in Montana</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>	<u>Counties in Montana</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Beaverhead	20	8	28	Stillwater	12	4	16
Big Horn	12	7	19	Sweetgrass	6	2	8
Blaine	17	6	23	Teton	16	6	22
Broadwater	10	1	11	Toole	22	9	31
Carbon	21	14	35	Treasure	2	4	6
Carter	7	1	8	Valley	28	8	36
Cascade	143	47	190	Wheatland	9	3	12
Chouteau	32	8	40	Wibaux	5	2	7
Custer	30	14	44	Yellowstone	<u>128</u>	<u>62</u>	<u>190</u>
Daniels	14	8	22	Totals	2241	916	3157
Dawson	24	7	31				
Deer Lodge	58	22	80				
Fallon	11	1	12				
Fergus	42	17	59				
Flathead	72	50	122	<u>States &amp; Territories</u>			
Gallatin	40	10	50	Alabama	1	0	1
Garfield	2	2	4	Arizona	2	0	2
Glacier	11	6	17	Arkansas	2	0	2
Golden Valley	6	4	10	California	77	10	87
Granite	10	4	14	Colorado	5	2	7
Hill	31	11	42	Connecticut	5	0	5
Jefferson	12	6	18	Florida	1	3	4
Judith Basin	14	4	18	Idaho	26	17	43
Lake	70	27	97	Illinois	28	3	31
Lewis & Clark	79	37	116	Indiana	7	1	8
Liberty	5	2	7	Iowa	5	4	9
Lincoln	32	3	35	Kansas	3	2	5
McCone	8	6	14	Kentucky	1	1	2
Madison	11	9	20	Louisiana	0	1	1
Meagher	5	1	6	Maine	0	1	1
Mineral	7	4	11	Maryland	3	0	3
Missoula	708	277	985	Massachusetts	9	0	9
Musselshell	12	7	19	Michigan	6	3	9
Park	34	15	49	Minnesota	21	7	28
Petroleum	2	3	5	Missouri	4	1	5
Phillips	17	5	22	Nebraska	6	1	7
Pondera	18	10	28	Nevada	0	2	2
Powder River	0	2	2	New Jersey	14	1	15
Powell	18	9	27	New Mexico	1	0	1
Prairie	6	5	11	New York	23	2	25
Ravalli	76	25	101	North Carolina	1	1	2
Richland	17	11	28	North Dakota	47	25	72
Roosevelt	36	12	48	Ohio	23	2	25
Rosebud	17	5	22	Oklahoma	4	0	4
Sanders	25	15	40	Oregon	13	3	16
Sheridan	16	6	22				
Silver Bow	155	62	217				

<u>States &amp; Territories (Con't)</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Pennsylvania	13	1	14
Rhode Island	1	0	1
South Dakota	21	6	27
Tennessee	8	0	8
Texas	2	2	4
Utah	4	0	4
Vermont	1	0	1
Virginia	2	1	3
Washington	49	17	66
West Virginia	2	0	2
Wisconsin	34	4	38
Wyoming	16	2	18
District of Columbia	2	1	3
Alaska	2	0	2
Canal Zone	0	1	1
Hawaii	1	2	3
Puerto Rico	<u>2</u>	<u>0</u>	<u>2</u>
Totals	498	130	628

<u>Countries</u>			
Austria	1	1	2
Canada	13	3	16
China	2	0	2
Costa Rica	0	1	1
Egypt	0	1	1
Germany	2	0	2
Guatemala	1	0	1
India	2	1	3
Iran	1	0	1
Peru	0	1	1
Philippine Islands	1	0	1
Sweden	<u>1</u>	<u>0</u>	<u>1</u>
Totals	24	8	32

Counties in Montana	2241	916	3157
Other States & Territories	498	130	628
Other Countries	<u>24</u>	<u>8</u>	<u>32</u>
Totals	2763	1054	3817

MONTANA STATE UNIVERSITY  
Missoula  
1950-51

SUMMARY OF REGISTRATION  
(Including)

Registration in the College of Arts and Sciences

DEPARTMENTS:	Graduates			Seniors			Juniors			Sophomores			Freshmen			Specials			Totals		
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T
General.....	-	-	-	-	-	-	-	-	-	10	6	16	35	21	56	-	1	1	45	28	73
Bacteriology....	5	2	7	3	2	5	2	1	3	-	3	3	1	3	4	-	-	-	11	11	22
Biology.....	1	-	1	1	2	3	1	-	1	-	-	-	-	1	1	-	-	-	3	3	6
Botany.....	3	-	3	3	-	3	1	-	1	1	-	1	-	-	-	-	-	-	8	-	8
Chemistry.....	2	1	3	3	1	4	4	-	4	3	3	6	10	-	10	-	-	-	22	5	27
Classical Lang..	1	1	2	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-	2	1	3
Economics.....	6	-	6	6	1	7	11	-	11	4	-	4	1	-	1	1	-	1	29	1	30
English.....	14	5	19	12	12	24	11	24	35	13	20	33	4	15	19	-	1	1	54	77	131
Fine Arts.....	-	1	1	4	3	7	2	2	4	5	6	11	7	6	13	-	1	1	18	19	37
Geology.....	5	1	6	12	-	12	11	-	11	14	-	14	8	-	8	-	-	-	50	1	51
Health & Phys Ed	5	2	7	29	7	36	22	8	30	35	11	46	28	11	39	1	-	1	120	39	159
History.....	21	6	27	22	13	35	14	2	16	15	4	19	5	5	10	-	-	-	77	30	107
Home Economics..	-	3	3	-	15	15	-	15	15	-	16	16	-	14	14	-	-	-	-	63	63
Mathematics.....	2	-	2	5	3	8	9	-	9	8	7	15	6	3	9	-	-	-	30	13	43
Medical Tech....	-	-	-	-	-	-	1	2	3	-	2	2	-	8	8	-	-	-	1	12	13
Modern Languages	2	3	5	1	1	2	1	5	6	1	9	10	2	3	5	-	-	-	7	21	28
Nursing Educ....	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1
Physics.....	3	-	3	6	2	8	2	-	2	2	-	2	4	-	4	-	-	-	17	2	19
Psychology.....	3	3	6	12	14	26	17	7	24	5	5	10	10	9	19	-	-	-	47	38	85
Sociology.....	5	1	6	10	8	18	10	16	26	18	15	33	7	12	19	-	-	-	50	52	102
Wild Life Tech..	5	-	5	23	-	23	23	-	23	9	-	9	4	-	4	-	-	-	64	-	64
Zoology.....	6	1	7	2	-	2	2	-	2	3	-	3	-	1	1	-	-	-	13	2	15
Pre Bus Ad.....	-	-	-	-	-	-	-	-	-	113	43	156	135	62	197	1	-	1	249	105	354
Pre Education...	-	-	-	-	-	-	-	-	-	27	15	42	16	22	38	-	-	-	43	37	80
Pre Engineering.	-	-	-	-	-	1	-	1	3	-	3	1	-	1	-	-	-	-	5	-	5
Pre Legal.....	1	-	1	-	-	10	-	10	34	1	35	23	-	23	-	-	-	-	68	1	69
Pre Medic.....	1	-	1	8	-	8	13	1	14	14	3	17	24	2	26	-	-	-	60	6	66
Pre Nursing.....	-	-	-	-	-	-	-	-	-	-	1	1	-	3	3	-	-	-	-	4	4
<b>TOTAL, Arts &amp; Sciences</b>	<b>91</b>	<b>30</b>	<b>121</b>	<b>162</b>	<b>85</b>	<b>247</b>	<b>169</b>	<b>83</b>	<b>252</b>	<b>337</b>	<b>170</b>	<b>507</b>	<b>331</b>	<b>201</b>	<b>532</b>	<b>3</b>	<b>3</b>	<b>6</b>	<b>1093</b>	<b>572</b>	<b>1665</b>
<b>SCHOOLS:</b>																					
Business Ad.....	10	1	11	195	29	224	153	29	182	-	-	-	-	-	-	1	-	1	359	59	418
Education.....	62	9	71	61	16	77	38	20	58	-	-	-	-	-	-	-	-	-	161	45	206
Forestry.....	23	-	23	87	-	87	51	1	52	63	-	63	39	-	39	1	-	1	264	1	265
Journalism.....	4	-	4	36	5	41	27	11	38	17	11	28	21	12	33	-	-	-	105	39	144
Law.....	45	2	47	95	4	99	36	-	36	-	-	-	-	-	-	-	-	-	176	6	182
Music.....	7	4	11	15	13	28	17	4	21	15	16	31	22	20	42	1	-	1	77	57	134
Pharmacy.....	6	-	6	35	1	36	24	4	28	12	4	16	16	1	17	-	-	-	93	10	103
<b>TOTAL in Schools</b>	<b>157</b>	<b>16</b>	<b>173</b>	<b>524</b>	<b>68</b>	<b>592</b>	<b>346</b>	<b>69</b>	<b>415</b>	<b>107</b>	<b>31</b>	<b>138</b>	<b>98</b>	<b>33</b>	<b>131</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>1235</b>	<b>217</b>	<b>1452</b>
Unclassified																6	13	19	6	13	19
<b>TOTAL IN UNIVERSITY</b>	<b>248</b>	<b>46</b>	<b>294</b>	<b>686</b>	<b>153</b>	<b>839</b>	<b>515</b>	<b>152</b>	<b>667</b>	<b>444</b>	<b>201</b>	<b>645</b>	<b>429</b>	<b>234</b>	<b>663</b>	<b>12</b>	<b>16</b>	<b>28</b>	<b>2334</b>	<b>802</b>	<b>3136</b>

MONTANA STATE UNIVERSITY

Missoula

DEGREES GRANTED  
1950-1951\*

Master of Arts:	Men	Women	Total
Classical Language	1	1	2
Economics	2		2
Education	3	1	4
English	6	4	10
French		1	1
Health and Physical Education	2		2
History and Political Science	12		12
Mathematics	1		1
Physics		1	1
Psychology and Philosophy	2		2
Sociology and Social Administration	3		3
Spanish	1	2	3
Zoology	1		1
Total Master of Arts	<u>34</u>	<u>10</u>	<u>44</u>
Master of Science:			
Chemistry	2		2
Master of Music:			
Music Education	4	2	6
Master of Forestry	3		3
Master of Education	27	13	40
Bachelor of Arts:			
Bacteriology and Hygiene	6	4	10
Botany	4		4
Chemistry	9	3	12
Economics	14	1	15
English	13	12	25
Fine Arts		3	3
French	1	1	2
Geology	13		13
German	1	1	2
Health and Physical Education	26	6	32
History and Political Science	25	9	34
Home Economics		13	13
Law	19		19
Mathematics	7	2	9
Physics	6		6
Pre-Medical Sciences	5		5
Psychology and Philosophy	15	8	23
Sociology and Social Administration	11	15	26
Spanish	4	7	11
Zoology	3		3
Bachelor of Science in Wildlife Technology	<u>21</u>		<u>21</u>
Total Bachelor's Degrees, Arts and Sciences	<u>203</u>	<u>85</u>	<u>288</u>
Bachelor of Arts in Business Administration	<u>202</u>	<u>23</u>	<u>225</u>
Bachelor of Arts in Education	63	14	77
Bachelor of Science in Forestry	104		104
Bachelor of Arts in Journalism	26	9	35



	Men	Women	Total
Bachelor of Music:			
Cello		1	1
Music Education	14	8	22
Piano		1	1
Voice		2	2
Total Bachelor of Music Degrees	<u>14</u>	<u>12</u>	<u>26</u>
Bachelor of Science in Pharmacy	23	5	28
Bachelor of Laws	<u>62</u>	<u>4</u>	<u>66</u>
	<u>767</u>	<u>177</u>	<u>944</u>
Secondary State Teaching Certificates	<u>187</u>	<u>94</u>	<u>281</u>

\*Spring, 1950, to Winter, 1951, inclusive.

MONTANA STATE UNIVERSITY  
 Missoula  
 PREPARATORY SCHOOLS AND COLLEGES  
 OF ENTERING CLASS  
 1950-51

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SUMMARY

	<u>Men</u>	<u>Women</u>	<u>Total</u>
1. Preparatory Schools of Entering Class (Montana) . . . . .	289	205	494
2. Preparatory Schools of Entering Class (Other States and Countries) . . . . .	67	24	91
3. Colleges of Entering Class . . . . .	310	80	390

This list Does include:

1. Students who, previous to Autumn, Winter, Spring, 1950-51, had attended only summer sessions.

This list Does Not include:

1. Students enrolled for the summer session only.
2. Students registered as Unclassified.
3. Students registered as Special.

Students in attendance at some college for less than a quarter or students who did not receive college credit for work completed since graduation from high school, are counted as entering from high school.

HIGH SCHOOLS OF ENTERING CLASS (MONTANA)

1950-51

<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Absarokee . . . . .	0	1	1
Alberton . . . . .	2	0	2
Anaconda Senior . . . . .	5	8	13
Antelope . . . . .	1	0	1
Augusta . . . . .	0	1	1
Baker . . . . .	2	0	2
Beaverhead County, Dillon . . . . .	4	2	6
Belgrade . . . . .	1	0	1
Billings Senior . . . . .	14	7	21
Boys' Central, Butte . . . . .	3	0	3
Bridger . . . . .	0	1	1
Broadwater County, Townsend . . . . .	0	1	1
Brockton . . . . .	1	0	1
Butte Public . . . . .	16	18	34
Carbon County, Red Lodge . . . . .	2	1	3
Carter County, Ekalaka . . . . .	1	0	1
Cascade . . . . .	0	2	2
Catholic Central, Anaconda . . . . .	1	0	1
Charlo . . . . .	2	0	2
Chester . . . . .	1	0	1
Chinook . . . . .	3	2	5
Choteau . . . . .	2	1	3
Circle . . . . .	1	2	3
Colstrip . . . . .	0	1	1
Columbus . . . . .	1	0	1
Conrad . . . . .	2	4	6
Corvallis . . . . .	1	1	2
Custer County, Miles City . . . . .	1	2	3
Cut Bank . . . . .	1	1	2
Darby . . . . .	2	0	2
Dawson County, Glendive . . . . .	1	1	2
Denton . . . . .	1	0	1
Drummond . . . . .	1	0	1
Fergus County, Lewistown . . . . .	3	5	8
Flathead County, Kalispell . . . . .	10	13	23
Flaxville . . . . .	0	1	1
Florence-Carlton, Florence . . . . .	1	0	1
Forsyth . . . . .	3	0	3
Fort Benton . . . . .	4	2	6
Frenchtown . . . . .	0	1	1
Fromberg . . . . .	0	1	1
Gallatin County, Bozeman . . . . .	2	1	3
Garfield County, Jordan . . . . .	0	1	1
Geraldine . . . . .	1	0	1
Geyser . . . . .	0	2	2
Girls' Central, Butte . . . . .	0	2	2

HIGH SCHOOLS OF ENTERING CLASS (MONTANA) (Con't)

<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Glasgow . . . . .	3	3	6
Granite County, Phillipsburg . . . . .	1	0	1
Grass Range . . . . .	0	1	1
Great Falls . . . . .	20	10	30
Hamilton . . . . .	4	3	7
Hardin . . . . .	2	4	6
Harlem . . . . .	2	1	3
Havre . . . . .	2	1	3
Helena . . . . .	5	10	15
Hingham . . . . .	1	0	1
Hodgeland . . . . .	0	1	1
Hot Springs . . . . .	1	2	3
Hysham . . . . .	0	2	2
Joliet . . . . .	1	0	1
Klein . . . . .	1	0	1
Lavina . . . . .	2	0	2
Libby . . . . .	4	1	5
Lincoln County, Eureka . . . . .	2	0	2
Malta . . . . .	6	1	7
Medicine Lake . . . . .	1	0	1
Montana School for the Blind, Great Falls	1	0	1
Moore . . . . .	0	1	1
Nashua . . . . .	1	0	1
Noxon . . . . .	1	0	1
Oilmont . . . . .	1	0	1
Park City . . . . .	0	1	1
Park County, Livingston . . . . .	1	6	7
Plains . . . . .	2	0	2
Plentywood . . . . .	0	1	1
Plevna . . . . .	1	0	1
Polson . . . . .	6	1	7
Powell County, Deer Lodge . . . . .	1	2	3
Project, Worden . . . . .	1	0	1
Missoula County, Missoula . . . . .	74	36	110
Ronan . . . . .	3	1	4
Roundup . . . . .	0	2	2
Roy . . . . .	0	1	1
Rudyard . . . . .	0	1	1
St. Ignatius . . . . .	3	1	4
St. Mary's, Great Falls . . . . .	1	0	1
Sacred Heart Academy, Missoula . . . . .	0	6	6
Savage . . . . .	0	1	1
Scobey . . . . .	5	2	7
Shelby . . . . .	1	0	1
Sidney . . . . .	1	2	3
Stevensville . . . . .	2	1	3
Stockett-Sand Coulee, Sand Coulee . . . . .	1	0	1
Sunburst . . . . .	1	1	2
Superior . . . . .	2	0	2

HIGH SCHOOLS OF ENTERING CLASS (MONTANA) (Con't)

<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Terry . . . . .	2	0	2
Three Forks . . . . .	2	1	3
Thompson Falls . . . . .	1	0	1
Troy . . . . .	1	0	1
Valier . . . . .	4	1	5
Victor . . . . .	1	1	2
White Sulphur Springs . . . . .	1	0	1
Whitefish . . . . .	5	0	5
Whitehall . . . . .	1	2	3
Wibaux County, Wibaux . . . . .	1	3	4
Wilsall Consolidated School, Wilsall . .	1	0	1
Winnett . . . . .	0	2	2
Wolf Point . . . . .	<u>4</u>	<u>2</u>	<u>6</u>
TOTALS	289	205	494

HIGH SCHOOLS OF ENTERING CLASS (OTHER STATES AND COUNTRIES)

1950-51

<u>State</u>	<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Alaska--	Fairbanks . . . . .	1	0	1
Canada--	Crescent Heights, Calgary, Alberta . . . . .	0	1	1
	Harmony, Champion, Alberta . . . . .	1	0	1
	St. Joseph's Seperates, Grand Prairie, Alberta . . . . .	0	1	1
	Western Canada, Calgary, Alberta . . . . .	2	0	2
California--	Mar-Ken, Los Angeles . . . . .	1	0	1
	Shasta Union, Redding . . . . .	1	0	1
	Woodrow Wilson, Long Beach . . . . .	1	0	1
Colorado--	South, Denver . . . . .	0	1	1
Connecticut--	Hartford . . . . .	1	0	1
Costa Rica--	Colegio Superiorde Senoritas, San Jose . . . . .	0	1	1
District of Columbia--	Western . . . . .	0	1	1
Georgia--	Georgia Military Academy, College Park . . . . .	1	0	1
Idaho--	Mullan . . . . .	0	1	1
	Wallace . . . . .	1	0	1
Iowa--	Cedar Rapids . . . . .	0	1	1
	Oskaloosa . . . . .	1	0	1
Illinois--	American School, Chicago . . . . .	0	1	1
	Calumet, Chicago . . . . .	1	0	1
	East Aurora, Aurora . . . . .	1	0	1
	Hyde Park, Chicago . . . . .	0	1	1
	Niles Township, Skokie . . . . .	1	0	1
	O'Fallon . . . . .	1	0	1
	Springfield . . . . .	1	0	1
	Waukegan . . . . .	1	0	1
Indiana--	Central, South Bend . . . . .	1	0	1
	Kendalville . . . . .	1	0	1
	Rushville . . . . .	0	1	1
Kansas--	Arkansas City . . . . .	1	0	1
Maryland--	Bladensburg . . . . .	1	0	1
	Richard Montgomery, Rockville . . . . .	1	0	1
Michigan--	Hartland . . . . .	1	0	1
	South Haven . . . . .	1	0	1
Minnesota--	Minneapolis Vocational . . . . .	1	0	1
	Pine River . . . . .	1	0	1
	St. Mary's Hall, Faribault . . . . .	0	1	1
	St. Thomas Military Academy, St. Paul . . . . .	1	0	1
	Shattuck School, Faribault . . . . .	1	0	1

HIGH SCHOOLS OF ENTERING CLASS (OTHER STATES AND COUNTRIES) (Con't)

<u>State</u>	<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Missouri--	Hayti . . . . .	1	0	1
Nebraska--	Senior, Grand Island . . . . .	1	0	1
Nevada--	Boulder City . . . . .	1	0	1
New Jersey--	Leonia . . . . .	1	0	1
	Matawan . . . . .	1	0	1
	Perth Amboy . . . . .	1	0	1
	Ramsey . . . . .	1	0	1
New Mexico--	Albuquerque . . . . .	1	0	1
New York--	Friends Seminary, New York City . . . . .	0	1	1
	Harpersville Central . . . . .	1	0	1
	William Cullen Bryant, New York City . . . . .	1	0	1
North Dakota--	Beach . . . . .	0	1	1
	Hettinger Public . . . . .	1	0	1
	Ray . . . . .	1	0	1
	State, Fargo . . . . .	0	1	1
	Williston . . . . .	1	1	2
Ohio--	Burbank . . . . .	1	0	1
	East Technical, Cleveland . . . . .	1	0	1
	Garfield, Akron . . . . .	1	0	1
	Hayes Junior, Youngstown . . . . .	1	0	1
	Rocky River . . . . .	1	0	1
	Xenia Central . . . . .	1	0	1
Oregon--	Hermiston Union . . . . .	1	0	1
	Vale Union . . . . .	1	0	1
Pennsylvania--	Johnstown . . . . .	1	0	1
	St. Mary's, Coaldale . . . . .	1	0	1
South Dakota--	Sturgis . . . . .	1	0	1
	Rapid City . . . . .	1	0	1
Territory of Hawaii--	St. Louis College, Honolulu . . . . .	1	0	1
Texas--	Alamo Heights, San Antonio . . . . .	1	0	1
	Arlington Heights, Ft. Worth . . . . .	0	1	1
	Lamar, Houston . . . . .	0	1	1
Washington--	Bremerton . . . . .	1	0	1
	Central Valley, Greenacres . . . . .	1	2	3
	Lewis and Clark, Spokane . . . . .	0	3	3
	Otis Orchards . . . . .	2	0	2
	Roosevelt, Seattle . . . . .	1	0	1
	St. Paul's, Tacoma . . . . .	1	0	1
	Stadium, Tacoma . . . . .	0	1	1
	Weatherwax, Aberdeen . . . . .	1	0	1

HIGH SCHOOLS OF ENTERING CLASS (OTHER STATES AND COUNTRIES) (Con't)

<u>State</u>	<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Wisconsin--	Bloomer . . . . .	2	0	2
	Rufus King, Milwaukee . . . . .	0	1	1
	St. Croix Falls . . . . .	1	0	1
Wyoming--	Johnson County, Buffalo . . . . .	1	0	1
	Sheridan . . . . .	<u>1</u>	<u>0</u>	<u>1</u>
TOTALS		67	24	91



## COLLEGES OF ENTERING CLASS

1950-51

<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Alabama State Teachers' College, Jacksonville, Alabama . . . . .	1	0	1
American Conservatory of Music, Chicago, Illinois . . . . .	1	0	1
Amherst College, Amherst, Massachusetts . . . . .	1	0	1
Antioch College, Yellow Springs, Ohio . . . . .	1	0	1
Ball State Teachers' College, Muncie, Indiana . . . . .	1	0	1
Bates College, Lewiston, Maine . . . . .	0	1	1
Black Hills Teachers' College, Spearfish, South Dakota . . . . .	1	0	1
Bombay University, India . . . . .	1	0	1
Brigham Young University, Provo, Utah . . . . .	2	1	3
California Polytechnical School, San Louis Obispo, California . . . . .	1	0	1
Carleton College, Northfield, Minnesota . . . . .	1	0	1
Carroll College, Helena . . . . .	13	1	14
Catholic University, Washington, D.C. . . . .	1	0	1
Central Washington College of Education, Ellensburg, Washington . . . . .	1	1	2
City College of the City of New York, New York City, New York . . . . .	1	0	1
Claremont Men's College, Claremont, California . . . . .	1	0	1
Clarke College, Dubuque, Iowa . . . . .	0	1	1
College Classique, Lunel, France . . . . .	0	1	1
College of Idaho, Caldwell, Idaho . . . . .	1	0	1
College of Puget Sound, Tacoma, Washington . . . . .	2	0	2
College of St. Catherine, St. Paul, Minnesota . . . . .	0	1	1
College of William and Mary, Richmond, Virginia . . . . .	0	1	1
College of Wooster, Wooster, Ohio . . . . .	0	1	1
Colorado School of Mines, Golden, Colorado . . . . .	1	0	1
Colorado State College of Education, Greeley, Colorado . . . . .	2	0	2
Colorado Womans' College, Denver, Colorado . . . . .	0	2	2
Columbia University, New York City, New York . . . . .	0	1	1
Concordia College, Moorhead, Minnesota . . . . .	1	4	5
Cornell University, Ithica, New York . . . . .	0	1	1
Custer County Junior College, Miles City . . . . .	6	0	6
Dawson County Junior College, Glendive . . . . .	1	0	1
DePaul University, Chicago, Illinois . . . . .	1	0	1
Drury College, Springfield, Missouri . . . . .	1	0	1
Eastern Montana College of Education, Billings . . . . .	17	4	21
Eastern Washington College of Education, Cheney, Washington . . . . .	1	0	1
Elmhurst College, Elmhurst, Illinois . . . . .	1	0	1
Everett Junior College, Everett, Washington . . . . .	2	0	2
Farragut College & Technical Institute, Farragut, Idaho . . . . .	1	0	1
George Washington University, Washington, D.C. . . . .	0	1	1
Glendale City College, Glendale, California . . . . .	1	0	1
Gonzaga University, Spokane, Washington . . . . .	5	0	5
Gothenburg University of Commerce, Sweden . . . . .	1	0	1
Grays Harbor Junior College, Aberdeen, Washington . . . . .	1	0	1
Great Falls College of Education, Great Falls . . . . .	13	3	16
Hamline University, St. Paul, Minnesota . . . . .	0	1	1
Harvard University, Cambridge, Massachusetts . . . . .	1	0	1
Heidelberg University, Heidelberg, Germany . . . . .	1	0	1
Holy Names College, Spokane, Washington . . . . .	0	1	1
Hope College, Holland, Michigan . . . . .	0	1	1
Indiana University, Bloomington, Indiana . . . . .	1	0	1

COLLEGES OF ENTERING CLASS (Con't)

<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Innsbruck University, Austria . . . . .	0	1	1
Iowa State College, Cedar Falls, Iowa . . . . .	1	0	1
Johannes Gutenberg Universitat in Mainz, Germany . . . . .	1	0	1
John Muir College, Pasadena, California . . . . .	1	0	1
Knox College, Galesburgh, Illinois . . . . .	1	1	2
Los Angeles City College, Los Angeles, California . . . . .	1	0	1
Luther College, Decorah, Iowa . . . . .	1	0	1
MacMurray College, Jacksonville, Illinois . . . . .	0	1	1
Macalester College, St. Paul, Minnesota . . . . .	2	2	4
Marquette University, Milwaukee, Wisconsin . . . . .	1	0	1
Minnesota State Teachers' College, Moorhead, Minnesota . . . . .	1	3	4
Missouri Valley College, Marshall, Missouri . . . . .	1	0	1
Montana School of Mines, Butte . . . . .	8	0	8
Montana State College, Bozeman . . . . .	27	8	35
Morgan Park Junior College, Chicago, Illinois . . . . .	1	0	1
Mount Royal Junior College, Calgary, Alberta, Canada . . . . .	3	0	3
Mount St. Mary's College, Los Angeles, California . . . . .	0	1	1
New York University, New York City, New York . . . . .	1	0	1
North Dakota Agricultural College, Fargo, North Dakota . . . . .	2	1	3
North Dakota School of Forestry, Bottineau, North Dakota . . . . .	1	0	1
North Dakota State Teachers' College, Dickinson, North Dakota . . . . .	1	0	1
North Dakota State Teachers' College, Valley City, North Dakota . . . . .	1	0	1
North Idaho Junior College, Coeur d'Alene, Idaho . . . . .	2	0	2
North Park Junior College, Chicago, Illinois . . . . .	1	0	1
Northeast Agricultural College, Sheridan, Wyoming . . . . .	1	0	1
Northern Idaho College of Education, Lewiston, Idaho . . . . .	2	0	2
Northern Illinois State Teachers' College, DeKalb, Illinois . . . . .	1	0	1
Northern Montana College, Havre . . . . .	20	0	20
Ohio State University, Columbus, Ohio . . . . .	1	0	1
Olympic Junior College, Tacoma, Washington . . . . .	1	0	1
Oregon State College, Corvallis, Oregon . . . . .	2	0	2
Pacific Lutheran College, Parkland, Washington . . . . .	1	0	1
Pacific University, Forest Grove, Oregon . . . . .	1	0	1
Park College, Parkville, Missouri . . . . .	0	1	1
Pennsylvania State College, State College, Pennsylvania . . . . .	1	0	1
Portland University, Portland, Oregon . . . . .	0	1	1
Purdue University, Exten. Div., Indianapolis, Indiana . . . . .	1	0	1
Purdue University, Lafayette, Indiana . . . . .	2	0	2
Reed College, Portland, Oregon . . . . .	3	0	3
Ricks College, Rexburg, Idaho . . . . .	1	1	2
Ripon College, Ripon, Wisconsin . . . . .	1	0	1
River Falls State Teachers' College, River Falls, Wisconsin . . . . .	1	0	1
Rocky Mountain College, Billings . . . . .	4	1	5
Rutgers University, New Brunswick, New Jersey . . . . .	2	0	2
St. Martin's College, Lacey, Washington . . . . .	1	0	1
St. Mary College, Xavier, Kansas . . . . .	0	1	1
St. Olaf College, Northfield, Minnesota . . . . .	0	1	1
St. Thomas College, St. Paul, Minnesota . . . . .	1	0	1
San Jose State College, San Jose, California . . . . .	5	0	5
San Francisco College for Women, San Francisco, California . . . . .	0	1	1
San Francisco State College, San Francisco, California . . . . .	1	0	1

COLLEGES OF ENTERING CLASS (Con't)

<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Santa Ana College, Santa Ana, California . . . . .	5	0	5
Seattle University, Seattle, Washington . . . . .	4	1	5
South Dakota School of Mines & Tech., Rapid City, South Dakota	1	0	1
South Dakota State Col. of Agric. & Mech. Arts, Brookings, S. Dak.	1	0	1
Southwestern University Law School, Los Angeles, California . .	1	0	1
Stanford University, Stanford, California . . . . .	2	1	3
State Normal & Industrial College, Ellendale, North Dakota . .	1	0	1
State University of Iowa, Iowa City, Iowa . . . . .	1	0	1
Sterling College, Sterling, Kansas . . . . .	1	0	1
Stockbridge School of Agriculture, Amherst, Massachusetts . . .	1	0	1
Thiel College, Greenville, Pennsylvania . . . . .	2	0	2
Tufts College, Medford, Massachusetts . . . . .	1	0	1
Union University, Albany, New York . . . . .	1	0	1
University of Arizona, Tucson, Arizona . . . . .	1	0	1
University of California, Berkeley, California . . . . .	1	0	1
University of California, Los Angeles, California . . . . .	1	0	1
University of Chicago, Chicago, Illinois . . . . .	0	1	1
University of Cincinnati, Cincinnati, Ohio . . . . .	1	0	1
University of Colorado, Boulder, Colorado . . . . .	1	0	1
University of Idaho, Moscow, Idaho . . . . .	6	1	7
University of Illinois, Urbana, Illinois . . . . .	1	0	1
University of Louisville, Louisville, Kentucky . . . . .	1	0	1
University of Minnesota, Exten. Div., Duluth, Minnesota . . . .	1	0	1
University of Minnesota, Minneapolis, Minnesota . . . . .	3	0	3
University of Missouri, Columbia, Missouri . . . . .	0	1	1
University of New Mexico, Albuquerque, New Mexico . . . . .	2	1	3
University of Notre Dame, Notre Dame, Indiana . . . . .	1	0	1
University of Oklahoma, Norman, Oklahoma . . . . .	1	0	1
University of Oregon, Eugene Oregon . . . . .	3	0	3
University of Portland, Portland, Oregon . . . . .	2	0	2
University of Southern California, Los Angeles, California . .	7	2	9
University of Tennessee, Knoxville, Tennessee . . . . .	3	0	3
University of Texas, Austin, Texas . . . . .	0	1	1
University of Tulsa, Tulsa, Oklahoma . . . . .	1	0	1
University of Utah, Salt Lake City, Utah . . . . .	3	0	3
University of Vermont, Burlington, Vermont . . . . .	1	0	1
University of Vienna, Vienna, Austria . . . . .	1	0	1
University of Washington, Seattle, Washington . . . . .	13	4	17
University of Wisconsin, Madison, Wisconsin . . . . .	3	3	6
University of Wyoming, Laramie, Wyoming . . . . .	2	0	2
Utah State Agricultural College, Logan, Utah . . . . .	2	0	2
Washington State College, Pullman, Washington . . . . .	1	3	4
Washington University, St. Louis, Missouri . . . . .	1	0	1
Weber College, Ogden, Utah . . . . .	0	1	1
Western Montana College of Education, Dillon . . . . .	10	3	13
Western State College of Colorado, Gunnison, Colorado . . . . .	1	0	1
Western Washington College of Education, Bellingham, Washington	0	1	1
Wheaton College, Wheaton, Illinois . . . . .	1	0	1
Whitman College, Walla Walla, Washington . . . . .	2	1	3
Whitworth College, Spokane, Washington . . . . .	1	1	2

COLLEGES OF ENTERING CLASS (Con't)

<u>School</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
Willamette University, Salem, Oregon . . . . .	3	0	3
William Jewell College, Liberty, Missouri . . . . .	1	0	1
Wilson College, Chambersburgh, Pennsylvania . . . . .	0	1	1
Wisconsin State Teachers' College, Eau Claire, Wisconsin . . . . .	1	0	1
Wright Junior College, Chicago, Illinois . . . . .	<u>1</u>	<u>0</u>	<u>1</u>
TOTALS	310	80	390

STATISTICAL REPORT OF CORRESPONDENCE AND EXTENSION  
April 1, 1950 to April 1, 1951

	<u>CORRES.</u>	<u>EXT.</u>	<u>TOTAL</u>
Number of students, including 7 taking both correspondence and extension, on roll, April 1, 1951.....	407	163	563
Number of registrations in force April 1, 1951.....	431	163	594
Number of new students registered from April 1, 1950 to April 1, 1951, including 24 taking both correspondence and extension.....	383	236	595
Number of new registrations from April 1, 1950 to April 1, 1951.....	494	315	809
Number of expirations, 1950-1951.....	132	5	139
Number of refunds, 1950-1951.....	90	2	92
Number of transfers, 1950-1951.....	12		12
Number of courses completed, 1950-1951.....	271	257	528
Number of registrations in force during year, 1950-1951.....	925	478	1403
Number of students registered during year, 1950-1951, including 31 students taking both correspondence and extension.....	790	399	1158
Number of students registered in 2 courses during the year, including 20 taking both correspondence and extension.....	103	89	172
Number of students registered in 3 courses during the year, including 9 taking both correspondence and extension.....	24	9	24
Number of students registered in 4 courses during the year, including 2 taking both correspondence and extension.....	3	2	3
Number of students registered in 5 courses during the year.....	2		2
Number of registrations in force April 1, 1951.....	420	214	634
Number of students, including 8 taking both correspondence and extension, on roll, April 1, 1951.....	390	214	596
Number of students enrolled in 1 course, April 1, 1951.....	356	206	562
Number of students enrolled in 2 courses, April 1, 1951, including 8 taking both correspondence and extension.....	30	8	30
Number of students enrolled in 3 courses, April 1, 1951.....	4		4

MONTANA STATE UNIVERSITY  
Missoula

SUMMARY OF STATISTICS OF CLASS ENROLLMENT, 1950-51

Department	Summer Session 1950				Academic Year				Total			
	No. of courses	No. of registrations	Student credit hours	Percentage of total student hours	No. of courses	No. of registrations	Student credit hours	Percentage of total student hours	No. of courses	No. of registrations	Student credit hours	Percentage of total student hours
General	1	21	63	.469	11	144.5	6869	6.005	11	146.6	6932	5.424
Bact. & Hygiene	2	9	37	.276	11	161	731	.639	11	170	768	.601
Botany	8	47	221	1.647	20	44.5	2015	1.762	26	492	2236	1.749
Chemistry	5	21	103	.768	22	724	3401	2.973	22	74.5	3504	2.742
Classical Languages	8	14	79	.589	15	37	172	.150	16	51	251	.196
Economics	7	113	394	2.936	23	907	3362	2.939	23	1020	3756	2.939
English	20	273	911.5	6.792	79	2784	9807	8.573	86	3057	10718.5	8.386
Fine Arts	7	47	124.5	.928	13	321	84.7	.740	15	368	971.5	.760
Geology	1	1	4	.030	17	289	1171	1.024	17	290	1175	.919
Health & Phys. Educ.	19	284	613	4.568	50	3677	5406	4.726	56	3961	6019	4.709
History & Pol. Sci.	15	267	907	6.759	65	1695	6389	5.585	66	1962	7296	5.708
Home Economics	10	65	240	1.788	24	54.7	2400	2.098	25	612	2640	2.066
Mathematics	8	93	388	2.891	20	1223	5608	4.903	21	1316	5996	4.691
Mil. Sci. & Tactics					21	1984	3075	2.688	21	1984	3075	2.406
Modern Languages	21	104	366	2.727	36	84.9	3426	2.995	38	953	3792	2.967
Physics	3	36	160	1.192	16	437	2079	1.817	16	473	2239	1.752
Psych. & Philosophy	10	185	785	5.849	27	1680	7701	6.732	28	1865	8486	6.640
Sociol. & Social Adm.	11	191	689	5.134	29	94.3	3531	3.087	30	1134	4220	3.302
Zoology	11	105	471	3.510	20	691	2967	2.594	25	796	3438	2.690

School

Business Adm.	14	293	1053	7.847	58	4186	15132	13.228	59	4479	16185	12.663
Education	47	1227	4180.5	31.151	24	1612	6397	5.592	50	2839	10577.5	8.276
Forestry					46	1640	5910	5.167	46	1640	5910	4.624
Journalism	9	73	169	1.259	39	1129	2716	2.374	42	1202	2885	2.257
Law	7	183	776	5.782	29	2837	6566	5.740	31	3020	7342	5.744
Music	28	293	507.5	3.782	64	3163	4454	3.894	68	3456	4961.5	3.882
Pharmacy					39	600	2064	1.804	40	64.5	224.2	1.754
Religion	7	4.5	178	1.326	5	41	195	.171	5	41	195	.153

Totals	279	3990	13420	100.000	823	3604.7	114391	100.000	894	40037	127811	100.000
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\*All duplicate courses eliminated

MONTANA STATE UNIVERSITY  
Missoula

STATISTICS OF CLASS ENROLLMENT

1950-51

DEPARTMENT OR SCHOOL	(Credits)	Summer 1950		Autumn		Winter		Spring		
		Students Enrolled	Student Hours	Students Enrolled	Student Hours	Students Enrolled	Student Hours	Students Enrolled	Student Hours	
<b>GENERAL:</b>										
11abc	Introduction to Social Science	(5)		73	350	65	295	49	225	
13abc	Introduction to Biological Science	(5)		250	1220	203	980	182	895	
15abc	Introduction to Humanities	(5)		217	1020	188	905	178	880	
100	Conservation of Human and Natural Resources	(3)	21	63				19	54	
150	Wildlife Seminar	(2-3)	—	—	12	24	9	21	—	
	Totals		21	63	552	2614	465	2201	428	2054
<b>DEPARTMENT OF BACTERIOLOGY and HYGIENE</b>										
<b>BACTERIOLOGY and HYGIENE:</b>										
19	Elementary Bacteriology	(5)	7	35	13	55				
101ab	Pharmaceutical Bacteriology	(5)			30	150	28	140		
117	General Bacteriology	(5)			22	105				
118	Immunology	(5)					18	90		
119	Pathogenic Bacteriology	(5)							11	55
121	Diagnostic Bacteriology	(5)							2	10
122	Bacteriology of Foods and Water	(5)					4	20		
129	Bacteriological Journals	(1)	2	2	8	8	3	3	3	3
131	Advanced Bacteriology	(2-5)			9	45	4	20	4	17
200	Advanced Bacteriological Problems	(5)	—	—	—	—	1	5	1	5
	Totals		9	37	82	363	58	278	21	90
<b>DEPARTMENT OF BOTANY</b>										
<b>BOTANY:</b>										
10ab	Forest Botany	(5)					48	225	35	175
11a	General Botany	(5)			42	190				
11b	General Botany	(5)	25	125			32	145		
12	Classification of Spring Flora	(3)							27	78

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

BOTANY (Con't)

13	Pharmaceutical Botany	(5)			19	95			
21	Plant Anatomy	(5)			1	5			
22	Plant Physiology	(5)					61	295	
51	Plant Ecology	(5)							59 285
S 61	Introduction to Systematic Botany	(3-4)	9	35					
125	Forest Pathology	(5)							40 200
126	Evolution	(3)					23	63	
141	Morphology of the Thallophytes	(5)			6	30			
142	Morphology of the Bryophytes and Pteridophytes	(4)					5	20	
143	Morphology of the Spermatophytes	(4)							5 20
152	Advanced Physiology and Ecology	(3)							2 6
S 160	Systematic Botany	(6)	3	18					
161a	Systematic Botany	(5)					19	95	
161b	Systematic Botany	(3-4)	2	7					13 65
S 163	Aquatic Flowering Plants	(3)	4	12					
S 164	Agrostology	(3)	1	3					
168	Microtechnique	(2)							3 6
199	Special Problems in Botany	(3)					1	3	
S 199	Special Problems in Botany	(3-6)	1	6					
200	Advanced Botanical Problems	(3-5)					1	5	3 9
S 200	Advanced Botanical Problems	(6-9)	2	15					
Tot als			47	221	68	320	190	851	187 844

DEPARTMENT OF CHEMISTRY  
CHEMISTRY:

11abc	General Chemistry	(5)			124	620	94	440	78 385
13ab	Inorganic Chemistry	(5)			104	475	86	420	
13c	Qualitative Analysis	(5)			2	10			58 275
15	Advanced Qualitative Analysis	(5)					8	40	
17	Quantitative Analysis	(5)							14 65
19	Organic Chemistry	(5)	8	40			6	30	
40	Elementary Physical Chemistry	(5)							3 15
101a	Carbon Compounds	(5)			52	245			
101b	Carbon Compounds	(5)	1	5			42	195	
102	Organic Qualitative Analysis	(2)	3	6					3 6
103	Physiological Chemistry	(5)							9 45
106ab	Physical Chemistry	(5)			5	25	5	25	
110	Organic Industrial Chemistry	(5)							4 20
111	Technical Analysis	(2-4)	3	12	4	6	1	2	1 2
113a	Journal Club	(1)			5	5			
113c	Journal Club	(1)					6	6	4 4
160	Advanced Organic Chemistry	(5)							1 5
200	Advanced Courses and Research	(1-12)	6	40	2	15	2	15	1 5
Tot als			21	103	298	1401	250	1173	176 827



DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

DEPARTMENT OF CLASSICAL LANGUAGES

LATIN:

11a	Elementary Latin	(5)	1	5	2	10				
11bc	Elementary Latin	(5)					3	10	3	15
13a	Intermediate Latin	(5)	2	10	4	20				
13b	Intermediate Latin	(5)					2	10		
13c	Intermediate Latin	(5)	1	5					4	20
15a	College Freshman Latin	(2-5)	1	2	2	10				
150	Latin Seminar	(2-5)	1	2	1	5	3	13	1	5
200	Research in Latin	(4-10)	4	34	2	10	1	4	1	10

GREEK:

11a	Elementary Greek	(5)	2	10			1	5		
11b	Elementary Greek	(5)							1	5
13ab	Intermediate Greek	(3)			2	6	1	3		
15a	Advanced Greek	(3)							1	3
200	Research in Greek	(3-5)			1	5	1	3		
IW	Greek	(5-6)	<u>2</u>	<u>11</u>						
	Totals		14	79	14	66	12	48	11	58

DEPARTMENT OF ECONOMICS

ECONOMICS:

11a	Principles of Economics	(4)	25	96	203	792	83	308	54	212
11b	Principles of Economics	(4)	11	44	42	164	158	612	77	304
19	World Resources and Industries	(4)							25	96
101	Money and Banking	(4)	29	116	20	72				
102	Transportation	(4)							21	84
103ab	Public Utility Economics	(4)			19	76	4	16		
104a	Public Finance	(4)					22	88		
107	Contemporary Economic Problems	(4)							6	24
109	Economics of Consumption	(3)	17	51			11	33		
110	Agricultural Economics	(3)			16	48				
111	Advanced Economics	(4)			16	64				
112	Development of Economic Theory	(4)							12	44
113a	Labor Economics	(3)	26	72	21	60				
113b	Labor Economics	(3)					7	15		
114	Industrial Relations	(3)							13	33
115	Economics of Montana	(3)					24	66		
120	Comparative Economic Systems	(4)							12	32
130	Social Insurances	(3)							3	9
155	Monetary Theory, Credit and Prices	(4)					7	28		
190	Advanced Problems	(1-2)	2	3	5	7	3	5	2	3
195	Seminar in Economics	(1-2)			6	12	2	3	1	1
201	Graduate Research	(2-5)	<u>3</u>	<u>12</u>	<u>5</u>	<u>20</u>	<u>4</u>	<u>18</u>	<u>3</u>	<u>13</u>
	Totals		113	394	353	1315	325	1192	229	855

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

DEPARTMENT OF ENGLISH  
COMPOSITION, LANGUAGE AND LITERATURE  
SPEECH:  
DRAMA AND THEATRE:

DEPARTMENT OR SCHOOL	(Credits)	Summer 1950	Autumn	Winter	Spring	
A	Preparatory Composition	(0)		105 0	15 0	
11a	Language in Action	(5)	7 35	203 1005	169 825	42 205
11b	Language in Action	(5)		65 300	174 855	164 468
12abc	Language in Action	(3)		93 273	86 255	82 246
EDr 15	Applied Acting	(1)		4 4	5 1	
EDr 16	Applied Stagecraft	(1)		4 4	8 8	7 7
19	Technique of Poetry	(4)				10 32
ESp 20	Principles of Speech	(2½-5)	47 210	129 615	95 460	130 630
ESp 21	Argumentation	(5)		22 110	20 95	31 140
S 29a	Lectures and Readings	(1)	3 3			
EDr 30	Introduction to the Theatre	(3)		23 69		
30a	Composition	(3)	12 36	31 93	19 57	22 63
30b	Composition	(3)				14 42
EDr 40	Elementary Acting	(3)			19 57	
EDr 41	Elementary Direction	(3)				8 24
ESp 43	Elementary Phonetics	(3)				27 75
EDr 45	Radio Drama	(2)			17 34	
ESp 45	Radio Speech	(1-2)	8 11	15 48		
ESp 46	Radio Production and Directing	(2-4)	6 16			
ESp 46ab	Radio Production and Directing	(2)			3 6	3 6
EDr 50	Making of Sets	(2)			11 22	
EDr 51	Stage Lighting	(2)				10 20
55ab	Contemporary Literature	(4)		19 76	28 104	
55c	Contemporary Literature	(2-4)	13 50			24 92
57abc	Shakespeare and Contemporaries	(4)		23 88	35 132	34 120
59ac	American Literature	(4)		35 128		40 140
59b	American Literature	(2-4)	27 92		49 188	
EDr 60	Advanced Acting	(3)			6 18	
ESp 61	Business and Professional Speaking	(3)				13 33
ESp 67	Debate	(2)		6 12	7 12	11 20
ESp 68	Voice and Diction	(3)		19 57		
ESp 69	Oral Interpretation	(2-4)	25 74		19 36	19 38
70	The Writing of Drama	(2)			2 4	1 2
72abc	Literary Composition	(2)		9 18	7 14	9 18
75abc	The Novel	(3)		13 39	18 54	28 81
EDr 75	Stage Makeup	(2)		7 14		
EDr 76	Stage Costuming	(2)		3 6		
96	English Club	(1)		1 1		3 3
EDr 105	American Drama and the Theatre	(3)				4 12
ESp 121	The Teaching of Speech	(1-2)	9 15			
ESp134ab	Speech Correction	(3)		19 54	26 78	
ESp 135	Speech Clinic Practice	(2)		8 14	5 10	7 14
ESp 150	History of Public Address	(3)			7 21	
160ac	Creative Writing	(2)		6 12		6 12
160b	Creative Writing	(1-2)	10 10		5 10	

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

COMPOSITION, LANGUAGE AND LITERATURE:

SPEECH:

DRAMA AND THEATRE: (Con't)

ESp 161	Practical Speaking for Adminis trators	(1½-3)	10	28½						
162	American Realism: Twain, Howells, and James	(3)							10	30
165	Middle English Literature	(4)					8	32		
166	Irish Literature Since 1890	(4)					5	20		
169abc	Literary Values	(2)			21	36	13	22	17	20
171abc	Renaissance Literature: European and British	(3)			25	69	22	66	8	21
173a	British Literature (1500-1745)	(3)	14	39						
174abc	British Literature (1745-1890)	(3)			20	60	19	57	21	63
S 175	The Novel (American)	(1½-3)	18	51						
S 177b	The Drama	(1½-3)	13	36						
187	The English Language	(2-4)	15	54					9	32
EDr S189	Workshop in Drama and Theatre	(2-10)	17	89						
EDr 190	Theatre Projects	(2-3)						1	3	2
191	History of English Literature	(4)						20	80	
EDr 191	Readings in Theatre	(2-4)			2	6	3	8	3	6
192	Major Writers	(3)	4	12	7	21	8	21	10	30
EDr 195	Advanced Direction	(3)			1	3				
EDr 197	Stage Design	(3)			1	3				
198abc	English Studies	(2)			4	8	5	10	4	10
199	Seminar	(2-3)	2	4	13	26	6	13	2	4
200	Graduate Seminar	(1-7)	13	46	8	17	11	31	9	36
	Totals		273	911½	964	3289	976	3719	844	2799

DEPARTMENT OF FINE ARTS

FINE ARTS:

23	Drawing	(1½-3)	18	51	40	114	42	117	19	57
25a	Color and Design	(1½-3)	3	7½	19	51				
25b	Color and Design	(3)	1	3			16	45		
27	Elementary Crafts	(2)	12	24						
31abc	History of Art	(3)			20	54	15	45	17	51
35	Sculpture	(3)					13	39	10	30
37	Mediums	(1½-3)	3	7½	9	27				
39	Water Color	(3)	3	9					18	54
40	Painting	(3)			12	33	12	36	10	24
51	Life Drawing	(1)			7	7	8	8	16	14
125	Advanced Design	(2-3)			2	5	2	5	3	10
140	Advanced Painting	(1-5)			2	4	3	9	6	8
IW	Fine Arts	(1½-2)	7	22½						
	Totals		47	124½	111	295	111	304	99	248

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

DEPARTMENT OF GEOLOGY  
GEOLOGY:

10	World Geography	(3)				21	60		
11ab	General Geology	(5)			87	405	19	90	
22	Historical Geology	(4)			14	56	12	48	
23	Stratigraphy of North America	(4)							13 52
24	Minerology	(4)			10	40	9	36	
26	Petrology	(4)							9 36
35	Field Geology	(5)							10 45
101abc	Economic Geology	(4)			10	36	5	16	4 16
110	Geology Field Trip	(2)							8 14
111	Invertebrate Paleontology	(4)			11	44	9	32	
121	Structural Geology	(4)	1	4	1	4	8	32	
124	Petography	(4)			4	16	3	12	4 16
137	Advanced Geologic Problems	(3-5)			1	5	2	7	12 43
201	Research	(3-4)			1	3	1	4	1 3
	Totals		1	4	139	609	89	337	61 225

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION  
HEALTH AND PHYSICAL EDUCATION:

S 11	Physical Education	(1)	37	32					
11abc, 12abc, 14ac	Freshmen and Sophomore Physical Education (Men, Activity Skills)	(1)			638	595	477	445	426 401
11abc, 12abc, 14abc	Freshmen and Sophomore Physical Education (Women, Activity Skills)	(1)			423	400	385	370	343 318
15a	Activity Skills	(1)			36	35	8	7	1 1
15b	Activity Skills	(1)	4	4	3	3	39	36	1 1
15c	Activity Skills	(1)			9	9	9	9	18 17
20a	Human Anatomy	(5)	9	45	43	215			
20b	Human Anatomy	(5)					51	245	
32	First Aid	(2)	21	42	26	52			46 92
36	Technique of Teaching Swimming	(2)	9	16					44 88
40	Athletic Training	(2)	22	44			22	44	
45a	Dance Methods and Materials	(2)			8	16			
45b	Dance Methods and Materials	(2)	8	16			9	16	
45c	Dance Methods and Materials	(2)							8 16
S 58	Advanced Coaching Techniques	(1)	51	48					
59	Coaching of Baseball	(2)							16 32
60	Coaching of Basketball	(2-4)	19	38	47	188	1	4	
61ab	Coaching of Track	(2)					29	54	34 66
62a	Coaching of Football	(2)	9	18			27	54	
62b	Coaching of Football	(2)							23 46
63abc	Teaching of Sports for Women	(2)			14	28	14	28	11 20
S 65	Introductory Activities for High School Girls	(2-4)	4	14					
S 111	Water Safety and Life Saving	(2)	8	16					
S 132	Instructor's First Aid	(2)	15	30					

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

HEALTH AND PHYSICAL EDUCATION: (Con't)

135	Supervision and Teaching in Physical Education	(4)				59	232		
136	Kinesiology	(5)				30	145		
137	School Gymnastics	(4)							53 208
141	Corrective Physical Education	(4-5)	12	48		1	5		34 170
148	Physiology of Exercise	(2)			1	2	26	52	
150	Organization and Administration	(4)	1	4	66	256			
151	Curriculum Construction	(4)			7	28			
152	Physical Therapy	(4)							15 52
153	Health Education	(4)	34	132					37 144
S 154	Problems in Physical Education	(2)	7	14					
160	Seminar in Health Education	(1-3)	8	16	10	17	9	20	10 20
170	Recreational Leadership	(3)			6	18	13	36	
203	Tests and Measurements	(4)			4	16	1	4	
204	Research in Health and Physical Education	(4-11)	6	36	2	10	3	15	1 5
	Totals		284	613	1343	1888	1213	1821	1121 1697

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE  
HISTORY AND POLITICAL SCIENCE:

12ab	Political and Economic Development of Modern Europe	(5)			86	420	77	350	
13abc	English History	(3)			36	96	21	57	25 66
14	Introduction to Government	(5)							47 230
17	American Government and Politics	(4)			99	396	66	264	46 184
18	State and Local Government	(4)			41	164	28	112	77 308
20	Comparative Governments	(2-4)	22	76	20	76			27 96
21a	United States History	(2-4)	53	200	119	464			
21b	United States History	(2-4)	16	58			114	444	
21c	United States History	(4)							114 436
29	French Revolution and Napoleonic Era	(4)							11 40
30a	Europe in the 19th Century	(1½-3)	26	72	26	75			
30b	Europe in the 19th Century	(3)					24	72	
33	Medieval Europe	(3)			19	57			
34	Renaissance and Reformation	(3)							14 39
35	The Old Regime	(3)					13	39	
101	American Frontiers	(1½-3)	10	27	10	30			
102ab	History of the Northwest	(3)					8	24	11 33
103	The Early 20th Century	(3)							22 63
104	Historical Methods	(3)	13	39	29	84			10 30
105a	Seminar in History and Political Science	(1-4)	5	15			7	19	
105b	Seminar in History and Political Science	(2-4)							8 21
106ab	International Law	(3)			17	48	13	39	
107ab	Diplomatic History of Europe	(3)			12	36	14	39	

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

HISTORY AND POLITICAL SCIENCE: (Con't)

108	Present World Problems	(1½-3)	23	60				18	51
110	History of the British Empire Since 1783	(4)			8	28			
S 113	Representative Americans	(1½-3)	12	33					
114ab	Russia and Poland	(4)			21	84	22	88	
115	Theories of the State	(4)			6	24			
116ab	Principles of Public Administration	(2-4)					10	36	5 10
117ab	History of the Far East	(4)			6	24	6	24	
119	Constitutional History of the U.S.	(4)			7	24			
120	American Foreign Relations	(4)					15	56	
121ab	Central Europe	(4)					12	44	9 36
122	Montana History	(3)			8	24			
123abc	Hispanic American History	(4)			15	48	11	44	10 40
124	International Organizations	(3)							8 24
125	Economic History of the United States	(2-4)	24	78			16	64	
126	Economic History of Europe	(4)							13 48
127ab	English Constitutional History	(4)			4	16	4	12	
128	American Colonial History	(4)					8	28	
129	Social and Cultural History of the United States	(4)					4	12	
130	American and Political Theories	(3)							7 18
131	Recent American History	(4)							10 40
132	Contemporary Europe	(4)							20 80
136	Government Regulation of Business	(3)					14	42	
139	History of Canada	(2-4)	28	102					3 12
140	History of Greece	(4)					18	72	
141	History of Rome	(4)							12 44
142	Ancient Near East	(2-4)	16	54	5	20			
165	History of Mexico	(4)							8 32
200	Seminar in American History	(2-11)	13	65	6	20	8	36	8 42
201	Seminar in European History	(2-11)	4	18	2	8	2	15	2 7
203	Seminar in Political Science	(2-10)	2	10	2	10	4	21	7 30
Totals			267	907	604	2276	539	2053	552 2060

DEPARTMENT OF HOME ECONOMICS  
HOME ECONOMICS:

17abc	Introduction to Home Economics	(5)			69	340	77	370	55 270
18	Clothing Design	(4)	6	24			25	96	
24	Elementary Nutrition	(5)							77 380
80	Problems in Home Equipment	(4)			22	84			
82	Textiles	(4-5)							30 133
S 86	Weaving	(3-4)	14	54					
119	House Planning and Furnishing	(2½-5)	17	70			21	105	
120	Clothing	(5)	1	5			12	60	

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

HOME ECONOMICS: (Con't)

122	Nutrition	(5)			12	60				
123	Nutrition in Disease	(4)							4	16
124	Child Development	(1-5)	11	42	8	26	6	27	8	29
125	Child Nutrition	(3)					7	21		
127	Home Living Center	(5)	1	5			9	45	6	30
128	Home Management	(2)	4	8			9	18	6	12
129	Problems in Family Living	(3)	7	21	16	48				
131	Problems of the Consumer	(3)							10	30
133	Institutional Cookery	(4)			2	8				
134	Institutional Buying	(4)					2	8		
135	Institutional Organization and Management	(3)							2	6
138	Experimental Foods	(4)							12	48
163	Problems in Teaching Home Economics	(4)					7	24	14	52
183	Advanced Problems in Teaching Home Economics	(3)	3	9					11	33
198	Problems in Home Economics	(1-5)	<u>1</u>	<u>2</u>	<u>4</u>	<u>10</u>	<u>3</u>	<u>6</u>	<u>1</u>	<u>5</u>
	Totals		65	240	133	576	178	780	236	1044

DEPARTMENT OF MATHEMATICS  
MATHEMATICS:

10	Intermediate Algebra	(2½-5)	15	72½	52	245	35	160	30	135
11	Solid Geometry	(5)							6	20
13	Plane Trigonometry	(2½-5)	17	67½	33	140	41	175	56	275
14	Spherical Trigonometry	(5)					15	70		
16	College Algebra	(2½-5)	12	40	37	175	34	150	25	105
18	Business Mathematics	(5)			110	510	27	125		
19	Elementary Mathematics of Investments	(5)	7	35	104	480	106	470	27	135
21	Plane Analytic Geometry	(5)	13	55					54	255
22	Calculus I	(5)	13	55	38	170				
23	Calculus II	(5)					27	125		
25	Elementary Statistics	(2½-5)	12	47½	62	275	84	415	111	520
26	Advanced Statistics	(5)							16	60
101	Ordinary Differential Equations	(5)			10	50				
104	Theory of Equations	(5)					10	50		
107a	Calculus III	(5)							17	80
107b	Calculus IV	(5)					7	25		
125	Solid Analytic Geometry	(5)							7	30
131	Teaching of Secondary Mathematics	(4)					18	68		
150	Seminar	(5)			6	30	6	30	7	30
200	Graduate Seminar	(5)			3	15	1	5	1	5
IW	Mathematics	(2½-5)	<u>4</u>	<u>15½</u>						
	Totals		93	388	455	2090	411	1868	357	1650

DEPARTMENT OR SCHOOL		(Credits)	Summer 1950	Autumn	Winter	Spring
DEPARTMENT OF MILITARY SCIENCES AND TACTICS						
MILITARY SCIENCE:						
6abc	ROTC II-A	(1)		133 122	106 101	99 98
11abc	ROTC I	(1)		304 296	247 241	248 239
12abc	ROTC II	(1)		105 102	82 79	80 78
13abc	ROTC III	(3)		64 189	76 228	76 225
14abc	ROTC IV	(3)		22 66	22 66	22 66
15abc	ROTC III-A	(3)		70 198	71 213	76 225
16abc	ROTC IV-A	(3)		20 60	31 93	30 90
Totals				718 1033	635 1021	631 1021

DEPARTMENT OF MODERN LANGUAGES  
FRENCH:

11a	Elementary French	(5)	14	65	59 265	19 70		
11b	Elementary French	(5)				52 240	10	50
13a	Intermediate French	(5)	7	25	11 55		38	185
13b	Intermediate French	(4)	13	52	19 76	10 40		
15	Advanced French	(4)	3	12	14 52	18 72	12	44
17	French Grammar Review and Composition	(4)	3	12		10 32	10	36
18	Advanced French Grammar and Composition	(3)			3 9			
119	General Survey of French Literature	(4)	5	16	4 16			
125	French Culture and Life	(3)				3 9		
126	French Poetry	(3)					4	12
127	The 19th Century French Literature	(3)					9	24
128	Advanced French Conversation	(1)	1	1	5 5	6 6	7	5
132	Seminar: Studies in Outstanding Writers	(2-3)	5	12		2 6	1	3
200	Graduate Seminar in French	(3-9)	1	9	1 6	1 3	1	6

GERMAN:

11a	Elementary German	(5)			48 230	17 80		
11b	Elementary German	(5)				41 195	14	70
13a	Intermediate German	(5)			11 45		25	125
13b	Intermediate German	(4)			31 116	9 32		
15	Advanced German	(4)				23 88	8	32
17	German Grammar, Composition, Conversation	(4)					3	12
150	German Readings	(4)					2	8

SPANISH:

11a	Elementary Spanish	(5)	9	35	32 150	15 60		
11b	Elementary Spanish	(5)			2 10	29 130	13	55
13a	Intermediate Spanish	(5)	3	15	10 50	1 5	21	95
13b	Intermediate Spanish	(4)	7	28	17 64	7 28	1	4



DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SPANISH: (Con't)

15	Advanced Spanish	(4)	1	4	7	28	14	56	13	52
17	Spanish Grammar, Composition, Conversation	(4)	2	4			10	36	6	24
18	Advanced Spanish Composition and Conversation	(3)	7	18	12	36			12	36
119	General Survey of Spanish Literature	(3)			11	33				
122	Picaresque Novel	(3)							3	9
124	19th Century Spanish Drama	(3)	1	3						
125ab	Spanish-American Literature	(2-3)	8	22			6	18	9	27
127	Contemporary Spanish Drama	(2-3)	2	5	5	12				
128	Advanced Spanish Conversation	(1)	8	8	9	8	7	6	7	6
129	Contemporary Spanish Novel	(3)					4	9		
133	Seminar	(3)	1	3						
200	Graduate Seminar in Spanish	(1-7)	3	17	1	6	1	4	3	9
	Totals		104	366	312	1272	305	1225	232	929

DEPARTMENT OF PHYSICS

PHYSICS:

11a	General Physics	(5)	18	80	129	620				
11b	General Physics	(5)	15	65			53	265		
11c	General Physics	(5)							56	275
20abc	General Physics	(5)			32	155	27	130	18	85
25	Selected Topics from General Physics	(5)					53	260		
114	Electricity	(5)	3	15			9	45		
122	Light	(5)			15	70				
166	Electronics	(5)							7	35
170ab	Theoretical Physics	(5)					11	50	10	50
180	Seminar	(1)							10	9
201	Research	(5)					2	10	1	5
252	Radiation and Atomic Structure	(5)					1	5		
254	Quantum Mechanics	(5)							3	10
	Totals		36	160	176	845	156	765	105	469

DEPARTMENT OF PSYCHOLOGY AND PHILOSOPHY

PSYCHOLOGY AND PHILOSOPHY:

10	How to Study and Work Effectively	(3)					13	39	8	21
11	General Psychology	(5)	30	145	302	1480	155	755	179	860
12	Experimental Psychology	(5)			14	70				
13	Child and Adolescent Psychology	(5)	31	150	56	270			58	280
14	Social Psychology	(5)			37	160	41	190	72	350
15	Psychology of Personality	(3)							30	87
30	Applied Psychology	(5)					34	160		
32	Psychology of Business	(5)			49	230	47	225	66	325

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

PSYCHOLOGY AND PHILOSOPHY: (Con't)

40	Industrial Psychology	(3)						45	132	
41	Personnel Psychology	(3)				37	108			
50	Logic	(5)	33	145	20	100	23	100	21	100
51	Ethics	(5)					27	125		
52ab	History of Philosophy	(5)					19	95	12	60
55	Introduction to Philosophy	(5)	23	105	48	225				
S 103	Psychology of Learning	(3)	9	27						
104	Systematic Psychology	(5)			8	40				
105	Physiological Psychology	(3)	1	3					9	27
111	Advanced General Psychology	(5)					13	65		
112	Experimental Psychology	(5)							4	20
115	Abnormal Psychology	(5)			41	185			59	290
116	Psychology of Adjustment and Mental Hygiene	(2-4)	35	120			38	152		
129	Individual Differences	(5)			28	135				
130	Psychological Testing	(5)	12	60			19	90		
131	Clinical Psychology	(5)							5	25
132	Individual Testing	(3)			1	3	5	15	3	9
190	Problems in Psychology and Philosophy	(1-7)	8	18	7	18	9	20	12	33
201	Research	(3-10)	<u>3</u>	<u>12</u>	<u>3</u>	<u>10</u>	<u>2</u>	<u>12</u>	<u>1</u>	<u>5</u>
	Totals		185	785	614	2926	482	2151	584	2624

DEPARTMENT OF SOCIOLOGY AND SOCIAL ADMINISTRATION  
SOCIOLOGY AND SOCIAL ADMINISTRATION:

15a	Introduction to Anthropology	(4)	27	100	52	200				
15b	Introduction to Anthropology	(4)					32	124		
16	Elementary Sociology	(4)	33	132	87	336	58	228		
17	Social Problems	(4)	26	100			72	288	62	240
18	Social Organization of Primitive Peoples	(4)							34	136
100	Courtship and Marriage	(3)	22	66	31	90	36	108	48	144
118	Social Science Methods	(4)			26	104				
119	Rural Sociology	(2-4)	24	80			19	72		
120	Population	(4)							23	84
122	Criminology	(5)							58	285
123	Regional Society	(4)							27	104
125	Development of Social Theory	(4)			12	48				
126	Principles of Sociology	(3)							8	24
127	Social Control	(4)					10	40		
129	The Family	(2-4)	27	88	48	184				
130	Principles of Social Case Work	(4)			10	40				
131	Introduction to Social Adminis- tration	(4)	5	20	23	92				
132	Principles of Group Work	(4)							12	40
133	Community Organization	(2-4)	22	84			15	60		

DEPARTMENT OR SCHOOL		(Credits)	Summer 1950	Autumn	Winter	Spring	
SOCIOLOGY AND SOCIAL ADMINISTRATION: (Con't)							
134	Field Work: Social Administration (2-4)			10 36	12 48	6 20	
135	Child Welfare (4)				20 76		
136	Public Welfare Administration (4)					5 8	
139	Archaeology of Montana (3)					12 30	
142	Culture and Personality (3)					13 36	
145	Anthropology of North America (4)			18 64			
146	Anthropology of Africa (4)				15 60		
170	Recreational Leadership (3)					22 63	
180	Archaeological Survey (5)	2	10				
190	Advanced Problems (1-2)	2	4	3	5	1 1	
201	Graduate Research (3-5)	1	5	2	10	1 1	
Totals			191	689	322 1209	290 1107	331 1215

DEPARTMENT OF ZOOLOGY  
ZOOLOGY:

10	General Zoology (3-5)	20	98	93	440		
14ab	Elementary Zoology (5)			126	610	96	450
15	Field Zoology (3-5)	1	5				49 135
23	Comparative Vertebrate Zoology (5)						30 150
24	Human Physiology (5)	41	190				89 440
102	Vertebrate Embryology (5)					13 60	
105	General Histology (5)					7 35	
107	Aquatic Biology (5)						21 100
108	Ornithology (5)						8 40
3 108	Ornithology (3)	12	26				
109	Mammalogy (5)			14	70		
S 109	Mammalogy (6)	13	72				
110	Ichthyology (5)			25	125		
118	Forest Entomology (3)						16 45
125	Genetics (5)			10	50		
128	Animal Ecology (5)						14 70
129	Biological Literature (1)			22	22	21	19
131	Advanced Vertebrate Zoology (2-3)	2	5	3	8	8	30
132	Advanced Invertebrate Zoology (2-3)			2	6	1	2
S 161	Limnology (6)	6	36				
S 164	Natural History of Invertebrates (3)	3	9				
165	Entomology (5)			3	15		
S 166	Aquatic Insects (3)	1	3				
S 199	Special Problems in Zoology (3-6)	3	12				
200	Advanced Zoological Problems (3-5)			2	10	2	8
S 200	Advanced Zoological Problems (3-6)	3	15				1 5
Totals			105	471	300 1356	148 604	243 1007

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF BUSINESS ADMINISTRATION

		(Credits)	Summer 1950	Autumn	Winter	Spring
11a	Elementary Accounting	(5)	21 105	188 875	66 285	41 195
11b	Elementary Accounting	(5)	12 55	33 145	138 650	43 205
12	Intermediate Accounting	(4)		47 180		
14	Analysis of Financial Statements	(4)	22 84			50 188
20a	Beginning Typewriting	(1-2)	12 17	59 108	23 44	44 86
20b	Beginning Typewriting	(2)		25 48	25 48	31 54
20c	Beginning Typewriting	(2)		27 50	20 38	36 70
21	Advanced Typewriting	(1-2)	18 34	28 54	24 46	32 54
22a	Stenography	(2½-5)	19 62½	81 375	36 155	
22b	Stenography	(5)			71 345	37 170
22c	Stenography	(2½-5)	15 47½	14 45		65 300
23a	Advanced Stenography	(5)			34 150	1 5
23b	Advanced Stenography	(5)				29 125
24ab	Advanced Shorthand Transcription	(1)			31 30	27 25
25	Office Machines Practice	(1-2)	25 46	51 90	52 102	50 98
26	Beginning Secretarial Practice	(1-2)	14 24	20 38	21 42	25 50
41abc	Business Law	(3)		187 549	180 534	132 393
113ab	Advanced Accounting	(4)			39 156	34 132
114	Cost Accounting	(4)				29 116
115ab	Auditing	(4)		26 104	13 52	
123	Principles of Insurance	(3)		65 186	29 87	15 45
124	Life Insurance	(3)				30 90
125	Property Insurance	(3)			31 93	
129	Principles of Organization and Management	(4)	45 172	78 304	73 284	46 176
131	Real Estate	(4)			50 192	45 180
132	Credits and Credit Administration	(3)		31 93	23 69	
133	Corporation Finance	(5)	24 120		41 205	20 100
134	Financial Organization	(5)		87 430	48 235	35 175
135	Bank Management	(4)				10 40
142	Methods of Teaching Shorthand	(3)		24 72		
143	Methods of Teaching Typewriting	(3)				25 63
145	Income Tax	(4)		20 80		22 68
146ab	Accounting Systems	(3)		24 72	15 45	
147	Municipal Accounting	(3)				19 57
149	C. P. A. Problems and Review	(4)				16 64
151	Marketing	(5)	33 155	112 540	45 225	24 115
152	Foreign Trade	(4)	32 128		36 132	32 120
153	Market Research and Market Analysis	(3)		9 24		7 21
154	Investments	(3)		10 30		
155	Advertising Procedure	(4)		40 152	18 64	
156a	Business Cycles and Business Forecasting	(3)			16 42	
157	Salesmanship	(3)		15 45		26 78
158	Sales Management	(4)		22 88	21 76	
159	Retailing	(5)		44 210	52 245	26 120
160	Retail Store Management	(4)			10 36	18 72
161	Wholesaling	(4)		35 132	14 56	
180	American Industries	(4)		49 188		31 124

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF BUSINESS ADMINISTRATION (Con't)

181	Personnel Management	(4)				48	184	34	136	
182	Regulation of Industry	(3)						31	93	
185	Business Statistics	(4)			48	188	46	184	53	208
191	Business Administration Seminar	(3)	1	3						
194	Price and Price Policy	(4)						14	56	
195	Advanced Cost Accounting	(3)					13	39		
Totals			293	1053	1499	5495	1402	5170	1285	4467

SCHOOL OF EDUCATION

25a	Educational Psychology	(4)	40	156	94	376	87	348	48	160
25b	Principles of Secondary Education	(4)	43	164	64	248	80	304	65	256
25c	Secondary School Teaching Procedures	(4)	50	200	60	236	63	252	88	332
26a	Observation and Teaching	(5)	1	5	117	580	43	215	47	230
26b	Observation and Teaching	(4)	1	4	23	92	26	104	26	100
S 26c	Observation and Teaching	(3)	12	30						
70	Literature for Adolescents	(3)			20	60				
105	Teaching of English	(3)	29	87			32	96		
106	Advanced Teaching of English	(3)							6	18
S 110	Safety Education and Driver Training	(3)	21	63						
S 117	Teaching Science in the Secondary School	(3)	17	51						
S 118	Conservation in Teaching of Grades 7-10	(2)	9	16						
131	Teaching of Secondary Mathematics	(2-4)	24	74						
S 132	Secondary School Administration	(3)	23	69						
135	Supervision and Teaching in Physical Education	(4)	32	128						
S 139	Methods of Teaching Bookkeeping	(3)	34	93						
140	Educational and Vocational Guidance	(2-4)	76	284	54	216	40	160	37	144
141	Organization and Administration of the School Library	(4)	36	144						
S 142	Methods of Teaching Shorthand	(3)	30	87						
143	Methods of Teaching Typewriting	(3)	21	63						
145	Use of Audio-Visual Instructional Aids	(3)	62	183					57	228
150	Educational Administration	(2-4)	45	158					43	164
152	Educational Measurements	(4)	45	160	47	184	26	100	36	136
154	Seminar in Education	(1-4)	19	28	7	16	38	135	18	52
156	School Finance	(3)	14	42						
159	Problems of the Junior High School	(4)	25	100			41	164		
S 160	Organization and Administration of the Elementary School	(2-4)	47	172						
166	History of Education	(4)	41	160	22	88				
167	Occupational Information	(3)	22	66			21	63		
168	Techniques of Counseling	(3-4)	12	36	12	44				

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF EDUCATION (Con't)

S 169	Workshop in Testing and Guidance	(2)	4	8				
S 171	Elementary Curriculum	(2-4)	40	132				
173	Supervision and Teaching of Social Studies in Secondary Schools	(4)			26	104		
174	Counseling Laboratory	(2)	5	8				14 56
S 175	Supervision and Teaching of Arithmetic	(3)	15	45				
S 176	Supervision and Teaching of Social Studies in the Elementary Schools	(3)	24	72				
177	Secondary School Curriculum	(4)	18	68				32 120
S 179	Supervision and Teaching of Science in the Elementary Schools	(3)	12	36				
S 181	School Library Cataloguing and Book Selection	(4)	22	88				
S 186a	Advanced Workshop in Elementary Education: Reading	(3-5)	32	148½				
201	Research	(1-15)	38	123	6	29	8	35 18 76
S 233	Seminar in Student Personnel	(3)	8	24				
S 245	Principles and Problems of Business Education	(3)	11	33				
S 253	Personnel Administration	(3)	11	33				
265	Advanced Educational Psychology	(2-4)	33	112			6	24
S 272	Philosophy of Education	(3)	38	108				
274	Advanced Laboratory in Counseling and Guidance	(3-4)	1	3	1	4		
S 276	Seminar in Elementary Education	(3)	4	12				
S 278	Seminar in Sociological Foundation of Education	(4)	5	12				
285	Education Research and Thesis Writing	(4)	75	292	13	48		
Totals			1227	4180½	566	2325	511	2000 535 2072

SCHOOL OF FORESTRY

11abc	Survey of Forestry	(1)			66	60	35	32	37	36
12	Mapping	(2)			18	36	47	88		
20ab	Surveying	(4)			70	276			49	245
25	Soils	(4)					47	176		
100	Dendrology	(5)			39	180				
105abc	Silviculture	(4)			38	144	36	144	30	116
106	Field Silviculture	(3)			3	9				
110ab	Measurements	(3)			47	135	47	141		
110c	Measurements	(3)			1	3			44	132
114	Fire Control	(4)					24	92		
115	Wood Technology	(4)					25	96		
120	General Range Management	(5)					60	290		
121	Range Forage Plants	(4)							11	44
125abc	Forest Utilization	(2-4)			39	156	13	26	48	96

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF FORESTRY (Con't)

127	Forest Recreation	(3)					1	3
130	Valuation	(4)		80	320			
133	Logging	(4)		23	92			
136a	Forest Engineering	(4)		29	116	25	88	
136b	Forest Engineering	(4)						53 212
137	Timber Mechanics	(4)				19	68	
138	Wild Life Management	(4)		57	224			
140abc	Range Management	(3-4)		25	100	24	96	26 78
141	Regional Range Management	(6)						26 156
145ab	Forest Management	(4-5)				75	300	80 400
146	Regional Silviculture	(2-5)						80 322
148	Forest Economics	(4)				66	260	1 4
150	Forest Policy	(3-4)		2	7			
155	Advanced Forest Mensuration	(2-4)				1	4	1 2
160	Advanced Range Management	(3)		2	6			
180	Watershed Management	(5)		12	50			
191	Forestry Problems	(2-5)		8	42	15	62	9 27
192ab	Research Methods	(3-4)		7	28	7	21	
195	Public and Private Administration	(5)				2	10	
200	Research	(4-15)		1	5	5	42	4 12
Totals				567	1989	573	2036	500 1885

SCHOOL OF JOURNALISM

10ab	Introduction to Journalism	(2)			45	80	32	58	
11	The American Citizen and the Press	(2)					9	14	34 68
21ab	Reporting	(3)			45	129	31	90	
22a	Reporting Practice	(2)			12	24	5	10	8 16
22b	Reporting Practice	(2)			16	32	8	16	8 16
23a	Community Journalism	(2)			7	14			
24	Newspaper Management	(3)							7 21
25	Editorial Writing	(3)							8 24
30	Copyreading	(3)			34	102			
31a	Copyreading Practice	(2)			5	10	16	32	5 10
31b	Copyreading Practice	(2)	4	8	6	12	5	10	14 28
32	Magazine Makeup and Editing	(3)			12	33			
33	Magazine Article Writing	(3)					22	60	
S 33	Magazine Article Writing	(1)	9	8					
34	Trade and Technical Journalism	(3)			20	54	16	45	9 27
35	Promotion and Public Relations	(3)							22 66
36	Current Events	(1)	11	11	54	51	48	47	71 64
37	Law of Journalism	(3)					37	111	
38	Typography	(2)			16	30	13	26	9 16
39	Graphic Arts	(3)							5 15
40ab	Principles of Advertising	(3)			39	111	39	111	
41	Advertising Practice	(2)			9	18	11	22	12 24
42	News Photography	(2)	8	16	13	24	14	26	14 28
43	Advertising Layout and Copy	(3)							9 27

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF JOURNALISM (Con't)

44	Retail Store Advertising	(3)						16	48
45	News casting	(3)			7	21			
46	Radio Editing	(3)					6	18	
47	Special Events	(3)							5 15
48	Radio Commercials	(3)							9 27
49	History of Journalism	(3)			32	84			
S 100	Senior Seminar	(4)	9	32					
100abc	Seminar	(4-6)			31	186	29	116	32 192
110	Public Opinion	(3)					11	33	
S 116	Publications Workshop	(1)	7	7					
126	The High School Newspaper	(3)							15 45
S 126	The High School Newspaper	(3)	19	57					
136	Advanced Journalism Problems	(1-6)			1	3	57	64	4 12
S 136	Advanced Journalism Problems	(5)	4	20					
201	Research in Journalism	(5)	2	10					
Totals			73	169	404	1018	409	909	316 789

SCHOOL OF LAW

	Administrative Law	(3)			26	75	25	75	
	Agency	(2)			41	82	39	78	
	Appellate Practice	(1)			24	22	22	22	16 16
	Bills and Notes	(2)			57	114	55	110	53 104
	Business Organizations	(3)			36	108	36	108	32 96
	Civil Procedure	(3)			62	183	57	171	56 168
	Conflicts of Law	(3)			42	123	40	120	
	Constitutional Law	(3-6)	41	240	40	120	40	120	
	Contracts	(3)			63	186	58	171	56 165
	Creditors' Rights	(2)			54	108	52	104	36 72
	Criminal Law and Procedure	(2-6)	16	96	48	94	40	80	40 80
	Damages	(3)							20 57
	Domestic Relations	(3)	36	108					
	Equity	(2)			51	102	50	100	48 94
	Evidence	(2)			51	102	47	94	45 90
	Future Interests	(3)							8 21
	Insurance	(3)							42 126
	Irrigation Law	(2)							31 58
	Labor Law	(3)							16 45
	Legal Ethics	(2)			45	90			
	Legal Writing	(1)	14	14	17	16	38	38	12 10
	Municipal Corporations	(3)	30	87					
	Practice Court	(1-2)			28	56	67	67	38 76
	Property	(3)	13	39	47	138	56	168	55 165
	Sales	(2)			59	118	57	114	55 108
	Suretyship and Mortgages	(2)			42	82	41	82	26 50
	Taxation	(3-6)	33	192	36	105	35	105	
	Torts	(3)			60	177	65	186	51 153
	Trusts	(2)			36	72	35	70	34 66



DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF LAW (Con't)

	(Credits)	Summer 1950	Autumn	Winter	Spring
Use of Law Books	(2)		53	104	
Wills and Administration	(2)			48	94
Totals		183	776	1018	2377
				1003	2277
					816
					1912

SCHOOL OF MUSIC

1-8	Cello	(1)			2	2	3	3	1	1
1-8	Organ	(1-4)	8	11	20	22	18	22	20	21
1-8	Piano	(1-4)	31	47	122	150	121	119	114	152
1-8	String Instruments	(1)	3	3	1	1				
1-8	Violin	(1-4)			11	18	14	18	16	21
1-8	Voice	(1-4)	14	25	65	89	63	84	60	82
1-8	Wind Instruments	( $\frac{1}{2}$ -2)	24	30	44	46	41	41	43	47
10	Band, Orchestra, Choral Groups	( $\frac{1}{2}$ -1)	41	30	438	380	354	309	393	350
11abc	Theory I	(4)			49	184	39	156	36	136
12a	Voice in Class	(1)	5	5	18	16				
12bc	Voice in Class	(1)					15	14	7	6
14a	Piano in Class	(1)	4	4	16	14	7	6		
14b	Piano in Class	(1)					10	9	3	3
14c	Piano in Class	(1)							5	5
25	String Instruments in Class	(1)	7	7	39	39	36	29	31	29
29	Wind and Percussion Instruments in Class	(1)			42	42	36	36	38	38
31a	Conducting	( $1\frac{1}{2}$ -3)	4	10 $\frac{1}{2}$	28	81				
31bc	Conducting	(3)					22	54	19	57
35ac	Listening to Music	(3)			67	180			59	169
35b	Listening to Music	( $\frac{1}{2}$ -3)	6	14			58	111		
40	Ensemble Groups	(1)			32	25	56	48	58	50
41abc	Theory II	(2-4)			31	116	22	88	22	86
45a	Microphone and Program Technic	(2)			6	12				
47abc	Keyboard Harmony	(1)			3	2	3	3	3	3
S 52	Instrument Repair Laboratory	( $\frac{1}{2}$ -1)	6	5 $\frac{1}{2}$						
105	Applied Music	( $\frac{1}{2}$ -4)	22	29			2	2	2	3
S 108	Unit Course in Music Education	(1-3)	8	20						
S 114	Piano Teaching Workshop	(6)	1	6						
123a	School Music	(3)	6	15	19	54				
123b	School Music	(3)					20	60		
123c	School Music	(3)	5	15			1	3	21	63
125ab	Counterpoint	(2)			21	42	20	38		
125c	Counterpoint	(2)	1	2					19	38
129ab	Orchestration	(2)			4	6	3	2		
129c	Orchestration	(2)	2	2					4	8
131	Advanced Conducting	( $1\frac{1}{2}$ -3)	18	42	3	9	2	6	4	6
134abc	History of Music	(2)			20	40	18	36	17	34
135a	Music Literature	( $1\frac{1}{2}$ -3)	7	18	3	9				
135bc	Music Literature	(3)					4	9	5	9
142	Senior Recital	(2)	2	4	1	2			5	10

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF MUSIC (Con't)

151	School Choral Program	(1½-3)	11	27		4	9			
152	School Instrumental Program	(1½-3)	15	36				2	6	
153	Orchestra Materials	(1½-3)	3	7½						
158abc	Analysis of Form	(2)			11	22	9	16	7	14
159ac	Composition	(2)			4	6			2	4
159b	Composition	(2)	6	10			3	6		
200	Research and Professional Writing	(2-3)	22	46	1	2	1	0	4	9
221	Contemporary Trends in Music Education	(3)					4	12		
223	School Music Administration and Supervision	(3)			4	12				
262	Graduate Seminar in School Music	(1-5)	11	36	3	9	3	6	3	7
Totals			293	507½	1128	1632	1012	1355	1023	1467

SCHOOL OF PHARMACY

10	Principles of Pharmacy	(3)			19	57				
14	Pharmaceutical Chemistry	(4)							18	68
21ab	Operative Pharmacy	(5)					20	100	20	100
24a	Pharmacognosy	(5)			6	30				
24b	Pharmacognosy	(5)			14	70	7	35		
26	History and Literature of Pharmacy	(3)			28	81				
50	Manufacturing Pharmacy	(3)			8	24	7	21	11	33
52a	Drug Analysis	(5)			25	125				
52b	Drug Analysis	(5)	8	40			25	125		
75	Veterinary Pharmacy	(3)					20	60		
77	Pharmaceutical Administration	(3)							23	60
90	Proprietary Preparations	(3)			23	69				
92(ab)	Hospital Practice	(3)					2	6		
92c	Hospital Practice	(3)							2	6
93	Biologicals	(3)							48	141
95a	Dispensing	(2)			9	18				
95b	Dispensing	(3-5)	20	95			5	15		
95c	Dispensing	(5)			3	15			14	70
96	Pharmaceutical Law	(3)							26	78
97(abc)	Pharmaceutical Practice	(2-4)	15	36	19	40	15	32	16	32
101b	Seminar	(1)					2	2		
114abc	Organic Medicinal Products	(3)			25	75	24	72	10	30
115abc	Organic Medicinal Products Laboratory	(2)			4	8	1	2	2	4
139	Introductory Pharmacology	(4)			25	100				
140ab	Pharmacology	(4)					25	100	16	64
141	Bioassay	(3)					18	54		
142	Toxicology	(3)							3	9
165	Advanced Analysis	(3)							5	15
201	Research	(2-3)	1	3	1	2			1	3
205	Alkaloids	(4)	1	4						

DEPARTMENT  
OR  
SCHOOL

(Credits) Summer 1950 Autumn Winter Spring

SCHOOL OF PHARMACY (Con't)

DEPARTMENT OR SCHOOL	(Credits)	Summer 1950	Autumn	Winter	Spring
207 Sterols, Terpenes and Volatile Oils(3)				2 6	
210 Advanced Pharmacy (2-3)		— —	<u>1 3</u>	<u>1 2</u>	<u>1 2</u>
Totals		45 178	210 717	174 632	216 715

SCHOOL OF RELIGION

23R Life and Teachings of Jesus (5)			4 15	9 45	
41R Origin and Development of the Christian Church (5)				10 50	
42R Christianity in the New World (5)					4 15
43R Living Religions of the World (5)					10 50
44R The Old Testament (5)			<u>4 20</u>	— —	— —
Totals			8 35	19 95	14 65

REGISTER OF STUDENTS

1950-51

(Includes all students at Montana State University in actual residence  
In all schools and departments.)

Curriculum Abbreviations

College of Arts and Sciences:

Schools:

Bact-Bacteriology  
Biol-Biology  
Bot-Botany  
Chem-Chemistry  
Class Lang-Classical Languages  
Econ-Economics  
Engl-English  
Fine Arts-Fine Arts  
Genl-General  
Geol-Geology  
Hlth & PE-Health and Physical Education  
Hist-History  
Home Ec-Home Economics  
Math-Mathematics  
Med Tech-Medical Techonlogy  
Mod Lang-Modern Languages  
Nurs Educ-Nursing Education  
Physics-Physics  
Pre Bus Ad-Pre Business Administration  
Pre Educ-Pre Education  
Pre Eng-Pre Engineering  
Pre Law-Pre Law  
Pre Medic-Pre Medical  
Pre Nurs-Pre Nursing

Bus Ad-School of Business Administration  
Educ-School of Education  
For-School of Forestry  
Journ-School of Journalism  
Law-School of Law  
Music-School of Music  
Pharm-School of Pharmacy

Rank: Uncl-Unclassified, Sp-Special, Fr-Freshman, So-Sophomore,  
Jr-Junior, Sr-Senior, Gr-Graduate.

Quarters in Attendance: 1, Autumn Quarter; 2, Winter Quarter;  
3, Spring Quarter; 4, Summer Quarter, 1950.

Classified as of May 1, 1951.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Abbott, Frederick Wallace, II	Engl	Sr	4	Boston, Mass.
Abbott, JoAnn	Hlth & PE	Fr	1,2,3	Calgary, Alta., Can.
Abbott, Robert Bradley	Pre Bus Ad	So	1,2,3	Kalispell
Abhary, Hossein	Econ	Gr	4,1,2	New York City, N.Y.
Achenbach, Lyle R.	Journ	Gr	4,1	Helena
Ackerman, Ramsey Douglas	Hist	Gr	4	Missoula
Adams, Helen Jean (Sally)	Psych	Jr	4	Butte
Adams, Isaac Hugh	For	Jr	3	Ontario, Ore.
Adams, John Lee, Jr.	Law	Jr	1,2,3	Billings
Adams, Lowell	Zool	Gr	1,2,3	Missoula
Adams, Robert Blair	Educ	Sr	4	Havre
Adams, William Hayes	Educ	Gr	2,3	Whitefish
Addor, Eugene E.	For	So	1,2,3	Talmadge, Calif.
Afdahl, Elmer Ervin	Pharm	Jr	1,2,3	Rudyard
Agbaba, Milan Michael	Sociol	Fr	2,3	Fairbanks, Alaska
Agostinelli, Floyd Harold	Psych	Jr	4,1,2,3	Deer Lodge
Agte, Milton Harold	Educ	Sr	1,2,3	Billings
Ahlgren, Ivan Edward	Educ	Gr	4	Hamilton
Ailport, Helen Marie	Bus Ad	Jr	1,2	Missoula
Ailport, John Levi	For	Sr	4,1,2,3	Missoula
Akre, Carl William	For	Sr	1,2,3	Missoula
Albert, Dean Howard	Bus Ad	Gr	1	Ekalaka
Albert, Wallace Eugene	Psych	Jr	4,1,2,3	Missoula
Alberts, Arthur George	Educ	Gr	4	Ward, N.Dak.
Alderson, Emily Ann	Engl	Jr	1,2	Birney
Alderson, Keil Preston	Bus Ad	Jr	4,1,2,3	Missoula
Aldrich, Charles Grant	Chem	Gr	4	Ryegate
Alexander, Clyde Murrell	Educ	Gr	4	Forest Grove, Ore.
Alexander, Mildred Carlyle	Educ	Gr	4	Forest Grove, Ore.
Alexander, Roberta Beth	Home Ec	Jr	4,1,2,3	Hysham
Alf, Verne Fredrick	Music	Gr	4	Choteau
Alguire, Marilyn Ann	Engl	Jr	1,2	Billings
Alguire, Robert Frank	Journ	Jr	1,2,3	Missoula
Allen, Franklin G.	Geol	So	1,2,3	Hamilton
Allen, Gail Walter	Pre Bus Ad	Fr	2	Stevensville
Allen, Grace Alexander	Psych	Sr	3	Moore
Allen, Lester Donald	Music	Fr	1,2,3	Denton
Allen, Rollyn Phillip	For	Fr	1	Three Forks
Allen, William James	Educ	Sr	1,2,3	Chicago, Ill.
Alling, Denise Ruth	Pre Bus Ad	So	1,2	Fairview
Allred, Kenneth Leonard	Pharm	So	4,1,2,3	Missoula
Almen, Clarence Elroy	For	So	1,2,3	Hettinger, N.Dak.
Alt, Bernard Wilson	For	Sr	1,2,3	Missoula
Alvis, Margaret Mary	Hist	Gr	4,1,2,3	Wichita, Kan.
Ambrose, Thomas Cleary	Journ	Jr	1,2,3	Eureka
Ammann, Eric M.	For	Gr	1,2,3	Missoula
Amundson, Marvin Alfred	For	Gr	1,2,3	Livingston
Ananias, Basil George	Pharm	Fr	2,3	Belgrade
Andersen, George C.	Bus Ad	Sr	4	Dillon
Anderson, Alvin Clifford	Pre Bus Ad	So	1,2,3	Harlowton
Anderson, Bernard Gayle	Educ	Sr	4	Browning
Anderson, Beverly Jean	Sociol	Jr	1,2,3	Conrad
Anderson, Clayton Howard	For	So	1	Roy
Anderson, Edward Wayne	Hlth & PE	Fr	1,2,3	Hot Springs, N.Mex.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Anderson, Gary Richard	Pre Bus Ad	Fr	1	Missoula
Anderson, George Richard	Hlth & PE	Jr	1,2,3	Hamilton
Anderson, Gordon Nilolai	Music	Gr	4	Froid
Anderson, Harold E.	Bus Ad	Sr	1,2,3	Missoula
Anderson, Herbert Louis	Educ	Sr	4,1,2,3	Missoula
Anderson, James Robert	Educ	Sr	2,3	Missoula
Anderson, Jewell Deane	Engl	Fr	1,2,3	Wise River
Anderson, Marjorie Jean (see Anderson, Marjorie A.)				
Anderson, Marjorie Jean Anderson	Hlth & PE	Sr	1,2,3	Kalispell
Anderson, Mary Louise (see Holding, Mary A.)				
Anderson, Maxine Fern	Music	Sr	1,2,3	Fort Benton
Anderson, Norman Duane	Physics	Fr	1,2,3	Chinook
Anderson, Ralph Theodore	Bus Ad	Sr	1,2	Helena
Anderson, Robert Bruce	Educ	Sr	4,1,2,3	Missoula
Anderson, Robert Harry	Hlth & PE	So	1,2,3	Helena
Anderson, Rosemary Ruth	Pre Bus Ad	So	1,2,3	Sidney
Anderson, Roy Elmore	Fine Arts	Fr	4	Miles City
Anderson, Shirley Jean	Pre Educ	Fr	1,2,3	Fort Benton
Anderson, Thomas Eugene	Journ	Jr	1,2,3	Havre
Anderson, William R.	Bus Ad	Gr	4	Fort Benton
Andreasen, Helen Kirstine	Engl	Jr	4	Medicine Lake
Andreasen, Irving Lawrence(Lauritz)	Engl	Sr	4	Medicine Lake
Andreasen, Joseph G.	Educ	Gr	1,2,3	Missoula
Andreasen, Willard Gibbs	Educ	Gr	2,3	Missoula
Andrus, Michael Allan	Genl	Fr	1	Missoula
Angelini, John	Law	Jr	1,2,3	Seattle, Wash.
Angle, Valarie Verno	Pre Bus Ad	So	1,2	Missoula
Angstman, Joanne Frances	Bus Ad	Jr	1,2,3	Helena
Annala, Andrew Arnold	Educ	Gr	1,2,3	Geyser
Annala, John Jalmer	Educ	Gr	1,2,3	Missoula
Annau, Marshall Eugene	Hist	Jr	1,2	Great Falls
Antignano, Francisco Antonio	Bus Ad	Sr	4,1,2,3	New York City, N.Y.
Anton, Gus L.	Bus Ad	Jr	1,2,3	Billings
Antonick, Robert Louis	Hlth & PE	So	1,2,3	Great Falls
Appelgren, Alfred Robert	Law	Gr	1,2,3	Wolf Point
Arensmeyer, Leslie Lyle	Pre Bus Ad	Fr	1,2,3	Choteau
Arestad, Omvall Bengner	Music	Gr	4	Shelby
Armentrout, Adella Regina	Educ	Jr	4	Missoula
Armentrout, Robert Harold	Pre Bus Ad	Fr	1	Missoula
Armour, George R.	Hist	Sr	2,3	Missoula
Armstrong, Ronald	Bus Ad	Jr	2,3	Great Falls
Arndt, Donald Niel	Bus Ad	Jr	1,2,3	Lodge Grass
Arnich, Frank Jordan	Educ	Sr	4	Missoula
Arnold, Joan G.	Bus Ad	Jr	1,2,3	Malta
Arnold, Kenneth Daniel	Bus Ad	Jr	1,2,3	Yellowstone Park,Wyo.
Arntzen, Doris Eleanor	Home Ec	Sr	1,2,3	Lewistown
Artese, Carmen Carlene		Uncl	3	Missoula
Arthur, George William	Pre Educ	Fr	4,1	Helena
Artz, Robert Manford	Hlth & PE	So	1,2,3	Cut Bank
Arvish, Norbert John	Bus Ad	Sr	4,1,2,3	Missoula
Aserlind, LeRoy	Engl	Gr	4,1,2,3	Livingston
Ashenbrenner, Donald Gene	Math	Jr	1,2,3	Missoula
Ashley, Frank Eugene	Bus Ad	Sr	1,2,3	Miles City
Ashley, Neil H.	Law	Sr	4	Sandpoint, Ida.

Name	Curriculum	Rank	ance	Residence
Ashley, Paul James	Hlth & PE	Gr	4	Ethan, S.Dak.
Ashworth, Adam Clifford	Pharm	Jr	1,2,3	Great Falls
Ashworth, John Wylie	Bus Ad	Sr	1,2,3	Helena
Asid, Eli Joseph	Pharm	Jr	1,2,3	Butte
Ask, Thomas Martin	Law	Sr	1,2,3	Vananda
Askin, Peter Wayne	Hist	Sr	1,2,3	Miles City
Aspevig, LeRoy Duane	Educ	Gr	2	Rudyard
Atkins, Helen Louise	Educ	Gr	4	Longview, Wash.
Attebery, Louie Wayne	Engl	Gr	4,1,2,3	Payette, Ida.
Austin, Eugene Curtis	Math	Gr	1,2,3	Missoula
Austin, James Raymond	Pre Educ	Fr	1	Missoula
Ayers, Elaine M.	Bus Ad	Jr	1,2,3	Lewistown
Ayers, Harry Lester		Uncl	1,2	Stevensville
Bachelder, Sidney Daniel	Educ	Gr	4	Great Falls
Backa, Ralph William	Pre Educ	So	1,2,3	Great Falls
Backa, Thelma Eliina	Music	Fr	4,1,2,3	Geyser
Bacon, Alvin A.	Educ	Gr	4	Hamilton
Bacon, Charles Arthur	For	Sr	1,2,3	Missoula
Badgley, Edmund Kirk, Jr.	Geol	Gr	1,2,3	Missoula
Badgley, John H.	Hist	Jr	1,2,3	Missoula
Bahar, Hushang	Sociol	Sr	2	Tehran, Iran
Baier, James W.	Bus Ad	Jr	1,2,3	Bottineau, N.Dak.
Bailey, Clifton Earl	Pre Educ	Fr	1,2,3	Missoula
Baird, Charles Lee	Pre Medic	Fr	1	Harlem
Baird, Richard Harris	Pre Bus Ad	So	2,3	Billings
Baird, Sarah Anne	Bus Ad	Jr	2,3	Missoula
Baird, Thomas Alva	Law	Gr	1,2,3	Los Angeles, Calif.
Baker, Charles Roney	Bus Ad	Jr	1,2,3	Anaconda
Baker, Estella R.	Engl	Sr	1,2,3	Missoula
Baker, Eugene Oscar	Bus Ad	Sr	4,1,2,3	Missoula
Baker, Jane Elizabeth	Mod Lang	So	1,2,3	Tugh Valley, Ore.
Baker, John Russell	Law	Jr	1	Missoula
Baker, Lois Jean	Pre Medic	So	1,2,3	Tarkio
Baker, Ray G.	Educ	Gr	4	Kalispell
Baker, Shirley Irene	Bus Ad	Sr	1,2,3	Billings
Baker, William Francis	Hlth & PE	So	1	Pablo
Bakewell, Ruth Vleiker	Music	Gr	4	Billings
Bakke, Elizabeth Joyce	Bus Ad	Sr	1,2,3	Cut Bank
Baldwin, Boyd Franklin	Pre Bus Ad	Fr	1,2,3	Missoula
Baldwin, Jerry Douglas	Law	Sr	1,2	Kalispell
Baldwin, Wiley Miles	For	So	1,2	Bonner
Bale, Arnold LeRoy	Pharm	Sr	4	Fennville, Mich.
Balkovetz, Virginia M.	Music	So	1,2,3	Twin Bridges
Ball, Don Howard	Pre Educ	Fr	1,2	Lavina
Ball, Sally Judith	Bot	Sr	4	Beverly Hills, Calif
Ballard, John William	Educ	Gr	4	Richmond, Ky.
Balogh, George	Educ	Gr	4	Missoula
Baney, June Frances	Pharm	Jr	1,2,3	Eureka
Bangs, William Charles	For	Sr	1,2,3	Onak, Wash.
Bar, Donna Mae	Hlth & PE	So	1,2,3	Colstrip
Barber, Maxine Wynette	Home Ec	Sr	4	Missoula
Barbieri, Albert F.	Hist	So	4,1,2,3	Corona, N.Y.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Barclay, Fredrick Roland, Jr.	Journ	Fr	1	Missoula
Barclay, Stanley Scott	Hist	Jr	1,2,3	Missoula
Barde, Dale	Med Tech	So	2,3	Butte
Barden, Patrick H.	For	Jr	1,2,3	Missoula
Barfield, Lee Vern	Educ	Jr	1,2,3	Billings
Barkley, Roy Vester	Pre Educ	Fr	1,2,3	Missoula
Barnes, Virginia Evelyn	Med Tech	Fr	1,2,3	Wolf Point
Barnett, Richard Barnes	For	Sr	1,2,3	Missoula
Barr, Richard Craven	Bus Ad	Sr	4,1	Missoula
Barrett, David Wilburn	Geol	Sr	1,2,3	Choteau
Barrett, Howard Eugene	Bus Ad	Jr	1	Hobson
Barry, William Thomas	Biol	Sr	1,2,3	Butte
Barsness, Duane Richard	Pharm	Sr	4,1,2,3	Medicine Lake
Barsness, John Alton	Engl	Gr	1,2,3	Lewistown
Bartelme, Leo Darrell, Jr.	Law	Gr	1,2,3	Bowman, N.Dak.
Bartell, Donald Edward	Hist	Sr	4	Ronan
Barthelmess, Kelser Milward	Music	So	1	Missoula
Barton, Wana Lois	Home Ec	Jr	1,2,3	Bigfork
Bartsch, Daniel Paul	Pre Bus Ad	Fr	1,2,3	Butte
Bass, James Lewis	For	Fr	1	Missoula
Bassett, Oliver John	Econ	Jr	1,2,3	Butte
Bates, Robert Samuel (Bob)	Hlth & PE	Sr	4,1,2,3	Santa Monica, Calif.
Barton, Katherine Granger	Educ	Jr	4	Bigfork
Batzner, Rachel Harris	Educ	Gr	4	Missoula
Bauer, Marianne C.	Sociol	Jr	1,2,3	Missoula
Bauer, Raymond Eugene	Educ	Sr	1,2	Great Falls
Bauman, Fred Donald	Pre Bus Ad	So	1,2,3	Butte
Baumann, Michael Leopold	Engl	Gr	1,2	Philadelphia, Pa.
Baumgarth, LeRoy Otto	Hlth & PE	Jr	1,2,3	Los Angeles, Calif.
Baun, Albert Louis	Educ	Gr	1,2,3	Mobridge, S.Dak.
Bayers, A. Byron	Bus Ad	Jr	1,2,3	Twin Bridges
Bays, Bette Mae	Hlth & PE	Gr	4	Missoula
Bays, David Wallace	Educ	Gr	4	Missoula
Beach, Robert David	Hlth & PE	Fr	1,2,3	Missoula
Beacom, Eleanor Gwen	Sociol	Jr	1,2,3	Missoula
Beagle, Clarence Darrow	Hlth & PE	Jr	1,2,3	Eureka
Beagle, George Clayton	Music	Gr	4	Missoula
Beakey, James John	Hist	Gr	4,1,2,3	Butte
Beall, George Leroy, Jr.	Law	Sr	1,2,3	Missoula
Bear, Meredith Lorraine	Pre Bus Ad	So	2,3	Creston
Beason, Jake Patton	Pre Bus Ad	Fr	1	Milwaukee, Wis.
Beatty, Annemarie	Bus Ad	Jr	1,2,3	Helena
Beatty, Benjamin Warren	For	Sr	1,2,3	West Glacier
Beauchamp, Garland Gene	Journ	Jr	1,2,3	Kellogg, Ida.
Beauchamp, Shirley Ann	Pre Bus Ad	So	1,2,3	Helena
Beausoleil, Hugh Anathony	Educ	Jr	1,2,3	Anaconda
Beaver, Gerald Francis	Law	Sr	1,2,3	York, Neb.
Beck, Dorothy Nyleen	Home Ec	Fr	1,2,3	Hogeland
Beck, Jewel Anne	Journ	Jr	1,2,3	Ronan
Becker, Eleanor LaVina	Music	Fr	1,2,3	Circle
Beckwith, Joan May	Hlth & PE	Sr	1,2,3	Kalispell
Bedard, Robert Elmer	Pre Educ	So	1,2	Ronan
Bedey, Frank William	Pre Educ	Fr	1,2,3	Hamilton
Beecher, Margaret Joyce	Genl	Fr	2,3	Cascade



Name	Curriculum	Rank	Quarters in Attendance	Residence
Beesley, Stanley Alvin	Pre Educ	So	1,2,3	Salt Lake City, Utah
Behrens, Charles Donald	Bact	Gr	1,2,3	Fort Benton
Behrens, Claude Allen	Hlth & PE	Fr	1,2,3	Fort Benton
Beighle, Douglas Paul	Pre Bus Ad	Fr	1,2,3	Deer Lodge
Beilage, Bernice Monroe	Educ	So	4	Hamilton
Bell, Betty Ellen	Psych	So	1,2,3	Missoula
Bell, Charles Francis	For	Fr	1,2,3	Lansford, Pa.
Bell, James Emery, Jr.	Bus Ad	Gr	3	Whitefish
Bell, John Francis	Law	Sr	4,1,2	St. Paul, Minn.
Bell, Norma Alice	Hlth & PE	Jr	1,2,3	Kalispell
Bell, William David	Bus Ad	Sr	4	Hardin
Belland, Jack Merlyn	Pre Educ	So	1,2,3	Havre
Benedetti, Umberto	Mod Lang	So	1	Missoula
Benedict, Richard Harry	Law	Jr	1,2,3	Flint, Mich.
Bennett, Arthur Alexander, Jr.	Hist	Gr	4,1	Roundup
Bennett, Harold Earl	Math	Sr	1,2,3	Missoula
Bennett, John Dacre	W L Tech	So	1,2,3	Milton, Mass.
Bennett, Lobell G.	Educ	Sr	1,2,3	Medicine Lake
Benson, Dale Bulen	Pre Medic	Jr	1,2,3	Missoula
Benson, Jean Lorena	Fine Arts	Gr	4,2,3	Missoula
Benson, Mary Ann	Home Ec	So	1	Salmon, Ida.
Benson, Robert Oscar	Law	Gr	4,1,2,3	Plehtywood
Beretta, Joseph Paul	Math	Fr	1,2,3	Philipsburg
Berg, Eddie Arthur	For	Fr	2	Trego
Berg, Paul F.	W L Tech	Jr	4,1,2,3	Missoula
Berg, Raymond Arthur	Bus Ad	Jr	1,2,3	Bigfork
Berg, Selmer Herbert	Educ	Gr	4	Great Falls
Berge, Nels W.	Educ	Gr	4	Thompson Falls
Berge, Robert Henry	Educ	Sr	4	Malta
Berger, Edward F.	Educ	Gr	1,2,3	Joliet
Berget, Billie Lou	Hist	Sr	1,2,3	Butte
Bergstrom, Lloyd Vernon	Educ	Gr	4	Billings
Bergum, Kenneth John	Pharm	Sr	4,1,2,3	Winifred
Berland, Betty Lou	Music	Sr	1,2,3	Conrad
Bernatz, Frank Shelby	Bus Ad	Jr	1,2,3	Missoula
Bernhardt, Betty Irene	Sociol	Jr	1,2,3	Billings
Bethke, Elton William	W L Tech	Jr	1,2,3	Butte
Bevans, Virginia Aleen	Sociol	Fr	1,2,3	Helena
Beveridge, Charles L.	Educ	Gr	3	Helena
Beveridge, Ed	Pre Medic	So	1,2,3	Helena
Biegel, Oscar Herman	Pharm	Sr	4,1,2,3	Harlowton
Biggar, Hugh John	Hist	Gr	4,1,2,3	Whitefish
Biggerstaff, Richard Stephen	Pre Bus Ad	So	1,2,3	Lewistown
Bilile, Zelda May	Engl	Gr	4	Big Sandy
Billingsley, Marilo J.	Pre Bus Ad	So	1	Missoula
Billsborough, David Seeley	Bus Ad	Sr	1,2,3	Kalispell
Binet, William Edward	For	Gr	1,2,3	Grand Rapids, Minn.
Bird, Allan Glenn	Law	Sr	1,2,3	Tacoma, Wash.
Birkett, Ellalee	Hist	Sr	1,2,3	Roundup
Birkett, William B.	Bus Ad	Jr	3	Roundup
Bishop, Alfred Lewis	Law	Jr	1,2,3	Laurel
Bishop, John G.	Pre Bus Ad	So	1,2,3	Butte
Bishop, Roger S.	Educ	Gr	4	Missoula
Bisson, Sister Alexina Marie	Music	Gr	1,2	Missoula

Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Bjorklund, Richard Guy	W L Tech	Sr	4,1,2,3	Milwaukee, Wis.
Black, Joan Elizabeth	Music	Fr	1,3	Hamilton
Black, Wayne Joseph	Pre Bus Ad	Fr	3	Hamilton
Black, William Stason	Pre Bus Ad	So	1,2,3	Butte
Blackburn, Joe	W L Tech	So	1,2,3	Scottsbluff, Neb.
Blackie, Jessie Ann	Bact	Gr	1,2,3	Missoula
Blaes, Raymond Louis	Law	Sr	1,2,3	Ogden, Utah
Blair, John Holbrook	Pre Bus Ad	So	1,2,3	Missoula
Blair, Mary Elizabeth	Educ	Sr	1,2,3	Napa, Calif.
Blake, Clyde Davies, Jr.	For	So	1,2,3	Missoula
Blakeslee, Barbara Jean	Bus Ad	Jr	1,2,3	Missoula
Blakesley, Bruce L.	Journ	Fr	1,2,3	Forsyth
Blanchard, Grace Eleanor	Bot	Gr	4	Ann Arbor, Mich.
Blanchard, Harold Lloyd	Pharm	Sr	4,1,2,3	Powersville, Mo.
Blatnick, Roland Marcus	Hist	Fr	4,1	San Francisco, Calif.
Blaylock, Chester Merle	Hist	Sr	1,2,3	Joliet
Bledsoe, Ruby Opal	Educ	Jr	4	Missoula
Blenkner, William A.	Bus Ad	Sr	1,2,3	Columbus
Bliler, Ruby Bohart	Educ	Gr	4	Helena
Blodgett, Max Herman	Pre Bus Ad	Fr	3	Hamilton
Bloomquist, Hilda Louise	Educ	Jr	1,2,3	Missoula
Blush, Neal Jellison	Hist	So	1,2,3	Whitefish
Boale, George D.	Psych	Sr	4,1	Billings
Boberg, Carol Jean	Bact	Fr	1,2,3	Kalispell
Bock, Elmer Owen	Bus Ad	Sr	4,1,2	Alder
Boden, John A.	Hist	Gr	4	Stevensville
Boe, Herbert Russell	Pre Bus Ad	So	1,2	Wibaux
Boe, Ned Gordon	Pre Bus Ad	So	1,2,3	Wibaux
Boehm, Joyce Barbara	Pre Educ	Fr	1,2,3	Livingston
Boerner, Marguerite Amelia	Educ	Sr	4	Billings
Boesen, Marjorie Ann	Educ	Gr	1	Livingston
Boettcher, Donald L.	Pre Bus Ad	So	1,2,3	Neihart
Bogut, John Leo	Educ	Sr	1,2,3	Missoula
Bogut, Lionel James	Pre Law	Fr	1,2,3	Glasgow
Bohling, Mary E.	Educ	Jr	1,2,3	Miles City
Blifeuillet, George Don	Genl	Fr	1,2,3	Missoula
Boileau, George Joseph	Pre Bus Ad	Fr	1	Missoula
Boileau, James David	Bus Ad	Jr	1	Missoula
Bol, Joor	Pre Medic	So	1,2,3	Palo Alto, Calif.
Boland, Gerald Patrick	Pre Law	So	2,3	Almira, Wash.
Bolin, Joyce Loraine Hays	Music	Gr	1,2,3	Missoula
Boll, Louis Arthur	For	So	1	Winona, Minn.
Bollhorst, Forrest Darrell	Pre Bus Ad	So	2,3	Whiting, Ind.
Bolte, Dick Fredrick	Engl	So	1,2,3	Livingston
Boner, Edgar Leon	Zool	Gr	4	Nashua
Booth, Charles Anderson	Bus Ad	Sr	1,2,3	Forsyth
Booth, Elizabeth Emmarita	Engl	Jr	1,2,3	Helena
Borchers, Louis Frederick, Jr.	Pre Bus Ad	Fr	1,2,3	Great Falls
Borgerson, John Morton	Educ	Gr	4	Helena
Bottomly, Helen Louise	Home Ec	Sr	4	Missoula
Botts, William Alfred	Psych	Jr	4,1,2,3	Missoula
Boulet, William Clair	Pre Bus Ad	Fr	1	Butte
Bordeau, John Frederick	Law	Jr	1,2,3	Missoula
Bourdet, Joseph Gene	Hlth & PE	Gr	4	Fairfield

Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Bowery, George Everett	Bus Ad	Sr	1,2,3	Havre
Bowlin, Barbara Anne	Med Tech	Fr	1,2,3	Great Falls
Bowman, Alvert Ray	For	Jr	1	Durango, Colo.
Boyd, Bonnie Lou	Sociol	Fr	1,2,3	Missoula
Boyd, Herbert Charles	Hist	Sr	4,1,2	Laurel
Boyer, Barbara Merle	Psych	Jr	1,2,3	Dillon
Boyer, Charlotte Phoebe	Zool	Fr	1,2,3	Mullan, Ida.
Boyle, W. Antoinette	Pre Law	So	1,2,3	Billings
Boyles, Gary Eugene	Pre Bus Ad	Fr	3	Glasgow
Braach, Clifford Lee	Pre Bus Ad	So	1,2	Hall
Bradford, John Willis	Bus Ad	Sr	1,2,3	Missoula
Bradford, Joyce Louise	Home Ec	So	1	Laurel
Bradham, Charles Welburn	Bus Ad	Sr	4,1	Helena
Bradley, Aletha Evelyn	Bus Ad	Sr	1,2,3	Billings
Bradley, Charles Arthur	Pre Law	So	1,2	Butte
Bradley, Charles Edward	Hlth & PE	Jr	1,2,3	Fort Benton
Bradley, Donald Glen	Bus Ad	Jr	4	Great Falls
Bradley, Thomas L.	Law	Gr	4	Missoula
Bradshaw, Daniel Aaron	Educ	Gr	4	Arlington, Va.
Bradshaw, Kieth Charles	Hlth & PE	Fr	1,3	Drummond
Brammer, Gerald L.	For	Jr	1,2,3	Missoula
Bramson, Jerome Keith	Pre Bus Ad	Fr	1	Casper, Wyo.
Brandon, Donald Butts	Bus Ad	Sr	4,1,2	Missoula
Brandon, Lois (Dunn) Evensen	Psych	Sr	4,1,2,3	Missoula
Brandt, Rodney Galen	Geol	So	1,2,3	Great Falls
Braniff, B. George	Educ	Gr	4	Bozeman
Bravos, Elaine Georgia	Music	So	1,2,3	Missoula
Bray, Thomas Arthur	Math	Jr	1,2,3	Butte
Braycich, Joseph Nick	Journ	Gr	4	Roundup
Brazier, Pete B.	Bus Ad	Jr	1,2,3	Helena
Brazill, Robert Joseph	Psych	Sr	4,1,2,3	Psych
Brechbill, Marion Luther	Hlth & PE	So	1	Darby
Bredberg, Marlene Gloria	Pre Bus Ad	So	1,2,3	Fallon
Breese, Mary Alice	Pre Bus Ad	So	1	Poplar
Breitenstein, Bryce Dixon	Pharm	Jr	1,2,3	Plains
Breitmeier, George David	Bus Ad	Jr	1,2,3	Harlem
Brennan, Barbara James (Jamie)	Home Ec	So	1,2,3	Missoula
Brennan, Joseph William	Educ	Sr	1,2,3	Helena
Brest, Clarence Andrew, Jr. (Bill)	Educ	Sr	1,2,3	Missoula
Brickett, Humphrey Moody	Law	Sr	1,2,3	Kalispell
Bridenstine, Kay Martin	Law	Sr	1,2,3	Missoula
Briney, Frank E.	Psych	Sr	4	Butte
Britton, Gerald Thomas	Pre Law	So	1,2,3	Great Falls
Brockel, Clayton E.	Educ	Sr	1,2,3	Portal, N.Dak.
Brodie, Larry Thomas	Sociol	Fr	1	Missoula
Brodie, Stephen Duncan	Law	Gr	1,2,3	Missoula
Brome, Joseph Louis	Pre Bus Ad	Fr	1,2,3	Butte
Brookins, Richard J.	For	Sr	1,2,3	Missoula
Brooks, Frank Edward	Bot	Sr	1,2,3	Caseyville, Ill.
Brooks, Wendell Stanton	Educ	Gr	4,1,2,3	Missoula
Bross, Donald William	Hlth & PE	Sr	4,1,2,3	Great Falls
Browder, Alice Jarman	Educ	Gr	3	Missoula
Brown, Alberta Gertrude Swearingen	Fine Arts	Fr	1,2	Missoula
Brown, Ann Marie	Engl	Sr	1,2,3	Missoula

Name	Curriculum	Rank	ance	Residence
Brown, Douglas Eugene	Geol	Fr	1	Missoula
Brown, Edward Russel	Hist	Gr	2,3	Missoula
Brown, Elizabeth Ann	Educ	Gr	4	Missoula
Brown, Fred Austin	Educ	Sr	1,2,3	Libby
Brown, Frederick Malcolm	Hlth & PE	Gr	4	Spokane, Wash.
Brown, Gay Elise	Hist	Sr	1,2,3	Butte
Brown, Geniece Nondas	Med Tech	Jr	1	Chinook
Brown, Gomien D.	Bus Ad	Sr	4,1,2,3	Missoula
Brown, Howard John	Educ	Gr	4	Bessemer, Mich.
Brown, Judith June	Engl	So	1,2,3	Polson
Brown, Laurence James	Pharm	Sr	4,1,2,3	Missoula
Brown, Leone Virginia	Hlth & PE	Fr	1,2,3	Butte
Brown, Lloyd Scott	Pre Bus Ad	Fr	1	Milltown
Brown, Mona J.	Home Ec	Sr	1,2,3	Livingston
Brown, Robert Bruce	Law	Sr	4	Stevensville
Brown, Robert Lee	For	Fr	1	Chippewa Falls, Wis.
Brown, Rockwood, Jr.	Law	Gr	1,2,3	Billings
Brown, Spencer Allen	Mod Lang	So	4	Missoula
Brown, Wilfred Lee	Med Tech	Jr	1	Havre
Browne, James Francis	Genl	So	1	Bigfork
Brownlee, John C.	Bus Ad	Sr	1	Stanford
Bruce, Richard Rutherford	Pre Bus Ad	So	1,2,3	Calgary, Alta., Can.
Bruey, William E.	Music	Gr	4	Mohall, N.Dak
Bruggeman, Donn Melcher	Bus Ad	Sr	1,2,3	Wolf Point
Brunett, Emery Walter	Pharm	Jr	1,2,3	Missoula
Brusati, Rosalia Mary	Educ	Sr	4	Butte
Brusletten, Irvin Ludolf	Music	So	4,1,2,3	Polson
Bryan, Cloise Howard	Pre Educ	Fr	1,2,3	Hamilton
Bryan, Gordon Henry	Pharm	Gr	4	Missoula
Bryan, Joanne Laura	Pre Educ	So	1,2,3	Plains
Bryant, John Charles	Hlth & PE	So	2,3	Missoula
Buchanan, Robert Walter (Bob)	Pre Medic	Fr	1,2,3	Billings
Bucher, Margaret Mary	Hist	Sr	1,2,3	Lewistown
Buchholz, Fred	Educ	Sr	4	Antelope
Buchmeier, Roy Henry	For	Sr	1,2,3	Fairmont
Buckingham, Jack Lyle	Pre Educ	So	1,2,3	Terry
Budina, John William, Jr.	Mod Lang	Fr	4,1,2,3	Missoula
Buell, Ervin Engledow	Music	Sp	2	Wright, Kan.
Buell, Frary Barton, Jr.	Sociol	Jr	1,2,3	Conrad
Bugli, Rose Irma	Pre Bus Ad	So	1,2,3	Missoula
Buker, G. Newton	Music	Sr	4,1,2,3	Victor
Bukovatz, Ray Fred	Hlth & PE	Fr	3	Missoula
Bulen, Virginia Leah	Home Ec	Sr	1,2,3	Missoula
Buley, Joseph Edward	Law	Sr	1,2,3	Helena
Bulkley, Gerald	Music	Fr	1	Missoula
Buller, Gerald Frederick	For	Gr	2	Billings
Buller, Peter George	Pre Medic	So	1,2,3	Butte
Bulman, Donald K.	Educ	Jr	1,2,3	Missoula
Buls, Alice Anne	Engl	Fr	1,2,3	Missoula
Buls, Donna Marie	Engl	Jr	1,2,3	Missoula
Bundren, Dorence Lee	Psych	Fr	1,2,3	Scobey
Bundy, Dave P.	Bus Ad	Sr	2,3	Glasgow
Bunescu, Aloysius Peter	Hlth & PE	So	1	Chicago, Ill.
Buntin, Arthur Roy	Hist	Gr	4	Missoula

Name	Curriculum	Rank	Quarters	Residence
			in Attendance	
Burch, Arthur Marius	Bus Ad	Sr	1,2,3	Kalispell
Burch, Luanne Marie	Pre Bus Ad	Fr	1,2,3	Kalispell
Burg, John Paul	Sociol	Sr	4,1	Kalispell
Burgan, Oliver Donald	Educ	Jr	2,3	Helena
Burger, Ellen Fausett	Pre Educ	So	3	Missoula
Burgess, Beverly Esther	Engl	Sr	4,1	Missoula
Burgess, Charles T.	Educ	Gr	4	Deer Lodge
Burgess, Francis Chalmers	Law	Gr	4	Missoula
Burgess, James Tillson	Engl	Jr	4,1,2,3	Sidney
Burke, James Edward	Pre Bus Ad	Fr	1,2,3	Livingston
Burke, John J. (Jack)	Law	Gr	1,2,3	Butte
Burke, Joseph Phillip	Journ	Jr	1	Tacoma, Wash.
Burke, Mary Catherine	Educ	Gr	4	Cut Bank
Burke, Robert F.	Pre Law	Fr	1,2,3	Butte
Burnell, Fredrick F.	For	Sr	1,2,3	Kalispell
Burnett, Coyne Glenn	Music	Sr	4,1,2,3	Missoula
Burnett, Patty Carole	Pre Bus Ad	So	1,2,3	Kalispell
Burnett, Ronald Dean	Bus Ad	Sr	1,2	Billings
Burns, Robert Emmett	Pre Bus Ad	Fr	1,2,3	Missoula
Burns, Wallace Bruce	For	So	1	Bozeman
Burnside, Charles Howard	Educ	Gr	4	Mitchell, S.Dak.
Burr, Donna Mae	Home Ec	Sr	1,2,3	Kalispell
Burroughs, Edward Robbins, Jr.	For	So	1,2,3	Dayton
Burrows, Richard Charles	Music	So	1,2,3	Seattle, Wash.
Burrus, Norma Merle	Pre Bus Ad	Fr	1,2,3	Glasgow
Burton, William James	Law	Jr	1,2,3	Great Falls
Bush, Barbara Jo Bishop	Home Ec	Jr	1,2,3	Missoula
Bush, Owen Harold	Hlth & PE	So	1,2,3	Butte
Bush, William Harold	Pre Bus Ad	Fr	1,2,3	Missoula
Butchart, Maro Neelands	Music	Gr	4	Kalispell
Butcher, George Donald	Hlth & PE	Sr	4,1,2,3	Covina, Calif.
Butcher, Lucy Lee	Pre Bus Ad	So	1,2,3	Ronan
Butler, Charles David	Geol	So	1,2,3	Livingston
Butler, Duane T.	Pre Bus Ad	So	1	Lewistown
Butters, Manly G.	Educ	Gr	4	Scobey
Butzerin, Robert Roy	Econ	Gr	2,3	Hamilton
Buxton, William Neal	Pre Bus Ad	So	2,3	Calgary, Alta., Can.
Eyers, Alice Crandell	Music	Gr	4	Missoula
Byington, Keith Edward	Bus Ad	Sr	4	Missoula
Byrne, Paul Eugene	Bus Ad	Sr	2	Galata
Byrne, Robert Lee	Bus Ad	Jr	1,2,3	Billings
Byrnes, Erwin Charles	Educ	Sr	1,2,3	Glendive
Byrnes, Ethel Lois Goyette	Sociol	So	1,2	Cascade
Cacavas, Thomas Theodore	Sociol	Gr	4	Butte
Cage, John B.	Educ	Gr	4	Superior, Wis.
Cahoon, Janet Carol	Psych	Fr	1	Missoula
Caldwell, Anna Jane	Music	Fr	1,2,3	Dillon
Calkins, Loring Gary	Educ	Gr	4	Los Angenes, Calif.
Callaghan, Josephine E.	Educ	Gr	4	Three Forks
Callihan, James Harvey	Music	Gr	4	Missoula
Calloway, James David	Pre Bus Ad	So	1	New London, Ia.
Calnan, Shirley Rae	Music	Gr	4	Bell, Calif.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Caluori, Theodore J.	Genl	Fr	1	Missoula
Calvert, John Martin	Pre Bus Ad	Fr	2,3	Great Falls
Calvert, Nancy Marie	Mod Lang	Jr	1,2,3	Great Falls
Cameron, Donald John	Bus Ad	Jr	1,2,3	Miles City
Cameron, Donald Weckford	Pharm	Gr	2	Bozeman
Cameron, Grace Marie	Fine Arts	So	3	Missoula
Campbell, Buddy Eugene	Pre Educ	So	1,2,3	Superior
Campbell, Charles Conrad	Hist	Jr	3	Kalispell
Campbell, Charles William, Jr.	Bus Ad	Jr	1,2,3	Big Timber
Campbell, Clifford Wayne	Music	Fr	1	Williams
Campbell, Donald G.	For	Sr	1,2,3	Missoula
Campbell, Donald J.	Educ	Sr	1,3	Great Falls
Campbell, George William	Pre Bus Ad	Fr	1,2,3	Roundup
Campbell, Hugh Bartney	Engl	Gr	4	Anaconda
Campbell, Kenneth Duncan	Journ	Sr	1,2,3	Great Falls
Campbell, Richard Shover	Pre Law	Fr	2,3	Superior
Campbell, Robert Kenneth	Bot	Sr	1,2,3	Aberdeen, S.Dak.
Campbell, Thomas MacFarlane	Pre Bus Ad	So	1	Great Falls
Campbell, William Richardson	Pre Law	So	3	Missoula
Cannon, Richard G.	Pre Bus Ad	Fr	1,2,3	Butte
Cannon, Ross Warren	Bus Ad	Sr	1,2,3	Butte
Carano, Joseph Anthony (Joe)	Bot	Gr	2,3	Campbell, Ohio
Caras, Louise MacKenzie	Law	Sr	1,2,3	Missoula
Caraway, Charles Hubert	Journ	Sr	1,2,3	Butte
Cardinale, Kathryn Jean	Music	Fr	1,2,3	Dillon
Carey, Thomas Hurly	Bus Ad	Sr	1,2,3	Sidney
Carkeek, Robert Thomas	Pharm	So	1,2,3	Butte
Carkulis, Tom	Educ	Jr	1,2,3	Butte
Carlson, Arthur Nels	Pharm	Sr	4,1,2,3	East Helena
Carlson, Helge Eugene	Hlth & PE	Gr	4	Fairview
Carlson, John Frederick	Hist	Gr	4,1,2,3	Bremerton, Wash.
Carlson, Loyal Eugene	Hlth & PE	So	1,2,3	Great Falls
Carlson, Robert Griffith	Bus Ad	Jr	1,2,3	Kellogg, Ida.
Carlson, Warren Donald	Educ	Sr	4,1,2,3	Anaconda
Carpenter, Estelle B.	Educ	Sr	4	Salmon, Ida.
Carpenter, George	Genl	So	1,2,3	Brooklyn, N.Y.
Carpino, Paul Samuel	Sociol	So	4,1,2,3	Hartford, Conn.
Carrig, Marlene Ann	Home Ec	So	1,2,3	Butte
Carroll, Marieanne Dolores	Music	Fr	1,2,3	Hysham
Carroll, Patricia Ann (Pat)	Bus Ad	Sr	4,1,2,3	Missoula
Carstens, James S.	Genl	Fr	2	Polson
Carstensen, Joyce Ann	Educ	Jr	1,2,3	Helena
Carstensen, Richard J.	Law	Sr	1,2	Missoula
Carter, Charles Lee	Music	Fr	1,2,3	Columbia Falls
Carter, Harley Willis	Law	Jr	4,1,2,3	Missoula
Carter, Max Milton	Journ	Fr	1,2,3	Wallace, Ida.
Carter, Richard LaVerne	For	Gr	1,2,3	Missoula
Caruso, Gilbert George	Psych	So	1,2,3	Livingston
Carver, William Lyle	Bus Ad	Jr	1,2,3	Darby
Casey, Donnie Robert	Pre Bus Ad	So	1,2,3	Miles City
Casey, Patrick James	Pre Bus Ad	So	1,2,3	Great Falls
Carvey, William John	Educ	Gr	4	Missoula
Cash, Charles Gilbert	Educ	Jr	2,3	Helena
Castren, James Hemming	W L Tech	Sr	2,3	Virginia, Minn.

Name	Curriculum	Rank	ance	Residence
Castro-Pera, Aida Maria (see Dunlap, Aida C.)				
Cavan, Robert Henry	Pre Law	Fr	3	Harlowton
Cech, Franklin Charles	For	Gr	3	Missoula
Cerino, Richard Francis	Hlth & PE	Jr	1,2,3	Anaconda
Cervenka, Lillian	Hlth & PE	Gr	4	Billings
Chaffee, George Benjamin	W L Tech	Sr	1,2,3	Livingston
Chaffin, Everett Calvin	Educ	Gr	4,1,2,3	Missoula
Chamberlain, James Edwin	For	Sr	1,2,3	Mountain View, Calif
Chamberlain, Thelma C.	Psych	Sr	1,2,3	Missoula
Chang, Myotin	Biol	Jr	4	Kalimpong, W. Bengal, India
Chao, Hwa Ming	Chem	Gr	4	Chengtu, China
Chapman, Floyd Worthington	Educ	Gr	4	Stevensville
Chatlain, Philip F.	W L Tech	Sr	1,2	Valier
Chauvin, Kervine	Pre Educ	Fr	1,2,3	Butte
Chauvin, Lois Jean	Bus Ad	Jr	4,1,2,3	Butte
Chebul, Joseph Robert	Bus Ad	Sr	4,1,2,3	Butte
Chelgren, Eldon Edgar	Pre Bus Ad	So	1,2,3	Richey
Chesbro, Wallace Clark	For	So	1	Casper, Wyo.
Chesmore, Emily Ann	Genl	Fr	1,2,3	Florence
Chezick, Marcia Ann	Pre Bus Ad	Fr	1,2,3	Helena
Chieslar, Eugene Edward	Pharm	Jr	1,2,3	Sheridan, Wyo.
Chilcote, Kenneth LeeRoy	Genl	Fr	1	Missoula
Chivers, Beverly Ruth	Pre Bus Ad	Fr	1,2,3	Missoula
Christenot, Fred Arthur	Pre Medic	Sr	4	Missoula
Christenot, Rodney Louis	For	So	1	Missoula
Christensen, Albert George	Pre Law	So	1,2,3	Sidney
Christianson, Roger W.	Educ	Gr	4	Fairfield
Christman, Charles	Educ	Gr	4	Butte
Christman, Peter Dale	For	Jr	1,2,3	Butte
Christofferson, Clarence Thomas	Bus Ad	Jr	1,2,3	Missoula
Christopherson, Joyce	Chem	So	4,1,2,3	Missoula
Christopherson, Kay E.	For	So	1	Missoula
Chubb, Fern Amelia	Educ	So	4	Missoula
Chumrau, Paul Joseph	Educ	Gr	1	Missoula
Clapp, Margaret (Peggy)	Engl	Jr	4,1,2,3	Missoula
Clapper, Peggy Jane Kitt	Home Ec	Gr	2,3	Missoula
Clark, Allan Robert	Bus Ad	Jr	1,2,3	Creston
Clark, Clarence Allen	Bus Ad	Jr	1,2,3	Missoula
Clark, Curtis Vaughn	Music	Jr	4	Lenoir City, Tenn.
Clark, Conald Grant, Jr. (Don)	Pre Bus Ad	Fr	1,2,3	Billings
Clark, Elaine Marie	Pharm	Jr	1,2,3	Creston
Clark, Martin William	Bus Ad	Sr	1,2,3	Great Falls
Clark, Maurice Paul, Jr.	Pre Bus Ad	So	1	Great Falls
Clark, Oren David	Pharm	Sr	4,1,2,3	Missoula
Clark, Phyllis Diana	Engl	So	1,2,3	Petaluma, Calif.
Clark, Russell Claude	Bus Ad	Sr	1,2,3	Billings
Clark, William A.	For	So	1	Larchmont, N.Y.
Clarke, Roscoe John	Fine Arts	So	1,2	Mullan, Ida.
Claus, Floyd James	Geol	Fr	1	Santa Ana, Calif.
Clawson, Francis Keith	Educ	Gr	4	St. Ignatius
Clauson, William Dale (Bill)	Pre Bus Ad	Fr	1,2,3	Santa Rita
Claxton, Robert Dennis	Pre Law	So	1	Missoula
Clearman, Francis Rollin	Physics	Sr	4,1,2,3	Helena
Cleland, John Franklin	Psych	Jr	4,1,2,3	Weyburn, Sask., Can.

Name	Curriculum	Rank	ance	Residence
Clement, Neal Duane	Sociol	Jr	4,2,3	Sheboygan, Wis
Clendenin, Melvin Dean	For	Sr	1,2,3	Livingston
Cline, Marian Frances	Fine Arts	Fr	1,2,3	Butte
Cline, Richard Frank	Journ	Sr	4,2	Missoula
Clinkingbeard, James Ray	Hlth & PE	Jr	1,2,3	Missoula
Cloud, James Hoffer	Pre Bus Ad	Fr	1,2,3	Wolf Point
Cloud, John Russell	Bus Ad	Sr	1,2	Wolf Point
Clowes, David John	Genl	So	1,3	Glasgow
Coates, Alan Bower	For	Jr	1,2,3	Casper, Wyo.
Cochrane, Albert Campbell	Journ	Sr	1,2,3	Dillon
Coe, William A.	Educ	Gr	3	Great Falls
Coffey, Georgia Ann	Music	Fr	1,2,3	Missoula
Coffman, George Raymond	Pre Bus Ad	Fr	1,2,3	Missoula
Cogley, C. Jeanine	Pre Medic	Fr	1,2,3	Great Falls
Cohen, Leon I.	Bot	Gr	1,2,3	New York City, N.Y.
Colbern Fred William	Pharm	Fr	1,2,3	West Yellowstone
Cole, Arden B.	For	Gr	4	Missoula
Cole, Charles Samuel	Chem	Jr	1,2,3	Basin, Wyo.
Cole, Donald Duane	Law	Jr	1,2,3	Poplar
Cole, James Howard	Music	Jr	4,1,2,3	Missoula
Cole, John R.	Bus Ad	Sr	1,2,3	Nashua
Cole, William Edwin	Pharm	Jr	1,2,3	Big Timber
Coleman, Charles Clement	Bus Ad	Jr	1,2,3	Lewistown
Coleman, Edwin Baker	Bact	Jr	4	Missoula
Collins, Charles Edward	Pre Bus Ad	So	1,2	Missoula
Collins, Raymond Reid	Engl	Jr	1	Great Falls
Collison, Lauris Raye	Educ	Jr	1,2,3	Great Falls
Collum, Stanley Emmons	Hist	Jr	4	Three Forks
Coloff, Nathaneil Lawrence	Music	Sr	1,2,3	Great Falls
Colton, Earl Francis	Pre Medic	So	1	Missoula
Colton, Rex Donald	For	Sr	1,2,3	Missoula
Colvin, Harold Everson	Educ	Gr	4	Brockton
Comba, Gerald Joseph	Pre Bus Ad	Fr	1,2,3	Butte
Combo, James Emmet	Hist	Sr	4	Butte
Conklin, Richard B.	Law	Sr	1,2,3	Great Falls
Connell, Patrick	Econ	Jr	4,1,2,3	Great Falls
Connelly, Patricia Ann	Educ	Jr	1	Billings
Conner, Charles Leon	Pre Educ	So	1,2,3	Victor
Connick, Harry Arthur	Law	Sr	1,2,3	Missoula
Connolly, Mary Jane	Sociol	So	4	Helena
Conover, Dale Everette	Bus Ad	Sr	1,2,3	Broadview
Conway, Lida Lucile	Educ	Gr	4	Frannie, Wyo.
Conway, Pearl N.	Bus Ad	Gr	4	Deerfield, Kan.
Conwell, Robert F.	Law	Sr	4,1,2,3	Red Lodge
Cook, Delmer Laverne	Pharm	Jr	4,1,2,3	Spokane, Wash.
Cook, Earl Dee	Bus Ad	Gr	1,2,3	Helena
Cook, Edward Gaylord	Hist	Gr	2,3	Missoula
Cook, Florence Lucille	Mod Lang	Jr	1,2,3	Missoula
Cook, Richard Edward	Educ	Gr	1	Missoula
Cook, Robert James (Bob)	Hlth & PE	Sr	4,1,2,3	Missoula
Cooley, Lois Agnes	Pre Bus Ad	So	4,1,2,3	Dunham, Ky.
Cooney, Colleen Dreyer	Psych	Sr	4,1,2,3	Missoula
Cooney, Francis H.	Law	Sr	4,1,2,3	Missoula
Cooney, Gibbons Joseph	Journ	Fr	1,2	Butte



Name	Curriculum	Rank	Attendance	Residence
Cooney, Robert John	Bus Ad	Jr	1,2,3	San Diego, Calif.
Cooper, Guy Benjamin	Bus Ad	Jr	2,3	Missoula
Cooper, Ted William(Billy Edward)	Bus Ad	Sr	1,2,3	Ekalaka
Copas, James L.	Hist	Gr	4	Thawville, Ill.
Cope, Robert Davis	Educ	Sr	1,2,3	Missoula
Coppedge, Jack Wayne	Hlth & PE	So	1,2,3	Polson
Copple, Bert Emerson	Music	Fr	1,2,3	Three Forks
Corbett, George Edward	Bus Ad	Sr	4,1,2,3	Libby
Corbett, Thomas John, Jr.	Educ	Sr	4	Box Elder
Cordts, Howard P.	Chem	Gr	1,2,3	Hankinson, N.Dak.
Corey, Edith M.	Journ	So	1,2,3	Collins
Corin, Gordon Rankin	Pre Bus Ad	Fr	1,2,3	Butte
Corin, Marvis Elizabeth	Hlth & PE	Fr	1,2,3	Butte
Corkran, Marianne	Pre Bus Ad	Fr	1,2,3	Sidney
Corning, Joyce Virginia	Sociol	Fr	1,2,3	Billings
Coster, Barney Arthur	For	Jr	1,2	Polson
Cotter, Catherine Cecilia (Kay)	Sociol	So	1,2,3	Townsend
Cotter, James Fredrick	For	Sr	1,2,3	Omaha, Neb.
Cotter, Shirley Lois	Bot	Gr	4	Saint Paul, Minn.
Cotter, Thomas William	Geol	Jr	1,2,3	Townsend
Coughlan, Carol Grace	Med Tech	Fr	1,2,3	Missoula
Couture, Jeanne Louise	Engl	So	4,1,2,3	Arlee
Couvillion, Duane Patrick	W L Tech	Jr	1,2,3	Missoula
Covey, Harry Lee	For	Sr	1,2,3	Missoula
Covey, William Howard	For	Jr	1,2,3	Missoula
Cowan, John R., Jr.	Music	Sr	1,2,3	Hobson
Cowee, Charles Grant	Educ	Gr	4	Charlo
Cowling, Virginia Johanne	Genl	Fr	1,2,3	Kalispell
Cox, Francis Dale	Law	Jr	3	Shelby
Cox, Gem Eldo	Educ	Gr	4	Jordan
Cox, James Edward	Music	Gr	4	Missoula
Cox, Jean Glover	Educ	Jr	4	Jordan
Cox, Roy W.	Bus Ad	Jr	1,2,3	Chinook
Cragholm, Ellsworth Andrew	Law	Gr	1,2,3	Missoula
Craig, Benjamin Lawrence	Pre Bus Ad	So	1,2,3	Geraldine
Craig, James David	Bus Ad	Sr	1,2,3	Columbus
Craig, James Edwin	Hlth & PE	Fr	1,2	Geraldine
Cramer, John Earnest	For	Sr	1	Missoula
Crandall, Luella Blanche	Hist	Gr	4	Red Wing, Minn.
Crase, Robert F.	Educ	Gr	4	Harlem
Craver, Robert Arthur	Hlth & PE	So	1,2,3	Helena
Crawford, Annie Mae	Home Ec	Gr	2,3	Geraldine
Crawford, Clair C.	Pre Law	So	2,3	Rochester, Minn.
Crawford, Franam Theodore (Ted)	Psych	Sr	1,2,3	Billings
Cregg, Bill Gregory	Pre Law	So	1	Butte
Crennen, Robert Earl	Journ	Sr	1,2,3	Minneapolis, Minn.
Cresien, Marlene Ann	Sociol	Fr	1,2,3	Great Falls
Crippen, Bruce Douglas	Pre Bus Ad	Fr	1,2,3	Billings
Criswell, Theodore Johnson	Genl	Fr	1,2,3	Missoula
Critelli, Stella Adaline	Music	So	1,2,3	Billings
Crocker, John Clayton	For	Sr	1,2,3	Missoula
Croghan, Dwight Eugene	Pre Medic	Fr	1,2,3	Hardin
Cromwell, Charles Geoffrey	Engl	Jr	1,2,3	Coeur d'Alene, Ida.
Cromwell, Clyde Andrew, Jr.	Pre Educ	Fr	1,2,3	Laurel

Name	Curriculum	Rank	Years in Attendance	Residence
Cronin, James Ralph	For	Jr	1	Missoula
Crookshanks, Charles Edward	Econ	Jr	1,3	Dillon
Croskrey, Ruth Luella	Home Ec	Gr	4	Missoula
Cross, Jeanne Adelaide	Home Ec	Fr	1,2,3	Lewistown
Crossen, James D.	For	Jr	1,2,3	Seattle, Wash.
Crosser, Donald D.	Bus Ad	Jr	1,2,3	Lewistown
Crossman, Charles Roy	Educ	Sr	4	Drummond
Crossman, David Allen	Pre Bus Ad	So	1,2,3	Deer Lodge
Crouch, Ethel Carolyn	Pre Bus Ad	Fr	1,2,3	Custer
Crowley, Gerald L.	Law	Sr	4,1,2,3	Helena
Crowley, John William	Educ	Sr	4	Post Falls, Ida.
Crowley, Joseph Robert	Educ	Gr	4	Butte
Crowley, William F.	Law	Sr	4	Walkerville
Crumpacker, Donald Scott	Hlth & PE	Jr	4,1,2,3	Valier
Cullen, Donald W.	For	Jr	1,2,3	Winamae, Ind.
Cullen, William Thomas, Jr.	Educ	Gr	4	Butte
Culver, Edith Ethel	Class Lang	Gr	4	Missoula
Cumley, Del W.	For	So	1,2	Darby
Cumley, William Eugene	For	So	1,2	Darby
Cumming, Wayne Kirkwood	Law	Gr	1,2,3	Helena
Cummings, Dean Winfred	Chem	Jr	1,2,3	Plains
Cummings, Gentry Alizabeth	Journ	So	2,3	Ronan
Cunningham, Fred C.	Psych	Gr	4	Billings
Cunningham, James William	Bact	Sr	1	Missoula
Cunningham, Ronald Vernon	Pharm	Sr	1,2	Sunburst
Cunningham, Scott Alan	Geol	Sr	1,2,3	Missoula
Cunningham, Shirley Ann	Psych	Sr	1,2,3	Butte
Curran, Anastasia B.	Educ	Sr	4,3	Raymond
Curran, John Gordon	Bus Ad	Jr	1,2,3	Billings
Curry, Janet Isabelle	Hlth & PE	Sr	1	Dillon
Curtis, Glenn R., Jr.	For	Fr	1,2,3	Xenia, Ohio
Curtis, Homer LeRoy	Bus Ad	Sr	4,1,2,3	Glendive
Cusker, Henry James	Chem	Fr	1,2,3	Missoula
Custer, Walter Scott	Sociol	Gr	1,2	Missoula
Cutler, Robert Eugene	Zool	So	1,2,3	Missoula
Cutts, Charles Rollin, Sr.	Music	Gr	4	Billings
Dahl, Albert John	Econ	Jr	1,2	Wolf Point
Dahl, Arthur John	Hist	Gr	4,1,2,3	Missoula
Dahl, Elizabeth Mary	Engl	Gr	4	Huron, S.Dak.
Dahl, Harvey Weston	Law	Sr	4	Shakopee, Minn.
Dahl, Lloyd LaVerne	Bact	Gr	1,2,3	Hamilton
Dahl, Nona Victoria	Bact	So	1,2,3	Clinton
Dahl, Victor Charles	Hist	Gr	4,1,2,3	Missoula
Dahlberg, Donald Oscar	Bus Ad	Jr	1,2,3	Poplar
Dahlin, LaVerne DaWane	Hlth & PE	So	1	Choteau
Dahlman, Julia Darlene	Pre Bus Ad	Fr	1,2,3	Butte
Dahlstrom, John Neil	Music	Sr	4,1	Missoula
Dahmer, Henry F.	Educ	Gr	4	Great Falls
Dahood, Wade Joseph	Law	Sr	1,2,3	Anaconda
Dalrymple, A. June	Educ	Sr	4	Havre
Daly, Gene Benedict	Law	Jr	1,2,3	Great Falls
Daly, John Edward	Music	Sr	4	Townsend

Name	Curriculum	Rank	Quarters in Attendance	Residence
Daniels, Carlee Claun	Pre Bus Ad	Fr	1,2,3	Missoula
Daniels, Frederick Eugene	Bus Ad	Sr	4	Billings
Daniels, Jack Tupper	For	Fr	3	Helmville
Daniels, LeRoi Brian	Journ	Jr	2,3	Calgary, Alta., Can.
Daniels, Ronald L, Jr.	For	So	1,2,3	Helmville
Danielson, Lester Irvin	Educ	Gr	4	Missoula
Danielson, Pat Marie	Bus Ad	Jr	1,2,3	Billings
Danielson, Wallace Roger	Educ	Sr	4,1	Missoula
Dankers, William Henry	Pharm	Fr	1,2,3	Missoula
Darland, Sherman Thomas	Law	Sr	1,2,3	Froid
Darling, John B.	Engl	Gr	4	St. Anthony, Ida.
Darling, Richard Lewis	Engl	Gr	4	Missoula
Dart, Elwood Dale	Educ	Gr	4	Missoula
Daugherty, Eugene Maurice	Bus Ad	Gr	1,2,3	Lewistown
Daugherty, Xoa M.	Educ	Gr	4	Arlee
Daveau, Joan M. (see Larson, Joan D.)				
Davenport, Jack	Engl	So	1,2,3	Polson
Davenport, Robert Donald	W L Tech	So	1	Lyndhurst, N.J.
Davidson, Gayle Jane	Music	Sr	4,1,2,3	Polson
Davidson, Ian Bruce	Pre Bus Ad	So	1,2,3	Great Falls
Davies, Douglas Walter	Edus	Gr	4	LaCanada, Calif.
Davies, Robert Muir	Hlth & PE	Fr	4	Edmonton, Alta., Can.
Davis, Arthur Edwin	Math	Jr	1,2,3	Red Lodge
Davis, Calvin Ray	Pre Law	So	1,2,3	Missoula
Davis, Charlene Renee	Pre Bus Ad	Fr	1,2,3	Hardin
Davis, Charles Henry	Hlth & PE	So	4,1,2	Dillon
Davis, Charles Wesley	Pre Bus Ad	So	1,2,3	Glendive
Davis, Donald Wilson (Don)	Sociol	So	4,1,2,3	Carey, Ida.
Davis, Edward Bourquin	Genl	Fr	1,2	Dillon
Davis, Evelyn Alice	Bus Ad	Jr	1,2,3	Thompson Falls
Davis, Ivor Paul	Educ	Sr	4	Tonasket, Wash.
Davis, Jere B.	Bus Ad	Sr	1	Glasgow
Davis, John Gilley (Jack)	Bus Ad	Jr	1,2,3	Cut Bank
Davis, Lawrence James	Educ	Gr	3	Butte
Davis, Margaret Jean	Pre Bus Ad	Fr	1,2	Missoula
Davis, Samuel Eugene	Music	Fr	1,2,3	Dillon
Davis, William Robert	Educ	Gr	4	Boulder
Davison, Frank	Educ	Gr	4	Sedro-Woolley, Wash.
Davison, Robert Wallace	Journ	Fr	4	Missoula
Daws, Archibald Wallace	Law	Sr	4	Hutchinson, Minn.
Dean, Betty Louise Knapp	Hist	Sr	1	Missoula
Dean, Dale D.	Pre Law	So	1	Harlowton
Dean, David Lawrence	Law	Jr	1,2,3	Missoula
Dean, Douglas E.	Journ	Sr	1,2,3	Mullan, Ida.
Dean, Wayne O.	Bus Ad	Sr	4,1	Harlowton
DeBruin, Lester	Educ	Gr	1,2	Missoula
Deeney, Jacqueline Cleo	Pre Bus Ad	Fr	1,2,3	Livingston
Degn, Duane Waldemar	Pre Bus Ad	Fr	1,2,3	Billings
DeGolier, Richard Elmer	Bus Ad	Sr	4,1,2,3	Missoula
deGuzman, Moises Montero	Hist	Gr	3	Narucan, Ilocos Sur, P.I.
Deischer, Barbara Jean	Music	Sr	1,2,3	Hot Springs, S. Dak.
DeJarnette, Monroe Campbell	Music	Sr	1,2,3	Missoula
deJung, John Ernest	Educ	Sr	1,2,3	Missoula
deLaLuz, Antonio	Educ	Gr	4	Adjuntas, Puerto Rico

Name	Curriculum	Rank	Quarters in Attendance	Residence
Delaney, Betty Ann	Bus Ad	Sr	4,1,2,3	Missoula
Delaney, Dexter Lee	Pre Law	Fr	1,2,3	Missoula
Delaney, Doanld Edward	Hlth & PE	Sr	1,2,3	Missoula
Delaney, Jane Helen Hannah	Educ	Jr	1,2,3	Kalispell
Delfs, Harry John	Chem	Gr	4	Chicago, Ill.
Demaree, Barbara Geraldine	Hist	Gr	1,3	Missoula
Demaree, Herald A., Jr.	W L Tech	Sr	4,1,2,3	Missoula
DeMarois, Robert George	Sociol	Sr	4,1,2	Anaconda
Demmons, Jack Lawrence	Bus Ad	Jr	1,2,3	Bonner
Demmons, William Herbert	Pre Bus Ad	Fr	1,2,3	Bonner
Dennis, Daniel Leslie	Pre Medic	Fr	1,2,3	Dillon
Dennis, Rae Virginia	Hist	So	1,2,3	Billings
Dennison, Norman Lee	Pharm	Sr	1,2,3	Missoula
Densmore, Park	Pre Bus Ad	Jr	1,2,3	Monrovia, Calif.
Densmore, Peter Kennedy	Pre Bus Ad	So	1,2,3	Monrovia, Calif.
Denton, Dayton W.	Educ	Gr	4,3	Clarksville, Tenn.
Derby, J. Leonard	Journ	Sr	1,2,3	Missoula
Derig, Betty Belle	Hist	Gr	2,3	Missoula
Derig, Vincent F.	Hist	Sr	1,2,3	Missoula
DesRosier, Jeanne JoAnn	Pre Educ	Fr	1,2,3	Whitehall
Devan, George Andrew	For	Fr	1,2,3	Willoughby, Ohio
DeVries, Margaret Elinor	Engl	Gr	2,3	Conrad
DeZur, Robert Steve	Physics	Jr	1,2,3	Iron Belt, Wis.
Dick, Robert Leroy	Bus Ad	Sr	1,2,3	Great Falls
Dickinson, Barbara Jane	Music	Fr	1,2,3	Helena
Dickinson, Leta Marie	Music	Fr	1,2,3	Kalispell
Dickinson, William Julius	Educ	Sr	1,2,3	Bozeman
Dickson, Joseph Louis	Educ	Gr	4	Belfry
Dieter, Bob T.	For	Jr	1,2,3	Tacoma, Wash.
Dillon, William Eugene	Hist	So	4,1,2,3	Billings
Dimock, Joanne P. Powell	Educ	Jr	1,2,3	West Glacier
Dimock, John Bishop	Bus Ad	Sr	4	Anaconda
Dimock, Mary Ann	Hist	Fr	1,2,3	Anaconda
Dimock, Thomas Arthur	Law	Sr	1,2,3	Anaconda
Dimock, Viola Ann	Genl	So	4	Red Lodge
Dinn, Winifred Marian	Journ	Fr	2,3	Butte
Dinwoodie, Daniel Hepburn	W L Tech	Fr	1	St. Ignatius
DiRe, Anthony Guy	Educ	Gr	4	Anaconda
DiRe, Henry Louis	Hlth & PE	Sr	4	Missoula
Dirkes, Beverly Joan	Engl	Jr	1	Billings
Dirl, Wesley Roy	W L Tech	So	1,2,3	Missoula
Disney, Richard M.	Hist	So	1	Missoula
Dixon, Gertrude A.	Engl	Gr	4	Missoula
Dobbins, Wallace James	Hlth & PE	Jr	1,2,3	Thompson Falls
Dobler, Bernice Gertrude	Psych	So	1,2,3	Helena
Dockery, Raymond Edward, Jr.	Law	Jr	4,1,2,3	Lewistown
Dockstader, Raymond Lloyd	Hist	Jr	1,2,3	Terry
Dodds, Raymond	Hlth & PE	Sr	4,1,2,3	Poundup
Dodson, Mildred June	Hist	Sr	4,1,2,3	Missoula
Doggett, George William	Hlth & PE	Fr	3	Missoula
Doggett, Jefferson Veach	Bus Ad	Jr	1,2,3	Townsend
Doggett, Lawrence Wyland	Pre Bus Ad	Fr	3	Townsend
Doggett, William Howard	Bus Ad	Jr	1,2,3	Townsend
Doherty, Catherine Clara	Pre Educ	Fr	1,2,3	Missoula
Doig, Edwin H.	Pharm	So	1,2,3	Trident

Name	Curriculum	Rank	Quarters in Attendance	Residence
Dolato, Max Clarence	For	So	1,2,3	Oconto Falls, Wis.
Dollan, Jack Martin	For	Fr	1,2,3	Butte
Dolven, Myrna Joanne	Genl	Fr	1,2,3	Harlem
Dolwig, Alfred John	Educ	Gr	4	Dickinson, N.Dak.
Domitrovich, Rudy J.	Music	Jr	1	Anaconda
Donaldson, Harry Mathew	Educ	Gr	4	Hot Springs
Donally, William L.	Bus Ad	Jr	1,2,3	Lozeau
Donisthorpe, Grace Imogene	Sociol	So	1,2,3	Lewistown
Donisthorpe, Oscar Lloyd	Law	Gr	1,2,3	Lewistown
Donlan, Grace Elizabeth	Engl	Jr	4	Salmon, Ida.
Donlin, Robert John	Law	Sr	4,1,2,3	Missoula
Donnelly, Jerry Daniel	Hist	Gr	4,1,2,3	Miles City
Donovan, John Patrick	Educ	Gr	4,1,3	Missoula
Donovan, Leslie Paul	For	Sr	1,2,3	Missoula
Donovan, Patricia Joan	Pre Educ	So	1,2,3	Anaconda
DonTigny, Barbara Beth	Fine Arts	Jr	1,2	Missoula
DonTigny, Delores Maxine	Bus Ad	Sr	4,1,2,3	Missoula
Doochan, John Robert	Engl	Fr	1,2,3	Anaconda
Dotz, Frank Richard	Pre Bus Ad	Fr	3	Ronan
Doucette, Wilfred Lee (Bill)	Hist	Sr	1,2,3	Bonner
Douma, Douwe	Econ	Gr	1,2,3	Manhattan
Dow, Sumner Anderson, Jr.	Zool	Gr	4,1,2,3	Knoxville, Tenn.
Dowdall, John Anthony	Educ	Gr	4	Anaconda
Dowling, James Robert	Bus Ad	Sr	1	Butte
Dowse, Richard Arthur	Journ	Jr	1,2	Corvallis
Doyle, Richard Norman	Hlth & PE	Sr	1,2,3	Missoula
Drabbs, Russell J.	For	Sr	1,2,3	Missoula
Drake, Joseph William, Jr.	Law	Gr	1,2,3	New York City, N.Y.
Drew, Margaret Ann	Biol	Sr	4,1,2	Somers
Dudden, Altie Henry	Bus Ad	Sr	1,2,3	Butte
Dudharkar, Kalesh	Hist	Sr	4,1,2,3	Nipani, Bombay, India
Dudiak, John	W L Tech	Sr	4,1,2,3	Lorain, Ohio
Duffield, Elizabeth Mary	Educ	Gr	4	Billings
Duffy, Thomas Stephen	Bact	Gr	4	Butte
Dufresne, Florence Frances	Bus Ad	Sr	4,1,2	Milltown
Dugan, Charles Mura	For	Gr	1	Missoula
Dumaine, Kenneth Noe	Journ	Fr	1	Butte
Dunbar, Byron Herbert	Law	Sr	1,2,3	Three Forks
Duncan, Clyde Franklin	Bus Ad	Jr	2	Missoula
Duncan, Helen MacDonald	Sociol	Jr	1,2,3	Honolulu, T.H.
Dunham, Donald Kenneth	W L Tech	Sr	1,2,3	Adams, Wis.
Dunlap, Aida Maria Castro-Perea	Engl	Sr	1,2,3	Missoula
Dunlap, Leslie Frank	Geol	Jr	1,2,3	Moulton
Dunlap, Mary Ann	Pre Bus Ad	Fr	1,2	Winnett
Dunlap, Pat Joyce	Med Tech	So	1,2	Great Falls
Dunn, Donald Paul	Chem	Fr	1,2,3	Olympia, Wash.
Dunnell, Howard Vincent	Educ	Gr	4	Glasgow
Durant, Thomas Wynne	Pre Bus Ad	Fr	1,2,3	Mobridge, S.Dak.
Durnford, Richard H.	Bus Ad	Sr	3	Missoula
Duskey, Richard George	For	So	1,2	Camden, Ohio
Dutton, Delos Marl	Bus Ad	Jr	1,2,3	Missoula
Dutton, Donald Zedoc	Bus Ad	Jr	4,1,2,3	Libby
Dutton, June Maxine	Educ	Jr	1,2,3	Missoula
Duval, Robert Charles (see Ebner, Robert D.)				

Name	Curriculum	Rank	Quarters in Attendance		Residence
			ance		
Dyer, Gilbert Ronald	Pre Bus Ad	Fr	1		Missoula
Dyer, Melissa Ellen Murphy	Mod Lang	So	4,1,2,3		Missoula
Dyrud, Kenneth M.	Bus Ad	Sr	1,2		Conrad
Eaheart, John Floyd	Hlth & PE	Sr	1,2,3		Missoula
Eakins, Gilbert Royal	Geol	Gr	1,2,3		Alderson, W.Va.
East, Joy Lenore	Journ	So	1,2,3		Wallace, Ida.
Eaton, Favre Eugene	Hlth & PE	So	1,2		Butte
Ebner, Robert Charles (Duval)	For	Sr	1,2,3		Wisdom
Eckert, Jon Colin	Geol	Fr	1,2		Arlington, Ill.
Eckmann, Wallace Harry	Bus Ad	Sr	4		Truman, Minn.
Edkins, William John	Pre Bus Ad	So	3		Beach, N.Dak.
Edland, Wallace Bryce	Pre Bus Ad	Fr	2		Scobey
Edstnom, Neil Arthur	For	So	1,2,3		Two Harbors, Minn.
Effing, Gerald Bernard	Educ	Gr	4,1,2,3		Lancaster, Pa.
Egan, Lavant G.	W L Tech	Jr	2		EauClaire, Wis.
Egan, Maurice Francis	Educ	Gr	4		Valier
Eggar, Pearl Elizabeth (Peggy)	Pre Bus Ad	Fr	1,2,3		Livingston
EGge, Amos John	Bus Ad	Jr	4,1,2		Roundup
EGge, Robert Glen	Bus Ad	Sr	4		San Francisco, Calif.
Eggen, John Ray	Educ	Gr	4		Hysham
Egger, Ilen Freda	Pre Educ	Fr	1,2,3		Whitehall
Egger, Sylvia Ramona	Bus Ad	Jr	1,2,3		Whitehall
Ehlers, Robert Lewis	Law	Sr	4,1,2,3		Missoula
Ehret, Harold Floyd	Math	Sr	1,2,3		Plevna
Ehrmann, Marie Leonore	Bot	Gr	4		Wayne, Mich.
Eichholz, Richard S.	Music	Fr	1,2,3		Hamilton
Eide, Loraine M.	Bus Ad	Jr	1		Scobey
Eissinger, Clare Marie	Bus Ad	Jr	1		Circle
Elbert, Clyde Moore	Pharm	Sr	1,2		Billings
Elder, Florence H.	Pharm	Jr	1		Missoula
Elins, Robert Jasie	Bus Ad	Sr	1,2,3		Butte
Elliott, Ray	Bus Ad	Sr	2,3		Conrad
Ellis, Thomas Leonard	Engl	Fr	1,2,3		Ronan
Ellis, Willard E.	Educ	Gr	4		Gettysburg, S.Dak.
Ellis, Wilma Jean	Journ	Jr	1,2,3		Butte
Elliston, Donald Neil	Pharm	Fr	1,2,3		Billings
Elmore, Louis Neal, Jr.	Pre Bus Ad	So	1,2,3		Lewistown
Elton, Claude Reginald	Bus Ad	Sr	1		Polson
Ely, Harriett Ann	Home Ec	Sr	4		Missoula
Embod, Shirley Marie	Journ	Jr	1,2,3		Conrad
Emerson, George Murray	Pharm	Sr	4,1,2,3		Ekalaka
Emerson, John L.	For	Sr	1,2,3		Missoula
Emery, Olive Joan	Genl	Fr	1,2,3		Butte
Emmert, John William, Jr.	Bus Ad	Sr	1,2,3		West Glacier
Enebo, Donald O.	Pharm	Fr	1,2,3		Stevensville
Enebo, Doris Aline (see Taylor, Doris E.)					
Engbregson, Daryl Eddy	Law	Sr	1,2,3		Everett, Wash.
Engbretson, Carl Robert	W L Tech	Jr	1,2,3		Hudson, Wis.
Engles, Robert V.	Pre Medic	Fr	3		Polson
Engraf, Donna Mae (see Kosnick, Donna E.)					
Enkling, Charles Howard	For	Fr	1		Harpursville, N.Y.
Enochson, Carmen Angelinn	Pre Bus Ad	So	1,2		Medicine Lake

Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Ensign, Edwin S.	Educ	Jr	4	Frenchtown
Erb, Marilyn Mae	Fine Arts	So	1,2,3	Billings
Erdahl, Leo Stanley	Pre Bus Ad	Fr	4,1,2	Malta
Erickson, Arthur John	Law	Sr	1,2,3	Missoula
Erickson, Duane Lemar	Pharm	Gr	1,2,3	Billings
Erickson, Edwin Donald	Pre Bua Ad	Fr	1,2,3	Havre
Erickson, Elrita	Engl	Gr	1,2,3	Waukegan, Ill.
Erickson, William Earl	Educ	Jr	1,2,3	Anaconda
Erickson, William Joseph	Pre Medic	Fr	3	Polson
Ericson, Harold Walter	Bus Ad	Jr	4,1,2,3	Bozeman
Erpenbach, Raymond Decker	Pre Educ	Fr	1,2	Glendive
Eslick, Joseph H.	Pre Educ	So	1,2,3	St. Ignatius
Estes, Ardis E.	Mod Lang	Sr	4	Moore
Estes, Joseph E.	Music	Gr	4	Moore
Eudally, Ralph S.	Educ	Gr	4	Missoula
Evans, Ann Elicabeth	Psych	Sr	1,2,3	Washington, D.C.
Evans, James Stanley	Educ	Sr	4,1,2,3	Ovando
Evans, Jessie L.	Engl	Gr	4	Dutton
Evans, John G., Jr. (Jack)	Educ	Gr	4	Butte
Evans, Patricia Evans	Hlth & PE	Jr	1,2,3	Butte
Evans, Phyllis Jeanne	Pre Bus Ad	Fr	1,2,3	Lewistown
Evans, Richard G.	Pre Bus Ad	Fr	1,2,3	Butte
Evans, Robert James	Bus Ad	Sr	4,1,2,3	Walla Walla, Wash.
Evans, William Arthur	Pre Law	So	1	Butte
Evans, William Bruce	Law	Gr	1,2,3	Missoula
Evans, William Leon	For	Sr	1,2,3	Gardiner
Eybel, Charles G., Jr.	Psych	Sr	1,2,3	Helena
Fabert, Georgie Arlene	Pre Educ	So	1,2,3	Missoula
Fabert, Melvin M.	Geol	So	1,2	Missoula
Facincani, Leona May	Journ	So	1,2,3	Butte
Faker, Robert Edward	Journ	Sr	4,1	Missoula
Fagerland, Kornel, Jr.	Bus Ad	So	4	Kalispell
Fahey, Jack Allan	Pre Bus Ad	So	1,2,3	Lakeside
Falligan, Ella Alwilda	Educ	Jr	4	Missoula
Fanning, Ward Anthony, Jr.	Journ	Sr	4,1	Butte
Farias, Lola Marie	Psych	Fr	1,2,3	Fromberg
Farias, Viola Mae (see Sutliff, Viola F.)				
Farmer, Cleone	Educ	Gr	4	Chariton, Iowa
Farnum, Mary Josephine	Educ	Sr	1,2,3	Glendive
Farr, Edgar Scearce	Educ	Jr	4,1,2,3	Miles City
Farrell, James Bertrand	Bus Ad	Jr	1,2,3	Galsgow
Farrell, Joseph E., Jr.	Engl	Sr	1	Billings
Farrington, Mary Margaret	Mod Lang	Gr	4	Olympia, Wash
Farrington, Thomas Louis	Journ	Fr	1,2,3	Missoula
Farris, Martin T.	Econ	Gr	4	Troy
Faulds, Gordon Ray	Sociol	So	3	Missoula
Fauque, Verne Gerald	Pre Educ	So	1,2,3	Oilmont
Faurot, James L.	For	Gr	3	Missoula
Faurot, Richard Allen	For	Fr	1,2,3	St. Croix Falls, Wis.
Faust, Ronald F.	Journ	Fr	1,2,3	Forsyth
Fearl, G. Elizabeth	Hlth & PE	Gr	4	Missoula
Fecht, Dolores Renee	Hist	Fr	1,2,3	Chicago, Ill.

Name	Curriculum	Rank	ance	Quarters in Attend-	Residence
Fecht, Robert W.	For	Sr	1,2,3		Chicago, Ill.
Fehr, Marjorie June	Pre Bus Ad	Fr	1,2,3		Missoula
Feinblum, Melvin	For	Sr	1,2,3		Hartford, Conn.
Felsman, Patricia Jean	Pre Bus Ad	Fr	1,2		Kalispell
Fenell, Klas Kendall	For	Sr	1,2,3		Missoula
Fenske, Hildegard Louise	Educ	Jr	4		Golden Valley, N.Dak.
Fenske, William H.	Educ	Gr	4		Golden Valley, N.Dak.
Ferguson, Helen Josephine	Pre Bus Ad	Fr	2,3		Grass Range
Ferguson, Janet Joy	Bus Ad	Sr	1,2,3		Great Falls
Ferguson, Patricia Adele	Pre Nurs	So	1,2,3		Missoula
Fernette, Winsor	For	Gr	4,2		Los Angeles, Calif.
Fetterly, Jane Ruth Lamunyan	Educ	Gr	4		Kalispell
Feury, George A.	Educ	Gr	4,1,2		Minot, N.Dak.
Field, Clyde Cortes, Jr.	Educ	Sr	1,2,3		Deer Lodge
Field, Joan Virginia	Fine Arts	Fr	1		Kalispell
Fields, John Frederick	For	Sr	1,2,3		Missoula
Fields, Nancy Kathleen	Fine Arts	Sr	4,1,2,3		Missoula
Fillner, Russell Kenneth	Law	Sr	1,2,3		Forsyth
Fine, William Edward	Pharm	Fr	1,2		Somers
Finlayson, Harry Randolph	For	Jr	1,2,3		Missoula
Finley, Robert Milton	Physics	Sr	1,2,3		Missoula
Firm, Rudy Frankleon	Bus Ad	Jr	1,2,3		Klein
Fischer, Merlin LeRoy	Music	Fr	1		Missoula
Fischer, Robert E.	Geol	Jr	1,2,3		Whitefish
Fischer, Robert J.	W L Tech	Sr	1,3		Seattle, Wash.
Fish, Evelyn M.	Law	Sr	4,1,2,3		Missoula
Fishel, Charles Wesley	Bact	Gr	4,1,2,3		Missoula
Fisher, Clay Dean	Pre Bus Ad	So	1,2,3		Fort Benton
Fisher, Earl	Educ	Gr	4		Hot Springs
Fisher, Eleanor Jean	Journ	So	1,2,3		Laurel
Fisher, Garry Vernon	Law	Sr	4,1,2,3		Missoula
Fisher, Leo	Law	Jr	4,1,2,3		Missoula
Fisher, Margaret Josephine	Educ	Gr	4		Beach, N.Dak.
Fisher, Patty Sue	Bus Ad	Sr	2,3		Missoula
Fisher, Vernell Leroy	Bus Ad	Sr	4,1,2		Fort Benton
Fiske, Karl A.	Educ	Gr	4		Chinook
Fitschen, Russell Earl	Educ	Gr	4		Butte
Flacks, Francis Lee	Econ	Sp	1		Missoula
Flanagan, Maurice N.	Hist	Fr	3		Absarokee
Fleming, G. Michael	Bus Ad	Jr	1,2,3		Livingston
Fleming, John Andrew	Educ	Jr	1,2,3		Helena
Flemmer, Tillie Kathrine	Educ	Jr	4		Beulah, N.Dak.
Fleshman, Donna Corinne	Mod Lang	Jr	1,2,3		Dutton
Fletcher, Ann Harriet	Educ	Sr	4		Intake
Fletcher, Charles Richard	Music	Fr	1,2,3		Billings
Fletcher, Thomas Edward	Pre Bus Ad	So	1,2,3		Canby, Ore.
Flightner, Gwendolyn	Pre Bus Ad	So	1,3		Darby
Flightner, J.K.	Biol	Gr	4		Darby
Flightner, James Arthur	Math	Fr	1,2,3		Darby
Flinn, Mary Alice	Pre Nurs	Jr	4		Helena
Flinn, Sheila Ellen	Engl	So	1,2,3		Helena
Flint, Kedric William	Educ	Sr	1,2,3		Whitefish
Floerchinger, William Earl	Bus Ad	Jr	1,2,3		Conrad
Florman, Cornelius Francis	Engl	So	4		New York City, N.Y.



Name	Curriculum	Rank	ance	Residence
Flynn, Margaret Ellen	Psych	Jr	1,2	Missoula
Flynn, Roland	Educ	Gr	4	Butte
Foley, Armund Everett	Journ	Sr	1,2,3	Great Falls
Follett, George Douglas	Educ	Jr	1,2,3	Whitefish
Fonseca, Oliva E.	Pre Educ	Fr	1,2,3	Liberia, Costa Rica
Foot, Margery Jean	Journ	Fr	1,2	Kalispell
Forbes, Alton Dale	Law	Sr	1,2,3	Great Falls
Forbes, Benjamin Nelson	Law	Gr	4,1,2	Billings
Forbes, Donald F.	Bus Ad	Sr	1,2,3	Billings
Ford, Robert Kenneth	Bus Ad	Jr	1,2,3	Missoula
Fornall, Donald John	Educ	Jr	1,2	Fort Shaw
Forrest, Vera Freese	Educ	Jr	4	Hamilton
Forsyth, William Bruce	Pre Bus Ad	Fr	1,2,3	Great Falls
Foshag, Thomas Philip (Tom)	Pre Bus Ad	So	1,2,3	Lewistown
Fosland, Jordan Alton	Law	Sr	4	Scobey
Fosland, Marian G.	Bus Ad	Sr	1,2,3	Scobey
Fosse, Robert Lee	Pre Bus Ad	So	1,2,3	Great Falls
Foster, Albert David	W L Tech	Jr	2,3	Billings
Foster, Marilyn June	Pre Bus Ad	Fr	1,2,3	Missoula
Fowler, Anne Vivette	Mod Lang	Fr	1,2,3	Lewistown
Fowler, Clark William	Educ	Gr	4	Conrad
Fowler, Frank Austin	For	Fr	1,2,3	Lanham, Md.
Fowler, Ray Walter	Psych	Gr	4	Butte
Fox, Donald A.	Educ	Gr	4	Park City
Fox, George	Bus Ad	Sr	1,2	Laurel
Fox, Richard D.	Educ	Gr	4	Darby
Foy, John Clifford	Engl	Sr	4,1	Missoula
Fraher, Patricia	Music	So	1,2,3	Mobridge, S.Dak.
Fraher, Rose Marie	Psych	Gr	1,2	Mobridge, S.Dak.
Francis, Ann Josepha	Hlth & PE	Fr	1,2,3	Butte
Francisco, Anthony John	Pharm	Sr	4	Harlowton
Frankovich, John Albert	Bus Ad	Sr	1	Butte
Franks, Laura Marie	Educ	Gr	4	Portland, Ore.
Fransham, Robert William	Music	Gr	4,1,2,3	Missoula
Franz, Louise Marie	Hist	Sr	1,2,3	Kalispell
Fraser, Carol R.	Educ	Sr	1,2,3	Billings
Fraser, Douglas Robert	Bus Ad	Jr	4,1,2	Ronan
Fraser, Robert Berkeley	Econ	Jr	2,3	Billings
Fredericks, Richard Leif	Pre Medic	So	1,3	Helena
Fredrickson, Clyde Harald	Pre Eng	Fr	1,2	Missoula
Freedle, Elmer Oliver, Jr.	Journ	So	4	Missoula
Freeman, Richard Paul	Pre Law	Fr	1	Great Falls
Freeman, Robert Laverne	Hlth & PE	Gr	4	Athens, Ill.
Freeman, William Truman		Uncl	1,2	Hamilton
Freer, Marian Frances	Geol	Gr	4,1,2,3	Missoula
Freer, Robert Lloyd	Educ	Gr	4,1,2	Missoula
Freiman, Seymour Michael	Chem	Sr	4,1,2,3	Newark, N.J.
Fremou, Bruce Edward	Pre Bus Ad	Fr	2,3	Missoula
French, Max Herbert	Psych	Jr	1,2,3	Gardiner
Frette, Margaret S.	Mod Lang	Sr	4	Terry
Friede, Robert Christian	Bus Ad	Sr	1,2,3	Coeur d'Alene, Ida.
Friedman, George S.	Journ	Sr	4,1,2,3	Missoula
Friel, Kent Myles	Pre Bus Ad	Fr	1	Thompson Falls
Frigaard, Joyce Anne	Med Tech	Jr	1,2,3	Anaconda

Name	Curriculum	Rank	Quarters in Attendance	Residence
Fritz, Peter	Hist	Jr	3	Yonkers, N.Y.
Frizzell, Max M.	For	Jr	1,2,3	Los Angeles, Calif.
Froiland, Gurina	Bus Ad	Sr	4,1,2,3	Missoula
Frost, Floyd C., Jr.	Educ	Jr	4,1,2,3	Eureka
Fry, Marybelle	Physics	Sr	1,2,3	San Francisco, Calif.
Frydenlund, Olive May	Bus Ad	Gr	4	Newport, Ore.
Fuhs, Harry Edward	Pre Bus Ad	So	1,2,3	Townsend
Fujikawa, Walter Katsuji	Pharm	Fr	1,2	Honolulu, T.H.
Fuller, Richard R.	Pharm	So	1,2,3	Winifred
Fullington, Douglas Lee	W L Tech	Gr	4,1,2,3	Missoula
Fulmor, Maureen Bentley	Pre Bus Ad	Fr	1,2,3	Anaconda
Fulton, Colleen F.	Bus Ad	Sr	1,2,3	Polson
Fulton, William Marshal	Pre Law	So	4	Shelby
Fultz, Calvin Charles	Bus Ad	Sr	1	Fort Benton
Funk, Robert James	Bus Ad	Sr	4	Helena
Furlong, Noel D.	Journ	Sr	1,2,3	Chester
Gabriel, Robert William	Law	Jr	1,2,3	Box Elder
Gabrielse, Jean Gabrielle	Psych	Jr	4,1,2,3	Marion, N.Y.
Gadbow, Vincent Leroy	Engl	Gr	4,2	Missoula
Gaethke, Jane Ellen	Hlth & PE	So	1,2	West Salem, Ohio
Gaffney, John Joseph	W L Tech	Jr	1,2,3	Missoula
Gagermeier, Louis John	Educ	Jr	1,2,3	Glendive
Gaines, Thomas Lee	W L Tech	Jr	4,1,2,3	Great Falls
Galen, Albert John	Law	Gr	1,2,3	Missoula
Galen, Barbara Lue	Hist	Sr	1,2,3	Missoula
Galen, Ruth Elizabeth	Engl	Jr	1,2,3	Missoula
Gall, Daune Miguel	Math	Jr	1,2,3	Mitchell, S.Dak.
Gallagher, Emmett Paul	Bus Ad	Sr	4,1,2,3	Anaconda
Gallagher, Francis E.	Law	Sr	1,2,3	Glasgow
Gallagher, Gary Joe	Pre Bus Ad	Fr	1,2,3	Missoula
Gallagher, Pat John	Engl	Sr	1,2	Anaconda
Galloway, John Charles	Pre Bus Ad	So	1	Calgary, Alta., Can.
Galpin, Bill Harley	Pre Law	Jr	1,2,3	Butte
Galt, Radcliffe Alan	Pre Bus Ad	So	1,2,3	Stanford
Galt, Richard Kelly	Pre Educ	So	1,2,3	Stanford
Galvin, William Fabian	Journ	Sr	2,3	New York City, N.Y.
Gambs, William John	For	Jr	1,2,3	Missoula
Gamett, Ivan LaVon	Genl	Fr	1,2,3	Polson
Ganson, William Lawrence, Jr.	Hist	Gr	1,2,3	Terry
Garlington, Nancy Hammatt	Educ	Gr	1	Missoula
Garnaas, Harold Luther	Law	Gr	4	Missoula
Garner, Roy Lee	For	So	2	Missoula
Garrison, Charles Evens	Bus Ad	Gr	4,1,2	Augusta
Garske, Louvill Frederick	For	So	1,2	Great Falls
Gartman, Frank Theodore	Psych	Sr	1,2,3	Missoula
Garvin, Francis Joseph	Educ	Sr	4,1	Great Falls
Garvin, George Edward	Genl	Fr	2,3	Great Falls
Gaskell, William George	Educ	Sr	1,2,3	Livingston
Gasvoda, Joseph William	For	Jr	1,2,3	Missoula
Gavin, Lorna Ann	Hist	Fr	1,2,3	Missoula
Gavin Shirley Louise	Sociol	So	1	Missoula

Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Gaynor, George Charles	Educ	Gr	4	Grass Range
Geary, Dan	Geol	So	1,2,3	Helmville
Geary, Edna Mae	Psych	Sr	1,2,3	Missoula
Gee, Hing	Pharm	Jr	1,2,3	Susanville, Calif.
Gee, Mable W.	Educ	Gr	4	Miami, Fla.
Geesey, Al C.	Bus Ad	Jr	1,2,3	Veradale, Wash.
Geil, Philip B.	Bus Ad	Jr	1,2,3	Anaconda
Gennara, Birdie Virginia	Engl	Jr	3	Butte
Gerdes, Keith W.	Pre Law	So	1,2,3	Missoula
Gerdes, Loren Albert	Law	Jr	1,2,3	Missoula
Gerlach, Frederick Leon	For	Jr	1,2,3	Versailles, Ohio
Gerlinger, Donald	Hlth & PE	So	1,2,3	Chicago, Ill.
Gerrard, Doyle W.	W L Tech	So	1	Dayton, Ohio
Gerrish, Gordon Floyd	Psych	Jr	1,2,3	Missoula
Gerrish, Laina Auren	Educ	Gr	4	Missoula
Geschwender, Janette May	Pre Bus Ad	Fr	1,2,3	Circle
Gibson, Joan Mercereau	Engl	Jr	1,2,3	Butte
Gibson, Laura Joan	Pre Bus Ad	Fr	1,2,3	Helena
Gibson, Ruth E.	Engl	Sr	4	Hysham
Gibson, William King	For	Jr	1,2,3	Kalispell
Giesy, Russell Dean	Educ	Gr	4,1	Corvallis
Gilbert, Violet Murrill	Pre Bus Ad	Fr	3	Missoula
Gilbert, William Spencer	Pre Bus Ad	So	1,2,3	Billings
Gilbertson, George N.	Hist	Sr	1,2,3	Missoula
Gilchrist, Walter, Jr.	Pre Bus Ad	Fr	1	Great Falls
Gilk, Edwin John	Educ	Sr	1,2,3	Billings
Gilleland, Kathleen H.	Engl	Gr	4	Statesville, N.C.
Gillespie, James Edward	Bus Ad	Jr	1,2,3	Great Falls
Gillett, Carolyn Louise	Sociol	Jr	1,2	Las Vegas, Nev.
Gillette, Dean Allan	Hist	Gr	4	Missoula
Gillette, Marilyn Joan	Pharm	Jr	1,2,3	Wolf Point
Gilliam, Luther Neil	For	Sr	1,2,3	Missoula
Gillis, Earl Roger	Hlth	Gr	4	Newberg, Ore.
Gillmore, James Donovan	Pre Bus Ad	Fr	1	Missoula
Gilmore, Cecil William	W L Tech	So	4,1,2,3	Lewistown
Gilskey, Dolores	Music	Fr	1,2,3	Lewistown
Glase, Willis Maynard	Bus Ad	Sr	4	Missoula
Glass, Mary Story	Mod Lang	Gr	4	Hamilton
Gleisner, Dorothy Sherwood	Engl	Gr	4	Missoula
Glenn, Luther Hanson	Pre Bus Ad	So	2,3	Helena
Glos, Edmond Albert, II	Geol	Sr	4,1	Park Ridge, Ill.
Gnose, Janet Ruth	Pre Educ	Fr	1,2,3	Anaconda
Gnose, Neva Ann	Pre Bus Ad	Fr	1,2,3	Wise River
Goddard, Mary Lou	Music	Fr	1,2,3	Livingston
Godfrey, Frances Mary Jean	Pre Medic	Fr	4	Plentywood
Goetz, Herbert J.	Educ	Gr	4	Ennis
Gogas, George John	Fine Arts	Sr	1,2,3	Missoula
Gohsman, Donald Charles	Bus Ad	Jr	1,2,3	Billings
Golden, Dixie Lee	Pre Educ	So	1,2,3	Kevin
Golfi, Elda Marie	Mod Lang	So	4	Red Lodge
Goller, Vernon Louis	Pre Medic	Fr	1,2,3	Hardin
Goodbar, Stanley Jordan	Geol	So	1	Chester
Goodell, Maxine Louise	Genl	Fr	1,2,3	Great Falls
Gopian, Isabel Eva	Engl	Sr	1,2,3	Essex

Name	Curriculum	Rank	Quarters in Attendance	Residence
Gordon, Dennis Burton	Law	Sr	1,2,3	Missoula
Gordon, Michael Leroy	Pre Bus Ad	Fr	1	Butte
Gorton, Robert Arthur	Hlth & PE	Gr	4	Columbia Falls
Gosman, Robert F.	Geol	Sr	1,2,3	Lima
Gould, William Reid	Pharm	Sr	4,1,2,3	Helena
Goyette, Ethel Lois (see Byrnes, Ethel G.)				
Graeter, Sterling Glenn	Pre Bus Ad	Fr	2,3	Missoula
Graff, Donald Fredrick	Journ	Sr	1,2,3	Laurel
Graham, David Adelbert	For	So	1,2,3	Missoula
Graham, James Preston, Jr.	Bus Ad	Sr	4	Columbus
Graham, Patrick Joseph	Journ	Jr	1,2,3	Colville, Wash.
Grandy, Evelyn Arden	Sociol	Fr	1,2,3	East Helena
Grant, Dorothy Elizabeth	Hist	Gr	4	Miles City
Grant, Ward Jay	Pre Bus Ad	Fr	1	Denver, Colo.
Graves, Bob Dewing	Pre Educ	So	1,2,3	Billings
Gray, Charles Gause	Educ	Sr	4,1	Darby
Gray, Charles McCall	Fine Arts	Sr	1,2,3	Missoula
Gray, David W.	Hist	So	1,2,3	Missoula
Gray, Fielding Louis	Math	Jr	1,2,3	Missoula
Gray, James Raymond	Hlth & PE	Sr	1,2,3	Ronan
Gray, Rita Jean	Journ	Jr	1,2,3	Whitefish
Graybill, Sherlee Turner		Uncl	1,2	Missoula
Greely, Theodore St.Hill	Law	Sr	4,1,2,3	Great Falls
Green, Josephine Ruth	Mod Lang	Jr	3	Missoula
Green, Robert L.	Music	Gr	4,1,2,3	Big Sandy
Greenan, Robert Edward	For	Fr	1,2,3	Chicago, Ill.
Greene, Allen J.	W L Tech	Sr	4,1,2,3	Missoula
Greeson, David Randall	For	Sr	1,2,3	Bigfork
Gregg, Perry Keith	Educ	Gr	4	Willow Creek
Gregg, Raymond Virgil	Bus Ad	Sr	1,2,3	Bloomfield
Gregor, Glenn Wesley	Educ	Jr	1,2,3	Helena
Gregory, Horace W.	Pharm	Sr	1,2,3	Missoula
Grein, Paul Matthew	Journ	So	1,2	Mahonning, Ohio
Greko, Alf-Bertil Sigurd	Econ	Gr	1,2,3	Lund, Sweden
Gremmer, Edwin	Educ	Sr	4	Missoula
Grenager, Lyle Q.	Hlth & PE	So	1	Missoula
Grenz, Carl G.	Educ	Gr	4	Rosebud
Grey, Elayne Jane	Pre Bus Ad	Fr	1,2,3	New York City, N.Y.
Griffes, Robert Blackwell	For	Jr	1,2,3	Berwyn, Ill.
Griffin, Donald James	Hist	Gr	4,1,2,3	Missoula
Griffith, Margaret	Hlth & PE	Jr	1,2,3	Williston, N.Dak.
Griffiths, Harry Warren	Pre Bus Ad	Fr	1,2,3	Missoula
Grimm, Joseph A.	Engl	Gr	4	Seneca, Ill.
Griswold, Gillett	Engl	So	3	Butte
Griswold, Roger Parkman	Hist	So	1,2,3	Brookline, Mass.
Groff, Sidney Lavern	Physics	Gr	1,2,3	Missoula
Grote, Mary Lou	Engl	Jr	4	Whitefish
Grote, Richard Wesley	Educ	Gr	4	Whitefish
Grundstrom, Jo Ann	Math	So	3	Butte
Grunstead, Roland Melvin	Bus Ad	Jr	1,2,3	Hettinger, N.Dak.
Gryczan, Edward John	For	Jr	1,2,3	Cleveland, Ohio
Gucker, George Louis	Bus Ad	Sr	1,2,3	Juneau, Alaska
Guernsey, Aleck Wilson	Educ	Gr	4,2	Missoula
Guest, Allen	Pre Law	Jr	2	Steward, Alaska

Name	Curriculum	Rank	Attendance	Residence
Guettler, Gerald Cramer	Chem	Fr	1,2,3	Missoula
Gulden, Donald Frank	Bus Ad	Jr	3	Miles City
Gunderson, Carl M.	Hist	Gr	4	Havre
Gundlach, Louis Walter	Educ	Jr	4,1,2,3	Ekalaka
Gunlikson, Richard Duane	Pre Bus Ad	So	1,2,3	Shelby
Gustafson, Ray Andrew	Pre Bus Ad	Fr	1	Anaconda
Gustafson, William Frank	Pre Educ	So	2,3	Anaconda
Guthrie, Arthur Byron	Educ	Gr	4	Billings
Guthrie, Carol Jan	Journ	Jr	1	Minneapolis, Minn.
Guthrie, James R.	Educ	Gr	4	Culbertson
Gutke, Mont H.	Pharm	Sr	4,1,2,3	Butte
Guyer, Vernon L.	For	Jr	1,2,3	Fargo, N.Dak.
Haag, Colleen Mae	Music	Sr	1	Missoula
Haag, Phyllis D.	Engl	Gr	4	Butte
Haagenson, Marie Larsen	Educ	Gr	4	Peerless
Habib, Phoebe	Music	Gr	1,2,3	Cairo, Egypt
Haertle, Louis Anthony	For	Sr	1,2,3	Milwaukee, Wis.
Hafferman, William Charles	Bus Ad	Sr	1,2,3	Libby
Haffly, Kenneth Cunningham	For	Jr	1,2,3	Bonita, Calif.
Haffle, Helen F.	Educ	Sr	4	Missoula
Hagan, Frances Lauretta	Pre Bus Ad	Fr	1,2,3	Redstone
Hageman, Rodger Edward	Pre Bus Ad	So	1	Billings
Hagen, Ross Moody	Journ	Jr	1,2,3	Lindsay
Hagenston, Robert Louis	Bus Ad	Sr	4	Glendive
Hager, Kathleen Ann	Music	So	1	Helena
Hagerty, Donald Wright	Bus Ad	Jr	1,3	Browning
Haggarty, Edward Lecnard	Law	Jr	1	Butte
Haglund, Edward Arthur	Law	Jr	1,2,3	Havre
Hahn, George Robert	Educ	Gr	1,2,3	Missoula
Hahn, Jean Isabel	Home Ec	Gr	1,2,3	Missoula
Haight, Neil	Law	Sr	1,2,3	Suffolk
Haight, Scott B.	Physics	Sr	1,2,3	Missoula
Haines, Darlene Young	Home Ec	Jr	3	Missoula
Haines, Robert Dale (Bob)	Law	Sr	1,2,3	Missoula
Hainline, Wilbur Eugene	Pre Bus Ad	Fr	1,2	Missoula
Hakola, John William	Hist	Gr	1,2,3	Sand Coulee
Hall, George Manning	Educ	Gr	4	Missoula
Hall, Glenn Armour	Bus Ad	Sr	1,2,3	Endicott, Wash.
Hall, Lois Jeanne	Pre Medic	Jr	1,2,3	Butte
Hall, Lura Dell	Psych	Sr	4	Wolf Point
Hall, Wilbur Walker	Pre Bus Ad	Fr	2	Missoula
Hallam, Vincent Stephon Benito	Pre Bus Ad	So	1,2,3	Missoula
Halleck, Bettyan Lennie	Pre Bus Ad	So	1,2,3	Warm Springs
Haller, John Burnett	Bus Ad	Jr	1,2,3	Butte
Halphide, Mark	W L Tech	So	1,2	Missoula
Halse, Kenneth Karl	Bus Ad	Jr	1,2,3	Sheridan
Halverson, Ralph Edwin	Hlth & PE	Gr	4	Belt
Hamers, Cecil Robert	Pre Law	Fr	1,2	Ray, N.Dak.
Hamilton, Donald Earl	Bus Ad	Jr	1,2,3	Missoula
Hamilton, Jean Carolyn	Pre Bus Ad	So	2,3	Billings
Hamilton, Roberta Arlee	Engl	Sr	4	Havre
Hamman, Bonnie Mae	Journ	Sr	4	Polson

Name	Curriculum	Rank	Grade	Residence
Hammer, Alice Tweten	Educ	Jr	4	Lignite, N.Dak.
Hammer, Gerald LeRoy	Educ	Jr	4,1,2,3	Trenton, N.Dak.
Hammer, Henry D.	Educ	Gr	4	Lignite, N.Dak.
Hammerness, Francis C.	Pharm	Gr	4,1,2,3	Missoula
Hammerness, Mark D.	Pre Bus Ad	Fr	4	Glasgow
Hammerness, Philippe George	Pharm	Fr	1	Florence
Hammerness, Rolland Gay	Pharm	Sr	1,2,3	Florence
Hammond, Faye Adeline	Pre Bus Ad	Fr	1,2,3	Wibaux
Hammond, Howard Woodrow	Educ	Sr	1,2,3	Kremlin
Hammond, Peter Rothwell	Hlth & PE	So	1,2,3	Los Altos, Calif.
Hampton, Kenneth Frank	Psych	Fr	1,2	Fort Benton
Hancy, Raymond Edward	Fine Arts	So	2	Missoula
Handford, Beryl Ann	Hlth & PE	So	1,2,3	Kalispell
Hands, Richard Ford	Zool	Sr	4	Missoula
Hanley, Ernestine Frances	Educ	Sr	4,3	Roundup
Hanlin, Helen Louise	Bus Ad	Sr	4,1	Malta
Hanlon, Sister Aloysius	Pharm	Uncl	1,2	Missoula
Hannah, Jane Helen (see Delaney, Jane H.)				
Hansen, Carl Earnest	Pre Bus Ad	So	2	Sidney
Hansen, Clifford Eugene	Fine Arts	Fr	1,2	Great Falls
Hansen, Clinton John	Journ	Sr	1,2,3	Butte
Hansen, Hans Richard	Pre Bus Ad	So	1,2,3	Worden
Hansen, James Kalweit	Pre Medic	Sr	1,2,3	Kalispell
Hansen, Paul Douglas	Hist	So	1,2,3	Missoula
Hansen, Richard James	For	Jr	1,2	Oshkosh, Wis.
Hansen, Roberta Gene (Bobbe)	Hlth & PE	Jr	1,2,3	Missoula
Hansen, William Theodore	For	Fr	1,2,3	Rocky River, Ohio
Hanson, Angie Ella	Home Ec	Sr	1,2,3	Missoula
Hanson, Anna Jean	Psych	Gr	4,1,2,3	Missoula
Hanson, Donald Oscar	Educ	Sr	1,2,3	Whitefish
Hanson, Gale D.	Bus Ad	Sr	1,2,3	Havre
Hanson, James Arthur	Bus Ad	Jr	1	Missoula
Hanson, James Edwin	Journ	Sr	1	Missoula
Hanson, Kirby J.	For	Fr	1,2,3	Bloomer, Wis.
Hanson, Philip Charles	For	Fr	1,2,3	Missoula
Hanson, Ralph	For	Sr	1,2,3	Missoula
Hanson, Robert Edward	Sociol	Sr	1,2,3	Beverly Hills, Calif.
Hanson, Wayne Orrin	Pharm	So	2,3	Wolf Point
Hantsman, Walter Edmund	Educ	Sr	4,1,2,3	Great Falls
Hanuska, Julius Paul	For	Fr	2,3	Johnstown, Pa.
Harasymczuk, John, Jr.	Hlth & PE	Gr	4,1,2,3	Chesapeake City, Md.
Harbicht, Royce Neil	W L Tech	Jr	1,2,3	Casper, Wyo.
Harbine, Patrick Edward	Hlth & PE	Fr	2,3	Plains
Harden, Joyce Irene (see Johnson, Joyce H.)				
Hardenburgh, John M.	Bus Ad	Jr	1,2,3	Missoula
Hardie, Barbara Jean	Sociol	Sr	4,1	Billings
Hardie, Ruby Loraine	Music	Sr	1,2,3	Bozeman
Hardin, Joan Marie	Engl	Jr	4,1,2,3	Missoula
Hardisty, Donald Mertz	Music	Fr	1,2,3	Butte
Hardman, Ronald Keith	Pre Bus Ad	Fr	1,2	Missoula
Hares, Donna Elaine	Genl	Fr	1,2,3	Bridger
Hares, Frances Louise	Home Ec	Jr	1,2,3	Bridger
Harker, Robert Twaites	Bus Ad	Sr	4,1,2,3	Billings
Harmsen, Rolf Fredrick	Bus Ad	Jr	2,3	Bismarck, N.Dak.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Harpole, George Brooke	Pharm	So	1,2,3	Arcadia, Calif.
Harriman, David	Zool	Sr	1,2	New York City, N.Y.
Harrington, Dorothy Jean	Bus Ad	Sr	4,1,2,3	Butte
Harrington, Lillah Agnes	Educ	Gr	4	Butte
Harris, Donald Murfin	W L Tech	Jr	4,1,2	Great Falls
Harris, Gladys Mae	Hist	So	1,2,3	Polson
Harris, Phyllis Lytle	Engl	Gr	4	Missoula
Harris, Sam F., Jr.	Bus Ad	Sr	4,1	Missoula
Harrison, John Christopher	Bus Ad	Sr	4,1,2,3	Missoula
Harryman, William L.	For	Jr	1,2	Prineville, Ore.
Harstead, Patrick Melvin	Bus Ad	Sr	4	Butte
Hart, Edward Dean	Pharm	Fr	1,2,3	Missoula
Hart, Elizabeth Anne	Engl	Jr	4,1,2,3	Glasgow
Hart, Russell Charles	W L Tech	Jr	1,2,3	Missoula
Hartman, Dolores L.	Educ	Gr	4	Pittsburgh, Pa.
Hartse, Ralph John	Music	Gr	4	Miles City
Hartsell, Paul J.	Bus Ad	Sr	1	Anaconda
Hartwig, David J.	Pharm	Sr	4,1,2,3	Dillon
Hartwig, Thomas Sillers	Law	Gr	1,2,3	Dillon
Harvey, Dale Gene	Music	Fr	2,3	Kalispell
Harvey, Harold Walter	Music	Jr	4,1	Billings
Harvey, Jack Casley	Bus Ad	Sr	1,2,3	Butte
Harwood, Ben Porter	Bus Ad	Sr	4,1	Missoula
Hash, Charles L.	Law	Gr	1,2	Missoula
Hasquet, Mary Jean	Pre Bus Ad	So	1,2,3	Shelby
Hasquet, Robert Peter	Bus Ad	Jr	1,2	Shelby
Hassman, Bernadine M.	Engl	Gr	4	Coleridge, Neb.
Hatfield, Paul Gerhart	Law	Jr	1,2,3	Great Falls
Hauf, John Arden	Law	Sr	4	Billings
Haugen, Wilhelm Olai	Educ	Gr	4	Esmond, N.Dak.
Haugo, Theodore Andrew	Pre Bus Ad	Fr	2	Whitetail
Havens, George P.	Engl	Gr	4,1	Washington, D.C.
Hawkins, Janet Gail	Pre Nurs	Fr	1,2,3	Helena
Hawks, Harry James	For	Sr	1,2,3	Deer Lodge
Hawley, Jack H.	For	Sr	1,2,3	San Gabriel, Calif.
Hawley, Vernon Duane	W L Tech	Jr	4	Townsend
Hay, Thomas Reese	W L Tech	Jr	4,1,2,3	Nashua
Hayden, Barbara Jean	Med Tech	Fr	1,2	Missoula
Hayden, Erma L. Huff	Bus Ad	Jr	1	Missoula
Hayden, Foster Eugene	Journ	Sr	1,2,3	Missoula
Hayden, Philip C.	Physics	Sr	1,2,3	Missoula
Hayes, Fred James	Pre Bus Ad	Fr	1	Anaconda
Hayes, Helen Wanieta	Engl	Jr	1,2,3	Missoula
Hayes, Lawrence Anlow	Music	So	4	Butte
Hayes, Robert Cole	For	Jr	1,2,3	Pittsford, Vt.
Haynes, Catherine Isabel		Uncl	1	Missoula
Haynes, Charles Delano, Jr.	W L Tech	Sr	1,2,3	Hamilton
Haynes, Esther E.	Educ	Sr	4	Missoula
Hays, Janice Clenmar	Mod Lang	So	1,2,3	Spokane, Wash.
Hays, Joyce Loraine (see Bolin, Joyce H.)				
Hays, Nancy Carol	Engl	So	4,1,2,3	Missoula
Hayton, Helen Ruth	Genl	Fr	1,2,3	Kalispell
Hearst, Allen Lorin, Jr.	For	Jr	1,2,3	Plains
Heasty, Geneice Lucille	Educ	Jr	4	Sparta, Wis.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Heath, Melvin Orin	For	Sr	1,2,3	Libby
Heath, Richard M.	Hlth & PE	So	1,2,3	Miles City
Hebert, Howard Neil	Law	Gr	1,2,3	Denton
Heckman, John Howard	For	So	1,2,3	Arlington, Va.
Hector, Caroline	Sociol	Sr	1,2,3	Fargo, N.Dak.
Hedin, Merlyn James	Engl	Jr	1,2,3	Billings
Heily, John C.	Pre Law	So	1,2	Willow Creek
Heimes, Joseph Charles	Law	Sr	4	Butte
Heinrich, Ruth Mary	Home Ec	Sr	4,1,2,3	Missoula
Heintz, Howard Julius	Hlth & PE	Sr	4,1,2,3	Moccasin
Heintz, James Edward	Educ	Sr	1,2,3	Moccasin
Heitmeyer, Vera May	Engl	Sr	4	Kalispell
Helding, John Farb	Educ	Gr	2,3	Missoula
Helding, Mary Louise Anderson	Engl	So	1,2,3	Livingston
Helding, Robert Norris	Law	Sr	4,1,2,3	Missoula
Helgeson, Basil L.	Educ	Gr	4	Park City
Helgeson, Bernard	Pre Bus Ad	Fr	3	Nashua
Helland, Franklin R.	Bus Ad	Sr	1,2,3	Glasgow
Helm, Walter Arthur	Pharm	Gr	1,2,3	Red Lodge
Helmer, Joann Ruth	Genl	Fr	1,2,3	Polson
Helming, Robert Bruce	Bus Ad	Sr	1,2,3	Wisdom
Helton, Paul L.	Bus Ad	Sr	1,2,3	Scobey
Helron, Ray Lester	Econ	Jr	1	Helena
Henderson, Ethel J.	Home Ec	So	4,1,2,3	Ryegate
Henderson, Mary Agnes	Educ	Jr	1,2,3	Ryegate
Henderson, William James	Educ	Sr	4	Livingston
Hendrickson, Audrey Earl (see Verbeek, Audrey H.)				
Hendryx, Rex W.	For	Sr	3	Missoula
Henline, Henry Lawrence	Bus Ad	Jr	1,2,3	Mankato, Minn.
Henne, Beverly Joan	Engl	So	1,2,3	Butte
Hennessey, Patricia Teresa	Bus Ad	Sr	1,2,3	Conrad
Hennessey, Wallace James	Educ	Gr	1,2,3	Missoula
Henry, John Marshall	Sociol	Jr	1,2	Lander, Wyo.
Henry, Kathryn Patricia	Pre Nurs	Fr	1,2,3	Missoula
Henry, Lloyd Robert	Bus Ad	Sr	1,2,3	Missoula
Hepler, John William	Engl	So	1,2,3	Scottdale, Pa.
Hepperle, Theodore Albert	Sociol	So	1,2	Plevna
Herb, Ann Marjorie	Med Tech	So	4	Missoula
Herbert, Edith May	Home Ec	Fr	1,2,3	Missoula
Herbig, Carl Evans	Music	Fr	1,2,3	Missoula
Herbig, Don Joseph	Music	Sr	1,2,3	Missoula
Herbig, Evelyn Marie	Engl	So	1,2	Missoula
Herbig, Harold Hubert	Music	Sr	4,1,2,3	Missoula
Herbolsheimer, William George	For	Sr	1,2,3	Eden
Herrick Helen M.	Home Ec	Jr	1,2,3	Miles City
Herring, Idabob	Educ	Jr	1,2,3	Lewistown
Herrington, Donna M. Ring	Journ	Sr	1,2,3	Missoula
Herrington, Norman Roger	Pre Law	Fr	1,2	Missoula
Herrington, Roscoe Burwell	For	Sr	1,2,3	Missoula
Herriott, Ralph Lynn	Law	Sr	1,2,3	Billings
Herzberger, Emma	Mod Lang	Gr	1,2,3	Dornbirn, Austria
Hess, Donald Lewis	Bus Ad	Jr	1,2,3	Helena
Hestekin, Mary Lyn	Hlth & PE	Jr	1,2,3	Billings
Hetler, Katharine Jane	Music	So	1,2,3	Missoula



Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Hewett, Theodore Robert	Journ	So	1,2,3	Great Falls
Hewitt, John E.	Law	Gr	1,2	Butte
Hickel, Kenneth Ellsworth	Educ	Gr	4	Wolf Point
Hicks, Earl E.	Educ	Gr	4	Kingston, Ida.
Hicks, Robert Clark	Bus Ad	Sr	4,1,2,3	Montague
Hieb, LaDonna Joyce	Pre Bus Ad	Fr	1,2,3	Kalispell
Hiett, Wayne Joseph	Bus Ad	Jr	4,1	Missoula
Higa, Miyoshi	Bus Ad	Jr	1,2	Los Angeles, Calif.
Higgins, John C.	For	Sr	1	Missoula
Hightower, Arthur Omar	Educ	Gr	4,1,2,3	Missoula
Hightower, H. Maxine	Pre Bus Ad	Fr	1,2,3	Missoula
Hill, Barbara Leota	Hlth & PE	So	4,1,2	Missoula
Hill, Don Gene	Pharm	So	1,2,3	Towner, N.Dak.
Hill, Elbert Bernard	For	Fr	1,2,3	Burbank, Ohio
Hill, Lawrence A.	Engl	Jr	4,1,2,3	Great Falls
Hillstead, Robert Wayne	Pre Medic	Fr	1,2	Kalispell
Hindley, Lyman David	Engl	So	1,2,3	Seattle, Wash.
Hines, Charles Hershel, Jr.	Hlth & PE	Sr	4,1,2	Amarillo, Texas
Hinton, Don Eugene	Hlth & PE	Fr	1,2,3	Missoula
Hintzman, Naomi Pearl Davis	Music	Jr	4	Polson
Hintzman, Vernon William	Educ	Gr	4	Polson
Hinze, Helen K.	Educ	Gr	1	Missoula
Hjortholm, Herman Conrad	Educ	Gr	3	Missoula
Hobbs, Marvin Lavern	Pre Bus Ad	So	1,2,3	Kalispell
Hoblitt, D. A. Garnett	Econ	Sr	4,1,2,3	Missoula
Hockett, Clarence Guy	Educ	Sr	4	Ronan
Hockett, Lorraine Bernice	Educ	Gr	4	Missoula
Hodgskiss, Marianne Margaret	Journ	Sr	4,1,2,3	Anaconda
Hoff, Robert Earl	Pre Law	So	1,2,3	Butte
Hoffman, Evelyn Lucy	Music	Jr	1,2,3	Missoula
Hoffman, James Dwain	Educ	Gr	4	San Francisco, Calif.
Hoffman, James Lawrence	Genl	Fr	1,2,3	Wibaux
Hoffman, John Jacob	Sociol	So	1,2,3	Great Falls
Hoffman, Raymond Henry	Bus Ad	Jr	4,1,2,3	Helena
Hoffman, Wallace Donald	Journ	Jr	1,2,3	Great Falls
Hohman, James W.	Pre Educ	So	1	Missoula
Hoiness, Melvin Peder	Pre Bus Ad	Fr	1,2,3	Billings
Holden, Archie Gordon	Pharm	Fr	1,2	Worden
Holiday, Edward Sidney	Pre Educ	So	2,3	Libby
Holland, James Nelson	Educ	Jr	1,3	Butte
Holland, Jerry Claire	Pre Educ	Fr	1,2,3	Butte
Holland, John S.	For	So	1,2,3	Fergus Falls, Minn.
Hollinger, Anton Peter	Pre Bus Ad	So	1,2,3	Butte
Holloway, Frank Tom	Bus Ad	Jr	4,1	Butte
Holloway, Robert Pete	Geol	Sr	1,2,3	Johnson City, Tenn.
Holmes, Florence M.	Educ	Jr	4	Seeley Lake
Holmes, Wayne Milton	Pre Law	Fr	1,2,3	Great Falls
Holmstrom, Robert Walter	Law	Gr	1,2,3	Hamilton
Holst, Earl Stanley	Pre Bus Ad	So	1,2,3	Kalispell
Holt, John Franklin	Sociol	So	4,2,3	Ravalli
Holt, Lawrence Martin	Pre Medic	So	1,2,3	Anaconda
Holter, Arthur John	Bus Ad	Jr	1,2,3	Glasgow
Holter, Robert Morton	Law	Gr	2,3	Williston, N.Dak.
Holtman, Clayton Edward	Educ	Sr	4,1,2,3	Seattle, Wash.

Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Honey, Caroline Joy	Home Ec	So	1,2,3	Missoula
Honeychurch, Fred Alexander	Music	Gr	4	Butte
Hooten, Art S.	Engl	So	3	Boston, Mass.
Hoover, Darrell Vernon	Geol	Sr	1,2,3	Glendive
Hoover, Herbert LeRoy	Engl	Sr	4,1,2,3	Rollins
Hopkins, Dave Alwin	Educ	Gr	4	Ingomar
Hopkins, Mila M.	Genl	Sr	1,2,3	Ismay
Hopper, Esther L. Ritz	Bus Ad	Gr	4	Missoula
Hopper, Stewart	Educ	Sr	4,1,2,3	Missoula
Horn, William Bruce	Bus Ad	Sr	4,1,2,3	Fairwater, Wis.
Hornseth, Hazel Ronken	Educ	Sr	4	Loring
Horst, Edward Allan	Pre Bus Ad	Fr	1,2,3	Missoula
Hoskins, James Edward	Educ	Gr	1,2,3	Deer Lodge
Hotvedt, Elmer J.	Pharm	Sr	4,1,2,3	Fort Benton
Hough, William Clark	Psych	So	1,2,3	Missoula
Hovland, Richard Byron	Bus Ad	Sr	1,2,3	Glasgow
Howard, Harold Ray, Jr.	For	Jr	1,2,3	Liverpool, Ohio
Howard, Ivan Edward	Econ	Jr	4,1,2,3	Stevensville
Howe, Bruce Ronald	Pre Law	Fr	1,2,3	Bucyrus
Howe, Janet Beldon	Engl	Jr	1,2,3	Fargo, N.Dak.
Hoyem, Robert Andrew	Music	Jr	4,1,2,3	Missoula
Hoynes, Duane Joseph	Engl	Gr	1,2,3	Malta
Hoynes, Emmet Edwin	Psych	Fr	1,2,3	Malta
Hoyt, Richard M.	Educ	Sr	4	Havre
Hubbard, Richard Wesley (Dick)	Bus Ad	Jr	1,2,3	Missoula
Huber, Oscar	Bus Ad	Sr	2	Beulah, N.Dak.
Hubert, Theodore David	Chem	Sr	1,2	Missoula
Hubley, Sherman Bernard	Educ	Gr	4	Billings
Huchala, Peter Gene	Music	Jr	1,3	Libby
Huckins, Barbara	Econ	Sr	1,2,3	Volborg
Hucko, Steve	Hlth & PE	So	1,2,3	Perth Amboy, N.J.
Huddleston, Elsy Ann	Pre Bus Ad	Fr	1,2	Whitetail
Hudson, Robert Weston (Bob)	Hlth & PE	Fr	1,2,3	Alberton
Huey, Ben M.	For	Gr	1,2,3	Missoula
Huffman, Renaldo Stanley (Pat)	Genl	Fr	2	Sidney
Hughes, Frank Donald, Jr.	Bus Ad	Sr	2	Scobey
Hughes, Lysbeth Lynn	Hlth & PE	Fr	1,2,3	Scobey
Hughes, Mary Esther	Law	Sr	1,2,3	Glendive
Hughes, Thomas William	Bus Ad	Jr	1	Glendive
Huhn, Jerry Joan	Fine Arts	So	1,2,3	Calgary, Alta., Can.
Hull, Guy Edward	Genl	Fr	1	Joliet
Hungerford, Charles Roger	For	Gr	1,2,3	Moscow, Ida.
Hunes, Fred B.	Journ	Sr	1,2	Ingomar
Hunsberger, Ted Edward	Hlth & PE	Jr	1,2,3	Great Falls
Hunt, William Edward	Pre Law	So	4,1,2,3	Butte
Hunter, Hugh Miles	Hlth & PE	Fr	1,2,3	Forsyth
Hunter, Larry Cligton	Pre Medic	Jr	4,1,2,3	Missoula
Hunter, Robert Neil	Pre Bus Ad	Fr	1,2,3	Great Falls
Huntley, Marvin Gene	Law	Jr	1,2,3	Billings
Hunton, Dorothy Edna Hoff	Engl	Sr	4	Missoula
Huppert, Arnold, Jr.	Pre Law	So	1,2,3	Livingston
Hurlburt, Blanche Marie	Sociol	Gr	4	Thompson Falls
Hurmenca, Harold Elmer	Educ	Gr	4	Brockton
Hursh, Malcolm Hess	For	Sr	1,2,3	Pasadena, Calif.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Hursh, Wayne Clay	Pharm	Sr	4,1,2,3	Anaconda
Husband, Marilyn George	Journ	Fr	1,2,3	Miles City
Huseby, Russell Arthur	Journ	So	1,2,3	Billings
Hutchin, Robert Henry	Music	So	1	Polson
Hutchinson, Douglas Wright	Educ	Gr	4,1	Missoula
Hval, John Arlen	Bact	Fr	1	Missoula
Hyatt, Gilbert Eugene	Law	Sr	1,2,3	Hyattville, Wyo.
Hyde, Ruth M.	Bus Ad	Jr	1,2,3	Havre
Igler, Edward Joseph	Physics	Sr	4,1,2,3	Missoula
Iler, Mollie Jean	Bact	So	1,2,3	Missoula
Imsande, John David	Chem	So	1,2,3	Lewistown
Ingersoll, Gerry Lee	Journ	Fr	1	Miles City
Ingman, Robert Desmond (Bob)	Educ	Gr	1,2,3	Tracyton, Wash.
Ingram, Malfred William	Hlth & PE	Jr	1,2,3	Centralia, Wash.
Inks, Robert Richard	Pre Bus Ad	So	1	Missoula
Irwin, John D., Jr.	Law	Sr	1,2,3	St. Regis
Isbell, Donald Dean	Music	Jr	1,2,3	Chinook
Iszler, Jane Lucille Selkirk	Home Ed	Gr	4	Wallace, Ida.
Iszler, Otto	Educ	Gr	4	Wallace, Ida.
Iverson, Irma Bertha	Educ	Jr	4	Comertown
Iverson, Richard Allen	Educ	Sr	4,1	Scranton, N.Dak.
Ives, Paul W.	Sociol	Jr	1,2,3	St. Ignatius
Iwen, John Franklin	Hlth & PE	Fr	1,2,3	Wolf Point
Jackson, Harry Alan	Music	Sr	1,2,3	Van Nuys, Calif.
Jackson, Helen Jeanne	Pre Bus Ad	Fr	1,2,3	Coffee Creek
Jackson, James George	Pre Bus Ad	So	1,2,3	Bozeman
Jackson, Phyllis	Educ	Jr	4	Greenfield, Ia.
Jackson, Richard Meryl	Bus Ad	Jr	1,2,3	Great Falls
Jackson, Waldo A.	Educ	Gr	4	Cheney, Wash.
Jacobs, Olive Smith	Mod Lang	Gr	1	Missoula
Jacobsen, Arne John	For	So	2,3	New City, N.Y.
Jacobson, Howard Ingwald	Bus Ad	Sr	4,1,2,3	Missoula
Jacobson, LeRoy Ellsworth	Hlth & PE	Gr	4	Park City
Jahn, Robert William	Pre Bus Ad	So	1,2,3	Missoula
Jahnke, Richard Arthur	Pre Bus Ad	Fr	1	Fort Benton
James, Newton Elder	Educ	Gr	4,1,2,3	Mason City, Iowa
Jameson, William James	Math	Jr	4,1,2,3	Billings
Janecek, Milo Robert	Law	Gr	4	Missoula
Janes, Arthur DeWitt	Physics	Gr	4	Helena
Janes, Lawrence Verne	Genl	Fr	2,3	Missoula
Janne, Johanne Kathryn (Jan)	Med Tech	Fr	1,2	Billings
Janosov, Marian Tucker	Educ	Jr	4	Stockett
Jardine, John Hawley	Law	Sr	1,2	Missoula
Jared, Marvin Roy	Educ	Gr	4	Letcher, S.Dak.
Jasken, Robert Joel	Pre Bus Ad	Fr	1,2,3	Kalispell
Jaskot, Barbara	Bus Ad	Sr	4,1,2,3	Fairview
Jasperson, Robert Wrenn	For	Sr	1,2,3	San Francisco, Calif.
Jay, Lorraine	Educ	Gr	4	Hobson
Jay, Robert Henry	Educ	Gr	4	Hobson
Jeffries, D. J.	Educ	Gr	4	Wilsall

Name	Curriculum	Rank	Grade	Attendance	Residence
Jeffries, James Marshall	Bus Ad	Gr	4		Kevin
Jelks, J. Rukin	Sociol	Sr	4,1,2,3		Greenough
Jellison, M. Dean	Law	Sr	1,2,3		Kalispell
Jenkin, Marjorie Mae	Music	So	1,2,3		Butte
Jenkins, Barbara June	Pre Bus Ad	Fr	2,3		Butte
Jenkins, George Calvin	Educ	Sr	4,1,2,3		Maxville.
Jensen, Dale Duane	Genl	So	1		Missoula
Jensen, Earl T.	Educ	Jr	1,2,3		Stanley, N.Dak.
Jensen, John Leo	Pre Law	Jr	3		Stevensville
Jensen, Kenneth Charles	Pre Bus Ad	So	1		Anaconda
Jensen, Lelia Montana	Sociol	Sr	1,2,3		Sidney
Jernigan, Frank Powers	For	Fr	1		Albuquerque, N.Mex.
Jesse, M. Margaret	Journ	Sr	1,2,3		Missoula
Jewett, James William, Jr.	Bus Ad	Sr	1,2,3		Great Falls
Johansson, Karl James	Law	Sr	4,1,2,3		Rolling Bay, Wash.
Johnke, Martin H.	Educ	Sr	1,2,3		Winnett
Johnson, Aaron Stanley	Educ	Sr	1,2,3		Billings
Johnson, Albert Edwin	Bus Ad	Jr	1,2,3		Vida
Johnson, Betty Joy	Educ	Jr	4,1,2,3		Missoula
Johnson, Beverly Jean	Engl	Fr	1,2,3		Libby
Johnson, Bruce Dean	Educ	Gr	4		Homestead
Johnson, Carl Eugene	For	So	1,2,3		Buffalo, Wyo.
Johnson, Carl Hubert	Bus Ad	Sr	1		Sidney
Johnson, Charles	Pharm	Sr	4,1,2,3		Dabolt, Ky.
Johnson, Dale Marlin	Pre Law	So	1,2,3		Missoula
Johnson, Dean Ray	For	Jr	1,2,3		Missoula
Johnson, Dolores Jane	Pre Bus Ad	Fr	1,2,3		Missoula
Johnson, Durwood Milton	Pre Bus Ad	Fr	1,2,3		Billings
Johnson, Eldon De	Educ	Jr	4,1,2,3		Missoula
Johnson, Elizabeth Dianne	Zool	Sr	4		Palo Alto, Calif.
Johnson, Glenn Charles	Pre Law	Jr	1		Glasgow
Johnson, Gloria Mae	Sociol	So	1,2,3		Bonner
Johnson, Gordon Clyde	Bus Ad	Sr	1,2		Missoula
Johnson, Harold Lyle	Pharm	So	1,2,3		St. Ignatius
Johnson, Howard Carl	Pre Eng	So	3		Bonner
Johnson, Irene Adele	Home Ec	Gr	4		Whitefish
Johnson, James Andrew	Pre Law	So	2,3		Butte
Johnson, James Warren	For	So	1,2,3		Billings
Johnson, Janece Adele	Mod Lang	So	1,2,3		Drummond
Johnson, Joanne Lou	Home Ec	Fr	1,2,3		Greenacres, Wash.
Johnson, John E.	Bus Ad	Sr	4,1,2,3		Butte
Johnson, John M.	For	So	1		Missoula
Johnson, Joyce Irene Harden	Bus Ad	Jr	1,2,3		Billings
Johnson, Keith P.	Law	Sr	4,1,2,3		Missoula
Johnson, Larry Harold	Music	Sro	1,2		Anaconda
Johnson, Lee Zeunert	Engl	Jr	1,2,3		Missoula
Johnson, Mary Virginia	Home Ed	Sr	4		Kalispell
Johnson, Natalie Carter	Genl	So	1,2,3		Helena
Johnson, Oliver George	Music	Gr	4		Napoleon, N.Dak.
Johnson, Phyllis Lenore	Pharm	Sr	1,2,3		Missoula
Johnson, Richard Arthur	Pre Bus Ad	Fr	1,2,3		Helena
Johnson, Richard Joseph	Hlth & PE	Gr	1,2		Nashville, Tenn.
Johnson, Richard Lloyd	Hlth & PE	Fr	1		Missoula
Johnson, Roger Agard	Law	Sr	4,1,2,3		Butte

Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Johnson, Rolf C.	Educ	Sr	4	Malta
Johnson, Vernon K.	Music	Jr	1,2,3	Hilger
Johnson, William Jay	Pre Medic	Sr	1,2,3	Wolf Point
Johnston, Billie Jeanne	Pre Bus Ad	So	1,2,3	Billings
Johnston, Caroline Ross	Biol	Fr	2	Missoula
Johnston, Clare Edward	Pre Bus Ad	So	1,2,3	Terry
Johnston, L. Wylie	Hist	Sr	4,1,2,3	Billings
Johnston, Sylvia Annette	Med Tech	Fr	1,2,3	St. Ignatius
Johnston, Tom Lynn	Pre Bus Ad	Fr	1,2,3	Billings
Johnstone, William Adam	Educ	Gr	4	Fort Benton
Jones, Bette Deane	Fine Arts	Fr	1,2,3	Missoula
Jones, Gladys Lou	Engl	Jr	1	Missoula
Jones, Gordon B.	Hlth & PE	So	1,2,3	Butte
Jones, Layton Francis	Educ	Gr	4	Missoula
Jones, LeRoy Gerdorn	Pre Medic	So	1,2,3	Hardin
Jones, Lura Anne	Engl	Jr	4	Missoula
Jones, Martha Jean	Educ	Gr	4	Miami, Fla.
Jones, Robert Howard	Pre Law	Jr	1,2,3	Polson
Jones, Rodney David	Journ	Fr	1,2,3	Butte
Jones, Ross M.	Bus Ad	Gr	4	Missoula
Jones, Thomas Harold	Educ	Gr	4	Mitchell, S.Dak.
Jones, Verna Maxine	Home Ed	Jr	4,1,2	Florence
Jones, William Evan	Journ	Fr	1,2,3	Miles City
Jonkel, George Matthew	Zool	Jr	1,2,3	Neillsville, Wis.
Jonkel, Jean Dickson	Educ	Gr	3	Missoula
Jontry, Peggy Lou	Home Ec	Fr	1,2,3	Missoula
Jopp, Harold Edward	Psych	Jr	1,2,3	North Freedom, Wis.
Jordan, Arthur McLeish	Bus Ad	Sr	4	Fort Benton
Jordan, Dolores Ruth	Journ	So	1,2,3	Grande Prairie, Alta.,
Jordan, Idabel McLeish	Educ	Gr	4	Pasadena, Calif. Can.
Jordan, Mary Elizabeth	Pre Bus Ad	Fr	1,2,3	Butte
Jordan, R. Duane	Pre Eng	So	1,2	Missoula
Jordan, Robert Lewis	Journ	Sr	1,2,3	Columbia Falls
Jorgensen, Frances Mae	Pre Bus Ad	So	1,2,3	Great Falls
Jorgensen, Harry C.	Genl	Fr	1,2,3	Springfield, Ill.
Jorgensen, Henry William	Educ	Gr	4	Medicine Lake
Joscelyn, Dean Wesley	Bus Ad	Jr	1,2,3	Missoula
Joscelyn, Edwin Francis	Geol	Jr	1,2,3	Fort Peck
Joscelyn, Ethel Nell		Uncl	3	Fort Peck
Joseph, John Edward (Jack)	Educ	Jr	1,2,3	Anaconda
Jourdonais, Rae Arlene	Pre Medic	So	1,2,3	Great Falls
Jourdonnais, Jon Adams	Bact	Gr	1	Missoula
Joy, Charles Richard (Dick)	For	So	1,2,3	Berkeley, Calif.
Joyce, Norine	Hist	Sr	4,1,2,3	Stevensville
Judkins, Joy	Pre Bus Ad	So	1,2,3	Billings
Julian, Ralph William	For	Sr	1,2,3	Flandreau, S.Dak.
June, Roy E.	Law	Gr	1,2,3	Missoula
Jungers, Robert Henry	Pre Bus Ad	So	1	Missoula
Jurisich, George Arthur	Hist	Jr	1,2,3	Great Falls
Jurovich, Eugene	Pharm	Jr	1,2,3	Bridger
Jurovich, George Vern	Pharm	Sr	1,2,3	Bridger
Jurovich, Robert	Pre Law	So	1,2,3	Bridger
Justus, Lane Dale	Music	Jr	1,2,3	Bozeman
Jutte, James Watson	W L Tech	Jr	1,2,3	Briarcliff, N.Y.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Kadlec, Anthony Lawrence	Engl	Jr	4,1,2,3	Missoula
Kafentzis, Andy M.	Bus Ad	Sr	1,2,3	Missoula
Kaiser, Kenyon R.	Music	Gr	4	Missoula
Kaiser, Walter E.	Hlth & PE	Sr	4,1,2,3	Missoula
Kalafatic, Andrew William, Jr.	Sociol	Gr	1,2	Butte
Kalaris, Angelo T.	Bus Ad	Jr	4,1,2,3	Billings
Kalaris, Gregory	Sociol	Gr	4	Fairfield
Kalaris, Natalie Grochow	Home Ec	Gr	4	Polson
Kalbfleisch, Rae Virgil	Bus Ad	Jr	1,2,3	Shelby
Kalbfleisch, Virginia R. (Sally)	Pre Bus Ad	So	1,2,3	Shelby
Kallas, William Christ	Sociol	Fr	1	Missoula
Kampschorr, Keith Kent	Bus Ad	Sr	4,1,2,3	Bloomfield
Kapcsak, Phoebe Ann Mae	Sociol	Sr	1,2,3	Sonnette
Kares, Lester Robert	Bus Ad	Sr	4,1	Missoula
Karkanen, Donna Lee	Pre Bus Ad	Fr	1,2,3	Bonner
Karr, Raymond Walter	For	So	1,2,3	Libby
Kasberg, Walter	For	Sr	3	Green Bay, Wis.
Kasparian, Paul	Hlth & PE	Fr	1,2,3	Spokane, Wash.
Kassenborg, Helen Elaine	Educ	Jr	4	Glyndon, Minn.
Kauffman, David Thomas	For	So	1,2,3	Rocky River, Ohio
Kauhanen, Taino Eli	Sociol	Sr	1,2,3	Butte
Kaus, Nancy Adair	Pre Bus Ad	Fr	1,2	Kalispell
Keast, Anthony Francis	Psych	Jr	1,2,3	Missoula
Keefe, Richard Francis	Educ	Gr	4	Missoula
Keenan, Robert Stuart	For	Sr	1,2,3	Pitman, N.J.
Kehne, M. Jeanette	Home Ec	So	1,2,3	Kellogg
Keilman, Mary Anne	Sociol	Sr	4,1,2,3	Dyer, Ind.
Keim, Lewis Parker	Journ	So	1,2,3	Kalispell
Keim, Ronald Patrick	Sociol	Sr	4,1	Helena
Keith Richard Dean	Pre Medic	Sr	4,1	Chester
Kekich, Mitchell George	Hlth & PE	Sr	4,1	Missoula
Keller, Alberta M.	Journ	Gr	4	Glendive
Keller, Margaret Jean	Genl	Sp	3	Missoula
Kelley, Patricia Marie	Engl	Fr	1,2,3	Deer Lodge
Kelley, William Lloyd	Pre Bus Ad	Fr	1,2,3	Helena
Kellogg, Hubert Harris	Pre Bus Ad	So	2	Ennis
Kelly, Danette A.	Engl	Sr	4	Butte
Kelly, Gerald Lee	Hist	Gr	4,1,2	Glendive
Kelly, John Jay	Pre Bus Ad	So	1	St. Ignatius
Kelly, Laurel Joan	Sociol	Jr	1	Anaconda
Kelly, Robert Ambrose	Educ	Sr	4	Anaconda
Kelly, Thomas Edward	Law	Gr	1,2,3	Butte
Kelly, William John	Law	Jr	1,2,3	Missoula
Kelnhofer, Evelyn Seelye	Educ	Sr	4	Yakima, Wash.
Kelson, Benjamin	Hist	Gr	4	Butte
Keltner, Hubert Wayne	Hist	Gr	4	Missoula
Kemler, Robert William	For	Jr	1,2,3	Rochester, N.Y.
Kemp, K. Phyllis	Fine Arts	So	1,2,3	Polson
Kemper, Edward Fl	Bus Ad	Sr	1,2,3	Clear Lake, Minn.
Kenison, Kenette Jane	Hlth & PE	Fr	1,2,3	Dillon
Kenna, Howard Francis	Hlth & PE	Sr	1,2,3	Billings
Kennedy, William Walter	Educ	Sr	4,1,2,3	Browning
Kenney, Samuel Madison	Journ	So	1	Lewistown
Kent, Eunice A. Goddard	Mod Lang	Gr	4	Red Lodge

Name	Curriculum	Rank	Quarters in Attend- ance	Residence
Keogh, William Leonard	Bus Ad	Jr	1,2,3	Chicago, Ill.
Kern, Robert Franklin	Bus Ad	Jr	1,2,3	Missoula
Kerr, Frank M.	Law	Gr	1,2,3	Butte
Kerr, Robert Nevin	Genl	So	1,2,3	Rockville Center, N.Y.
Kerr, Virginia Lee	Engl	Jr	1,2,3	Long Beach, Calif.
Kershner, Audrey Taylor		Uncl	1,2,3	Big Timber
Kershner, Kenneth Leroy	Bus Ad	Jr	1,2,3	Big Timber
Kesler, Alice Winnifred	Journ	Jr	1,2,3	Butte
Kesler, Orren William	Educ	Gr	4	Frazer
Kessler, Betty Anna	Educ	Gr	4	Lewistown
Kestell, Richard J.	For	Jr	1,2,3	Missoula
Kester, Charles H.	Journ	So	1	Valier
Keyser, Robert William	Pre Bus Ad	So	1,2,3	Missoula
Kiefer, Louis C.	Bus Ad	Jr	1,2,3	Deer Lodge
Kiel, Kenneth Rolf	Genl	Fr	2,3	Milltown
Kiely, Edward John	Educ	Sr	1,2,3	Missoula
Kilbride, Daniel Dean	Bus Ad	Sr	4,1	Bozeman
Kilburg, LeRoy David	Pharm	Sr	4	Missoula
Kimball, Joan Marie	Music	Fr	1,2,3	Hysham
Kinch, Jo Ann	Psych	Sr	1,2,3	Billings
Kincheloe, John Jay	For	Jr	1,2,3	Oklahoma City, Okla.
Kind, Patricia Claire	Bus Ad	Sr	1	Helena
Kind, Donald Wayne	Educ	Gr	3	Great Falls
Kind, Yvonne J.	Bus Ad	Sr	1,2,3	Missoula
King, Albert John (Jack)	Bus Ad	Sr	1	Kalispell
King, David Harry	For	Gr	2	Halifax, Mass.
King, David Jay	Pre Law	So	1	Lewistown
King, Dominic Benson	Law	Sr	4,1,2,3	Butte
Kingery, Donald Burrell	Educ	Sr	4	Poplar
Kingsford, Tom R.	Hlth & PE	Sr	1,2,3	Missoula
Kinkel, Arthur Bob	Geol	Fr	1,2,3	Redding, Calif.
Kinney, Rachel Arlene	Pre Educ	So	1,2,3	Great Falls
Kinney, Ruth Maxine	Home Ec	So	1,2,3	Great Falls
Kintner, Marilyn Ann	Home Ec	So	1,2,3	Missoula
Kinzle, Samuel James	Pre Bus Ad	Fr	1,2,3	Missoula
Kiosse, Mary	Bus Ad	Sr	4	Olive
Kirk, Robert Leonard	Pre Educ	Fr	2,3	Somers
Kirkaldie, Louis	Sociol	Fr	1,2,3	Harlem
Kirschten, Francis William	For	Fr	1,2,3	Baker
Kirshman, Howard Keith	Journ	Fr	3	Fenton, Mich.
Kiser, Fay Elwin	For	So	1,2,3	Missoula
Kisling, Dale William	Bus Ad	Jr	1,2,3	Virginia City
Kisling, LaRene Dorothy	Pre Educ	So	1,2,3	Virginia City
Kissack, Charles Fyfe	Educ	Gr	4	Polson
Kitt, Elizabeth (Betsey)	Home Ec	Sr	4,1,2,3	Missoula
Kittell, Ira Ted	Psych	So	1	Missoula
Klant, Robert Frank	For	Jr	1,2,3	Chicago, Ill.
Klapwyk, Donald Lloyd (Don)	Pre Bus Ad	Fr	1,2,3	Missoula
Klein, John Myron	For	So	1	Milwaukee, Wis.
Klein, Walter D.	Geol	So	1	Cleveland, Ohio
Kluzek, Richard B.	Bus Ad	Jr	1,2,3	Havre
Knapp, Harold Gene	For	So	1,2,3	Darby
Knapp, Norman Charles	Geol	Gr	1	Missoula
Knebel, Edward William	Educ	Gr	4	Three Forks

Name	Curriculum	Rank	Quarters in attend- ance	Residence
Knechtel, William Charles	For	Gr	3	Pittsburgh, Pa.
Knoop, John A.	Pharm	Sr	1,2,3	Sidney
Knudson, Maurice Karl	W L Tech	Fr	1,2,3	Missoula
Knutson, Charles John	For	So	1,2,3	Noxon
Knutson, Donald Oscar	Sociol	Jr	4,1,2,3	Whitefish
Knutson, Mary Currie	Educ	Jr	4	St. Anthony, Ida.
Knutson, Thomas Edgar	Genl	Fr	1	Whitefish
Kobelin, Warren Elliott	Pharm	Sr	1,3	Billings
Kobold, Lenore Agnes	Engl	Gr	4	Kirby
Koefod, Laurel Ann	Sociol	Jr	1	Havre
Koenig, Frederick Daniel	Physics	Gr	2	Kalispell
Kofoed, Everett Frederic	Bus Ad	Jr	1,2,3	Everett, Wash.
Kohler, John B.	Music	So	1,2,3	Everett, Wash.
Kojancik, Joe J.	Educ	Gr	4	Ryegate
Kojancik, Mary Lou J.	Bus Ad	Gr	4	Ryegate
Kolppa, Marian L.	Hist	Gr	4	Bonner
Konzack, Clayton C.	Math	Gr	4	Glide, Ore.
Konzack, Wallace Wall	Educ	Gr	4	Missoula
Koon, Eugene Dale	Bus Ad	Jr	1	Missoula
Korn, Robert Monroe	Fine Arts	So	1,2,3	Gardiner
Kosnick, Donna Mae Engraf	Pre Bus Ad	So	1,2,3	Missoula
Kosnick, John Earl	Bus Ad	Sr	1,2,3	Sweetgrass
Kottenhoff, Heinrich (Heinz)	Psych	So	1,2,3	Heidelberg, Germany
Kountz, Betty Jean	Sociol	Sr	4	Whitehall
Kountz, Joseph Anthony	Hist	Sr	1	Whitehall
Kovacich, Vincent John	Pre Medic	Fr	1,2,3	Anaconda
Kovarik, George A.	Pharm	Jr	4,1,2,3	Circle
Kramer, Benjamin Myron	Math	So	1,2,3	Missoula
Kramer, Robert LeRoy	Hlth & PE	Sr	4,1,3	Richmond, Calif.
Kratcha, Helen Ann	Home Ed	Fr	1	Caywga, N.Dak.
Kratofil, Joseph Anthony	Math	Sr	1,2,3	Hamilton
Kraus, George	Journ	Sr	1,2,3	Butte
Krause, John Kenneth	Geol	So	1	Jackson
Krebsbach, Marie Therese	Sociol	Jr	1,2,3	Missoula
Krebsbach, Wayne William	Bus Ad	Jr	1,3	Missoula
Kreidl, Frank George	Pre Bus Ad	So	1	Missoula
Kreis, Beatrice Estella	Educ	Jr	4	Sidney
Kreitzer, David Bruce	Bot	Jr	1,2,3	Dayton, Ohio
Krekula, Sadie Julia	Educ	Jr	1	New York Mill, Minn.
Krieger, Sylvia Johanna	Home Ec	Sr	4,1,2,3	Park City
Krizan, Frank Harold	Bus Ad	Jr	1	Anaconda
Krohn, Jordis Ann	Home Ec	Sr	1,2,3	Williston, N.Dak.
Kroog, Betty MacDonald	Sociol	So	1,2,3	Livingston
Kuburich, Steven Ted	Law	Sr	1,2	Anaconda
Kucera, Lucia White	Econ	Sr	4	Billings
Kuehn, Susan Lemire	Bact	So	1,2,3	Helena
Kugler, James Wendell	Geol	Sr	1,2,3	Billings
Kugler, Juanita Arlene	Home Ec	Jr	1,2,3	Billings
Kuhnes, Helen Marie	Home Ec	So	1	Missoula
Kulawik, Donald Richard	Pre Educ	So	1	Missoula
Kulawik, Eugene Louis	Pre Medic	Jr	1	Missoula
Kulawinski, Richard Francis	Educ	Sr	1,2,3	Missoula
Kulhanek, Emil Jacob	For	Jr	1,2,3	Missoula
Kuney, Elmi M. Erkkila	For	Gr	4	Missoula



Name	Curriculum	Rank	Quarters in attend- ance	Residence
Kuning, Howard Frederick	W L Tech	Jr	1,2,3	Chicago, Ill.
Kupke, William A.	Econ	Jr	1,2,3	Naperville, Ill.
Kurth, Lloyd Samuel	Bus Ad	Sr	1,2,3	Bigfork
Kurth, Russell Lloyd	Law	Sr	4,1	Fort Benton
Kuster, Lee Douglas	Music	Jr	4,1,2,3	Hamilton
Kuwahara, Joe	Engl	Sr	1,2	Troy
Kuzara, Matilda Ann	Educ	Gr	4	Roundup
Kytonen, Everett J.	For	So	1,2,3	Missoula
Labart, Harry C.	Geol	Jr	1,2,3	Lewistown
Lahn, LaQuita Joy	Pre Educ	Fr	1,2,3	Miles City
Lahr, Byron Jennings	Pre Bus Ad	Fr	1,2,3	Missoula
Lahr, John Albert	Econ	Jr	1,2,3	Missoula
Laird, Joseph W.	Educ	Gr	4	Helena
Laird, Loren Lee	Econ	So	1,2,3	Miles City
Lake, Eldon Boyce	Bus Ad	Sr	4,1,2	St. Ignatius
Lake, Robert Maurice	For	So	1,2,3	Rapid City, S.Dak.
Lallum, Gordon Gerhard	Educ	Gr	4	Valley City, N.Dak.
Lamb, Alan W.	Pre Medic	Jr	1,2	Missoula
Lamberg, Edward Swan	Psych	Jr	1,2,3	Butte
Lambros, Danny P.	Pre Bus Ad	So	1,2,3	Missoula
Lambros, Helen Mary	Home Ec	Fr	1,2,3	Bozeman
Lambros, Helen P.	Bus Ad	Sr	1,2,3	Missoula
Lamley, Robert Eugene	For	Sr	1,2,3	Kenton, Ohio
Lammers, Joann Mayma	Pre Bus Ad	Fr	1,2,3	Hardin
Lampi, Leona Lillian	Mod Lang	Gr	4	Red Lodge
Lancaster, Raymond Benjamin	Pre Bus Ad	Fr	2,3	Missoula
Lance, James Davis	Journ	So	1	Ada, Okla.
Landkammer, Theodore Edward	Pre Educ	So	1,2,3	Whitefish
Landreville, Donald Joseph	Music	So	1,2,3	Anaconda
Lane, Charles Edgar, Jr.	Educ	Gr	4	Drummond
Lane, Phyllis Margaret	Genl	Fr	1,2,3	Three Forks
Lang, George W.	Bus Ad	Sr	1,2,3	Missoula
Lang, Rose Christine	Bus Ad	Gr	4	Tappen, N.Dak.
Langenbach, Bob G.	Educ	Gr	4,1,2,3	Helena
Langland, William Raymond	Chem	Fr	1	Ronan
Langum, Rodney Lyle	Bus Ad	Sr	4,1,2,3	Minneapolis, Minn.
Lansrud, Gaylord Arthur	Hist	Sr	4,1	Medicine Lake
Lantz, Donald Walter	For	So	1,2,3	Red Lodge
LaPine, Eva Elizabeth	Hlth & PE	Gr	4,2	Watkins
Lapp, Winifred Violet	Engl	Gr	4	St. Vincent, Minn.
Larcombe, James Russell	Journ	Fr	1,2,3	Malta
Larkin, David Harold	For	Jr	1,2,3	Buffalo, Wyo.
Larkin, Judith Mae (Judy)	Home Ec	So	1,2,3	Missoula
LaRock, Louis Theodore	Bus Ad	Sr	1,2,3	Helena
Larom, Henry VanBergen	Engl	Gr	1,2,3	Valley, Wyo.
LaRowe, Orville Lee	Educ	Sr	1,2,3	Circle
Larrick, Sigmund Yule	Law	Sr	4,1,2	Missoula
Larsen, Dirk Herb	Law	Jr	1,2,3	Colville, Wash.
Larsen, Harold N.	Bact	Gr	4,1,2,3	Missoula
Larson, Alfred L.	Pre Educ	Fr	1,2,3	Victor
Larson, Aubrey Doyle	Pre Bus Ad	Fr	1,2,3	Circle
Larson, Benny M.	Law	Jr	1,2,3	Circle
Larson, Byron Roger	Pharm	Sr	1,2,3	Kalispell

Name	Curriculum	Rank	Quarters in Attendance	Residence
Larson, Clarence Merle	Pharm	Fr	1	Whitefish
Larson, Donna Helene	Pre Bus Ad	Fr	1,2,3	Savage
Larson, James McLean	Law	Jr	4,1,2,3	Boulder
Larson, Joan Marilyn Daveau	Engl	Sr	4,1,2,3	Missoula
Larson, John David	Pre Bus Ad	Fr	1,2,3	Conrad
Larson, Katherine Hannah	Educ	Sr	4	Missoula
Larson, Keith Thorwald	Psych	Sr	1,2,3	Helena
Larson, Lillian Brandon	Home Ec	Sr	4	Missoula
Larson, Lois Elda Howard	Journ	Gr	4	Billings
Larson, Stanley Earle	Law	Gr	4,1,2,3	Seattle, Wash.
Launer, Carl	Educ	Gr	4	Scranton, N.Dak.
Laskiewicz, Henry	Chem	So	1,2,3	Chicago, Ill.
Lassise, Richard Edmund	Bus Ad	Jr	1,2,3	Washington, D.C.
Lavigne, Dale Ben	Pharm	So	1,2,3	Kellogg, Ida.
Lavoie, Betty	Med Tech	Fr	1	Missoula
Law, Helen Elizabeth (see Russell, Helen L.)				
Lawley, Robert Todd	Hist	So	3	Springfield, Ill.
Lawrence, Jack Ray	Bus Ad	Jr	4,1,2,3	Great Falls
Lawrence, Larry Lee	Engl	Sr	4,1,2,3	Bozeman
Lawrence, Leslie Andrew	Engl	Sr	4,1,2,3	Bozeman
Lawson, Jack Thomas	Bus Ad	Sr	1,2,3	Poplar
Lawson, Peggy Marion	Music	Fr	1,2,3	Billings
Lazo-Wasem, Edgar A.	Zool	Gr	1,2,3	Guatemala City, Guatemala
Lazzari, Bernard Joseph	Pharm	Sr	1,2	Missoula
Lazzari, Gilbert Joseph	Educ	Sr	1,2,3	Butte
Lea, Richard H.	Bus Ad	Sr	4,1,2,3	Missoula
Leaf, Kenneth Paul	Hlth & PE	Sr	4	Glendive
Leaphart, Clark	Educ	Gr	1,2	Missoula
Leaver, John LeRoy	Pre Bus Ad	Fr	1,2	Missoula
LeBlanc, Robert Eugene	Engl	So	1,2,3	Whitefish
Lechleitner, Robert Richard	W L Tech	Sr	4,1,2,3	Tower City, Pa.
LeClaire, Algeroy Robert	Bus Ad	Jr	1,2,3	Great Falls
LeClaire, Jack A.	Hlth & PE	Jr	1,2,3	Anaconda
LeClaire, Lawrence	Pre Bus Ad	Fr	1,2	Great Falls
LeClaire, Mary Agnes	Music	Gr	4	Anaconda
LeCompte, Aileen M. Jensen	Educ	Jr	4	Arlee
Lee, Laura L.	Pre Educ	Fr	2,3	Missoula
Lee, Patrick Edwin	Engl	Gr	4	Missoula
Lee, Richard Charles	Hlth & PE	Sp	2	Missoula
Lehman, Fred LeRoy	Hlth & PE	Fr	3	Kalispell
Lehman, Lewellyn	Bus Ad	Jr	1	Billings
Leibinger, L. Gilbert	Music	Jr	1,2,3	Miles City
Leibowitz, Margaret Marion	Engl	Gr	4,3	Vancouver, Wash.
Leibowitz, Seymour	Psych	Gr	3	Missoula
Leicht, Richard Edward	For	Jr	1,2,3	Baker
Leighton, Douglas Frank	Hist	Gr	4,1,2,3	Missoula
Leitch, Donald McLean	Pre Medic	Fr	1,2,3	Kalispell
Leitch, Neil McLean	Pre Medic	Jr	1,2,3	Kalispell
Leland, Eleanor Jean	Zool	Jr	4	Piedmont, Claif.
Lellelid, Harald Raymond	For	Sr	1,2,3	Colman, S.Dak.
Lenhart, Helen Louise	Journ	So	1,2,3	Havre
Lenn, Kaye Bailey	Hlth & PE	Sr	1,2,3	Heron
Lentz, Karl Oliver, Jr.	Music	Jr	1,2,3	Baker
Lenz, Arthur Franklin	Educ	Gr	2	Circle

Name	Curriculum	Rank	Quarters in attend- ance	Residence
Leonard, James Robert, Jr.	Sociol	So	1,2,3	Santa Ana, Calif.
Lepley, John Gleason	Hlth & PE	Gr	1,2,3	Fort Benton
Leppanen, Richard William	Pre Bus Ad	Fr	1,2,3	Butte
Lerum, Bobby Joe (Bob)	Pre Bus Ad	So	1,2,3	Great Falls
Lerum, Mary Marcheta McMenomey	Educ	Sr	1,2,3	Great Falls
Leslie, William E.	Bus Ad	Jr	1	Salt Lake City, Utah
Lester, Melvin Arthur	Pre Medic	Jr	1,2,3	Butte
LeSueur, Elsie Roberta	Bus Ad	Jr	1,2,3	Sidney
Letcher, Robert Clement	Law	Sr	1,2,3	Missoula
Leuthold, David Allen	Journ	Fr	1,2,3	Molt
Levchak, George	Law	Sr	1,2,3	Chisholm, Minn.
Levine, Jerry	Pharm	Sr	1,2,3	Pine Ridge, S.Dak.
Levy, Marvin	Pharm	Jr	1,2,3	Los Angeles, Calif.
Lewis, Charlotte Mildred	Educ	Jr	4	Missoula
Lewis, Eldridge Daniel	Journ	Sr	1,2,3	High Point, N.C.
Lewis, George Daniel	Music	Gr	1,2,3	Missoula
Lewis, George F.	Pharm	Jr	1	Missoula
Lewis, Gladys Rose	Music	Jr	4,1,2,3	Twin Bridges
Lewis, Helen	Home Ec	So	1,2,3	Boulder
Lewis, Jack Howard	Hist	Jr	4	Lavina
Lewis, Lear Allen	Pre Medic	Fr	1,2	Rollins
Lewis, Milton D.	Pre Bus Ad	So	3	Hanford, Calif.
Lichtwardt, Richard Donald	Law	Jr	1,2	Helena
Lieding, Calvin August	For	Sr	1,2,3	Sheboygan, Wis.
Lien, Merle Thorman	Physics	So	1,2,3	Peerless
Lillehaugen, Sylvia Beatrice	Music	Gr	4	Brochet, N.Dak.
Lilly, Walen F.	Educ	Gr	1,2,3	Three Forks
Lincoln, Edward Palmer	W L Tech	So	1,2,3	Wareham, Mass.
Lind, Leslie Ann	Pre Bus Ad	So	1,2,3	Butte
Lindah, Dean Merlin	Educ	Sr	4,1,2,3	Missoula
Lindborg, Richard Vernon	Pre Bus Ad	So	3	Missoula
Lindborg, Robert Lee	Educ	Jr	1,2,3	Missoula
Lindeman, Thomas Henry	Journ	Fr	1,2,3	Billings
Lindgren, Lucille Violette	Bus Ad	Gr	4	Glasgow
Lindseth, Kathryn Belle	Sociol	Fr	1,2,3	Great Falls
Lindstrom, Ruby Pearl	Pre Bus Ad	Fr	1,2,3	Carlyle
Linn, Harriet Elizabeth	Educ	Sr	1,2	St. James, Minn.
Linscheid, Audrey Jean	Math	So	1,2,3	Vida
Linse, Grace G.	Educ	Sr	4	Ronan
Linse, Richard G.	Bus Ad	Sr	1,2,3	Ronan
Linton, Rod P.	Bus Ad	Jr	1,2,3	Helena
Little, Charles Raymond	Bus Ad	Jr	4	Missoula
Little, Doris Louise Peterson	Music	Sr	4,1	Helena
Little, Margaret Ellen	Sociol	Fr	1,2,3	Great Falls
Little, Warren Lewis	Pre Law	Jr	1,2,3	Missoula
Livesey, Wayne	Pre Bus Ad	So	1,2	Missoula
Livingston, Eugenia	Educ	Gr	3	Helena
Llewelyn, George Roger	Bus Ad	Sr	1,2,3	Missoula
Lloyd, Ted R.	Genl	Fr	1,2,3	Spokane, Wash.
Lockwood, Billie Jean	Pre Educ	Fr	3	Polson
Loebach, James Anthony	Pre Bus Ad	So	1,2,3	Hobson
Logan, Bernard John	Educ	Gr	4	Bozeman
Logan, Marjorie Evans	Educ	Gr	4	Bozeman
Logan, Ray Armour	Hlth & PE	Fr	1,2,3	Missoula

Name	Curriculum	Rank	Quarters in Attendance	Residence
Lohse, Alan Arthur	Bus Ad	Jr	1,2,3	Big Sandy
Loiselle, Jacqueline Jeanne	Bus Ad	Jr	1,2,3	Missoula
Long, Barbara Jean	Fine Arts	Fr	1,2,3	Houston, Texas
Long, Janna Jean Harleman	Educ	Jr	4	Harris, Ia.
Lonner, George Robert	Psych	Fr	1	Butte
Lorello, Richard Domonic	Pharm	Fr	1	Anaconda
Losleben, Roman Joseph	Pharm	Sr	4	Malta
Lovcik, Margaret Alberta	Educ	Sr	4	Sweet Grass
Lovell, Charles C.	Bus Ad	Jr	1,2,3	Missoula
Lovely, Patricia Pearl	Math	So	1,2,3	Wilsall
Low, Daniel Story	Educ	Gr	1,2,3	Missoula
Lowney, Patricia Mary	Sociol	Jr	4,1,2,3	Hot Springs
Lowney, Sheilia Jean	Psych	Fr	1,2,3	Hot Springs
Lowney, Terese Irene	Law	Jr	1,2,3	Hot Springs
Lowry, Dolores Jenene	Music	So	1,2,3	Gamboa, Canal Zone
Lucas, Don George	Bus Ad	Jr	1,2,3	Miles City
Lucas, Donald LaVerne	Psych	Sr	4,1,2,3	Harlowton
Lucas, James Pete	Law	Gr	4,1,2,3	Miles City
Lucas, Richard C.	Bus Ad	Sr	1,2,3	Ringling
Luchau, Richard Dewey	Bus Ad	Sr	1,2,3	Polson
Luckman, Jack LeRoy	Pre Bus Ad	So	1,2,3	Glasgow
Luckman, Joe Oliver	Hlth & PE	Jr	1,2,3	Glasgow
Lucotch, Edward Francis (Eddie)	Pre Bus Ad	Fr	1,2,3	Sand Coulee
Ludwig, Janice Dorlene	Sociol	Jr	1	Kalispell
Luechauer, Helyn Catherine		Uncl	4	Missoula
Luechauer, Jarvis Henry	Pre Medic	Sr	4,1,2,3	Missoula
Luedtke, Walter Gerald	Pre Law	Jr	2,3	Wolf Point
Luetjen, Calvin Howard	Law	Sr	4,1,2	Seattle, Wash.
Luetjen, John Albert	Journ	Gr	1,2	Seattle, Wash.
Luhman, Fred Watson	Law	Sr	1,2,3	Rosebud
Lull, Lynn Patrick	Hist	Jr	1,3	Missoula
Lund, Arthur Edward	Educ	Gr	4	Medicine Lake
Lund, Delano Gerald	Geol	Fr	1,2,3	Baker
Lund, Hiney Paul	Educ	Gr	4	Whitehall
Lund, James Alvin	Bus Ad	Jr	1,2,3	Sidney
Lund, Mary Lou	Genl	Fr	1,2,3	Wolf Point
Lund, Ruth Elaine	Pre Medic	So	1,2	Wolf Point
Lundberg, Frank Norman	Bus Ad	Sr	1,2,3	Missoula
Lundell, Arthur Frederick	Journ	So	1,2,3	Milwaukee, Wis.
Lundquist, Richard Alan	Journ	So	1	Great Falls
Luoma, Robert Oliver	Hlth & PE	So	1,2,3	Sand Coulee
Luru, Gus Nick	Bus Ad	Sr	1,2,3	Great Falls
Lust, Ada Louise	Biol	Sr	4,1,2,3	Kalispell
Lust, Leonard Frederick	Math	Sr	4	Kalispell
Lutey, Nelson Herbert	Educ	Gr	4	Whitehall
Lutz, Joseph Henry	Educ	Sr	4	Culbertson
Lyda, Ida Eulula	Educ	Sr	4	Nampa, Ida.
Lykins, Louise	Law	Gr	1,2,3	Missoula
Lynch, Margaret Aileen	Educ	Gr	4	Hamilton
Lynch, William Joseph	Music	Fr	1,2,3	Palisade Park, N.J.
Lynde, Myron Stanford	Journ	So	1,2	Lodge Grass
Lysne, Howard Peter	Educ	Gr	4	Silva, N.Dak.

Name	Curriculum	Rank	Quarters in Attendance	Residence
McAlear, Allen Lee	Law	Sr	1,2,3	Red Lodge
McAndrew, Martin Edward	Educ	Gr	4	Rapelje,
McArkle, Ruth Ann	Music	Fr	1	Anaconda
McArthur, Marvin	Journ	Sr	1,2,3	Helena
McAuliffe, Mary Frances	Bact	Sr	1,2	Butte
McBride, Louise Lilly	Mod Lang	Gr	4	Butte
McBroom, James Wallace	Physics	Jr	4,1,2,3	Missoula
McCall, Joann Lake	Mod Lang	Jr	4	Missoula
McCallie, Mary Louise	Engl	So	1,2,3	Billings
McCann, Eileen Schneider	Psych	Gr	1,2,3	Missoula
McCann, Mildred Adelle	Educ	Sr	4	Kent, Wash.
McCarten, Juliet Grace	Engl	Sr	4	Dubois, Ida.
McCarthy, Patrick Henry	Educ	Gr	4,1,2,3	Butte
McCarvel, Patrick Henry (Pat)	Law	Gr	4,1,3	Anaconda
McCarver, Orville Wayne	Biol	Jr	2,3	McRae, Ark.
McCay, Irene	Pre Bus Ad	Fr	1	Billings
McChesney, William R., Jr.	Pre Medic	Sr	1,2,3	Portland, Ore.
McCloskey, John James	Bus Ad	Sr	4,1,2	Havre
McConnell, Marilyn	Engl	Fr	1,2,3	Kalispell
McCourt, John Edward	Bus Ad	Sr	4	Missoula
McCracken, Dick Ganes	Bus Ad	Sr	4,1,2,3	Dillon
McCracken, William B.	Law	Sr	1,2,3	Wolf Point
McCrea, J. Hollis Victor	Math	So	1,2,3	Anaconda
McCrea, John Robert	Music	Gr	4	Billings
McCue, Robert Hugh	For	Sr	1,2,3	Aberdeen, S.Dak.
McCullough, Judith Boyd	Hist	Fr	1,2,3	Missoula
McCully, Leonard L.	Chem	Jr	1,2,3	Kokomo, Ind.
McCurdy, Duane Roy	Bus Ad	Jr	1,2,3	Billings
McCurdy, Edward Belmont	Educ	Sr	4	Charlo
McCurdy, Edward W.	W L Tech	Jr	1,2,3	Charlo
McCurdy, Neal Blake	Pharm	Fr	1,2,3	Missoula
McCutcheon, John G.	Law	Gr	1,2	Steilacoom, Wash.
McDermed, Donald Chester	Pharm	Jr	1,2,3	Pacific Grove, Calif.
McDonald, Patricia Ann	Hlth & PE	So	1	Missoula
McDonald, Richard Edward	Psych	Jr	3	Dixon
McDonald Shirley M.	Psych	So	1,2,3	Silver Bow
McDonnell, John Patrick	Pre Bus Ad	So	1,2,3	Butte
McDonough, James Quentin	Hist	Fr	4	Los Angeles, Calif.
McDougal, Beverly Regis	Educ	Gr	4	Philipsburg
McDougal, John Joseph	For	Sr	1,2,3	Philipsburg
McDowell, Harold Ace	Genl	Fr	2,3	Whitefish
McElroy, Dagmar Jensen	Hist	Sr	4	Wolf Point
McElwain, Frank Chaffee	Educ	Gr	4	Big Timber
McFadden, Allie Patricia Selway	Music	Jr	4,1,2,3	Dillon
McFarland, Glenn Joseph	Pharm	Sr	4,1,2,3	Missoula
McFarland, M. Estelle	Fine Arts	So	1,2,3	Missoula
McFerrin, Howard Harold, Jr.	Educ	Gr	4	Cascade
McGarvey, Dale LaMar	Law	Sr	1,2,3	Kalispell
McGee, Robert Patrick	Law	Sr	4,1,2,3	Butte
McGinnis, Patricia Lou	Sociol	So	2,3	Billings
McGinty, Patricia Joan	Music	Sr	1,2,3	Great Falls
McGlauchlin, David Charles	Zool	Gr	4	Beloit, Wis.
McGlenn, Jane L.	Educ	Gr	4	Whitefish
McGlone, Edward Seyferth, Jr.	Econ	Jr	4,1,2,3	Butte

Name	Curriculum	Rank	Quarters in Attendance	Residence
McGlynn, Patrick James	Hlth & PE	Gr	4	Manteca, Calif.
McGowan, Lee Michael	Hlth & PE	Sr	1,3	Browning
McGregor Eugenie Frohlicher	Educ	Gr	4	Helena
McGregor, Victoria Nathalie	Journ	Jr	1,2,3	Helena
McGuinness, James Joseph	Bus Ad	Sr	4	West Haven, Conn.
McGuire, Janet Marie	Hlth & PE	Jr	1,2,3	Anaconda
McHugh, Robert Spooner	Law	Gr	4	Missoula
McIlloy, Maud Birnel	Educ	Jr	4	Grantsdale
McInroe, James Donald, Jr.	Bus Ad	Sr	1	Columbia Falls
McIntosh, Carol Jean	Journ	So	1	Forsyth
McInturff, Raymond Melbourne	Engl	Jr	4,1,2,3	Poplar
McIntyre, Charles Nicol	Genl	Fr	2,3	Whitefish
McKenna, James Edward	Bus Ad	Jr	4	Lewistown
McKeon, John Luke	Law	Sr	4,1,2,3	Anaconda
McKinnon, LeRoy L.	Law	Sr	1,2,3	Missoula
McKinsey, Betty Lenore	Fine Arts	Sr	2,3	Missoula
McKown, John Patterson	Pre Bus Ad	Fr	1,2,3	Seattle, Wash.
McKown, Shirley Jean	Journ	Sr	1,2,3	Seattle, Wash.
McLatchy, Larry Grey	Hlth & PE	Sr	4	Helena
McLatchy, Michael Gene	Pre Medic	So	1,2,3	Helena
McLatchy, Patrick Henry	Journ	Sr	1,2,3	Helena
McLaughlin, George Freeman	For	Sr	1,2,3	Missoula
McLaughlin, Grover Reddington	Hlth & PE	Jr	1,2,3	Salmon, Ida.
McLaughlin, Harold Belmont	Journ	Jr	1	Woorsocket, R.I.
McLean, Lawrence Sutherland	Geol	So	1	Spokane, Wash.
McMahon, Edmund Stephen	Educ	Jr	1	Butte
McMahon, James Dennis	Bus Ad	Sr	1	Anaconda
McMahon, Joan Therese	Engl	So	1,2,3	Butte
McMaster, William James, Jr.	Pre Educ	So	1,2,3	Butte
McMeekin, Patricia Mae	Engl	Fr	1,2,3	Missoula
McMeekin, Richard Alan	Math	Fr	1,2,3	Missoula
McMenomey, Julia Aureta	Psych	Jr	1,2,3	Malta
McMullen, Donald	Law	Sr	4,1,2,3	Vancouver, B.C., Can.
McMullin, Richard Ray	Bot	Gr	4,1,2,3	Buffalo, Wyo.
McNamee, Bartlett Lowe	For	So	1,2,3	Scarsdale, N.Y.
McNamer, William Ross	Law	Sr	1,2,3	Shelby
McPherson, Edythe Rose	Educ	Fr	4	Jordan
McPhillips, Ronald Dale	Pre Medic	Fr	1,2	Shelby
McPike, Max Weldon	Pre Law	Fr	1,2	Missoula
McRae, Robert James	Math	So	1,2,3	Missoula
McTucker, Nathaniel Jules	Educ	Sr	4,1,2,3	Dixon
McVeda, William L.	Sociol	Gr	1	Missoula
McVey, Harold Albert	Econ	Sr	1	Missoula
McVicars, Andrew Easton	Bus Ad	Sr	1,2,3	Anaconda
MacCalman, Malcolm	Law	Gr	1,2,3	Deer Lodge
MacDonald, Bernard Marcus	Hlth & PE	Gr	1,2,3	Missoula
MacDonald, Daniel Duncan	Sociol	So	1,2,3	St. Ignatius
MacDonald, John Gordon	Hist	Gr	4	Laurel
MacDougall, J. D.	Journ	Fr	2	Missoula
MacHaffie, Joyce Ann	Zool	So	4	Helena
MacKinnon, Mora Christine	Music	Fr	1,2,3	Butte
MacLachlan, Alexander Lorents	Hist	So	1,2	Wolf Point

Name	Curriculum	Rank	Quarters in Attendance	Residence
Maasjo, Ella	Educ	Sr	4	Missoula
Mackay, Conde F.	Pre Bus Ad	So	1,2,3	Anaconda
Maclay, H. Bruce	Bot	Sr	1,2,3	Florence
Macumber, Harold Ernest	Math	So	1,2,3	Butte
Madson, Beverly Grande	Hlth & PE	Sr	1,2,3	Billings
Maffei, Albert	Law	Sr	1,2	Eagle Creek
Maffei, Margaret H. Mitchell	Bus Ad	Sr	2	Missoula
Maffei, Maurice Anthony	Law	Gr	1,2	Butte
Magee, Duane Junior	For	Sr	1,2,3	Hospers, Ia.
Magee, Thomas Marvin	Hlth & PE	Fr	1,2	Missoula
Mahle, Kenneth Wendall	Educ	Jr	1,2,3	Anaconda
Mahle, Therin Gerald	Pre Educ	So	1	Missoula
Mahon, William, Jr.	Hlth & PE	Fr	1	Great Falls
Mahrt, Lena Eva	Educ	Sr	4	Missoula
Maillet, Eugene Nicholas	Journ	So	4	Spokane, Wash.
Maillet, Louis Harold	W L Tech	Sr	1,2,3	Hot Springs
Main, Tom Jack	Math	Fr	1,2,3	Malta
Maitin, Joseph	Educ	Gr	4	Ernis
Malee, Thomas M.	Hlth & PE	Fr	1	Anaconda
Malmstad, Robert L.	Bus Ad	Jr	1	Billings
Malone, Jack Verle	Hlth & PE	Sr	4	Billings
Malone, Sara Gertrude	Psych	Fr	3	Missoula
Maloney, Edith Mae		Uncl	1,2,3	Missoula
Maloney, James Richard	Pre Law	So	1,2,3	Missoula
Maloney, Ralph Christopher	For	Sr	1,2,3	Waterbury, Conn.
Mammen, Donald John	Educ	Gr	4	Boulder
Mandelko, Neal Louis	Sociol	So	1,2,3	Missoula
Maney, Wendell Watson	Bus Ad	Sr	1,2,3	Schenectady, N.Y.
Mangan, Jean	Math	So	1,2,3	Butte
Mangan, JoAn	Hlth & PE	Sr	1,2,3	Butte
Manion, Dorothy Annette	Hlth & PE	Gr	4	Anaconda
Manix, John William	Bus Ad	Sr	4	Missoula
Mankins, Jerome Valentine	W L Tech	Sr	4,1,2,3	Missoula
Mann, Sue Carol	Pre Bus Ad	Fr	1,2,3	Glasgow
Mannen, Martha Anne	Pre Bus Ad	Fr	1,2,3	Brady
Mansinger, George John	Bus Ad	Sr	4,1,2,3	Missoula
Manuel, Albert George	Hlth & PE	Jr	1,2,3	Alberton
Marble, Betty Louise	Home Ec	Jr	1,2,3	Missoula
Marchie, Theodore Alfred	Bus Ad	Sr	4	Elmhurst, Ill.
Marchildon, Robert Dale	Bus Ad	Jr	1,2,3	Missoula
Mariana, Joe James	Hlth & PE	Gr	4	Livingston
Marick, Dolores Barbara	Home Ec	Fr	1,2,3	Anaconda
Marick, Nicholas Joseph	Pre Medic	Fr	1,2,3	Anaconda
Marino, Quentin Merle	Music	Fr	1,2,3	Red Lodge
Marino, Tony Pierre	Pre Bus Ad	So	1	Black Eagle
Marion, Margery Dean	Hlth & PE	Sr	1,2,3	Browning
Maris, Charles Franklin	Pre Law	Fr	4	Roundup
Markley, Joan Alice	Hist	Jr	4	Minneapolis, Minn.
Marks, Jeannette Louise	Engl	Fr	1,2	Stevensville
Marks, Marilyn Joan	Hist	Jr	1	Stevensville
Marks, Richard Thomas	For	Jr	1,2,3	Kingston, Minn.
Marksbury, Ollie Orville		Uncl	3	El Monte, Calif.
Marlett, Walter Thomas	Hlth & PE	Gr	4	Inglewood, Calif.
Marley, Daniel Thomas	Law	Jr	1,2,3	Bozeman

Name	Curriculum	Rank	Quarters in Attendance	Residence
Marquis, William Clyde	Law	Gr	4	Bozeman
Marra, Joseph Ralph	Law	Gr	1,2,3	Havre
Marsh, Carl L.	For	Gr	1,2,3	Hartsville, Ind.
Marsh, Harold Raymond		Uncl	1,2,3	Missoula
Marshall, Phillip Byron	W L Tech	Jr	4,1,2,3	Butte
Marshall, Robert Irwin		Uncl	1	Missoula
Marshall, Thomas Henry Paton	Bot	Gr	4	East Lansing, Mich.
Martell, Raphael Arthur	Fine Arts	Fr	3	Missoula
Martello, Eugene Carmen	Pre Bus Ad	Fr	1,2	Elliston
Martens, Larry Lewis	Pre Medic	Fr	1,2,3	Chinook
Martin, Dorothy Louise	Sociol	Jr	1,2,3	Three Forks
Martin, Francis Dirk	For	Sr	1,2,3	Missoula
Martin, Frank Gartland	Pre Bus Ad	So	4,1,3	Missoula
Martin, Hazel Ann	Sociol	So	1,2,3	Miles City
Martin, James Scott	Bus Ad	Jr	1,2,3	Missoula
Martin, Jeannine Matea Dudley	Hist	Sr	1,2,3	Miles City
Martin, John Edward	Pre Medic	Jr	1,2,3	Helena
Martin, Josephine Saylor	Educ	Sr	4	Bridgeport, Ill.
Martin, Lorraine Eleanor	Pre Bus Ad	Fr	1,2,3	Helena
Martin, Ruby	Mod Lang	Gr	3	Missoula
Martinec, Larry Steve	Music	Fr	1,2,3	Lewistown
Martinek, Robert R.	Bus Ad	Sr	1,2,3	Forsyth
Martineson, Wilmar Chris	Hlth & PE	Sr	1,2,3	San Francisco, Calif.
Martinez, Michael Rodriguez	Psych	Sr	4	Los Angeles, Calif.
Martinsen, Roy	Educ	Gr	4	Butte
Martinson, Alvild Jo Anne	Educ	Gr	4	Landa, N.Dak.
Marty, Joan Violet	Home Ec	Jr	2,3	Missoula
Martz, Donna Maria	Med Tech	Fr	1,2,3	Missoula
Marvin, John Willard	Music	So	4,1,2,3	Missoula
Mashino, Shirley June	Pre Bus Ad	Fr	1,2,3	Wolf Creek
Maslowski, Carl	Educ	Gr	4	Melstone
Mason, James Kirk	Pre Bus Ad	Fr	1	Hot Springs
Mason, John Keith	Pre Educ	Fr	1,2,3	Lavina
Mason, Lucius Raymond	Pre Law	So	3	Missoula
Mason, Lyman Gates	Pre Medic	Jr	4,1,2,3	Lavina
Mast, Richard Milton	Educ	Gr	4	Arlee
Masterson, James Robert	Hist	Gr	4	Missoula
Mastorovich, Marie	Home Ec	Fr	1,2,3	Roundup
Mateychuk, Joseph	Hist	Sr	1,2,3	Hammond, Ind.
Matheny, Raymond Wilson	W L Tech	Sr	1,2,3	Missoula
Mathews, John Francis	Sociol	Jr	1,2,3	Havre
Mathisen, Betty Lou	Home Ec	Jr	1,2,3	Hamilton
Mathison, Robert Sanford	For	Sr	1	Missoula
Matott, Glenn Elwin	Engl	Gr	1,2,3	DeKalb Junction, N.Y.
Matson, Diana Elizabeth	Mod Lang	Sr	4	Red Lodge
Matson, James Edward	Pre Law	Fr	1,2,3	Sweetgrass
Matson, Robert Ernest	Pre Bus Ad	Fr	4	Red Lodge
Matthews, Bob Wright	For	So	4,1,2,3	Missoula
Mattson, Clara Mary	Mod Lang	So	1,2,3	Missoula
Mattson, Ilah Marilyn	Mod Lang	Fr	1,2,3	Cascade
Mattson, Matt Copeland	Hlth & PE	So	1,2,3	Missoula
Matye, Carol J.	Hlth & PE	Sr	1,2,3	Sand Coulee
Maudlin, Franklin Clifford (Frank)	Engl	Gr	4,1,2,3	Eloy, Ariz.
Maurer, James Frederick	Engl	Sr	1,2	Libby



Name	Curriculum	Rank	Quarters in Attendance	Residence
Maurer, Mary Myrna	Engl	So	1,2,3	Libby
Maus, Harold Raymond	Hlth & PE	So	1,2,3	Hamilton
Mavity, Gary N.	Law	Jr	1,2,3	Fairview
Maxwell, Lowell L.	Pre Bus Ad	So	1,2,3	Butte
Maxwell, Paul Norman	Genl	Fr	1,2,3	Butte
Maxwell, Robert William	Law	Sr	1,2,3	Whitefish
Maxwell, Winnefred Jean	Bus Ad	Sr	4,1,2,3	Whitefish
May, William Webster	Pre Bus Ad	So	1	Missoula
Maydole, Lillian Helen Veeder	Educ	Jr	4	Darby
Mayfield, Lowell LaClair	Chem	Sr	1,2,3	Spokane, Wash.
Maynard, Judson Dana	Music	Sr	1,2,3	Townsend
Means, Dorcas Alyscia	Hist	Jr	1,2,3	Missoula
Mehlhoff, Ferd Lee	Law	Sr	1,2,3	Livingston
Meidinger, Clarence Norman	Hist	Sr	4	Terry
Meidinger, Wanda Colleen Ryles	Engl	Fr	4	Terry
Meischke, Paul Theadore	For	Sr	1,2,3	Missoula
Mellgren Don C.	For	Sr	1,2,3	Missoula
Melton, William Grover	Geol	Sr	1,2,3	Lewistown
Memovich, Robert Harris	Law	Sr	4	North Bonneville, Wash.
Memovich, Steven Arthur	Law	Sr	4,1,2	Missoula
Meredith, Edward Lee	Law	Gr	1,2,3	Fort Harrison
Merley, Richards Harding	Music	Gr	4	East Helena
Merrick, Arthur West, Jr.	Zool	Gr	4	Missoula
Merrick, Leonie Marie	Educ	Gr	4	Billings
Merrill, Earl D.	Educ	Jr	4,1,2,3	Salt Lake City, Utah
Merritt, L. Marianna	Genl	Fr	1,2,3	Kalispell
Merritt, William James	Hlth & PE	Fr	1,2,3	Missoula
Merry, Helen Ruby	Educ	Gr	4	North Edgecomb, Maine
Merrymon, Bettie Lois		Uncl	2	Williston, N.Dak.
Metcalf, Marian Elizabeth	Hist	Gr	4	Kalispell
Metvedt, Ruth Marian	Pre Bus Ad	Fr	1,2,3	Missoula
Meyer, Gilbert M.	Bus Ad	Gr	4,1,2,3	Missoula
Meyer, James Black, Jr.	For	Fr	1,2,3	Encino, Calif.
Meyers, June Agnes	Psych	Fr	1,2,3	Inverness
Michaels, Willard Linder	Law	Jr	4,1,2,3	Missoula
Michels, Geraldine Margaret	Pre Bus Ad	Fr	1,2,3	Missoula
Middleton, Tomme Lou	Educ	Sr	1,2,3	Deer Lodge
Midge, Nellie Rosalyn	Math	Fr	1	Shelby
Midthun, Elmer Elias	Sociol	Sr	1,2,3	Froid
Miewald, John Ross	Physics	Fr	1,2,3	Chinook
Miglin, Harold George	For	So	3	Lyndhurst, N.J.
Mikesell, John P.	Educ	Gr	4	Malta
Miles, Billy Lee (Bill)	Fine Arts	Fr	1,2,3	Hamilton
Miles, Jo Ellen	Engl	Sp	1,2	Superior
Miles, Robert Edwin	Pre Bus Ad	Fr	2,3	Darby
Milkwick, Normamae	Journ	Sr	4,1,2,3	Anaconda
Miller, David Robert	Sociol	Jr	4,1,2,3	Los Angeles, Calif.
Miller, Don M.	Pre Bus Ad	So	1,2,3	Bozeman
Miller, Edgar Arthur	Pre Bus Ad	So	1,2,3	Great Falls
Miller, Floyd C.	Pre Medic	Fr	3	Missoula
Miller, George Emerson	Music	Gr	4	Missoula
Miller, Nettie Mae	Pre Bus Ad	Fr	1,2,3	Kalispell
Miller, Robert Marlow	W L Tech	So	1,2,3	Ronan
Miller, Robert Ozias	Engl	Fr	2,3	Shelburne Falls, Mass.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Miller, Robert Wentley	For	Sr	1,2,3	Monarch
Miller, Ross Leslie	Journ	Gr	4,2,3	Great Falls
Miller, Veryl Franklin	Journ	Fr	1,2	Glasgow
Miller, W. Norman	Pre Bus Ad	So	1,2,3	Oakland, Calif.
Miller, Walter Wilford, Jr.	Bus Ad	Sr	1,2,3	Missoula
Miller, Warren L.	Bus Ad	Sr	1,2,3	Ronan
Milligan, William Thomas	W L Tech	Jr	3	Stockton, Calif.
Milliken, Frank Raymond	Class Lang	Gr	4,1,2,3	Indianapolis, Ind.
Millons, Leora Kaye	Music	So	1,2,3	Great Falls
Milne, Bruce Gordon	Educ	Jr	4	Denton
Milne, Della Marie	Home Ec	Jr	1,2,3	Glendive
Milne, Richard George	Sociol	So	1,2,3	Roundup
Minifie, Darrel G.	Educ	Gr	4,1,2,3	Hamilton
Mirchoff, Frederick	Sociol	So	3	Santa Ana, Calif.
Mitchell, Daniel Joseph	Pre Bus Ad	Fr	1	Anaconda
Mitchell, John Ambert	Educ	Sr	1,2,3	Laurel
Mitchell, Margaret Ann	Music	So	1,2,3	Helena
Mitchell, Margaret H. (see Maffei, Margaret M.)				
Mitchell, Peggy Fisher	Pre Bus Ad	So	2	Missoula
Mitchell, Walter M.	Psych	Gr	4,1,2	Missoula
Mithun, Donna Louise	Psych	So	1,2,3	Missoula
Mjolsness, Grace Lyle	Educ	Sr	4	Missoula
Moe, Donald Edward	Bus Ad	Jr	1,2,3	Great Falls
Moe, Orris Lee	Fine Arts	Gr	4	Fort Peck
Moe, Peder, Jr.	Law	Sr	1,2,3	Poplar
Moe, Robert Thomas	Zool	Gr	3	Blanchardville, Wis.
Moe, Russell G.	Sociol	Gr	4	Appleton, Minn.
Moe, Skulason	Econ	Fr	1,2,3	Poplar
Mogen, Harold George	Educ	Gr	4	Forsyth
Mogle, Louise Elmay	Educ	Sr	4	Beach, N.Dak.
Mola, William Lawrence	Psych	Jr	2,3	Helena
Moline, LeRoy Merle, Jr.	Educ	Jr	1,2,3	Baker
Molthen, Fred T.	Bus Ad	Jr	4,1,2,3	Butte
Monahan, Thomas Francis	Educ	Jr	4	Missoula
Mondik, Richard John	Bus Ad	Jr	1,2,3	Great Falls
Mondt, Elizabeth Grace	Bus Ad	Jr	1,2,3	Billings
Monroe, Amanda Speers	Home Ec	Jr	4	Sunburst
Monroe, Barbara Jean	Pre Bus Ad	Fr	1	Anaconda
Monroe, John Hubert	Hlth & PE	Fr	1	Missoula
Monson, Elma Beatrice	Educ	Sr	4	Sunburst
Montague, Margaret Ella	Hist	Fr	1,2,3	Collings
Monteith, John William	Bus Ad	Sr	1,2,3	Elkhart, Ind.
Montgomery, Robert Earl	Pre Medic	Fr	1,2,3	Fort Benton
Montross, Lawrence Lee	For	Sr	1,2,3	Havre
Moody, John Lyle	Educ	Gr	1,2,3	Glendive
MooMaw, Richard Lloyd (Dick)	Fine Arts	So	1,2,3	Santa Ana, Calif.
Mooney, Robert	Engl	So	1,2,3	Monrovia, Calif.
Moore, Dick Edward	Sociol	Fr	1,2,3	Harlem
Moore, Harriet Keen	Engl	Gr	4	Great Falls
Moore, James Fox	For	So	1	Belt
Moore, Judson N.	Journ	Gr	1,2,3	Memphis, Tenn.
Moore, Olive Hudson		Uncl	4,1,2,3	Missoula
Moore, Robert	Educ	Gr	1,2,3	Missoula
Moore, Robert Donald	Bus Ad	Sr	1,2,3	Great Falls

Name	Curriculum	Rank	Quarters in Attendance	Residence
Moran, John Richard	Bus Ad	Sr	1,2,3	Laurel
Moran, Robert Walter	Mod Lang	Gr	1,2,3	Red Lodge
Morey, William Orlando, Jr.	Hlth & PE	Sr	1,2,3	Missoula
Morgan, Glenn E.	Hlth & PE	Jr	4,1,2,3	Humboldt, Ia.
Moriarty, James Charles	Bus Ad	Sr	4	Great Falls
Morigeau, Walter Douglas	Genl	Fr	3	Polson
Morris, Bert William	For	Sr	1	Whitefish
Morris, Harold W.	Educ	Gr	4	Bozeman
Morris, Laela Jo	Bus Ad	Sr	1,2,3	Great Falls
Morris, Philip John	Genl	Fr	1	Baker
Morris, Rick A.	Pre Bus Ad	So	1,2,3	Billings
Morrison, Betty Brooks	Sociol	Fr	1,2,3	Missoula
Morrison, Evelyn Louise	Bus Ad	Gr	1	Billings
Morrison, Lloyd Wesley	For	Jr	1,2,3	Lincoln, Neb.
Morrison, Royal L.	Hlth & PE	Gr	4	Polson
Morrow, Robert Alan	Music	So	1,2,3	Butte
Morse, William Robert	Pre Law	So	1,2,3	Absarokee
Morton, Dale Richard	Pre Law	Fr	1,2,3	Great Falls
Morton, Helen Glyde	Math	Fr	4,1,2,3	Glasgow
Morton, William B.	Physics	Sr	1,2,3	Missoula
Moyer, Shirley Ann	Psych	Sr	1,2,3	Camas, Wash.
Mulkey, Delbert Martin	For	So	1	Aberdeen, Wash.
Mullen, Betty Louise	Pre Bus Ad	Fr	1,2,3	Hot Springs
Mulligan, Matthew Jerome (Matt)	Pre Bus Ad	So	1,2,3	Butte
Muneta, Amy H.	Bact	Sr	1,2,3	Harlowton
Munson, John Franklin	Educ	Gr	4	Hamilton
Murawski, Walter Stephen	For	Fr	1	Perth Amboy, N.J.
Murfitt, Walter Sam	Bus Ad	Sr	1,2,3	Helena
Murphey, Jessie Jane	Home Ec	Gr	4	Missoula
Murphy, Charles Ray	Bus Ad	Sr	1,2,3	Burlington, Ia.
Murphy, James Lavell	Bus Ad	Sr	1,2,3	Missoula
Murphy, Jerome Gordon	Pre Medic	So	1,2,3	Missoula
Murphy, Jerry M.	Engl	So	2,3	Great Falls
Murphy, Marian Ann	Nurs Educ	Sr	4,1,2,3	Missoula
Murphy, Melissa Ellen (see Dyer, Melissa M.)				
Murray, Alfred John	Educ	Gr	4	Anaconda
Murray, Jim W.	Hlth & PE	So	1,2,3	Anaconda
Murray, John Stephen	Sociol	Sr	4	Missoula
Murray, Joseph Alvin, Jr.	Bus Ad	Sr	1,2,3	Missoula
Murray, Joseph Anthony	Hlth & PE	Fr	2	Sunburst
Murray, Marshall Hugh	Pre Law	Fr	1,2,3	Kalispell
Murray, Orson Ernest	Bus Ad	Sp	1,2,3	Missoula
Murray, Robert Burns	For	So	1,2,3	Tujunga, Calif.
Murray, Robert William	Zool	Jr	4,1,2,3	Sand Coulee
Musburger, Leo Clyde, Sr.	Educ	Gr	4,1,2,3	Butte
Musburger, Mary Wemple	Fine Arts	Jr	4	Butte
Muskett, Albert Joseph	Educ	Gr	4	Missoula
Myers, Jacqueline Florence	Bus Ad	Jr	1,2	Butte
Myers, Sally Jane	Pre Bus Ad	So	1	Spokane, Wash.
Myklebust, Robert Lloyd	Pre Bus Ad	So	1	Missoula
Myrdal, Edythe C.	Educ	Sr	4	Missoula
Mytty, Wayne Edwin	Engl	So	1,2,3	Missoula

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Nagamitsu, Tamio	Bus Ad	Sr	1,2	Box Elder
Nahm, Laura Julia	Zool	Gr	4	Warrensburg, Mo.
Nash, William Russell	Hlth & PE	So	2,3	Missoula
Navratil, Gerald Joseph	Journ	So	1,2,3	Tuckahoe, N.Y.
Naye, William T.	Pharm	Jr	1,2	Petaluma, Calif.
Nearing, Edward Joe	Pre Educ	So	1	Los Angeles, Calif.
Needham, Don Reynolds	Bus Ad	Jr	1,2,3	Billings
Negron, Doel	Bus Ad	Sr	4	Puerto Rico
Neidt, Laura Joan	Pre Educ	Fr	1	Missoula
Neill, Robert Arthur, Jr.	Pre Medic	Jr	1,2,3	Helena
Neiman, Charles Morland	Hlth & PE	So	1	Perma
Nelligan, Elizabeth Grace	Pre Educ	So	1,2,3	Boulder
Nelsen, Mary Jane (Jary)	Hlth & PE	Fr	1,2,3	Conrad
Nelson, Edward Lynn	Music	So	2,3	Troy
Nelson, Edward William	Bus Ad	Jr	1,2,3	Missoula
Nelson, Falle Dean	Music	Jr	1,2,3	Glendive
Nelson, Fredrick Joseph	Music	Jr	1,2,3	Missoula
Nelson, Gary H.	For	Sr	1,2,3	Miles City
Nelson, Gerald Eugene	Pre Bus Ad	Fr	1,2,3	Wolf Point
Nelson, Helen Martha	Hist	Sr	1,2,3	Anaconda
Nelson, Howard E.	Zool	Gr	4	Glasgow
Nelson, Ina Ruth	Educ	Gr	4	Joplin
Nelson, Irving Jack	Pre Eng	Jr	3	Missoula
Nelson, Jack Kinberly	Hlth & PE	Fr	1,2,3	Valier
Nelson, John Vincent	Journ	Fr	2	Kalispell
Nelson, Keith H.	Bus Ad	Sr	1,2	Malta
Nelson, Keith Walter	Pre Medic	Jr	1,2,3	Polson
Nelson, Leonard S.	Sociol	So	1,2,3	Anaconda
Nelson, M. Janice	Psych	Fr	1,2,3	Missoula
Nelson, Marian Estelle	Hlth & PE	So	1,2,3	Spokane, Wash.
Nelson, Orvall August	Educ	Gr	4	Roundup
Nelson, Perry Helm	W L Tech	Gr	4	Mercer, N.Dak.
Nelson, Russell L.	Educ	Gr	4,1,2	Lakota, N.Dak.
Nelson, Violet Aileen	Hist	Gr	1,2,3	Fromberg
Nelson, Walter E.	Educ	Gr	1,2,3	Red Lodge
Nelstead, Keith Torval	Bus Ad	Sr	4	Miles City
Nemec, Charles Frank	Hist	Gr	4,1	Lewistown
Neptune, Ruth Merriam	Engl	Fr	1,2,3	Glendive
Nettle, Don James	Mod Lang	Jr	2,3	Missoula
Neubauer, Richard Arlen	Pre Bus Ad	Fr	1,2,3	Wolf Point
Neve, R. William	Bus Ad	Sr	1	Great Falls
Nevin, Donald Thomas	Pre Bus Ad	So	1	Chicago, Ill.
Newgard, Jerry Leonard	Pre Bus Ad	Fr	1,2,3	Polson
Newgard, Robert Herman	Pre Bus Ad	Fr	1,2,3	Valier
Newhouse, Rodney C.	Hist	Jr	1,2,3	Shelby
Newman, Herbert William (Bill)	Zool	Gr	4,1,2	Hamilton
Newman, Jack Samuel	Pre Bus Ad	Fr	1,2,3	Great Falls
Newman, William Louis	Geol	Gr	4	Missoula
Nichol, Marilyn Annette	Engl	So	1,2,3	Billings
Nichols, Lucille Bernice	Pre Educ	So	1,2,3	Lodge Grass
Nichols, Malcom C.	Educ	Jr	3	Missoula
Nichols, Marcus Vernon	Law	Gr	1,2	Square Butte
Nicholson, Elizabeth Ruth	Educ	Sr	4	Missoula
Nicholson, Robert George	Sociol	Jr	1,2,3	Hamilton

Name	Curriculum	Rank	Quarters in Attendance	Residence
Nicol, Robert Harold	Hlth & PE	Sr	4	Missoula
Nickel, Eileen Frances	Bus Ad	Sr	1,2,3	Ironwood, Mich.
Nickoloff, John George	Hlth & PE	So	1,2,3	Brockton
Nicol, Donald Leroy	Pre Bus Ad	Fr	1,2,3	Missoula
Niederhauser, Jerry Eugene	Pre Bus Ad	So	2	Medicine Lake
Nielsen, James Lane	Pre Bus Ad	So	1,2,3	Scobey
Nielsen, Russell Robert	Journ	Sr	4,1	Missoula
Nilssen, Gladys Florence	Educ	Sr	4,1	Missoula
Nisle, Howard Albert	Bus Ad	So	1,2,3	Missoula
Niva, Weldon Norman	Class Lang	Jr	1,2,3	Butte
Noe, Robert Cyrus	Journ	Jr	3	Bozeman
Noel, Carol May	Pre Bus Ad	Fr	1,2,3	Missoula
Noel, Harry E., Jr.	Bus Ad	Jr	1,2,3	Missoula
Nogler, Robert Clarence	Educ	Sr	4,1,2,3	Stevensville
Nooney, William James	Genl	So	1,2,3	Missoula
Norberg, Francis Ray	Journ	Jr	1,2,3	Chinook
Norby, Ralph I.	Bus Ad	Sr	4	Havre
Nord, John Waldemar	Journ	Sr	1,2,3	Glendive
Nordheim, Joan Vera	Pre Bus Ad	Fr	1,2,3	Corvallis
Nordwick Bennie William	Bus Ad	Jr	3	Poplar
Nordwick Lewis Raymond	Pre Law	Fr	1	Poplar
Normand, Robert H.	Hlth & PE	Sr	1,2,3	Anaconda
Norris, Alice Mae	Pre Bus Ad	So	1,2,3	Fort Shaw
Nostdahl, Alice Beatrice	Educ	Sr	4	Bottineau, N.Dak.
Nowatzki, Cele Elizabeth	Fine Arts	Fr	4	Bismarck, N.Dak.
Nugent, John Patrick	Bus Ad	Sr	4,1	Miles City
Nunery, Norman J.	Psych	Sr	4,1,2	Miamisburg, Ohio
Nyquist, David, Jr.	Engl	Jr	4	Scobey
O'Brien, Dale Arthur	Pharm	Jr	4,1,2,3	Saco
O'Brien, John Vincent	Bus Ad	Sr	1	Great Falls
O'Connell, Lawrence	Law	Sr	1,2	Great Falls
O'Conner, Harriet Katherine	Educ	Jr	4	Arlee
O'Connor, Carroll J.	Engl	Jr	4	Missoula
O'Connor, Hugh Charles	Psych	Jr	4	Missoula
O'Connor, John Miles	Law	Gr	4,1,2,3	Missoula
O'Donnell, E. James, Jr.	Journ	Jr	1,2,3	Great Falls
O'Donnell Robert B.	Bus Ad	Sr	1,2	Great Falls
O'Grady, Patricia Lee	Pre Bus Ad	So	1,2,3	Great Falls
O'Hagan, James Edward	Physics	Fr	2,3	Missoula
O'Hanlon, Alice Elizabeth	Journ	Fr	1,2,3	Chinook
O'Hanlon, Thomas C. (Tom)	Hist	So	1,2,3	Chinook
O'Leary, Angeline H.	Class Lang	Gr	4,1	Butte
O'Leary, Margaret Therese	Educ	Jr	1,2,3	Butte
O'Loughlin, Joseph Peter	Pre Bus Ad	So	1	Missoula
O'Malley, John	Geol	Jr	1,2	Billings
O'Neil, Dan Eugene	Bus Ad	Sr	2,3	Choteau
O'Neil, Robert Morris	Engl	Gr	1,2,3	Kalispell
O'Neil, William E.	Fine Arts	Sr	1,2,3	Cut Bank
O'Quinn, Ralph Donald	Econ	Sr	1,2,3	Missoula
O'Rourke, Daniel James	For	Fr	1,2,3	Santa Barbara, Calif.
Obenauer, Edwin	Educ	Gr	4	Eureka
Oberg, Pauline Louise	Music	So	1,2,3	Twin Bridges

Name	Curriculum	Rank	Quarters in Attendance	Residence
Oberhofer, Betty Lou	Genl	Fr	1,2	Miles City
Oberto, Angelina Marie	Pre Educ	Fr	1,2,3	Red Lodge
Oberweiser, John Edward	Bus Ad	Gr	4,1,2,3	Billings
Odendall, Ralph Paul	Sociol	So	1,2,3	Frankfurt, Germany
Oechsli, George William	Bus Ad	Jr	1,2,3	Butte
Oechsli, Marcia Ann	Psych	Fr	1,2,3	Butte
Ogren, Herman August	Zool	Gr	3	Kenoshia, Wis.
Ohm, Richard Robert	For	Fr	1,2,3	Aurora, Ill.
Oktabec, Josephine	Hist	Gr	4	St. Ignatius
Olcott, Patricia Joycelyn	Genl	So	1,2,3	Red Lodge
Oliver, Richard Dean	Genl	Fr	2,3	Great Falls
Oliver, Verne LeRoy	Law	Gr	4,1,2	Everett, Wash.
Oliver, William James	Hist	Fr	1,2,3	Ronan
Olsen, Bertha Louise	Pre Educ	Fr	1	Ronan
Olsen, Paul G.	Law	Sr	1,2,3	Butte
Olson, Arthur Harold	For	Sr	1,2,3	Sioux Rapids, Ia.
Olson, Audrey Kathryn	Journ	Jr	1,2,3	Billings
Olson, Camille Merrylyn	Sociol	So	1,2,3	Arlington, Va.
Olson, Charles Andrew	Hlth & PE	Gr	4	Winnipeg, Manitoba, Can
Olson, Donald J.	Educ	Gr	1,2	Missoula
Olson, Donald Leroy	Pre Educ	So	1,2,3	Butte
Olson, George	Educ	Sr	4	McGregor, N.Dak.
Olson, Inger Johanne	Educ	Jr	4	Hungry Horse
Olson, Leone Harriet	Educ	Sr	4,1,2	Amidon, N.Dak.
Olson, Maynard Archer	Educ	Gr	4	Boulder
Olson, Normand Lockne	Pre Bus Ad	Fr	1,2,3	Missoula
Olson, Patricia Rahn	Mod Lang	So	4	Great Falls
Olson, Ralph Harold	For	Jr	1,2,3	Chicago, Ill.
Olson, Ray Byron	Geol	Jr	1,2,3	Missoula
Olson, Vivian Mae	Home Ec	Gr	4	Amidon, N.Dak.
Olson, William Kermit	Bus Ad	Sr	4,1	Great Falls
Omlie, James O.	Bus Ad	Sr	4	Havre
On, Danny	For	Gr	1,2,3	Red Bluff, Calif.
Onishuk, Martin Warren	W L Tech	Fr	1,2,3	Dedham, Mass.
Opitz, James Darold	Hist	Sr	4,2	Kenmare, N.Dak.
Ordelt, Gunter Hans	Hist	Jr	1,2,3	Vienna, Austria
Orlich, Donald Charles	Pre Educ	So	1,2,3	Butte
Ormiston, Lester Murray	Bus Ad	Jr	4,1,2,3	Helena
Orrino, Joseph V.	Music	Sr	1,2,3	Anaconda
Orth, Leona Mae	Educ	Gr	4	Nashua
Orwig, Charles A.	Law	Sr	1,2	Missoula
Osborn, John Lowry	Geol	Fr	1	Dixon
Osness, Betty Jane	Music	So	1,2,3	Billings
Osterholm, Jewell LaVerne	Pre Medic	Fr	1,2,3	Lewistown
Osterholm, Ronald Guay	Pre Bus Ad	Fr	1,2,3	Lewistown
Ostrom, Glenn George	Engl	So	1,2,3	Kalispell
Ostrum, Mardell Imogene	Music	Fr	1,2,3	Absarokee
Ott, Vernon Walter	Pharm	Sr	1,2,3	Hardin
Otterson, Wallace Russell	Pre Bus Ad	Fr	1,2,3	Missoula
Overby, Erwin B.	Music	Sr	4	Somers
Overcash, Betty Ann	Bus Ad	Jr	1,2,3	Cut Bank
Overdorff, Bill R.	For	Fr	1,2,3	Grand Island, Neb.
Overfelt, Archie Lee	Law	Sr	4,1,2	Missoula
Ovitt, Ralph Arthur	Pre Bus Ad	So	1,2,3	Dillon

Name	Curriculum	Rank	Quarters in Attendance	Residence
Owen, John Lawrence	Journ	Sr	1,2,3	Great Falls
Owens, Robert Evan	Journ	Fr	2,3	Deer Lodge
Ozanne, William U.	Econ	So	1	Butte
Pachico, Dean B.	Educ	Gr	4	Missoula
Packwood, Otis Larry	Law	Jr	1,2,3	Billings
Paddington, Joan Patricia	Pre Bus Ad	Fr	1,2,3	Missoula
Pahl, Henry Louis	Educ	Gr	4	Brockton
Pahrman, Shirley Margaret	Pre Bus Ad	Fr	1,2,3	Havre
Palmer, Allan Duane	Pre Bus Ad	So	1,2,3	Missoula
Palmer, Robert Penrose	Bact	Sr	1	Laurel
Palmersheim, James Joseph	Law	Sr	4,1,2,3	Missoula
Pancake, Richard Canfield	Music	Fr	1	Malta
Pantea, Gilbert P.	For	Fr	1	White Sulphyr Springs
Pape, Wilfred Charles	Educ	Gr	4	Agar, S.Dak.
Papenfuss, Kenneth Max	Journ	Fr	1,2,3	St. Ignatius
Papez, Mary Alice	Educ	Gr	4	Anaconda
Papich, Michael	Educ	Gr	4	Butte
Pappas, Mitcho	Hist	Gr	4	Missoula
Paris, John Junior	For	Fr	1,2	Arkansas City, Kan.
Park, Arthur Hamilton	Bus Ad	Jr	1,2,3	Butte
Park, Mary Marguerite Scott	Music	So	1	Missoula
Parker, Ernest William, Jr.	Bus Ad	Sr	1,2,3	Helena
Parmeter, Deanne Lou	Hlth & PE	Sr	4,1	Plains
Patch, Gene George	Hlth & PE	Jr	1,2,3	Anaconda
Pate, Billy Keith	Educ	Jr	1,2,3	Sheridan, Wyo
Patel, Raojibhai Prabhudas	Pharm	Gr	1,2,3	Bombay, India
Patten, Dorothy Jean	Bact	Fr	1,2,3	Missoula
Patten, James B.	Law	Sr	1,2,3	Tulsa, Okla.
Patterson, Beverly Joyce	Home Ec	Fr	1,2,3	Missoula
Patterson, Donald Marven	Math	Fr	1,2	Floweree
Patterson, Fredrick Lane, Jr.	Journ	Sr	4,1	Philadelphia, Pa.
Patterson, Mary Ken	Engl	Fr	1,2,3	Butte
Patterson, Spencer D.	Educ	Gr	4	Hardin
Pattie, Leonard William (Bill)	Educ	Jr	1,2,3	Troy
Pattison, Patricia Elaine	Home Ec	Jr	1,2,3	Glasgow
Patton, Don Ray	Genl	Fr	2,3	Whitefish
Patton, Harold Glenn	Music	Sr	4,1,2,3	Victor
Patton, Helen Dorsey	Educ	Gr	4	Hot Springs
Patton, Judith Anne	Music	Fr	1,2,3	Missoula
Patton, Robert Hilliard	Fine Arts	Gr	4	Missoula
Paugh, Minnie Ellen	Educ	Gr	4	McAllister
Paul, Floyd Earl	Sociol	Jr	1	Sula
Paul, Nona Dolores	Bus Ad	Jr	1,2,3	Bigfork
Paul, Prosper Frederick	Pre Bus Ad	Fr	1,2,3	Missoula
Pauling, George Dunham	Geol	Sr	1,2,3	Medicine Hat Alta. Can.
Paulson, Forest Julius	Bus Ad	Sr	1,2,3	Great Falls
Paulson, Lloyd Berent	Bus Ad	Sr	1,2,3	Belt
Paulson, Marjorie Ann (Marjann)	Engl	Jr	4,1	Clear Lake, S.Dak.
Payne, Byrle Walter	Law	Sr	1,2,3	Livingston
Payne, Patricia Jean	Bus Ad	Sr	1,2,3	Billings
Payne, Thomas Fenton	Law	Sr	1,2,3	Livingston
Payson, James Boyd	Pre Bus Ad	Fr	3	Missoula

Name	Curriculum	Rank	Quarters in Attendance	Residence
Payton, Kenneth George	Journ	Sr	1,2,3	Rexford
Peacock, Jack Raymond	Pre Bus Ad	Fr	4	Missoula
Peacock, James Davis	Educ	Gr	4	Missoula
Peacock, Marius Glen	For	Fr	1	Missoula
Peacock, Robert Owen	For	So	1	Missoula
Pearson, Edna Marie	Home Ec	Gr	4	Missoula
Pearson, Victor Daniel	Bus Ad	Gr	1,2	Arlee
Pease, Richmond Henry	Music	Gr	4	Baker
Pecarich, John Michael	Bus Ad	Jr	1,2,3	Missoula
Peden, James Benjamin	Bus Ad	Sr	2,3	Fairfield
Peden, Robert Claud	Pre Bus Ad	Fr	1,2,3	Great Falls
Peden, Robert Spencer	Sociol	Jr	1,2,3	Fairfield
Pederson, Alden W.	Bus Ad	Sr	1,2,3	Billings
Pedigo, William John	Bus Ad	Jr	4	Webster Groves, Mo.
Peek, Constance Orrice (Connie)	Engl	Fr	1,2,3	Missoula
Peete, Raymond Kenneth	Law	Sr	4,1,2,3	Missoula
Pelo, Kenneth Edwin	Journ	Fr	1,2,3	Red Lodge
Peltier, James Arthur	Pre Bus Ad	So	1	Eureka
Pemberton, John Walker	Zool	Fr	4	Butte
Peng, Chi Hsieh	Chem	Gr	4,1,2	Chengtu, China
Penington, Dora Huffman	Educ	Gr	4	Philipsburg
Penner, Herbert Victor	Bus Ad	Sr	1,2,3	Larslan
Pennington, Richard Edward	W L Tech	Sr	1,2,3	Superior
Pepion, Herbert P.	Engl	Jr	2,3	Valier
Perry, Bonne Lu	Engl	Sr	1,2,3	Havre
Perry, Jacqueline (Jackie)	Engl	Jr	1,2,3	Butte
Perry, Nathaniel Sherman	For	Sr	1,2,3	West Hartford, Conn.
Persons, Donna Marie	Journ	Jr	1,2,3	Cheyenne, Wyo.
Pesman, Annette J.	Pre Bus Ad	So	1,2,3	Mildred
Peters, Harry Clay	Geol	Sr	4,1,2,3	Greensburg, Pa.
Peters, Joseph Elmer	Educ	Gr	3	St. Anthony, Ida.
Petersen, Emil K.	Pharm	Sr	1,2,3	Cut Bank
Petersen, Gerald K.	Law	Sr	4,1,2	Dagmar
Petersen, Helen Marie	Pre Bus Ad	So	1	Butte
Petersen, Nohl Douglas	Pre Law	So	1,2,3	Anaconda
Petersen, Stanley	Physics	Gr	4,2,3	Peerless
Petersen, William Arlington	Pre Bus Ad	Fr	1,2,3	Alberton
Peterson, Blanche C.	Mod Lang	Jr	2	Avery, Ida.
Peterson, Darwin Alfred	Pre Bus Ad	Fr	1	Wisdom
Peterson, Donald Edwin	Bus Ad	Sr	1,2,3	Butte
Peterson, Donald Kenneth	Educ	Sr	4	Cut Bank
Peterson, Donald Victor	Pre Bus Ad	So	1,2	Butte
Peterson, Doris Ann	For	Jr	1,2,3	Missoula
Peterson, Doris Louise (see Little, Doris P.)				
Peterson, Glenn Alphonso	Educ	Jr	4	Medicine Lake
Peterson, Harold Albert	Pre Medic	Fr	3	Butte
Peterson, Herbert Napoleon	Math	So	1	San Diego, Calif.
Peterson, Jack Gunnar	Engl	Jr	1,2,3	San Diego, Calif.
Peterson, John Alvin	Math	Gr	1,2,3	Missoula
Peterson, John Robert	Pre Medic	So	1,2,3	Wisdom
Peterson, June Dorann	Educ	Fr	4	Marmarth, N.Dak.
Peterson, Keith I.	Educ	Gr	4	White Sulphur Springs
Peterson, Leroy Henry	Pre Bus Ad	Fr	1,2	Butte
Peterson, Mary Jo	Bus Ad	Jr	1,2,3	Missoula



Name	Curriculum	Rank	Quarters in Attendance	Residence
Peterson, Robert Duane	Educ	Gr	4	Belgrade
Petes, Shirley Ann	Bus Ad	Jr	1,2,3	Geyser
Petes, William J.	Hist	Sr	1,2,3	Geyser
Pettinato, Filbert Peter (Bert)	Law	Jr	1,2,3	Kalispell
Pew, George Ray	Educ	Gr	1	Missoula
Pleffer, Herbert J.	W L Tech	Sr	4,1	Jasper, Ind.
Pfusch, James Adrian	For	So	1,2,3	Valley City, N.Dak.
Philips, Donald Courtney	Educ	Gr	4,1,2,3	Sweetgrass
Philips, Robert Eugene	Educ	Jr	1,2,3	Sweetgrass
Pierce, Bonnie Carolyn	Sociol	Sr	1,2,3	Billings
Pierson, Nancy Denise	Hlth & PE	Fr	1,2,3	Kalispell
Pikkula, Joyce Marie	Math	Fr	1,2,3	Miles City
Pimperton, Eleanor Marie	Genl	Fr	1,2,3	Fort Benton
Pine, John Christopher	Engl	Sr	4,1,2,3	Missoula
Pine, Richard Hattersley	Hist	Fr	4,1	Missoula
Pine, Sherwood	Hist	Sr	4,1,2,3	Missoula
Pings, Jo Ann	Pre Bus Ad	Fr	1,2,3	Lewistown
Pinnick, Edgar Knox	Geol	Sr	1,3	Lincoln, Kan.
Pinnick, Miriam Sylvester	Engl	Gr	4,1	Butte
Pinsonault, Richard James	Educ	Jr	1,2,3	St. Ignatius
Pirtle, Ralph B.	W L Tech	Sr	4,1,2,3	Marysville, Calif.
Pishkin, Vladimir V. (Val)	Psych	Sr	4,1,2,3	Butte
Pissot, Henry Joseph	For	Fr	1,2,3	Missoula
Pitch, Roberta Catherine	Engl	Sr	4,1,2,3	Harlem
Pittenger, Gerald Jay	Psych	Fr	1,2,3	Scobey
Pitts, Donna Mae	Hlth & PE	So	1,2,3	Hot Springs
Plumb, M. Eileen	Psych	Sr	1,2	Missoula
Pobrislo, Joseph Frank	Psych	Jr	1,2,3	Los Angeles, Calif.
Poc, Jean Ann	Engl	Gr	4	Findlay, Ohio
Podoll, Emma A.	Educ	Gr	4	Alberton
Pogachar, Frank Thomas	Educ	Jr	1,2,3	Missoula
Pohl, Anita Ann	Journ	Fr	1	Spokane, Wash.
Pohlman, Dolphy O.	Educ	Gr	4,3	Missoula
Poitras, Josephine Helen	Educ	Sr	1,2,3	Livingston
Poling, Isabel Winifred	Bus Ad	Gr	4	Poplar
Polk, Donna Eileen	Pre Educ	So	1,2,3	Williston, N.Dak.
Pollard, Clarence Herbert	Zool	Gr	4	Sand Springs
Pollmann, Harlan Frank	Hlth & PE	Fr	3	Polson
Polson, Maxine	Pre Nurs	Fr	1,2,3	Corvallis
Polutnik, Francis Leonard	Bus Ad	Jr	1,2,3	Great Falls
Pomeroy, Peter Harold	Bus Ad	Jr	1,3	Spokane, Wash.
Ponath, Marilyn Frances	Home Ed	So	1,2,3	Great Falls
Ponke, Raymond Anton	Bus Ad	Sr	4	Wibaux
Poole, Daniel Arnold	W L Tech	Gr	1,2,3	Missoula
Popovac, Stephen Obren	Bus Ad	Jr	1,2,3	Butte
Poppie, Wilford George	Educ	Gr	4	Hamilton
Porter, Scott S.	Hist	Sr	1,2,3	Missoula
Posey, Robert William	Hist	Sr	4,1	Kalispell
Post, Warren Arthur	For	Gr	1,2,3	Wienglewood
Potter, John V.	Pre Law	Fr	1,2,3	White Sulphur Springs
Potter, Lawrence Harrison	Educ	Gr	4	Hamilton
Potter, Robert Edward	Engl	Fr	1,2,3	Libby
Powell, Joanne P. (see Dimock Joanne P.)				
Powell, Mary Lee	Psych	Jr	4,1,2,3	Seeley Lake

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Powell, Vernon D., Jr.	Pre Bus Ad	So	1,2,3	Florence
Powell, William Eugene (Gene)	Pre Law	Fr	1,2,3	Calgary, Alta., Can.
Power, Francis C.	Pre Medic	So	1,2,3	Plentywood
Pozega, Robert Edward	Math	So	1,2,3	Butte
Praetz, Beverly Hannah	Journ	Fr	1,2,3	Chinook
Pratt, Henry Joseph	Journ	Jr	1,2,3	Colleymount, B.C., Can.
Prendergast, Florence Connell	Mod Lang	Gr	4	Cataldo, Ida.
Prendergast, Patricia Evelyn (Pat)	Hlth & PE	Jr	1,2,3	Cataldo, Ida.
Preuninger, Charles Lee	Journ	Sr	1,2,3	Missoula
Preuninger, Leonard George	Bus Ad	Sr	1,2,3	Missoula
Price, Ernest Waverley	Bus Ad	Jr	4,1,2,3	Seattle, Wash.
Price, Guy Howard	Music	Gr	4	Colstrip
Price, Miriam Elaine Evans	Music	Gr	4	Colstrip
Prideaux, Marilyn M.	Pre Bus Ad	So	1,2,3	Great Falls
Prosser, Jimmy Lee	Pre Bus Ad	Fr	1,2,3	Sweet Grass
Pufescu, Doina Dorina	Pharm	So	1,2,3	Deer Lodge
Pugh, David Marcus	Journ	So	1,2,3	Missoula
Pulliam, Ben Richard	W L Tech	Sr	1,2,3	Bristol, Tenn.
Pulver, Ray E.	For	Sr	1,2,3	Missoula
Purcell, James Edward	Journ	Sr	1,2,3	Butte
Furdy, Robert Emmett	Bus Ad	Sr	1,2,3	Kremlin
Purkett, Roger James	Bus Ad	Sr	1,2,3	Bynum
Purkett, Thomas Marvin	Psych	Fr	1	Bynum
Pyle, Frances Margaerite	Home Ec	So	1,2,3	Rapid City, S.Dak.
Quesenberry, James Richard	For	Jr	1,2,3	Miles City
Quinn, Mary Joyce	Pharm	So	1,2,3	Missoula
Raabe, Stanley Benjamin	Educ	Gr	4	Arnegard, N.Dak.
Rademacher, Raymond Julius	Pre Medic	Jr	1,2,3	Missoula
Rademaker, Thomas Dean	Bus Ad	Sr	1,2,3	Billings
Radigan, Jayne Phyllis	Educ	Jr	1,2,3	Great Falls
Raff, James Craig	Engl	Sr	4,1,2,3	Missoula
Rafferty, Mary Catherine	Educ	Sr	4	Butte
Rainville, William Joseph	Bus Ad	Sr	4,1,2,3	Deer Lodge
Raisler, John Norris	Pre Medic	Fr	1,2,3	Billings
Ramer, Elmer David	Math	Jr	1,2,3	Sheridan
Ramey, Helen Marian	Bact	Jr	4,1,2,3	Helena
Randall, Howard Ray	Genl	Fr	3	Whitefish
Rankin, Mary Virginia	Educ	Gr	4	Jefferson Island
Ranstrom, Ina Maria	Pre Educ	Fr	1,2,3	Missoula
Rantz, Frederick Rolland	Pre Bus Ad	Fr	1	Williston, N.Dak.
Rasmussen, Glenn W.	Bus Ad	Sr	4,1,2	Sidney
Rasmussen, Neal A.	Bus Ad	Gr	4	Missoula
Rasmussen, Robert Louis	Genl	Fr	1,2,3	Antelope
Rasmussen, Rose Ellen	Pre Bus Ad	So	4,1,2,3	Missoula
Rath, Thomas John	For	So	1	Milwaukee, Wis.
Rathman, Stanley Floyd	Educ	Jr	4,1,2,3	Helena
Rawlings, Ann Lucile	Sociol	So	1,2,3	Billings
Raymond, Richard Gaylord	Bact	Sr	4,1,2,3	Missoula
Read, Harry Duane	Pre Bus Ad	Fr	1,2	Libby
Read, Kenneth Bert	Educ	Sr	4,1	Missoula

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Read, Mahlon Durant	Educ	Gr	1,2,3	Missoula
Rector, Bruce E.	For	Sr	1,2,3	Great Falls
Redmond, Bill Gene	Pre Bus Ad	Fr	1	Kalispell
Reeb, Margaret Ingeborg	Engl	Gr	4	Livingston
Reed, Dallas John	Sociol	Sr	1,2,3	Missoula
Reed, Dorothy Lucile	Genl	Fr	1,2,3	Livingston
Reed, Jack Lyman	Bus Ad	Sr	1,2,3	Augusta
Reed, Martin Edward	For	Fr	1,2,3	Austin, Minn.
Reed, Richard Homer	Hlth & PE	Sr	1,2,3	Miles City
Rees, Donald Martin	Pre Bus Ad	Fr	3	Townsend
Reese, Gary Pat	Mod Lang	Fr	1,2,3	Kalispell
Reeves, Dorothy Maurice	Journ	Fr	1,2,3	Butte
Regan, William Dickerson	Law	Sr	4,1,2,3	Helena
Reid, Clarence Ralph	Educ	Gr	4	Caldwell, Ida.
Reid, Geneva M.	Pre Educ	So	4	Caldwell, Ida.
Reid, James Arthur	Bus Ad	Jr	1,2,3	Helena
Reid, James Robert (Jim)	Pre Law	So	1,2,3	Billings
Reid, Philip Arthur	Bus Ad	Sr	1,2,3	Butte
Reiner, Douglas R.	Hlth & PE	So	1	Los Angeles, Calif.
Reiquam, Ruth Lorraine	Hlth & PE	So	1,2,3	Choteau
Remington, Richard D.	Music	Jr	1,2,3	Arlington
Rempel, Evan David	Math	Sr	1,2,3	Dutton
Repogle, Bert Kyle	Geol	Gr	3	Lewistown
Reyman, Beverley Earlene	Pre Bus Ad	So	2,3	Terry
Reynolds, Connie Lou	Fine Arts	Fr	4	Missoula
Reynolds, Donald Harris	Engl	Sr	1,2,3	Highwood
Reynolds, Kenny Gordon	For	So	1,2,3	Drummond
Reynolds, Marvin Porter	Pre Medic	Fr	1,2,3	Missoula
Reynolds, William Arthur	Pre Medic	Jr	4,1,2,3	Missoula
Reznor, Glenn Stewart	Educ	Gr	2,3	Great Falls
Reznor, Jane Morrow Thelen	Fine Arts	Jr	2,3	Great Falls
Rhodes, Jon Weston	Pre Bus Ad	Fr	1,2,3	Stevensville
Rice, Patrick Anthony	Pre Bus Ad	Fr	1,2,3	Great Falls
Rice, Raymond Martin	For	Sr	1,2,3	LaCanada, Calif.
Rice, William Patrick	Econ	Jr	1,2,3	Butte
Richard, Frank Homer	Law	Jr	1,2,3	Missoula
Richards, Edwin Victor	Pre Bus Ad	So	1,2,3	Butte
Richardson, Donald Lee	Educ	Sr	4	Missoula
Richardson, John Alan	Law	Sr	1,2,3	Minot, N.Dak.
Richardson, Ross Joseph	Journ	Jr	1	Butte
Richey, Kaye Ellen	Law	Gr	4,1,2	Missoula
Richmond, Patricia Ann	Music	Sr	1,2,3	Harlowton
Rickert, Kenneth Edward	Pharm	Jr	1,2,3	Big Sandy
Ricks, V. Marie	Educ	Jr	3	Stevensville
Riefflin, Rovert Lawrence	Pre Law	So	1	Missoula
Rieger, Theodore Iver	For	Fr	1,2,3	Plevna
Rife, Byard William (Bill)	Pre Bus Ad	So	1,2,3	Miles City
Riggs, Louetta M.	Psych	Sr	4,1,2,3	Missoula
Riley, James Robert	Pre Law	Jr	3	Stevensville
Riley, Lawrence Charles	Geol	So	1,2	Townsend
Riley, Mary Catherine	Pre Bus Ad	So	1,2,3	Stevensville
Riley, Patricia Ann	Pre Bus Ad	So	1,2,3	Great Falls
Riley, Roy Heath	Bus Ad	Sr	1	Helena
Rimel, Raymond Philip	Educ	Gr	4	Worden

Name	Curriculum	Rank	Quarters in Attendance	Residence
Ring, Donna M. (see Herrington, Donna R.)				
Ring, Thomas Allen (Tom)	Genl	Fr	1,2,3	Harlem
Ripke, Ralph Earl	Bus Ad	Sr	1,2,3	Missoula
Ripke, Robert James	Psych	Jr	1,2,3	Missoula
Risser, Andrew Warner	Law	Gr	1,2,3	Madison, Wis.
Rissmann, Gay Lewis	Pre Bus Ad	Fr	1,2	Missoula
Roach, John Thomas	Pre Law	So	1,2	Missoula
Roat, Charles Celeste	Geol	Fr	1,2,3	Polson
Robb, Evelyn Poll	Home Ec	Sr	1,2,3	Stevensville
Robb, Norman C.	Law	Sr	1,2,3	Livingston
Robbins, Delos Edmond	Bus Ad	Jr	1,2,3	Missoula
Robbins, Edward B.	Pre Educ	Fr	1,2,3	Belgrade
Roberts, Christine Tortolon	Home Ec	Sr	4,1,2,3	Missoula
Roberts, Fred George	Hist	Sr	4,1,2	Missoula
Roberts, James Wallace	Bus Ad	Jr	1,2,3	Libby
Roberts, Pierre	Hlth & PE	Gr	4	Laurel
Roberts, Ralph Edmond	Hist	Jr	1,2	Libby
Roberts, Thomas Joseph	Pre Educ	So	1,2,3	Butte
Robertson, Helen Gertrude	Pre Bus Ad	So	4,1,2	Helena
Robertson, Merton M.	Math	Sr	1,2,3	Whitetail
Robertson, Norman	Hlth & PE	So	1	Antelope
Robey, Charles Hartley	Journ	Jr	1,3	Spokane
Robinson, Dale Lester	For	Sr	1	Missoula
Robinson, F. Lee	Bus Ad	Sr	4,1	Malta
Robinson, Fred Andrew	Bus Ad	Sr	1	Lewistown
Robinson, Jean Elizabeth Fritz	Hist	Gr	3	Missoula
Robinson, Margaret McConnachie	Educ	Gr	4	Billings
Robocker, Ruth Elizabeth	Home Ec	Fr	1,2,3	Milwaukee, Wis.
Roche, Cornelia Ann	Genl	Fr	1,2,3	Butte
Rockwell Henry Morse	Educ	Sr	4,1,2,3	Missoula
Rockwell, Norma Diane	Journ	Jr	1,2,3	Gardena, Calif.
Rodger, Clarence Allan	Bus Ad	Sr	1,2	Great Falls
Rodgers, Thomas Eugene	Pre Medic	Sr	2,3	Browning
Roemer, John Edward	Sociol	So	1,2,3	Missoula
Rogers, Charles Michael	For	So	1,2,3	Cincinnati, Ohio
Rogers, Kenneth W.	For	Jr	1,2,3	Great Falls
Rogers, Orland David	Music	Gr	4,1,2,3	Missoula
Rohnke, Paul O.	Pre Educ	So	1,2,3	Helena
Rohrer, Willis Lee	Geol	Jr	4,1,2,3	Missoula
Rolfson, Robert Edward	Hist	Gr	4,1,3	Missoula
Rollins, Theodore Murphy	Educ	Sr	4	Missoula
Romstad, F. Donald	Educ	Sr	4,1,2,3	Missoula
Roney, Claud E.	Bus Ad	Sp	4	Missoula
Ronnie, Stanley Edward	Journ	Sr	1,2,3	Laurel
Rooney, John Thomas	Bus Ad	Sr	1,2,3	Butte
Root, Norman Joe	Econ	So	1,2,3	Polson
Rorex, Thomas Leon	Educ	Sr	1,2,3	Billings
Rosa, Frank Mitchell	Engl	Jr	1,2,3	Butte
Rose, Donald W.	Hlth & PE	Jr	2	Choteau
Rosean, Willa Jeanne	Hlth & PE	So	1,2,3	Columbus
Roseth, Wayne Orin	Pre Bus Ad	So	1,2,3	Great Falls
Rosman, Albert Arthur	Hlth & PE	Sr	4	Windham
Rosman, Lillian Brabender	Bus Ad	Sr	4	Missoula
Ross, Bruce Kenneth	Bus Ad	Jr	1,2,3	Sidney

Name	Curriculum	Rank	Quarters in Attendance	Residence
Ross, Dorothy Louise	Engl	So	1,2,3	Butte
Ross, Robert A.	Pharm	Fr	1,2,3	Missoula
Ross, Shirley Jean	Pre Bus Ad	So	1,2,3	Billings
Rostad, Barbara Jean	Home Ec	Jr	1	Lenep
Rostad, Orville Phillip	Bus Ad	Sr	1,2,3	Lenep
Rostron, Joseph Edward	For	Sr	1,2,3	Missoula
Roth, Joel George	Bus Ad	Sr	1,2,3	Laurel
Roth, Kenneth John	Educ	Gr	2,3	Manhattan
Rothie, Martha Evelyn	Hlth & PE	Fr	1,2,3	Malta
Rothweiler, Robert Albert	W L Tech	Jr	1,2	Great Falls
Rothwell, John Paulson	Bus Ad	Jr	1,2,3	Billings
Rowe, Virginia Lucille	Music	So	1,2,3	Coeur d'Alene, Ida.
Rowley, Clarence William	Geol	So	1,2,3	Ekalaka
Roy, Mildred Delores	Home Ec	Sr	4	Deer Lodge
Royle, Jack H.	For	Jr	1,2,3	Three Creek, Ida.
Ruckdashel, Virgil Allen	Pre Law	So	2,3	Polson
Ruden, Robert James	Physics	Fr	1,2	Billings
Ruegamer, Howard F.	Educ	Gr	4	Missoula
Rueschenberg, Catherine Mary	Pre Bus Ad	So	2,3	Seattle, Wash.
Ruffatto, Larry Pete	Hlth & PE	Fr	1	Victor
Ruffatto, Steve Dominic	Hlth & PE	Sr	4	Sidney
Ruhe, Alma C.	Engl	Jr	4	Choteau
Rumph, Betty Joan	Engl	So	2,3	Broadus
Ruppel, Robert William	Music	Gr	4,1,2,3	Deer Lodge
Russell, Betty Eunice	Engl	Fr	1,2,3	Missoula
Russell, Giles Spencer	Educ	Jr	1,2,3	Helena
Russell, Helen Elizabeth Law	Math	So	1,2,3	Harlowton
Russell, Lester Gene	Bus Ad	Sr	4,1,2,3	Manhattan
Russell, Mildred JoAnne	Pre Educ	Fr	1,2,3	Helena
Rustad, Helen Benjamin	Engl	Gr	4	Billings
Rutherford, Stanley Frank	Educ	Jr	1,2,3	Helena
Rutledge, Leater T., Jr.	Psych	Sr	4,1	Big Sandy
Ryan, Ambrose Alexander	Educ	Gr	4	Missoula
Ryan, Edward Parsons	Zool	Gr	4	Trenton, N.J.
Ryan, Jack Bertrand	Pre Bus Ad	Fr	1,2,3	Wyckoff, N.J.
Ryan, James Wallace	Pre Bus Ad	Fr	1,2,3	Billings
Ryan, Jihn Thomas	Hist	Gr	1,2,3	Missoula
Ryan, Lawrence Edward	Hlth & PE	Sr	4,1	Missoula
Ryan, Melvyn Merle	Chem	Fr	1,2,3	Swan River
Ryan, Robert Phillip	Law	Jr	1,2,3	Billings
St. Amour, James Glasgow	Law	Sr	1,2,3	Black Diamond, Alta., Can.
St. Onge, Geraldine Theresa	Bact	Fr	1,2,3	Butte
Saint, Bruce Frank	Educ	Gr	4	Missoula
Salinas, Gerald John	W L Tech	Gr	1,2	Miles City
Salmen, Kenneth Milton	Music	Fr	1,2,3	Helena
Saltsman, David William	For	So	1,2,3	Missoula
Saltsman, Joe Irl	For	Gr	2	Missoula
Salveson, Alvin Judin	Music	Sr	4,1,2,3	Columbus
Samel, W. Arthur	Educ	Sr	1,2,3	Billings
Sammons, Willis Adan	Law	Jr	4,1,2	Stollings, W.Va.
Sampson, Theodore Evans	Pre Law	Fr	1,2,3	Great Falls
Sandford, Howard George	Pre Bus Ad	So	1,2,3	Deer Lodge

Name	Curriculum	Rank	Quarters in Attendance	Residence
Sandvig, Earl Dewey	Educ	Sr	1,2,3	Denver
Sanford, Fred John	Fine Arts	Fr	1	Hamilton
Sappenfield, Bert R.	Music	Gr	4,1,2	Missoula
Sargent Gary Joe	Pre Bus Ad	So	1	Havre
Satterfield, William Clinton	Music	So	1	Missoula
Saubert, Donald Ivan	Law	Sr	4,1,2,3	Missoula
Saunders, Charles Ted	Bus Ad	Sr	4,1,2,3	Missoula
Saunders, Florence Evalyn Fattersson	Educ	Jr	2,3	Missoula
Savage, Jean Wallace	Educ	Gr	2	Great Falls
Savage, William Thomas	Econ	Gr	1,2,3	Great Falls
Sayer, George John	Educ	Gr	1,2,3	Missoula
Sayers, Catherine Ursula	Mod Lang	So	1,2,3	Red Lodge
Saylor, Kenneth David	Bus Ad	Sr	1,2,3	Great Falls
Sayre, Jo Ann	Engl	Fr	1,2,3	Roundup
Sbonek, Lawrence Florian	Hlth & PE	Sr	1,2,3	Cedar, Mich.
Scalise, John	For	Sr	1,2,3	Bonnars Ferry, Ida.
Schaeffer, James Turner	Pre Educ	So	4,1	Dayton, Ohio
Schaeffer, Thomas Edward	Music	So	2,3	Allentown, Pa.
Schaff, Donald Jerome	Physics	So	1,2,3	Walkerville
Schammel, Patricia Ann	Pharm	Fr	1,2,3	Scobey
Scheeler, Robert John	Bus Ad	Sr	1,2	Billings
Schelling, Alaine LaVon	Music	Sr	4,1,2,3	Great Falls
Scherger, Robert Henry	Law	Gr	1	Glendive
Schessler, Geraldine Fitzgerald	Music	Sr	1,2	Missoula
Schessler, Thomas E.	Geol	Jr	1,2,3	Laurel
Schiavon, Ethel L.	Chem	So	1,2,3	Boulder
Schiller, Edward A.	Educ	Gr	4	Moore
Schleusner, Clifford Edward	Law	Sr	4,1,2	Forks
Schlieman, Harvey Lee	Bus Ad	Jr	1,2,3	Missoula
Schmautz, Norman	For	Sr	1,2,3	Missoula
Schmitt, Charles James	Engl	So	1,2,3	Chicago, Ill.
Schmitt, Dan W.	Pre Educ	So	1,2	Butte
Schnebly, Jewell	Educ	Sr	4	Circle
Schnebly, Louis M.	Educ	Gr	4	Circle
Schneider, Robert J.	Hlth & PE	Sr	4,1,2,3	Sheridan
Schnurle, Alvin Henry	Educ	Sr	4	St. Anthony, Ida.
Schoenbaum, James Richard	For	So	1,2,3	Canton, Ohio
Schofield, Daniel Webster	Law	Gr	1,2,3	Helena
Schrader, Herman Udo	Pharm	Gr	1,2,3	Browning
Schreckendgust, Calvin Dan	Math	Fr	2	Florence
Schuch, Marilyn Jean	Bus Ad	Jr	1,2,3	Anaconda
Schueppel, Horst H.	W L Tech	Sr	4,1	Milwaukee, Wis.
Schulte, Joseph John	Bus Ad	Jr	1,2,3	Billings
Schultz, Eugene William	Bus Ad	Sr	1,2,3	Ekalaka
Schultz, Loa Jean	Pre Nurs	So	4	Missoula
Schulz, James Gordon	Pharm	Jr	4,1,2,3	Homestead
Schulze, Suzanne	Journ	Fr	2,3	Cedar Rapids, Ia.
Schuman, Theodore Aloysius	Econ	Sr	4,1	Billings
Schwab, Marguerite	Educ	Gr	1	Hawaii, T.H.
Schwandt, Robert EuGene	Hlth & PE	Fr	1,2,3	Missoula
Schwartz, Merrill Mandle	For	Jr	1	Memphis, Tenn.
Schwarz, Patricia Jeane	Journ	Fr	1,2,3	Missoula
Schwinden, Theodore	Hist	Gr	4	Wolf Point
Score, Dean Allen	Educ	Sr	4	Missoula

Name	Curriculum	Rank	Quarters in Attendance	Residence
Scott, Catherine Ora	Pre Bus Ad	Fr	1	Park City
Scott, Clinton William	Bus Ad	Jr	1,2,3	Denton
Scott, George Gordon	Bus Ad	Jr	1,2,3	Laurel
Scott, George Lathom	Hlth & PE	Sr	1,2,3	Columbus
Scott, James A.	Educ	Gr	4	Klamath Falls, Ore.
Scott, Jean Marie	Hlth & PE	Gr	4	Missoula
Scott, Ruth Navarre	Zool	Gr	1,2,3	Tenafly, N.J.
Scott, Victor John	Hlth & PE	Jr	1,2	Denton
Scotten, George Francis	Journ	Jr	1,2,3	Billings
Scoville, Jim Donovan	Pre Bus Ad	So	1	Missoula
Seale, Robert Henry	For	Gr	1,2,3	Missoula
Seaman, Jane Gibson		Uncl	3	Butte
Seaman, Robert Wilson		Uncl	1,2,3	Missoula
Seel, Donna V.	Hist	Sr	1,2,3	Bozeman
Seely, Thomas Charles	Journ	So	4,1	Missoula
Seese, Donald Earle	Bus Ad	Jr	1,2,3	Great Falls
Seibel, Greta	Engl	Gr	4	Superior
Seitz, William John	Bus Ad	Jr	1,2,3	Sidney
Seliski, William Edward	Bus Ad	Sr	4	Forsyth
Seljak, Harland D.	Educ	Gr	4	St. Ignatius
Selner, Joan Louise	Engl	Jr	2,3	Havre
Selstad, Marie Rhoda	Pre Bus Ad	So	1,2,3	Great Falls
Selstrom, John Purcell	Bus Ad	Jr	1,2,3	Lincoln
Semansky, Frank Edward	Educ	Gr	4	Butte
Semrau, Marion White	Home Ed	So	4	Missoula
Setterstrom, Jean Lila	Sociol	Jr	1,2,3	Butte
Sevalstad, Winifred M.	Educ	Jr	4	Great Falls
Severson, Duane C.	Sociol	Fr	3	Chinook
Severson, Orris K.	Bus Ad	Sr	1,3	Chinook
Sexton, Clara Mary	Bus Ad	Jr	1,2,3	Deer Lodge
Seymour, James Melvin	Hlth & PE	Gr	4	Clinton
Shadoan, Dick Albert	Pre Bus Ad	So	1,2,3	Billings
Shanahan, Ward Anthony	Zool	So	1,2,3	Miles City
Shandorf, Frank S.	Pre Educ	Fr	1	Anaconda
Shanley, Marjorie Ann	Pre Educ	Fr	1	Deer Lodge
Shannon, Melville Henry	Sociol	Gr	4,1	Great Falls
Shanstrom, Patricia Ann	Genl	Fr	1,2,3	Livingston
Shapira, Jack P.	Sociol	So	1,2,3	New York City, N.Y.
Sharp, William Alvert	For	So	2	Billings
Shawl, William Frank	Hist	So	1,2,3	Libby
Shean, Gerald Michael, Jr.	Educ	Gr	4	Plains
Sheets, Fred Eugene	Educ	Gr	4	Hamilton
Sheneman, Jack Reed	Pre Medic	Sr	1,2,3	Polson
Shepard, Patricia Anne	Home Ec	Fr	4	Missoula
Sheradsky, Samuel	Law	Sr	1,2,3	Butte
Sherbeck, Harold Embret	Hlth & PE	Jr	1,2,3	Big Sandy
Sherburne, Betsey Louise	Psych	Jr	1,2,3	Browning
Sheridan, Lenore Alice	Pre Medic	Fr	1,2,3	Hamilton
Sherlock, Thomas H.	Pre Bus Ad	So	1,2,3	Great Falls
Sherman, Robert Waldo	Bus Ad	Sr	1,2,3	Shelby
Shields, Ellen Cecilia	Educ	Gr	4	Bigfork
Shockley, Carol Mae	Home Ec	So	1,2,3	Darby
Shoemaker, Lyle Richard	For	Jr	1,2,3	Portsmouth, Ohio
Shoemate, Max Earl	For	Sr	1	Missoula

Name	Curriculum	Rank	Quarters in Attendance	Residence
Shook, Neil Maynard	Pre Bus Ad	Fr	1	Missoula
Shoup, Richard Gardner	Bus Ad	Sr	4,1	Missoula
Shreeve, Jean'ne Marie	Chem	So	1,2,3	Milltown
Shreeve, William Charles	Hlth & PE	So	1,2,3	Milltown
Shrock, Elizabeth Jaquelin Wallace (Bessie)	Math	Sr	2,3	Missoula
Shrum, George Thomas	Pre Law	Fr	1,2,3	Buffalo, Wyo.
Shults, Kaye Louise	Journ	Fr	1,2,3	Sunburst
Shultz, Elden Evon	Bus Ad	Sr	1,2,3	Parshall, N.Dak.
Sickler, Harry Patterson	For	Sp	2,3	Thompson Falls
Siebenforcher, Richard Joe	Bus Ad	Jr	1,2,3	Troy
Siebert, Frederick Paul	Educ	Sr	1,2,3	Livingston
Siebrasse, Shirley Ann	Pre Educ	So	1	Big Sandy
Siegle, Harold Elmer	Educ	Sr	1,2,3	Glendive
Silvernale, Roger Floyd	Hist	Sr	1,2,3	Great Falls
Silvey, Orlo Bruce	Bus Ad	Sr	1,2,3	Billings
Simkins, Robert J.	Educ	Sr	1,2,3	St. Ignatius
Simmons, Darwin Wright	Pre Bus Ad	So	1	Whitehall
Simmons, William Glenn	Music	Jr	4,1,2,3	Hardin
Simon, Ray Clark	Hist	So	1	Missoula
Simonson, Earl Henry	Bus Ad	Jr	1,2,3	Sidney
Simpson, Richard L.	For	So	1	Grand Island, Neb.
Sims, Ward Thomas	Journ	Sr	4	Tacoma, Wash.
Sinclair, Clarence Samuel	For	Sr	1,2,3	Polson
Singer, Eda May	Sociol	Gr	4,1	Missoula
Singer, John Roy	Law	Sr	1,2,3	Glendive
Siniff, Louis Edward	Pre Bus Ad	Fr	1	Great Falls
Sipe, Dixie Lee	Math	So	1,2,3	St. Ignatius
Siperly, Joyce Elaine	Engl	So	1,2,3	Great Falls
Sipes, Douglas Burton	Pre Bus Ad	Fr	1	Missoula
Sitton, Charles Lee	Genl	Fr	3	Santa Ana, Calif.
Sivertson, Elmer O.	Educ	Sr	4	Harlowton
Skahan, M. Frances	Pre Bus Ad	Fr	1,2,3	Missoula
Skates, Dona Jeane	Educ	Jr	1,2,3	Billings
Skaw, Belva Louise	Music	So	1	Missoula
Skaw, Donald Leslie	Bus Ad	Sr	4,1,2,3	Darby
Skelton, Agnes Casey	Educ	Jr	3	Missoula
Skelton, Donna Beverly	Sociol	Fr	1,2,3	Geyser
Skelton, Robert Richard	Law	Jr	4,1,2,3	Kirby
Skjonsby, Robert James	Pre Bus Ad	So	1,2	Missoula
Skor, Donna Lee	Music	Fr	1,2,3	Helena
Skrederstu, Robert Lee	Sociol	Sr	1,2,3	Forsyth
Sletten, Vivian Rae	Engl	Fr	1,2,3	Billings
Slingsby, Ira William	Bus Ad	Gr	4,1,2	Missoula
Slocum, F. Rosalie	Psych	Sr	2,3	Whitefish
Small, Wallace Edward	Pre Law	So	1,2,3	Missoula
Smart, William Charles	Pre Law	Fr	1,2	Libby
Smartt, George M., Jr.	Bus Ad	Jr	1,2	Butte
Smith, Arthur Francis	Econ	Gr	4,1,2,3	Missoula
Smith, Arthur Henry	Hlth & PE	Gr	4	Grandview, Wash.
Smith, Betty Eloise	Journ	So	1,2,3	Miles City
Smith, Billy Orlando	Psych	Sr	2,3	Cummings, N.Dak.
Smith, Chadwick Hainer	Law	Gr	4,1,2,3	Helena
Smith, Cletus Glenn	Journ	Jr	1,2	Troy
Smith, Curtis LeRoy	Pre Bus Ad	Fr	1,2	Malta



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Smith, Duane Edmond	Bus Ad	Jr	1,2,3	Malta
Smith, Edith Bernice	Educ	Jr	4	Brockton
Smith, Eugene Darrell	Music	Fr	1	Three Forks
Smith, Everet Ernest	For	So	1,2,3	Frankfort, Ind.
Smith, Francis Willard Earl	Math	So	4,1,2	Missoula
Smith, Gayle LeRoy	Law	Gr	4	Missoula
Smith, Gordon L.	Jr	Jr	1	Missoula
Smith, James O.	Pre Medic	Jr	1,2,3	Wauconda, Wash.
Smith, Jeanne Halonen	Educ	Sr	4	Hot Springs
Smith, John Robert	Bus Ad	Jr	4,1,2,3	Billings
Smith, John Robert	Pre Law	Fr	2,3	Arthur, Ill.
Smith, June Marilyn	Bus Ad	Sr	1,2,3	Wallace, Ida.
Smith, Kenneth Owen	Educ	Sr	1,2,3	Kelso, Wash.
Smith, Lewis Kelsey	Genl	So	1	Helena
Smith, Marjorie Joelene	Hlth & PE	Fr	1,2,3	Missoula
Smith, Mary Virginia	Journ	So	1,2,3	Billings
Smith, Patty		Uncl	1,2	Missoula
Smith, Richard B.	Pharm	Jr	1,2,3	Joliet
Smith, Richard LaFayette	Journ	Jr	1,2,3	Minneapolis, Minn.
Smith, Robert Edward	Bus Ad	Jr	1,2,3	Choteau
Smith, Robert Orton	Bus Ad	Jr	2	Bozeman
Smith, Robert Wilson	W L Tech	Fr	1	Polson
Smith, Virginia Elizabeth	Pre Educ	So	1	Kalispell
Smith, Willard John	Educ	Gr	4	Hot Springs
Smith, William Julian	Bus Ad	Sr	1,2,3	Missoula
Smithers, Martha Ann	Fine Arts	Fr	1,2,3	Butte
Smithwick, Carleton G. (Carl)	Law	Jr	4,1,2,3	Portland, Ore.
Smurr, John Welling	Hist	Gr	4,1,2,3	Sacramento, Calif.
Smyth, Owen Rockwood	Bus Ad	Gr	4	Boston, Mass.
Snider, John H.	Pre Medic	So	2,3	Hot Springs
Snow, James E.	Bus Ad	Sr	1,2,3	Butte
Snow, Mary Kathleen	Home Ec	Fr	1,2,3	Beach, N.Dak.
Snyder, Charlotte Lea	Pre Bus Ad	So	4	Helena
Snyder, Karl Dan	Psych	Sr	4	Great Falls
Snyder, Patricia Ann	Pre Bus Ad	Fr	1	Helena
Snyder, Vera Louise		Uncl	1,2	Underwood, N.Dak.
Solberg, Richard Allen	For	Fr	1,2,3	Missoula
Sollid, Roberta Beed	Hist	Gr	1,2,3	Missoula
Soloaga, Mitchell	Pharm	Jr	1,2,3	Susanville, Calif.
Solvie, Adolph Lee	Pre Bus Ad	So	1,2,3	Glendive
Solvie, Patricia Yvonne	Home Ec	Sr	1,2,3	Glendive
Somppi, Ada Elizabeth	Educ	Gr	4	Great Falls
Sorenson, Eugene Stanley	Educ	Gr	4,1,2,3	Plentywood
Sorenson, Stanley Philip	Law	Sr	1,2,3	Helena
Sorum, Raymond E. (Ray)	Journ	Jr	1,2,3	Palm Springs, Calif.
Souhrada, Robert John	Hlth & PE	Jr	4,1,2,3	Missoula
Southers, Loren	Psych	Fr	1	Butte
Spahr, William Edward	Educ	Gr	4,1,2,3	Missoula
Spain, Charlotte	Bus Ad	Sr	1,2,3	Bozeman
Spangler, Stanley Eugene	Hist	Sr	1,2,3	Billings
Sparks, Robert C.	Hlth & PE	Jr	1,2,3	Missoula
Spaulding, Helen Haskell	Educ	Gr	4	Hamilton
Speacht, William Howard, Jr.	W L Tech	Sr	1,2,3	Missoula
Speare, William James	Law	Jr	1,2,3	Laurel

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Spears, Warren A.	Psych	Fr	1,2	Missoula
Speck, Edwin Carroll	Educ	Gr	4	Whitehall
Spence, James M.	Bot	So	1,2,3	Alberton
Spencer, Thomas Albert	Pre Law	Fr	1,2,3	Black Eagle
Spielman, John Philip, Jr.	Hist	Sr	1,2,3	Pullman, Wash.
Spoklie, Gladys Maryum	Pre Educ	So	4	Perma
Spottswood, Edward Bonner	Physics	Jr	4	Missoula
Spraycar, Harry John	Educ	Gr	4	Anaconda
Squires, Ivan Arthur	Mod Lang	Gr	4	Missoula
Stahl, Louis Henry	Educ	Gr	4	Billings
Staley, John Merrill	For	Sr	1,2,3	Missoula
Stamp, Doris Elaine	Educ	Sr	4,1,2,3	Klein
Stanaway, Donald Francis	Bus Ad	Jr	1,2,3	Billings
Stanaway, Shirley Jean	Pre Bus Ad	Fr	1,2,3	Butte
Standiford, Alta Ray	Pharm	So	1,2,3	Hot Springs
Standiford, Alvan Aquilla	Biol	Gr	2,3	Missoula
Stanich, Margaret Jean	Mod Lang	So	1,2,3	Butte
Stanley, Patricia Kathleen	Fine Arts	So	4	Walsenburg, Colo.
Stanley, Philip Arthur	Pre Medic	Fr	1,2,3	Missoula
Stanton, Harold Gene	Law	Gr	1,2,3	Hardin
Stanton, Walter Leroy	Bus Ad	Sr	2,3	Fort Benton
Stanton, Wendell Dean	Pre Law	So	3	Hardin
Staples, Raymond Herbert	Educ	Gr	4	Hamilton
Stark, Joe Frederick	Educ	Gr	4	Charlo
Staudacher, Lois Virginia	Journ	So	1,2,3	Sheldon, Wis.
Steel, Frank Wilson	Pharm	Sr	4,1,2,3	Great Falls
Steelman, Robert Charles	Law	Sr	4,3	Missoula
Stefanoff, John Junior	Educ	Gr	4	Great Falls
Steffensen, Donald Charles	Educ	Sr	1,2,3	Wolf Point
Stein, Lynn Simon	Educ	Gr	4	Sunburst
Steinbrink, Rita Ann	Genl	So	1,2,3	Columbus
Steiner, Robert William	For	So	1,2,3	Pennington, N.J.
Steinmetz, Albert Huck	Educ	Jr	4	Missoula
Steinmetz, Esther	Hist	So	4,1,2,3	Missoula
Stelling, Herbert Ernest	Pre Eng	So	1,2,3	Missoula
Stellmon, Maurice William	Journ	Sr	1,2,3	Lewistown
Stemm, Dona Jane	Home Ec	Fr	2,3	Kalispell
Stenbeck, John Robert	Bus Ad	Jr	1,2,3	Missoula
Stender, James Alvin	Hist	So	4,1,2,3	Missoula
Stephens, Keith Ernest	Music	Fr	1,2,3	Great Falls
Stephens, Walter R.	Educ	Gr	4	New Leipzig, N.Dak.
Stephenson, Ronald Edwin	Pre Bus Ad	Fr	1	Missoula
Sternhagen, Donald Francis	Music	Jr	1,2,3	Glasgow
Stevens, John Gunnard	Educ	Sr	1,2	Loma
Stevens, Leonard George	Hlth & PE	Fr	1,2,3	Butte
Stevens, Mary Lou	Fine Arts	Jr	4	Missoula
Stevenson, Jack Dale	For	Sr	1,2,3	Seattle, Wash.
Stevenson, John Ross	Bus Ad	Sr	1	Great Falls
Stevenson, John Terrence	Music	Fr	1	Havre
Stevenson, Maynard Branson	Math	So	1,2,3	Great Falls
Stevenson, Shirlene Zoe	Engl	Jr	1,2,3	Stevensville
Stewart, Alive Joan	Engl	So	1,2,3	Anaconda
Stewart, Charles M.	Bus Ad	Sr	1,2,3	Fort Benton
Stewart, Gordon Duff, Jr.	Bus Ad	Sr	1,2,3	Forsyth

Name	Curriculum	Rank	Quarters		Residence
			in Attend-	ance	
Stewart, Jack Robert	Pre Bus Ad	So	1,2,3		Helena
Stewart, Jaimie Leigh	Engl	Jr	1,2,3		Missoula
Stewart, Lee Ann	Pre Educ	Fr	1,2,3		Missoula
Stewart, Robert B.	Pre Bus Ad	So	1,2,3		Forsyth
Stickler, Olive Lucille	Chem	Gr	1,2,3		Missoula
Stickney, Earl Frederick	Educ	Gr	4		Lewistown
Stimatz, Lawrence G.	Law	Gr	1,2		Butte
Stipe, George Branson	For	Fr	1,2		Plains
Stitzel, Merrill Keith	Educ	Gr	4		Kenmare, N.Dak.
Stivers, Gay	Genl	So	1,2,3		Butte
Stock, Ida Mae		Uncl	1,2,3		Missoula
Stockhoff, Walter Herman	Pharm	Jr	1,2,3		Jersey City, N.J.
Stockner, Phyllis Carole	Music	Fr	4,1,2,3		Missoula
Stockstad, Dwight Senor	W L Tech	Gr	1,2,3		Gettysburg, S.Dak.
Stockton, Arthur L.	For	Sr	1,2,3		Mt.Shasta, Calif.
Stockton, Charles Franklin	Pharm	Jr	4,1,2,3		Missoula
Stohr, Daniel W.	Bus Ad	Jr	2,3		Missoula
Stoick, Jerry Francis	Genl	So	1		Missoula
Stokes, George Arthur	For	Jr	1,2,3		Johnstown, Pa.
Stoll, Rudy John	Pharm	Fr	1,2,3		St. Ignatius
Stoltz, Eugene Emerson	Bus Ad	Jr	1,2		Valier
Stoltz, Phillip Rowe	Geol	Sr	4,1		Sunburst
Stolz, James Lawrence (Jim)	Hlth & PE	Jr	1,2,3		Bakersfield, Calif.
Stone, Ann Norwood	Engl	Jr	2,3		Missoula
Stone, Charles Maris	Music	So	4,1,2,3		Butte
Stone, George Emerson	For	Fr	1,2,3		Missoula
Stone, Jerome	Geol	Gr	1,2,3		Astoria, N.Y.
Stoner, Warren Harlan	Pre Bus Ad	Sp	2		Williston, N.Dak.
Stong, Willard Perry (Bill)	Pre Law	So	1,2,3		Billings
Storfa, Margaret Anne	Pre Bus Ad	So	1,2,3		Bigfork
Stover, James Donald	Sociol	Fr	2		Whitehall
Strahan, Clarence Thomas	Fine Arts	Fr	1		Missoula
Strain, Arthur W.	Bus Ad	Sr	1		Great Falls
Strand, Clara Randine	Educ	Gr	4		Las Vegas, Nev.
Strand, Louis Orvin	Educ	Sr	4		Big Timber
Streu, Edward Emil	Educ	Gr	4		Zap, N.Dak.
Stritch, A. Irene	Engl	Jr	1,2,3		Missoula
Stroeher, Mary Lou	Pre Bus Ad	Fr	3		Billings
Strong, Donna Jean	Engl	So	1,2,3		Billings
Strong, Margaret Esther	Educ	Gr	4		Missoula
Strong, Richard Allen	For	Sr	1,2,3		Missoula
Stroup, Helene Louise	Sociol	Jr	1,2,3		Missoula
Stuart, Edwin Zaring	W L Tech	Jr	1,2,3		American Falls, Ida.
Stuart, Howard Gordon	Engl	Gr	4,1,2		Butte
Stuart, Sherman L.	Music	So	1,2,3		Sidney
Stubban, Leighton Blair	Geol	Fr	1,2,3		Medicine Lake
Studlien, Leonard Oliver	Chem	Fr	1,2,3		Scobey
Stump, Ted H.	Psych	So	1,2,3		Livingston
Stumpf, Frank Larry	Bus Ad	Gr	3		Hysham
Styles, Mary Ellen	Genl	Fr	1,2,3		Colstrip
Suchy, John Taylor	Journ	Sr	1,2,3		Missoula
Suess, Fania	Educ	Gr	3		Missoula
Suess, Martin	Zool	Sr	1,2,3		Chicago, Ill.
Suhr, Carl Henry, Jr.	Bus Ad	Jr	1,2,3		Great Falls

Name	Curriculum	Rank	Quarters in Attendance	Residence
Sullivan, Gerald A.	Psych	Gr	4	Butte
Sullivan, Mary A.	Educ	Sr	4	Charlo
Sullivan, Michael Joseph	For	Sr	1,2,3	Missoula
Sullivan, Sheila Jean	Sociol	So	1,2,3	Great Falls
Sullivan, Sylvester James	Law	Sr	1,2,3	Butte
Sullivan, William Joseph	Pharm	Sr	1,2,3	Anaconda
Sulser, Jay Larkin	Hlth & PE	So	1	Great Falls
Sundheim, Lloyd Marvin	Law	Gr	1,2,3	Aberdeen, S.Dak.
Supola, Monte Neil	For	So	1,2,3	Pompey's Pillar
Sutliff, Bernard Ivan	Pharm	Jr	1,2,3	Missoula
Sutliff, Bonita Mae	Hlth & PE	Jr	1,2,3	Missoula
Sutliff, Viola Mae Farias	Engl	Jr	1,2,3	Fromberg
Sutrina, John Joseph, Jr.	Engl	Gr	4,1,2,3	Pueblo, Colo.
Sutton, Jack LeRoy	Hist	Jr	1,2,3	Billings
Swackhamer, Mildred Irene	Chem	Sr	1,2	Missoula
Swallow, Gene Alan	Genl	Fr	3	Hamilton
Swan, Roy Carl	Educ	Gr	1,2,3	Bridger
Swan, Vally A.	Hlth & PE	Sr	4,1,2	Bridger
Swandal, Park Milton	Pre Bus Ad	Fr	1	Wilsall
Swanson, Anne Margaret	Educ	Sr	1,2,3	Seattle, Wash.
Swanson, Kenneth Warren	Bus Ad	Sr	1,2	Glendive
Swanson, Norma May	Educ	Sr	4,1,2,3	Missoula
Swanson, Robert James	Hist	So	1	Miles City
Swanson, Robert Stewart	Bus Ad	Sr	1	Valier
Swartz, James Elton (Jim)	Pre Bus Ad	Fr	1,2,3	Billings
Swearingen, Alberta Gertrude (see Brown, Alberta S.)				
Sweeney, Catherine Theresa	Home Ec	Sr	1,2,3	Belt
Sweeney, George LeJeune	Geol	Gr	4	Missoula
Sweeney, John Edmund	Bus Ad	Sr	4,1,2,3	Missoula
Sweeney, Mary Frances	Mod Lang	Sr	1,2,3	Sweet Grass
Sweetman, Laurelyn	Psych	So	1,2,3	Thompson Falls
Sweetser, Jack Richard	Pre Law	Gr	4,1,2,3	Billings
Swenson, Murray Lane	Genl	Fr	3	Deer Lodge
Swenson, Wilbur	Educ	Gr	4	Havre
Swift, Dennis Duane	For	So	1,2,3	Madison, Wis.
Swift, Gene E.	Educ	Sr	4	Kremlin
Swingley, Lowell Boyd	Music	Sr	4,1,2,3	Missoula
Switzer, Roger Dean	Pre Medic	Fr	1	Libby
Swords, George William, II	Psych	Jr	2	Billings
Sykes, Everett Robb	Educ	Gr	2,3	Livingston
Syms, Franklin Edward	Psych	Jr	1,2,3	Great Falls
Syverson, Bessie Bernice Wilson	Engl	Gr	4	Polson
Taasevigen, Kenneth Emil	Pre Educ	So	1,2,3	Fairview
Tabaracci, Theodore Charles	Bus Ad	Sr	4	Missoula
Tait, William R.	Bus Ad	Sr	4,1	Dillon
Talbot, Claude Edward	Bus Ad	Sr	4,1	Billings
Talbott, Beverly Jane	Pre Bus Ad	Fr	1,2,3	Great Falls
Talcott, Donald Bradford	Pre Bus Ad	So	1,2,3	Great Falls
Talent, Donna Jean	Fine Arts	Sr	1,2,3	Missoula
Taliaferro, William Mark	For	Fr	1,2,3	Bartlesville, Okla.
Tallent, Ernest Kermit	Bus Ad	Gr	4	Dell
Tamplin, Harry M.	Educ	Gr	4	Stevensville

Name	Curriculum	Rank	Quarters in Attendance	Residence
Tamplin, Nelson E.	Bus Ad	Sr	1,2,3	Stevensville
Tande, Adeline Catherine	Bus Ad	Jr	4	Scobey
Tange, Margaret Ann	Fine Arts	So	1,2,3	Outlook
Tank, Doyne Leon	For	So	1,2,3	Hettinger, N.Dak.
Tannenbaum, Mitchel J.	For	Sr	1,2,3	Bigfork
Tanner, Stephen L.	For	So	1,2,3	Glendale, Calif.
Targett, Richard Talmadge	Pre Bus Ad	Fr	1	Smeltonville, Ida.
Tarrant, George Henry	Hlth & PE	So	1,2,3	Whitehall
Tascher, Mary Joan	Sociol	So	4,1,2,3	Missoula
Tash, Dale Raymond	Hist	Gr	1,2,3	Dillon
Tawney, George William	Genl	So	1,2,3	Missoula
Taylor, Courtney Leon	W L Tech	Jr	4,1,2,3	Missoula
Taylor, Dan Nielson	Law	Sr	4,1,2,3	Missoula
Taylor, Don James	Bact	Jr	1,2,3	Hamilton
Taylor, Doris Aline Enebo	Home Ec	Sr	4,1,2,3	Stevensville
Taylor, Dorothy B.	Educ	Gr	4	Missoula
Taylor, Elsie Margaret	Math	Sr	4,1,2,3	Missoula
Taylor, George Lynn	Pre Bus Ad	Fr	1,2,3	Great Falls
Taylor, Harrison L., Jr.	W L Tech	Jr	1,2,3	West Palm Beach, Fla.
Taylor, Janet Donald	Pre Educ	So	3	Missoula
Taylor, Jeanne Margot	Fine Arts	Sr	4	Philipsburg
Taylor, Jerry Lee	For	Fr	1,2,3	Sturgis, S.Dak.
Taylor, John Charles	Fine Arts	Jr	1,2,3	Turner
Taylor, Kaye Don	Chem	Fr	1,2	Missoula
Taylor, Maxine S.	Engl	Sr	1,2,3	Jacksonville, Fla.
Taylor, Richard Davis	Journ	Jr	1	Spokane, Wash.
Taylor, Robert Thompson	Engl	Sr	1,2,3	Butte
Teague, Charles Paul, Jr.	Pre Bus Ad	Fr	1,2,3	Bonner
Teigen, Lois Patricia	Pre Bus Ad	Fr	1,2,3	Teigen
Teigen, Peter Merrill	Bus Ad	Sr	1,2	Teigen
Tempel, Bernard C.	Pre Medic	So	1	Missoula
Terpening, Beverly Ann	Genl	Fr	1,2,3	Hardin
Terry, David C.	For	Sr	1,2,3	Covelo, Calif.
Tetrault, Eva Agnes	Music	Gr	4,1,2,3	Missoula
Thane, Jeremy G.	Law	Sr	4,1,2,3	Hamilton
Theisen, Edward Michael	Bus Ad	Sr	4,1,2,3	Sentinel Butte, N.Dak.
Them, Walter John	W L Tech	Sr	1,2,3	Poughkeepsie, N.Y.
Thibodeau, Winnie June	Hlth & PE	Fr	1,2	Bonner
Thielen, Pearl Lucille	Mod Lang	So	1,2	Plevna
Tholt, Joseph John	Bus Ad	Sr	4,1,2,3	Missoula
Thomas, Edward Gerald	Educ	Gr	4	Fort Benton
Thomas, Julia Jean	Educ	Jr	1,2,3	Geraldine
Thomas, Kenneth Charles	Educ	Gr	4	Missoula
Thomas, Lloyd Willus	Hlth & PE	So	1,2,3	Compton, Calif.
Thomas, Myles John, Jr.	Pre Law	Jr	1,2,3	Helena
Thomas, William Harvey	Bus Ad	Sr	4,1,2,3	Bozeman
Thomas, Winifred Grace Oberhauser	Engl	Gr	1	Missoula
Thompson, Drusilla Vivian	Psych	Sr	1,2,3	Fairview
Thompson, Edna Marie	Engl	Sr	4,1,2,3	Missoula
Thompson, Marion Ellen	Genl	So	1,2,3	Missoula
Thompson Otto Maurice	Educ	Gr	4	Ennis
Thompson, Persia Barton	Educ	Gr	4	Elgin, N.Dak.
Thompson, Robert S.	Bus Ad	Sr	1	Missoula
Thompson, Stan Lewis	Sociol	So	1,2,3	Billings

Name	Curriculum	Rank	Quarters in Attendance	Residence
Thompson, Vern LeRoy	For	Gr	1,2	Missoula
Thompson, William Wallace	Pharm	Sr	4,1,2,3	Missoula
Thorn, David Walter	Educ	Gr	4	Shelby
Thorn, Eva Marie	Physics	Sr	1,2,3	Baltimore, Md.
Thornburg, Robert Dale	For	So	1,2,3	Missoula
Thorsrud, Garfield M.	Bus Ad	Sr	1,2	Missoula
Thurston, Albert Eugene	Bus Ad	Sr	4	Helena
Tidball, Eugene Clayton	Pre Bus Ad	So	1,2,3	Laramie, Wyo.
Tidyman, James Austin	Pre Bus Ad	So	1,2,3	Valier
Tidyman, Tom Carson	Chem	Fr	1,2,3	Valier
Tinista, John Mitchell	Educ	Sr	4,1,2,3	Nashua
Tillman, Meriwyn Redding McKinney	Hlth & PE	Jr	4	Hamilton
Tindall, James Merritt	Educ	Gr	4	St. Ignatius
Tingle, James O'Malley	Law	Gr	1,2,3	Billings
Tinseth, Gloria Ann	Pre Bus Ad	So	1,2,3	Billings
Tippett, William G.	Pre Bus Ad	So	2,3	Polson
Tofte, John K.	Journ	Jr	1,2	Missoula
Tofte, Peggy Jeanne	Engl	Fr	1,2,3	Missoula
Tofte, Robert M.	Chem	So	1,2	Missoula
Tokle, Louis Joseph	Econ	Gr	4	Butte
Tooke, Stanley James	Educ	Gr	4	Livingston
Toole, Brice, Jr.	Hist	Jr	1,2,3	Washington, D.C.
Tornberg, Donald Eric	Pre Bus Ad	Fr	2,3	Great Falls
Totten, Venetta Harlene	Sociol	Sr	4	Billings
Tourelle, Anne Marie Delie	Mod Lang	Fr	1	Simms
Tovey, Thomas Earl	Mod Lang	Sr	1	Spray, Ore.
Towle, Prescott H.	Psych	Sr	1,2,3	Helena
Towne, Patricia Marie	Zool	Gr	4	Kalispell
Townsend, George Benjamin	Pre Law	So	2,3	Seeley Lake
Trask, Marvin	Educ	Gr	1	Deer Lodge
Trask, Ruth Lorraine	Educ	Jr	4	Deer Lodge
Travis, Susan Jean	Journ	Fr	1,2,3	Havre
Tremper, Robert Edward	Bus Ad	Sr	1,2,3	Missoula
Trent, Barry Douglas	Pre Bus Ad	Fr	1,2,3	Helena
Treweek, Kathleen Phyllis	Sociol	Fr	1,2,3	Kalispell
Trodahl, Douglas Gordon	For	Jr	4	Sturgeon Bay, Wis.
Troth, Wilma Pauline	Educ	Jr	4	Ashton, Ida.
Trower, Peggy Ann	Engl	Sr	1,2,3	Livingston
Troxel, Betty Lou	Sociol	Jr	1,2,3	Billings
Truckner, Walter Frances	Educ	Gr	4	Park City
Trzcinski, D. Ruth	Pre Educ	So	1,2,3	Miles City
Tschache, Paul Glab	Educ	Jr	1,2,3	Hamilton
Tubman, Kathleen Mae	Educ	Jr	4	Bainville
Tucker, Gerald Martin	Pre Law	So	1,2,3	Missoula
Tucker, Orié Lue	Pre Bus Ad	So	2,3	Missoula
Tuman, Gerald Eugene	Pre Law	So	1,2	Neihart
Tuomi, Arthur Alfred	Music	So	1,2,3	Sand Coulee
Turck, Jacqueline Juanita	Journ	Fr	1,2,3	Moore
Turck Leon Edward	Hlth & PE	So	1	Moore
Turman, George Fugett	Econ	Sr	1	Missoula
Turnage, Jean Allen	Law	Sr	1,2,3	Missoula
Turnbull, Trent Fredrick	Pre Bus Ad	Fr	1	Terry
Turner, Charles James	Genl	So	4,1,2	Sidney
Turner, Henry S.	Pharm	Jr	4,1,2,3	Sidney

Name	Curriculum	Rank	Quarters in Attendance	Residence
Turner, Jean Stechman	Music	Gr	4	Sidney
Turner, Robert Stephen	Music	Sr	1	Helena
Turnquist, Reba Carroll	Genl	So	1,2,3	Ronan
Tustison, Winston Andrew	Pre Medic	Fr	1,2,3	Billings
Tyler, Daniel Kenneth	For	Sr	1,2,3	Phillips, Wis.
Tyler, Gilbert Earl	Bus Ad	Sr	1,2,3	Missoula
Tyler, Grover S.	Educ	Jr	1,2,3	Missoula
Tyvand, Ben Wilson	Educ	Gr	4	Dillon
Tyvand, Raymond E.	Bus Ad	Sr	4	Butte
Uncles, LeRoy Whittney	Pre Bus Ad	Fr	3	Butte
Ungar, Kenneth Edward	For	Jr	1,2,3	Missoula
Ungherini, Elaine Annette	Hlth & PE	So	1,2,3	Butte
Upshaw, Beverly Ann	Bus Ad	Gr	4	Great Falls
Urbach, George Albert, Jr.	Bus Ad	Jr	4,2,3	Livingston
Urquhart, Dorothy Delores	Bus Ad	Sr	4,1,2,3	Great Falls
Urquhart, Richard C.	Journ	Jr	1,2,3	Bozeman
Utermohle, Florence Bradshaw	Educ	So	4	Grey Cliff
Valentine, Jane Roene	Music	Fr	1,2,3	Conrad
Vallentine, Jeannette J.	Hist	Sr	4	Plains
Van, George Theodore	Pre Educ	Fr	2,3	Kalispell
VanBaalen, Chase	Zool	Gr	4	Birmingham, Ala.
VanDelinder, Dallas Wayne	Bus Ad	Sr	1,2,3	Belgrade
Vanek, Loren Joseph	Pharm	Fr	1,2,3	Noxon
VanGieson, Bayard Rolland	For	Sr	1,2,3	Missoula
VanHess, Vernon Leroy	Educ	Sr	4	Sioux Falls, S.Dak.
VanHorn Alan C.	Educ	Gr	4	Missoula
Vannoy, Gay Lee	Sociol	Jr	1,2,3	Billings
Vanvig, Gudrun	Educ	Sr	4	Sentinel Butte, N.Dak.
Varner, Richard Lee	Sociol	So	1,2,3	Stanford
Vaughn, Coleman Michael (Coley)	Educ	Gr	4	Anaconda
Veitch, Robert Henry	Pre Bus Ad	So	1,2,3	Missoula
Veith, George Howard	Hist	Gr	4	Hot Springs
Verbeek, Audrey Earl Hendrickson	Hlth & PE	Gr	4,1	Houston, Texas
Verbeek, John Justus	For	Sr	1	Bozeman
Vermillion, George Merwin	Pharm	Sr	4,1,2,3	Long Beach
Vessey, Norma Andrews	Hist	Gr	2	Missoula
Vick, Madison H.	Music	Gr	1,2,3	Missoula
Vick, Odin C.	Journ	So	1	Missoula
Vie, Arden Manuel	Educ	Gr	4	Chester
Vie, Lorraine Alsace	Educ	Jr	4	Chester
Vilk, Victor Joseph	Pre Medic	Sr	1,2,3	Butte
Vinal, Dean L.	Music	Gr	4	Deer Lodge
Vinal, Virginia Y.	Music	Sr	4	Deer Lodge
Vincent, Valerie Louise	Sociol	So	1,2,3	Missoula
Vincent, Virginia Elaine	Pre Bus Ad	So	1,2,3	Missoula
Vines, Catherine	Educ	Gr	4	Many, La.
Vinge, Orville Edward	Bus Ad	Jr	1,2,3	Lewistown
Vinje, Gordon LeRoy	Bus Ad	Jr	1,2,3	Kalispell
Vinyard, William Corwin	Bot	Gr	4	River Pines, Calif.
Visser, Dale Martin	Bus Ad	Sr	2	Cardwell

Name	Curriculum	Rank	Quarters in Attendance	Residence
Vizzutti, Lido J.	Mod Lang	Gr	1,2,3	Trego
Volk, Fred Anton	Bus Ad	Jr	1,2,3	Great Falls
Volk, Helen E.	Pre Educ	So	3	Missoula
Volts, James Ronald	Bus Ad	Sr	4,1,2,3	Missoula
VonKuster, Lee Norman	Chem	Fr	1,2,3	Scobey
Voorhees, Robert Eph	Educ	Gr	4	Hobson
Voris, Herbert Roberick	Bus Ad	Sr	1	Fairfield
Voss, George Lewis	For	Sr	1,2,3	Missoula
Vucurovich, George	Pre Bus Ad	So	1,2,3	Butte
Wadsworth, Eugene Paul	Chem	Fr	1,2,3	Missoula
Wagner, Edwin David	Bus Ad	Jr	1,2	Chinook
Wagner, Hubert Horatio	Educ	Gr	4	Missoula
Wagner, Leo	Journ	So	1,3	Laurel
Wahlstrom, Joanne Caroline	Engl	Sr	1,2,3	Menlo Park, Calif.
Wakefield, Leslie A.	Bus Ad	Sr	1,2,3	Callam Bay, Wash.
Wakefield, Sam B.	Journ	Jr	1	Missoula
Walbridge, Thomas Alexander, Jr.	For	Gr	1,2,3	Missoula
Waldron, Phyllis A.	Hist	So	2	Missoula
Waldron, Ronayne Martin	Bus Ad	Jr	4,1,2	Missoula
Waldrop, Hazel Jean	Bus Ad	Sr	1,2,3	Winnett
Walker, Patricia Mae	Sociol	So	1,2,3	Scobey
Walker, Paul L. R.	Bus Ad	Gr	4	Great Falls
Walker, Randall Burl	Bus Ad	Sr	4,1,2,3	East Prairie, Mo.
Walker, William Dennis	Bus Ad	Sr	2,3	Billings
Walker, William J.	Journ	Sr	1,2,3	Missoula
Wall, John Daniel	Psych	Fr	1,3	Waukegan, Ill.
Wallace, Robert Harry	Pre Bus Ad	Fr	1,2,3	Great Falls
Wallander, Jerome Brandvold	Law	Gr	1,2	Froid
Waller, Sally	Bus Ad	Jr	1,2,3	Kalispell
Walsh, Emmet Thomas	Law	Gr	1,2,3	Anaconda
Walsh, Mary Theresa	Pharm	So	4,1,2,3	Anaconda
Walston, Roine Dixie	Bus Ad	Jr	1,2,3	Conrad
Walter, Ralph E.	Bus Ad	Jr	1,2,3	Billings
Walter, Sheldon Hall	Bus Ad	Sr	1,2	Missoula
Walter, Ted P.	Pharm	Sr	4,1,2,3	Billings
Waltermire, Herb Earl	Bus Ad	Sr	1,2,3	Missoula
Waltermire, Richard Danley	Fine Arts	Jr	1,2,3	Missoula
Walters, Edward Fredrick	Pre Bus Ad	Fr	1,2,3	Missoula
Walters, Eldon Gilbert	For	Fr	1	Davis Dam, Ariz.
Walterskirchen, William Charles	Law	Sr	1,2	Missoula
Walton, Earl Elmer	Music	Fr	1,2,3	Troy
Walton, George Dean	Sociol	Gr	4	Stephenville, Texas
Wanner, Kennedy A.	For	Jr	1	Jamestown, N.Dak.
Ward, Eugene Harry	Pre Law	Fr	1,2,3	Anaconda
Ward, James Patrick	Law	Jr	4	Missoula
Ward, Joan Marie	Sociol	Fr	1,2,3	Missoula
Ward, Joseph Thomas	Engl	Gr	2,3	Gallatin Gateway
Ward, Robert Ira	Engl	Sr	1	Missoula
Ward, Virginia Cutler	Fine Arts	Sp	2	Missoula
Warden, Nancy Benton	Genl	Fr	1,2,3	Great Falls
Warden, Richard Dana	Journ	So	1	Missoula
Warn, Lawrence W.	Music	Jr	1,2,3	Helena



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Warne, Marjory Ann	Pre Bus Ad	Fr	1,2,3	Missoula
Warnes, Franklin Dee	Pre Bus Ad	Fr	1	Chester
Warnke, Virginia Mae	Psych	Jr	1,2,3	Alexander, N.Dak.
Warren, H. Burton	Journ	Sr	1,2,3	Glendive
Warren, Roxana Marie	Engl	So	1,2,3	Missoula
Warthen, William James	Hist	Fr	1	Dixon
Wasley, Russell Walter	Educ	Gr	4	Ronan
Waterland, Luther Theodore	Educ	Fr	2	Ekalaka
Waterman, Charles Jason	For	Sr	1,2,3	Bethesda, Md.
Watkins, Claude Robert	Journ	Sr	1,2,3	Sidney
Watkins, Ted George	Pre Bus Ad	Fr	1,2,3	Great Falls
Watson, Alfred Ashcroft	For	So	1,2,3	Oroville, Calif.
Watson, Bruce Verde	For	Jr	1,2,3	Yellowstone Park, Wyo.
Watson, Joan M.	Pre Bus Ad	So	1,2,3	Deer Lodge
Watson, Richard Lyon	Fine Arts	Fr	1,2	Great Falls
Watson, Robert Lee	For	Fr	1,2	Jacksonville, Ala.
Watt, William Hendry	Pre Bus Ad	So	1	Hermosa Beach, Calif.
Way, Beverly	Educ	Gr	4	Roundup
Way, Stephen Carlyle	Law	Sr	1,2	Marysville, Wash.
Webb, Robert Clinton	Journ	So	1,2,3	Billings
Webbe, Harold William, Jr.	Educ	Jr	2,3	Palo Alto, Calif.
Webber, Delores Jean	Home Ec	So	1,3	Livingston
Webber, Garene Lucile	Bus Ad	Sr	1,2,3	Great Falls
Weber, Arthur Carl	Music	Fr	1	Missoula
Weber, Edward Hans	Geol	So	1,2,3	Butte
Wedgwood, Pat Ellen	Pre Bus Ad	So	1	Columbia Falls
Wegener, Gale M.	Psych	Gr	4,1	Missoula
Weinberg, Dorothy Louise	Hlth & PE	Sr	4	Hardin
Weingartner, Clayton Joseph	Educ	Gr	4,1,2,3	Butte
Weir, Delores Jean	Pre Bus Ad	Fr	1	Sidney
Weir, Dennis Stewart	Bus Ad	Sr	1,2,3	Sidney
Weir, James S.	Econ	Sr	4	Chisholm, Minn.
Weismose, John Helmuth	Geol	So	1,2,3	Calgary, Alta., Can.
Weiss, Casper John	Pharm	So	2,3	Butte
Weiss, Jacqueline Margaret	Genl	Fr	1,2,3	Billings
Weitzman, Patricia Anne	Psych	Fr	2,3	Liberty Lake, Wash.
Welch, David Richard	Bus Ad	Jr	1	Evanston, Ill.
Welch, Genevieve Florence	Hlth & PE	So	1,2,3	St. Ignatius
Welch, George Daniel	For	Sr	1,2,3	Renfrew, Pa.
Wells, Jack Howard	Pharm	So	1,2,3	Great Falls
Welsh, Donald H.	Hist	Gr	4	Wibaux
Werner, Robert Maynard	For	Gr	2,3	Hamilton
Weskamp, Leonard Paul	Hlth & PE	Fr	1,2	Ronan
Wessbecher, Howard Otto	For	Sr	1,2,3	Missoula
Wessel, Malvin Lee	Pre Medic	Fr	2,3	Los Angeles, Calif.
Westcott, Robert Allen	Educ	Sr	4,1,2,3	Miamisburg, Ohio
Westerlund, Shirley Adele	Educ	Gr	4	Richland, Wash.
Westman, Earl Frederick, Jr. (Fred)	For	Jr	1,2,3	Missoula
Weston, Donald H.	Journ	Gr	4	Missoula
Westre, Bernt F.	W L Tech	Sr	1,2,3	Vermillion, S.Dak.
Wetherell, Diane	Pre Bus Ad	Fr	1,2,3	Billings
Whalen, Daniel Roberick	Genl	Fr	1	Pompey's Pillar
Whalen, JoAnn	Sociol	Sr	1,2,3	Pompey's Pillar
Whalen, Robert Patrick	Educ	Gr	4	Butte

Name	Curriculum	Rank	Quarters in Attendance	Residence
Wheeler, Claire Elaine	Engl	So	4	Missoula
Wheeler, James Nathan	Econ	Sr	4,1,2,3	Missoula
Whelan, Mary Jo	Bact	Gr	3	Anaconda
White, Charles Lacey	Pharm	Sr	4	Butte
White, Clinton James	Genl	Fr	1,2,3	Malta
White, Donald Clyde	Pre Law	So	1,2,3	Helena
White, James Henry	For	Fr	1,2,3	Great Neck, N.Y.
White, James Irving	Geol	Jr	1,2,3	Billings
White, James Xavier	Bus Ad	Sr	1,2,3	Butte
White, Jesse Claude	Educ	Gr	4	Maddock, N.Dak.
White, John Albert	Sociol	So	4,1	Santa Ana, Calif.
White, Lucia (see Kucera, Lucia W.)				
Whitesitt, David Dean	Math	Jr	1,2,3	Stevensville
Whitmer, Parks	Educ	Gr	4	Missoula
Whitney, Leonard H.	Educ	Gr	4	Helena
Whitney, Robert Benjamin	Pre Educ	So	1,2	Missoula
Whittet, Karen A.	Music	So	1,2,3	Livingston
Wickes, Caryl Vinal	Sociol	So	1,2,3	Missoula
Wickes, Diana Calista Grabow	Psych	Sr	1	Missoula
Wickizer, Charles David	Bus Ad	Sr	1,2,3	Butte
Widenhofer, Allan Mervin	Fine Arts	Sr	1,2,3	Helena
Wies, Corinne Janet	Pre Bus Ad	Fr	1,2,3	Fall Creek, Ore.
Wightman, Donald Glenn (Don)	Pre Educ	So	1,2,3	Missoula
Wikert, Milton Arthur	Genl	Fr	3	Santa Ana, Calif.
Wilcomb, Gerald Allen	Geol	So	2	Missoula
Wilcomb, Jesse Earle	Educ	Sr	1,2,3	Missoula
Wilcox, Heloise Anne	Hlth & PE	Gr	4	Missoula
Wilcox, R. Dean	Chem	Jr	1,2,3	Missoula
Wilde, Wayne Willis	For	Sr	1,2,3	Helena
Wiley, Bernice Katherine	Home Ec	Sr	1,2,3	Helena
Wiley, Clifford Dale, Jr.	Pharm	Fr	4	Kansas City, Mo.
Wiley, Susan	Home Ec	Fr	1,2,3	Helena
Wilhelm, Jerry J.	Bus Ad	Jr	1	Swan Lake
Wilkerson, Douglas Elroy	Hlth & PE	Sr	1,2,3	Missoula
Wilkins, James Cecil, Jr.	Law	Gr	1,2,3	Lewistown
Wilkins, Margie Joyce	Educ	Sr	1	Lewistown
Wilkinson, Lawrence Floyd	Journ	Sr	4	Missoula
Williams, Charles Carl	Hlth & PE	Gr	4	Harlowton
Williams, Clayton Charles	Pre Bus Ad	Fr	1,2,3	Lewistown
Williams, F. Lee	Pre Bus Ad	So	1,2,3	Butte
Williams, Helen K.	Educ	Jr	1,2	Gallatin Gateway
Williams, Jack Bennett	Pre Bus Ad	Fr	1	Livingston
Williams, Kenneth George	Bus Ad	Jr	1,2,3	Miles City
Williams, Nancy Helen Brechbill	Educ	Jr	4,1,2,3	Missoula
Williams, Samuel Robert	Pre Bus Ad	So	1,2,3	Butte
Williams, Victor Eugene	For	Jr	1,2,3	St. Ignatius
Williams, Wallace Lyle	Educ	Sr	1,2	Billings
Williams, Wilbur Fiske	Fine Arts	Fr	1	Havre
Williamson, Elwin Ernest	Music	Gr	4	Hinsdale
Williamson, Paul Henry	Sociol	Sr	4	Missoula
Wilson, Clifford Vern	Genl	Fr	1	Drummond
Wilson, Henry Francis	Fine Arts	So	1,3	Great Falls
Wilson, Jimne Lee (Jim)	Hlth & PE	So	1,2,3	Laurel
Wilson, Owen Arthur	W L Tech	Jr	1,2,3	Grend Junction, Colo.

Name	Curriculum	Rank	Quarters in Attendance	Residence
Wilson, Robert Henry	Law	Sr	4,1,2,3	Ronan
Winchell, John Albert	Educ	Gr	4,3	Arlee
Winship, Donald Ross	Pre Law	Jr	4,1,2,3	Miles City
Winship, Merylyn Ruth (Meryl)	Educ	Gr	4	Missoula
Winters, Helen Lois	Pre Educ	So	1,2,3	Stevensville
Wischmann, Hans	Educ	Gr	4	Circle
Wise, Harry C.	Bus Ad	Sr	4	Eugene, Ore.
Witham, Ted John	Psych	Fr	1,2,3	Missoula
Withee, Charles Ernest	Psych	Fr	2	West Glacier
Withers, Pegge Claire	Math	Fr	1,2,3	Cut Bank
Witt, Dale Winston	W L Tech	Sr	4,1,2,3	Milwaukee, Wis.
Wittwer, Con, Sr.	Educ	Gr	4	St. Ignatius
Wittwer, Conn Eugene	Pre Educ	So	4	St. Ignatius
Woepfel, Fred Raymond	Pre Educ	Fr	1,2,3	Brockton
Woffenden, Harry S.	For	Jr	1,2,3	Pasadena, Calif.
Wohleb, Joseph, Jr.	Bact	Jr	1,2,3	Olympia, Wash.
Wohlgenant, Carl Fred, Jr.	Edon	So	1,2,3	Miles City
Wohlgenant, Dick Glen	Journ	Jr	1,2,3	Miles City
Wohlgenant, Mona Lee	Home Ec	Jr	1	Miles City
Wold, Margrette Eleanor	Educ	Jr	4	Lakeside
Wold, Paul Martin	Bus Ad	Jr	1,2,3	Laurel
Woldstad, Alice Marie	Sociol	Fr	1,2,3	Valier
Wolfe, Bette Rae	Engl	So	1,2,3	Billings
Wolfe, Carl Warner	Educ	Gr	3	Gardiner
Wolfe, Nickolas Adam, Jr. (Nick)	Pre Bus Ad	Fr	1,2,3	Great Falls
Wollaston, Doris Jean	Pre Educ	Fr	1,2,3	Great Falls
Wollschlager, William Paul	W L Tech	Jr	1,2,3	Missoula
Wolpert, Joseph	Educ	Gr	4	Hamilton
Wolpert, Martin Herbert	Educ	Sr	1,2,3	Hamilton
Wolverton, Edward William	Educ	Gr	4	Grants Pass, Ore.
Wonder, Clarice Irene	Music	Jr	1,2,3	Jeffers
Wood, George	Educ	Gr	1	Missoula
Wood, Richard Burroughs	Physics	Jr	1,2,3	Bridger
Woodard, Allen Earl	W L Tech	Sr	4	Missoula
Woodcock, John W.	Pre Bus Ad	So	1,2,3	Great Falls
Woodgerd, Wesley Ryland	W L Tech	Gr	1,2	Missoula
Woods, Eugene Ray	Pre Bus Ad	Fr	1,2,3	Missoula
Woods, Jessie M.	Sociol	Sr	1,2,3	Silver Star
Woods, William C.	Pharm	Sr	4	Missoula
Woods, William Donald	Pre Bus Ad	Fr	1,2,3	Missoula
Woodward, Lee Albert	Pre Bus Ad	So	1,2,3	Missoula
Woodward, Mary Ellen	Engl	Jr	1,2,3	Ekalaka
Woomer, James Edwin	Pharm	Sr	4,1,2,3	Missoula
Woomer, Merrill Ethelbert	For	So	1,2,3	New Kensington, Pa.
Wooten, Gille Vining	Law	Sr	4,1,2,3	Missoula
Wordal, Clifford Milton	Bus Ad	Jr	1,2,3	Missoula
Worden, Roy Francis	Pre Bus Ad	Fr	1,2,3	Missoula
Worthington, M. Diane	Pre Bus Ad	So	1,2,3	Billings
Wright, Clyde Wilson	Bus Ad	Sr	4	Missoula
Wright, Edward Keller	Hlth & PE	Gr	4	Florence
Wright, Gerald Gregory	For	So	1,2	Ripon, Wis.
Wright, Gerald H.	Bus Ad	Jr	1,2,3	Salmon, Ida.
Wright, Merline Beverly Child	Math	Sr	2,3	Hettinger, N. Dak.
Wright, Thomas Carl	Hist	Jr	1,2	Missoula

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Wrightson, Jack Hosking	Psych	Sr	4,1,2,3	Butte
Wrixon, William Howard	Bus Ad	Sr	4	Pasco, Wash.
Wruck, Elmon Charles	Educ	Gr	4	Leith, N.Dak.
Wuerl, Claire Ann	Pre Bus Ad	Fr	1,2,3	Great Falls
Wuerthner, Benjamin James	Bus Ad	Jr	4,1,2,3	Great Falls
Wyatt, Norman William	Pre Bus Ad	Fr	1,2,3	Missoula
Wylde, James Monroe	Hist	Sr	1,2,3	Havre
Wylsman, Edward Campbell	For	Jr	1,2,3	Montgomery, Alta., Can.
Wyllie, Annette	Mod Lang	So	1,2,3	Missoula
Yardley, Dan	Law	Sr	1,2,3	Livingston
Yardley, Jack	Law	Sr	4,1,2,3	Livingston
Yardley, Ray Warren	Pre Law	So	1,2,3	Livingston
Yarnall, John Lee	For	So	1,2,3	Fanwood, N.J.
Yates, Charles Osborne	Bus Ad	Sr	1,2,3	Billings
Yelsa, Charles Joseph	Pre Medic	Gr	1,2,3	Anaconda
Ylinen, Toivo J.	Educ	Gr	4	Victor
Yoder, Tennie	Educ	Gr	4	Missoula
York, Beverly Frances	Psych	Fr	1,2,3	Missoula
York, Herbert John	W L Tech	Sr	4	Missoula
Youlden, Charles S., Jr.	Bus Ad	Sr	4	Butte
Young, Betty Bee	Music	Sr	1,2,3	Lewistown
Young, Denzil R.	Law	Sr	1,2,3	Baker
Young, Doris Sylvia	Pre Educ	Fr	3	Seattle, Wash.
Young, Jack Alfred	Bus Ad	Sr	4	Missoula
Young, Janet Ann	Journ	Jr	1	Butte
Young, Minnie	Educ	Jr	4	Miles City
Young, Robert Doering	Law	Sr	1,2,3	Helena
Yugas, Melvin Leo	For	Sr	1,2,3	Helena
Yurko, Jack Albert	Geol	Jr	1,2,3	Great Falls
Yurko, Robert Owen	Pharm	So	1,2,3	Great Falls
Zabel, George A.	Hlth & PE	Gr	2,3	Shelter Island, N.Y.
Zadra, Charles Ralph	Sociol	Gr	4,1,2,3	Missoula
Zakos, Henriette	Music	Sr	4,1,2,3	Missoula
Zanto, Elmer Emil	For	Sr	1,2,3	Highwood
Zeh, Helen W.	Bus Ad	Gr	4	Missoula
Zentner, John F.	Zool	So	1,2,3	Burt, N.Dak.
Zerbe, Mary Lea	Engl	Fr	1,2,3	Missoula
Zezula, Cecil D.	Law	Gr	1,2,3	Whitehall
Zibell, Robert W.	Hist	Gr	4,1,2	Rosemount, Minn.
Ziegler, Robert Clayton	For	Sr	1,2,3	Dayton, Ohio
Zimmerman, DeWane Royes	Psych	Jr	1,2	Hamilton
Zimmerman, Marilyn Mae	Bus Ad	Sr	4	Poplar
Zimmerman, Mary Lula	Journ	Fr	1,2,3	Billings
Zipperian, LenArd Splan	Pre Bus Ad	Fr	1,2,3	Missoula
Zupan, Don John	Journ	Jr	1,2,3	Roundup
Zwang, Willard F.	Pharm	Sr	4,1,2,3	Libby
Zwicker, Walter	Bus Ad	Jr	1	Appleton, Wis.