

*THE BULLETIN*  
*OF*  
*HAMLIN UNIVERSITY*

SESSIONS OF 1949-1950  
WITH ANNOUNCEMENTS FOR  
THE YEAR 1950-1951

SAINT PAUL E4, MINNESOTA

## THE HAMLIN PLAN

### *The Educational Program*

Hamline University was founded by the Methodist Episcopal Church in 1854 as a Christian college of liberal arts devoted to the perfection of the scholar. Its charter, granted by the Legislative Assembly of the Territory of Minnesota four years before the organization of Minnesota as a state, was the first extended to a church for the purpose of establishing a college in this new area. The charter provisions were liberal. Section 3 specifies that "no religious tenet shall be required of any person to entitle him or her to all the privileges of the institution; and no student shall be required to attend the religious worship of any particular denomination except as specified by the student, his parents, or guardian." The institution was avowedly Christian in its emphasis but non-sectarian in its program. Its central objective was "to establish, maintain, and conduct an institution of learning for the education of youth of both sexes" where they could secure that intellectual and spiritual enrichment being offered by the colleges of the East.

Hamline University has lived almost one hundred years. During this period it has contributed over 10,000 former students to church and state, many of whom have distinguished themselves in one or more areas of activity. Its essential purpose remains unchanged. It is today committed to the highest standards of the liberal arts tradition, to a Christian emphasis with concern for the development of the total personality, to a program offering the individual student an opportunity for growth and development in the direction of his highest aspirations and goals.

### *A College of Liberal Arts\**

*What is the difference between a college of liberal arts and a vocational or technical school?* Essentially the difference is one of scope. A college of liberal arts is interested in a comprehensive educational program—one which emphasizes the many needs of life, intellectual, cultural, spiritual, social, as well as vocational — one which recognizes the many demands of society for the broadly educated citizen. The vocational school is concerned with only one area of life—training for an occupation. Occupational competence is important, but the view of the college of liberal arts is that it is only a segment of a circle of life concerns and that any college program which is primarily vocational or professional is meager and inadequate. The liberal arts college does not exclude the vocational or pre-professional interest as references to pages 45-57 and 131 of this catalog will show, but it emphasizes all of the areas of interest which are essential for the development of the well balanced life and for the preparation of men and women for effective service to church and state.

\*For information on school of nursing, see pages 141 to 146.

### *A Christian College*

*What is the difference between a church-related college with a Christian philosophy of thought and action and one not so related?* The church college attempts to provide an intellectual atmosphere in which a commitment to the Christian point of view is not only natural but respectable and desirable. It tries to provide a climate in which the Christian virtues will mature. It offers numerous courses in religion, an all-college service of worship of distinction in an attractive chapel, a student program of religious activities appropriate to the needs of young men and women. It organizes its life so that Christianity is the philosophical framework within which the institutional program operates. While it cannot guarantee the graduation of Christian citizens any more than it can guarantee the graduation of scholars of distinction, it does make the Christian view of life and the program of the church a matter of central concern.

### *The Individual Student*

*What is the justification for a college emphasizing the individual needs of students?* There was a time when a single required curriculum of classical language, moral science, natural science, and mathematics was reasonably adequate for all college students. While there are still a few colleges that claim that some such regimented program is still the best college plan, most educators have come to believe that the program of higher education must be very largely individualized—that is, that the total college experience should be planned to meet special needs of each student. The backgrounds of the high school graduates of this generation vary greatly, and their interests differ so materially that a single regimented program is undesirable; even a largely required program is unrealistic and inappropriate. There is ample evidence to show that the most vital educational program at the college level will be built on the student's past achievement and his special interests. The small college of liberal arts, such as Hamline University, can achieve this individualization much more effectively than the larger institution. Hamline requires that each freshman take a series of inventory examinations given before registration, explained on pages 37-43, in order to help the student to identify his needs. The goal, therefore, at Hamline University is to provide not only the most distinguished program in the liberal arts tradition which is Christian in emphasis but also a comprehensive educational experience which is designed to meet the special needs of each Hamline student.

### *A COMPREHENSIVE EDUCATIONAL PROGRAM*

It is the belief of the Hamline faculty that a student choosing a comprehensive educational college program will desire to achieve at least seven specific objectives.

### *The Area of Communication*

*(Listening, reading, thinking, speaking, writing)*

The student will want to develop those skills basic to effective social and vocational relationships, skills which in themselves also provide for the enrichment of personal life. The educated and effective man or woman has learned to listen discriminatingly, to read purposefully, to think critically, to speak and write simply and effectively. Most of the college courses in the several divisions will provide help in the development of these skills. The burden of achieving progress will always rest with the student. He will desire to teach himself to use the opportunities provided for continuous attention to these skills so that adequate habits will emerge. When a skill becomes habitual it becomes part of the life equipment of the individual. In order to insure specific attention to the matters of purposeful reading, careful thinking, and effective use of the English language, the first-year student will be required to take a course entitled "Critical Reading and Writing." (See page 105.) Many students will want to go beyond this minimum requirement and take other courses which will help them achieve the objectives in this area.

### *The Area of the Humanities*

*(Language, literature, philosophy, religion, fine arts)*

The student will want to gain at least an elementary understanding of our civilization which is his inheritance. He will find that it is a developing culture. He will want to see its relationship to other cultures; he will want to know something of the goals, ideals, and values in this inheritance; he will want to become familiar with some of the great works of art which this culture has produced; he will desire to develop a philosophy of life in harmony with his world. In short, he will desire to achieve for himself an intellectual orientation in the Christian-democratic ideology of the western world. The Hamline University faculty believes that the best introduction to a foreign culture is through the study of its language and literature. Each student is therefore required to possess a working knowledge of a foreign language. (See pages 107-108-118-137.) The faculty also believes that each student should be required to take the course entitled "The Philosophical and Religious Backgrounds of Contemporary Civilization." (See page 128.) Most students will want to go beyond these basic requirements and take courses in the fine arts and literature in an effort to complete a general education in the humanities.

### *The Area of the Social Sciences*

*(History, economics, political science, sociology, education)*

The student will want to know something of the historical development of modern society, something about its economic, social, political, religious, educational institutions and problems. He will want to know what they are, how extensive they are, how significant they are, what

is being thought and said about them. He will want to develop an interest in continuing to inform himself about them through reading the current literature of the day, magazines, newspapers, and listening to the radio. Society will desire him to bring this interest into the community in the form of active mature living through creative participation in the affairs of his community. Society will also expect him to have developed and to show an interest in world affairs so that his citizenship will be that of the world as well as that of the smaller community and the nation. Hamline University requires that each student take either the course "Introduction to Modern Civilization" (see page 114) or "Introduction to Anthropology." (See page 134.) Many students will desire to go beyond this minimum requirement and take other courses in the social sciences, for in this area we find some of the most puzzling problems facing our contemporary world.

### *The Area of the Natural Sciences*

*(Chemistry, biology, physics, astronomy, geology, mathematics, psychology)*

Living in an age in which science has made profoundly significant contributions to human welfare and to the prosecution of two recent wars, the student will want to know something of the techniques and contents of modern science. He will want to understand the method of the scientist, he will want to profit personally and intellectually by the application of the scientific attitude to the problems of living. Society will expect him to use this new understanding as he lives and works. It will expect that the objective attitude of the scientist when applied by the student to a solution of our many social and community problems will result in more effective solutions of these problems. The Hamline University faculty believes that each student should be required to take a minimum of eight hours in a laboratory science. Many students will want to go beyond this minimum requirement in the field of science.

### *The Area of Health*

The student, realizing that both mental and physical health are important to effective living, will want to give time and attention to this area of life while on the Hamline University campus. He will want to involve himself in those activities which will provide a proper balance for his program so that he will leave the college campus mentally and physically alert and vigorous. Each student is given a thorough physical examination at the beginning of his college program so that his basic health needs may be faced and so that he may plan his program accordingly. A faculty health committee meets frequently during the year to plan for the student and the college in this area. Hamline University requires that each student take during the freshman and sophomore years work in the field of physical education. (See pages 109-113.)

### *The Area of Personal and Social Growth*

The development of the well-balanced personality is a problem which lies mostly outside the course of study and is centered in the extra-curricular life of the campus. Hamline University is interested in providing those opportunities through activities which the student will desire for the purpose of developing those qualities of leadership and service so necessary in our Christian democratic society. How to live cooperatively, how to achieve desirable goals through group action, how to lead without driving, how to follow without blind allegiance, how to get along with one's fellow men—those of the other sex, how to be courteous and tactful in social situations, how to be attractive to others, how to be helpful to others—these and other Christian virtues and qualities of personality all students desire to develop. Hamline University believes that this area of personal and social relationships is a very important area of concern on the college campus for it believes that the finest college program will emphasize the growth and development of the total personality.

### *The Area of Vocational and Specialized Education*

The student seeking a comprehensive educational program will finally desire a sequence of courses in a specialized field which will enable him to develop his unique interest—vocational, pre-professional, or avocational. The liberal arts college is especially equipped to provide for certain areas. The Hamline faculty members have prepared paragraph statements covering the recommended courses of study in the fields of interest most general among college students. The earlier one's specific objectives become clear the better, for the whole college program can then be so inter-related that the four-year college course takes on special significance. Hamline University requires that each student complete a minimum of 36 semester hours of work in a field of concentration. (See page 72.)

### *Summary*

An analysis of the above seven objectives will show that the Hamline Plan is a comprehensive educational program which provides for general and specialized interests in and out of the classroom and offers the finest opportunity for the total growth and development of each individual student.

## **AN INDIVIDUALIZED APPROACH**

### *Student Personnel Program*

One of the unique contributions of the small liberal arts college is the opportunity it provides for personal relations between students and professors and for individual attention and help from counselors. Hamline University recognizes that students need varying amounts of assistance in making adequate and satisfying adjustments to the responsibilities and opportunities facing them. The student personnel pro-

gram, which is designed to render this assistance, is concerned with the personal development of the student both inside and outside the classroom. It aims to help each individual, while he is in college, to learn to function at his highest level in the many aspects of the total growth process.

The individualized approach begins in the admissions office either with a personal interview or by correspondence. At this time a personnel folder is started for the student. The folder includes correspondence, the student's application blank, his high school record, a list of his high school activities, personal ratings by his teachers, and available test results.

The next step in the individualized approach occurs sometime between admission and registration for courses. The student takes a series of tests which measure his abilities, knowledge, and interests. These tests may be taken either in the summer or during the first two days of the opening week of college. The findings of the tests make it possible for the student to see how he compares with entering freshmen at Hamline and with freshmen at other liberal arts colleges. There are no passing or failing grades in these tests; the results are used to aid the student in planning an appropriate program of study and in selecting a satisfying career. (See sample test profiles on pages 39-42.)

Having taken the tests, the student is ready to receive assistance from his counselor. The counseling staff for freshmen and sophomores consists of thirty members drawn from the college faculty. Each student is assigned to a counselor. The assignment is flexible so that a shift to another counselor may be made at any time such shift seems advisable. The counselor has at hand the results of the tests the student has taken at Hamline and all other information in the personnel folder that may be helpful in giving effective assistance. Using these data, the counselor assists the student in interpreting the test results and helps him in other ways—for example, in improving his reading and study technics, in making more effective use of his time, in working up to the level of his ability, in obtaining information concerning vocations, and in finding satisfying extracurricular and recreational activities. The student is free to seek counsel of any member of the faculty or administrative staff, and special counseling services are available to him in the offices of the deans and the registrar. In addition, the college provides a professional counseling and testing service in the Student Personnel Services office where students may find help in educational, vocational, personal, and social matters.

At any time during his freshman and sophomore years, the student may declare his field of concentration. When he does so, he begins to receive counseling from that member of the faculty who is to be his major professor. By the beginning of the junior year, the student has selected his field of concentration and is being counseled by his senior adviser. Student and adviser together work out a carefully planned sequence of courses in the student's field of special interest. The pre-

cise sequence of courses decided upon will fit the student's individual needs. General education continues to receive attention, however. Effectiveness in writing, which has already been measured by a standardized achievement test in English at the end of the freshman year, is measured again in the junior year. Toward the end of the sophomore year, the student receives the Cooperative General Culture Test. The culture test shows the student how he compares with sophomores at Hamline and other representative colleges in his knowledge of public affairs and in his acquaintance with literature, natural science, the social studies, the fine arts, and mathematics. The findings are used by the adviser to suggest courses outside the field of special interest which will help to round out the student's education and further enrich his intellectual life.

General and specialized education therefore go on simultaneously throughout the four years at Hamline University. There is no sharp line of demarcation between them. Special interests receive special emphasis in the last two years, but they do so within the larger context of a general education. The extent to which individual needs are considered may be seen in the great diversification of patterns of study among sophomores and in the few instances in which juniors and seniors have identical programs of study.

*Some Examples of Profiles Used in The Hamline Plan\**

FRESHMAN A

PROFILE OF TEST RESULTS FOR FRESHMAN A

