

*The bulletin of the
University of Minnesota*

*General College of the University
1935-1936*



Vol. XXXVIII No. 43 September 4 1935

Entered at the post-office in Minneapolis as second-class matter
Minneapolis, Minnesota

Acceptance for mailing at special rate of postage provided for in section
1103, Act of October 3, 1917, authorized July 12, 1918



UNIVERSITY CALENDAR

1935-36

Fall Quarter

1935

September	16	Monday	Extension registration first semester begins
September	19	Thursday	Payment of fees closes, except for new students ⁴
September	23	Monday	Entrance tests
September	23-24		Registration for Freshman Week for all new students entering the freshman class
September	23-27		Examinations for removal of conditions Physical examinations
September	24-27		Registration period, ¹ College of Science, Literature, and the Arts
September	25-28		Freshman Week
September	26-27		Registration days ¹ for all colleges not included above except the College of Engineering and Architecture and the School of Chemistry
September	27	Friday	Registration day ¹ for the College of Engineering and Architecture and the School of Chemistry Payment of fees for new students closes ⁴ at 4:30 p.m.
September	30	Monday	Fall quarter classes begin 8:30 a.m. ² First semester extension classes begin ³
October	5	Saturday	Last day for extension registration without penalty
October	17	Thursday	Senate meeting, 4:30 p.m.
October	26	Saturday	Homecoming Day
November	2	Saturday	Dad's Day
November	28	Thursday	Thanksgiving Day; a holiday
December	5	Thursday	State Day Convocation
December	16-21		Final examination period
December	19	Thursday	Commencement Convocation Senate meeting, 4:30 p.m.
December	21	Saturday	Fall quarter ends, 6:00 p.m.

Winter Quarter

December	26	Thursday	Payment of fees closes for all students in residence fall quarter ⁴
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1936

January	3	Friday	Entrance tests
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See footnotes on page 5.

January	3-4		Registration ¹ and payment of fees ⁴ for new students in all colleges except the College of Engineering and Architecture and the School of Chemistry
			Registration and payment of fees close at 12 m. on January 4
January	4	Saturday	Registration day ¹ for all students in the College of Engineering and Architecture and the School of Chemistry
			Registration closes at 1:00 p.m. Payment of fees closes at 12 m.
January	6	Monday	Winter quarter classes begin 8:30 a.m. ²
January	27	Monday	Extension registration second semester begins
February	8	Saturday	First semester extension classes close
February	10	Monday	Second semester extension classes begin ³
February	12	Wednesday	Lincoln's Birthday; a holiday (except for extension)
February	15	Saturday	Last day for extension registration without penalty
February	20	Thursday	Charter Day Convocation
			Senate meeting, 4:30 p.m.
February	22	Saturday	Washington's Birthday; a holiday
March	16-21		Final examination period
March	19	Thursday	Commencement Convocation
			Payment of fees closes for all students ⁴ in residence winter quarter
March	21	Saturday	Winter quarter ends 6:00 p.m.

Spring Quarter

March	27	Friday	Entrance tests
March	27-28		Registration ¹ and payment of fees ⁴ for new students in all colleges except the College of Engineering and Architecture and the School of Chemistry
			Registration and payment of fees close at 12 m. on March 28
March	28	Saturday	Registration day ¹ for all students in the College of Engineering and Architecture and the School of Chemistry
			Registration closes at 1:00 p.m., Payment of fees closes at 12 m.
March	30	Monday	Spring quarter classes begin, 8:30 a.m. ²
April	10	Friday	Good Friday; a holiday (except for extension)
May	9	Saturday	Mother's Day
May	14	Thursday	Cap and Gown Day Convocation
			Senate meeting, 4:30 p.m.
May	30	Saturday	Memorial Day; a holiday

June	5, 6 & 8-12		Final examination period
June	6	Saturday	Second semester extension classes close
June	12	Friday	Spring quarter ends 6:00 p.m.
June	14	Sunday	Baccalaureate service
June	15	Monday	Sixty-fourth annual commencement

Summer Quarter

June	15-16		Registration, first term
June	17	Wednesday	Summer quarter classes begin, 8:00 a.m.
July	4	Saturday	Independence Day; a holiday
July	23	Thursday	Commencement Convocation
July	25	Saturday	Registration and payment of fees for second term close at 12 m.
July	27	Monday	Second term classes begin, 8:00 a.m.
August	29	Saturday	Second term closes

¹ Registration subsequent to the date specified will necessitate the approval of the college concerned. See also penalty fees for late registration, page 51 of the Bulletin of General Information. No student will be allowed to register in the University after one week from the beginning of the quarter except in unusual cases wherein special circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

² First hour classes begin at 8:15 a.m. at University Farm.

³ This date does not refer to correspondence study courses, which may be started at any time during the year.

⁴ New students must pay fees on dates announced for registration. Fees of graduate students are due one week after their registration is approved by the dean of the Graduate School.

GENERAL COLLEGE OF THE UNIVERSITY

ADMINISTRATION

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Malcolm S. MacLean, Ph.D., Director
Frederick L. Hovde, B.Ch.E., B.A.(Oxon.), Assistant Director
Edward E. Nicholson, M.A., Dean of Student Affairs
Anne D. Blitz, M.A., LL.D., Dean of Women
Edmund G. Williamson, Ph.D., Director of the University Testing Bureau
Bryng Bryngelson, Ph.D., Director of Speech Clinic

FACULTY

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John E. Anderson, Ph.D., Professor of Psychology and Director of the Institute
of Child Welfare
Francis S. Appel, M.A., Assistant Professor of English
Harold Benjamin, Ph.D., Professor of Education and Assistant Dean of the Col-
lege of Education
Alice Biester, M.A., Associate Professor of Nutrition
Charles Bird, Ph.D., Professor of Psychology
Theodore C. Blegen, Ph.D., Associate Professor of History
Clara M. Brown, M.A., Associate Professor of Home Economics Education
Ralph H. Brown, Ph.D., Assistant Professor of Geography
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the Department of Electrical Engineering
S. Chatwood Burton, M.A., Professor of Fine Arts
Ralph D. Casey, Ph.D., Professor of Journalism and Chairman of the Depart-
ment of Journalism
Asher N. Christensen, B.A., Instructor in Political Science
Walter C. Coffey, M.S., LL.D., Dean and Director of the Department of Agri-
culture
Elting H. Comstock, M.S., Professor of Mine Plant and Mechanics
Alvin S. Cutler, C.E., Professor of Railway Engineering
John G. Darley, M.A., Research Counselor and Instructor
Samuel N. Dicken, Ph.D., Assistant Professor of Geography
John R. DuPriest, B.S.(E.E.), M.E., M.M.E., Professor of Mechanical Engineer-
ing and Head of the Department of Mechanical Engineering
Alvin C. Eurich, Ph.D., Associate Professor of Education and Assistant Director
of the Bureau of Educational Research
Ray N. Faulkner, M.L.A., Instructor in Art Appreciation
Edwin H. Ford, M.A., M.S., Assistant Professor of Journalism
Gladys E. C. Gibbens, Ph.D., Assistant Professor of Mathematics
Howard Gilkinson, Ph.D., Assistant Professor of Speech
Harriet I. Goldstein, Associate Professor of Home Economics
Vetta Goldstein, Instructor in Home Economics

- Melvin E. Haggerty, Ph.D., Dean of the College of Education and Professor of Educational Psychology
- William L. Hart, Ph.D., Professor of Mathematics and Chairman of the Department of Mathematics
- Richard Hartshorne, Ph.D., Assistant Professor of Geography
- Robert S. Hilpert, M.A., Assistant Professor of Art Education
- Frederick L. Hovde, B.Ch.E., B.A.(Oxon.), Assistant Director of the General College and Assistant Professor
- Hope H. Hunt, Ph.D., Instructor in Home Economics
- Palmer O. Johnson, Ph.D., Associate Professor of Education
- Robert T. Jones, B.S.(Arch.), Professor of Architectural Construction
- Roy C. Jones, M.S.(Arch.), Professor of Architectural Design
- Louis F. Keller, M.A., Associate Professor of Physical Education and Supervisor of Teacher Training Course for Men
- Earle G. Killeen, M.Mus., Professor of Music
- Robert A. Kissack, Jr., M.A., Assistant Professor and Director of Visual Education
- Charles A. Koepke, M.S.(M.E.), Associate Professor of Industrial Engineering and Superintendent of Shops
- Lorraine Kranhold, M.A., Instructor in English
- Eleanor Lodge, B.A., Lecturer in Dramatics
- Howard P. Longstaff, Ph.D., Lecturer in Psychology
- Willem J. Luyten, Ph.D., Associate Professor of Astronomy and Chairman of the Department of Astronomy
- Elias P. Lyon, M.D., Ph.D., LL.D., Professor of Physiology and Dean of the Medical School
- Kathleen B. McConnon, Ph.D., Research Counselor and Instructor
- Frank G. McCormick, B.A., LL.B., Director of Athletics and Professor of Physical Education for Men
- Malcolm S. MacLean, Ph.D., Professor and Director of the General College
- Frederick M. Mann, M.S.(Arch.), C.E., Professor of Architecture and Head of the School of Architecture
- John C. Martenis, M.E., Associate Professor of Mechanical Engineering
- Edna Fowler Mathieson, M.A., Assistant Professor of Home Economics
- Lennox A. Mills, Ph.D., Assistant Professor of Political Science
- Dwight E. Minnich, Ph.D., Professor of Zoology
- George H. Montillon, Ph.D., Professor of Chemical Engineering
- J. Anna Norris, M.D., Professor of Physical Education for Women and Director of the Department of Physical Education for Women
- William A. O'Brien, M.D., Associate Professor of Pathology and Preventive Medicine
- Abe Pepinsky, M.A., Assistant Professor of Music Education
- Ralph A. Piper, B.Phys.Ed., Instructor in Physical Education for Men
- Adam E. Potts, Major C.A.C., Professor of Military Science and Tactics
- Ruth Raymond, M.A., Professor of Art Education
- A. Dale Riley, M.A., Assistant Professor of Speech and Director of the University Theatre
- Harry B. Row, M.S.(C.E.), Professor of Drainage and Irrigation
- Richard E. Scammon, Ph.D., Distinguished Service Professor
- Henry Schmitz, Ph.D., Professor of Forestry and Chief of the Division of Forestry

- Carlyle M. Scott, Mus.D., Professor of Music and Chairman of the Department of Music
- Mary J. Shaw, Ph.D., Instructor in Orientation
- Raymond Sletto, Ph.D., Instructor in Social Studies
- Ivol Spafford, Ph.D., Assistant Professor of Euthenics
- Joseph R. Starr, Ph.D., Assistant Professor of Political Science
- J. Warren Stehman, Ph.D., Professor of Finance
- Lucy A. Studley, M.A., Assistant Professor of Home Economics
- David F. Swenson, B.S., Professor of Philosophy
- William B. Tucker, M.D., Assistant Professor and Research Co-ordinator in Human Biology
- Alice Felt Tyler, Ph.D., Assistant Professor of History
- Arthur Upgren, B.A., Lecturer in Social Studies
- Roland S. Vaile, M.A., Professor of Marketing
- Alfred L. Vaughan, Ph.D., Instructor in Physical Science Studies
- Marion Weller, B.A., Associate Professor of Textiles
- Thomas J. B. Wenner, Ph.D., Assistant Professor of Social Studies
- Edgar B. Wesley, Ph.D., Associate Professor of Education
- Marion Wilder, Ph.D., Instructor and Research Statistician
- Edmund G. Williamson, Ph.D., Director of the University Testing Bureau and Assistant Professor of Psychology
- Elmo C. Wilson, B.A., Instructor in Contemporary Affairs
- Harold K. Wilson, Ph.D., Associate Professor of Agronomy and Plant Genetics
- Jerry E. Wodsedalek, Ph.D., Professor of Zoology

GENERAL STATEMENT

The General College of the University is designed primarily to provide broadened training to that large body of students who seek an overview of modern life and of man's activities rather than specialized study. Its courses are synthetic, not specific, as a reading of the descriptions in this bulletin will show. It is desirable for students who cannot spend the full four or more years in college—a group much larger than is popularly recognized—to devote their limited time to such a complete and rounded program instead of to a fragment of a longer and specialized process. These new courses tend to build in the mind of the student who makes use of the opportunities we offer a background of understanding of the present world, of his part in it, and of himself. They give him the vital comprehension of *what* other men and women do. They teach him also *why* and *how* things are done. They should, therefore, serve to satisfy his intellectual curiosity, and to prepare him for enlightened living in his public and private relations.

The University General College courses are open to any student admitted to the University. They are provided especially for the following classes of students:

1. Those who desire to pursue courses or curricula not offered in other colleges. General College courses are newly designed to satisfy the needs stated above. They do not duplicate or rival but supplement the specialized study of other colleges.

2. Those who, for financial or other reasons, have only a limited time to give to college training. Nearly half of all students who enter the University drop out before the beginning of the junior year. There are many causes. Some find themselves unable to secure work or financial support for prolonged training but are, nevertheless, able to have a year or more. Others, through illness, are forced to leave. Others find and prefer to accept the challenge of a job instead of continuing study. Others marry. Others need only two years of general training before undertaking work in special fields and schools outside the University. Others find themselves unable or unwilling to acquire the attitudes of mind and the techniques of study necessary to carry on into professional work.

3. Those who need and wish general orientation in the choice of, and general preparation for, a vocation. Many students are not aware of the variety of vocations which may fit their desires, interests, and abilities until they have surveyed such fields of activity as are dealt with in the courses in the General College of the University. Moreover, general training is usually profitable as preparation for a specific vocation.

4. Those who do not satisfactorily meet the entrance requirements of the other colleges because of lack of training in specific subjects. The College of Engineering, the School of Architecture, and the School of Chemistry, for example, have specific requirements in high school mathematics and chemistry which some high school graduates have failed to meet. These students may enter the General College, work off the requirements, acquire background training, and transfer to the college of their choice for their professional course. For such specific requirements see the bulletin of the college of your choice.

5. Those who transfer from other institutions who do not meet the standards for advanced standing of the college to which they apply.

6. Those who are transferred by mutual agreement of the General College of the University and the college in which they propose to register or are registered.

Some students in other colleges, having entered a specific course and having found it not what they thought it, want to transfer to the General College for further survey study before making another vocational choice.

7. Those who might not be accepted by existing colleges because of a lack of preparation to pursue their curricula. Some applicants for entrance into other colleges will be advised to enter the General College because their high school record and entrance test results indicate mediocre or poor studentship in the past. The General College offers these students an opportunity through its guidance program, and How To Study and other courses, to prove themselves, to develop drive towards serious objectives, and to make up for past errors.

Since nearly half of the students who have entered the University in the past have come within one or more of the above classifications, it is believed that the General College will serve the needs of these students in the future more fully and with greater economies to themselves and to the state than has previously been possible. Under a variety of conditions, two or three years of college work is enough for the individual since he may get his special training, except for the professions, on the job.

The faculty of the General College is composed for the most part of men and women now on the teaching staffs of the other schools and colleges of the University. They bring to their overview courses the results of their years of study and training in the fields of their specialties, to summarize for General College students the latest discoveries and developments of their own and other scholars in special departments of knowledge. They weave these materials into a comprehensive, realistic, vivid picture of the modern world.

From the foregoing, it is obvious that the General College of the University is by no means intended to replace or rival any other unit in the University or any existing two-year college in the state. It is neither a preparatory nor a vocational training school. It is not a college for the lazy and incompetent, but it is, as President Coffman declares, "a new experiment, an adventure in the field of higher education. It is intended to provide a superior intellectual opportunity for a body of university students whose needs cannot now be adequately met by the existing organization of the University. It will succeed or fail in terms of its service to students. Its courses should be open to the most gifted student in the University. Any student should be privileged to elect membership in the General College."

FOREWORD TO STUDENTS

The General College of the University is your college. It has been built to try to satisfy your desires, to fulfill your needs. In its planning, the colleges and departments of the entire University have co-operated to make its courses attractive and valuable. But your growth and success in this college depend not upon it but upon you. You start on a job, on an adventure in education based upon principles that have long been tested and found good. Upon what you do now, the right things and the wrong things, the mistakes and the triumphs, is dependent, in a way you can only vaguely guess at, the successes and failures of your future at work, at home, and at play. I am asking you, therefore, from the first day of Freshman Week to make the organization and development of your education your first business.

All education is self-education. We offer you courses and instructors but you must take them. No course is complete in itself. It serves merely as a guide-book and opens up for you fields to explore by study, observation, reading, and conversation. Some students take courses as some people read guidebooks—in an easy chair. Others tighten their belts, take the guidebook in hand, and go to find out. To the latter, no courses are easy because there is no end to what can be found out and looked at. To them no courses are uninteresting because each is the beginning of an adventure in the discovery of new things.

Making yourselves at home.—Your first and continuous job at Minnesota is to make yourselves at home. You come here to a strange student city of thousands housed in many buildings on two campuses. Your satisfactions from, and efficiency in, getting the most out of your college life will come from knowing your way around, from getting acquainted with your fellow students, with the faculty who teach you, with the organizations in athletics, music, dramatics, debating, literary, and social fields which you may join for your pleasure and profit. And you should know your buildings and classrooms, your library, health service, study halls. For information on fellowships, scholarships, and loans see bulletin "University Aids for Student Expenses."

Finding a room.—When you first arrive you will want to find room and board. These matters are important to your health, comfort, and efficiency in college. In selecting a room you should consider heating, lighting, quiet, and cleanliness; its convenience to the campus or car lines; its furnishings, especially the bed. You spend nearly a third of your life in bed, and it pays you to get a good one. You should not hesitate to look at several rooms until you find just what you want. At first, you should board at the Minnesota Union, Shevlin Hall, or nearby restaurants until you have found your room and are ready to choose a permanent place to eat. Then pick carefully. If you are away from home for the first time you will be wise to give attention to the regularity and adequacy of your diet. This is a matter of importance to your health. A list of approved boarding and rooming houses for women may be secured at the Housing Bureau, Shevlin Hall. For further information on dormitories, rooms, and boarding places, and the rules governing them refer to the General Information Bulletin, pages 37-40.

Taking part in Freshman Week.—Full and active participation in Freshman Week will help you to wear away the preliminary strangeness and give you the first sense of freedom that comes from familiarity with this place where

you are to live for several years. During this first period it will pay to keep your wits about you, to remember things you see and hear rather than to look upon it wholly as a big reception and a good time. A word of warning. Wherever humans congregate, there is gossip and misunderstanding. Many times these lead students to fear and misery. In order to avoid such trouble find out the facts. Find them out by going directly to headquarters. Ask your professors, your dean, or whoever may be responsible and authoritative. Don't, once again, take rumor for fact.

Planning your course.—The next problem that confronts you is the planning of your course in this college and your registration. In this you will have help, for there will be made available to you time in Freshman Week for conferences with the faculty and administrative staff in this college. Before these conferences read the descriptions of the courses set forth in this bulletin and shape up in your mind the combination you would like to take. This will give you something definite to carry to your first conference. Also before you meet your adviser it would be sensible to appraise yourself, your motives in coming to college, your needs and desires for various kinds of information and knowledge. Such frank self-examination is the best of all bases for planning anything you do.

Beware of narrow interests.—Some of you will have special interests, for example: business. You will be inclined, in making your course, to select for your program subjects which center about business. You will probably write down as your courses, first, Our Economic Life; second, the Mathematics of Business; third, English, because you will have noticed it includes business forms; fourth, How To Study, because that has usefulness; and fifth, Vocations, because that, too, sounds practical. With these and physical education your program is full—and narrow. I should urge you to avoid this narrowness. You should not make the mistake of putting a tight practical limitation on what you study. In such a course as that outlined you have neglected the whole fields of physical science, engineering, art, history, agriculture, eutenics, and psychology. None of these can you really afford to miss if you consider the long future and what may contribute to your human appreciation and happiness.

Learning new fields.—Some of you will have no special interest and should, therefore, take as widely varied a course as possible in order to sample the fields of knowledge, to satisfy your curiosity, and to test your interests and abilities. By such a survey you should, in time, find the fields that most keenly interest you and be able to plan an intelligent future course of study and recreation. It might be wise in selecting such a diverse program to pick out fields you know little about rather than those in which you know something or much. Thus, if you know little of land economics and the contribution of plant and animal life to human welfare, take Basic Wealth. Many women students will profit by the course in technology, many men students, by courses in art and music—both by Eutenics.

Adjusting to college classes.—When you enter your first classes, you will find a considerable adjustment to make. In high school you usually had small classes and discussion groups. Here you will be on your own responsibility in large classes taught by lectures and demonstrations. Under such a change you must be wary lest you slip into bad habits of just half listening or watching instead of being constantly alert and active in the taking of notes and getting the full meaning of the materials as they come from the lecturer. The lectures, demonstrations, syllabi and reading lists, and library facilities are furnished by the University as tools with which to do your own work. You are working for yourself,

to educate yourself. The responsibility lies with you, not with us nor your parents. You should, therefore, constantly guard also against falling behind in your work, in your reading, note taking, preparation of papers and reports. Many student failures are the result of such habits.

Establishing a routine.—Back work is much more difficult than work ahead. Day by day established routine of habit is the only thing that brings satisfactory results. Only by such a process can you possibly prepare for the comprehensive examinations that are given at the end of each year and preliminary quizzes and quarter examinations that precede them. In these matters you are your own master—control your own academic fate. The University has, however, for your aid in making these adjustments, established certain agencies.

Your counseling program.—The General College is built around two central ideas. The first deals with the development in you of broad generalized funds of information and critical but tolerant attitudes towards events in the world in which you live. The second of these central ideas concerns you more intimately as an individual. It is your counseling program, in which we try to weigh your strengths and weaknesses and help you to achieve your most satisfactory life adjustment, here and after college. Your individual efforts to reach such an adjustment should be the center from which your education proceeds.

The University maintains an extensive personnel program to help the student in solving his individual problems. This program includes the following agencies and individuals: the University Health Service, available for special diagnosis and treatment of your health problems in physical and mental well-being; the Speech Clinic, for special diagnosis and treatment of defective speech habits and related disabilities in reading, writing, and spelling; the University Testing Bureau, for the analysis of your vocational assets and liabilities and information regarding their use in job competition or job training programs; the Employment Bureau, which may be able to assist you in getting part-time jobs for self-support; special faculty counselors in the various colleges who are in a position to give you specific information about courses, job requirements and opportunities, and specialized material in their own fields.

At some time or another you can profitably make use of one or several of these agencies. It will be the job of your General College counselor to talk over your problems with you, to isolate your particular needs for student personnel services, to see that such services are made available to you, and finally to interpret the results in such a way that you can work out the solution of your own problem. Only in this manner will you arrive at the most satisfactory individual adjustment.

Space does not permit us to list in detail the possible problems you may want to have cleared up. They range all the way from a mild lack of interest in a particular course to a major discrepancy between your opportunities and your ambitions or a severe emotional upset. But remember that the counseling program has been set up to work with you. We can help you strike a satisfactory balance between your interests and abilities and opportunities if you use this service.

Extra-curricular activities.—Student life at the University includes many other activities besides those of the classroom. Some of you may be socially inclined and for you there are the fraternity and sorority. Some may like and have ability for athletics and games and for you the varsity and freshman sports are open. Still others may be interested in dramatics or forensics or music or publica-

tions or student government. These activities are open to all students and such activity may aid materially in making your university career more happy and meaningful. To get advice, go to headquarters for your information; call on those who are in charge of various student activities. The dean of student affairs and his assistants are always ready to help and advise students in these matters.

Some of these activities are time consuming and it behooves the student to work out for himself the proper balance between studies and participation in extra-curricular affairs.

Your attitude and behavior.—I close as I began. The General College of the University is your college. In matters of behavior you must live in this college community on the assumption that your fellow students are decent people to live with; that each tends to his business and to the business of the college to the best of his ability; that what is expected of you is what is expected of acceptable members of society; that class meetings, quizzes, and other scheduled engagements are appointments to be met except in cases of emergency; that much of your college experience will be to your profit or waste in proportion to the generous, kindly, and courteous general spirit you show. Psychologists know that childhood behavior carried over into college life in such forms as cheating, whispering, and rowdyism is dangerous since it prolongs bad habits and interferes with the progress of others. If one cheats, he cheats only himself. If, since class attendance is voluntary, he is inattentive or noisy he robs himself and others of instruction. Such behavior is not tolerated. Apart from these suggestions, no compulsion is made. The responsibility is yours.

MALCOLM S. MACLEAN, *Director*

INFORMATION FOR STUDENTS

In this section we have attempted to set down answers to the most common questions of students. It is imperative that you read the following paragraphs carefully. If you know the details of college procedure, the rules and regulations of the college, the requirements for the degree and other information, it becomes easier to plan your own education; it will save trouble in the future; and it will be possible for you to get your problems settled more quickly and satisfactorily. Your director and his associates are available for conference at all hours and request that the students come for help.

Requirements for the degree of associate in arts in the General College.—

Because in the General College we work on the principle that education is a process of mastering fields of knowledge rather than accumulating course credits, we have set up a series of comprehensive examinations. Altho course quizzes, examinations, and ranks will be given to indicate your progress in course work, you will be required to pass six major comprehensive examinations to take the degree of associate in arts from this college. The comprehensive examination in General and Contemporary Affairs must be taken by all students at the end of each school year. These two examinations count as two of the six required for graduation. Preparation for General and Contemporary Affairs should be a continuous process, your information being obtained from the newspapers, magazines, your conversations, university lectures, your special Current Affairs course and other course work in the General College, and your outside reading. The purpose of this requirement is to link up your formal class room education with the outside world of events.

The comprehensive examinations deal with divisional groups, or areas, of knowledge. These groupings should be considered in planning your program, which should be designed by groups. Whenever your preparation is complete, you can take these examinations. Special examination days will be arranged during each quarter at which time students may take those comprehensive examinations which they are qualified to meet. If you fall in the low score brackets on a comprehensive examination, it simply means that your preparation is incomplete and it can be taken again after more course work or study in that field. The comprehensive examinations are designed to cut across course lines in order to correlate all course work—your reading and studying—into one complete whole. Everything you learn or read will be of value to you in meeting your examinations. These examinations require that you make your education continuous, that you do self-propelled work in all lines, that you realize the interrelationship between all knowledge, and that all experience should be meaningful and of value to you. It is not absolutely necessary to take all courses in each group in order to take the comprehensive examination in that field. However, our studies of former students show that your preparation will be more complete if you do so. Notice, also, that the General College requires no formal time or attendance requirement as a basis for these examinations. In other words, you do not have to have two, three, or more quarters of work before being permitted to take the examinations. If, in your own opinion and in the opinion of your counselors and advisers, you are ready, you may take any of the comprehensives in the various areas.

Planning your program.—The requirements for the degree of associate in arts in the General College are based upon your comprehensive examinations.

It is well to consider the specific courses of study you may elect as they fall in the various comprehensive areas. The General College courses of study are described fully elsewhere in this bulletin. You should read the course description carefully before attempting to plan your program. It is advisable to look ahead and to plan your work over a two-year or longer period; by doing so you will avoid future troubles of many kinds. The important points to consider in planning a college education are as follows: your own interests and abilities, your weaknesses, the requirements for degrees, the best program of preparatory work if you have made your vocational choice, and the amount of time you have available for your study.

Physical education.—Physical education is required of all General College students—one year for men and two years for women. Exemption from this requirement may be had by presenting your case to the director or his associates. Participation in freshmen or varsity athletics meets this requirement for men. The Department of Physical Education for Women is offering a survey course of lectures, one hour per week, which is required of all General College women. Women must register for this course in addition to any of the regular motor skills courses listed on page 59 of this bulletin. (See pages 55-60 of this bulletin for more complete information.)

Military Drill.—Military Drill is no longer required of every male student, but is now optional. Your attention is called to the advantages of military training at the University, culminating in a reserve officer's commission in the United States Army.

Registration.—After you have studied the Bulletin of the General College and learned about the content of the specific courses and after you have laid out your course program so that you will fulfill the requirements for the degree of associate in arts, you then proceed with the registration procedure for entering students which is described fully in the booklet issued to students during Freshman Week. Under the new plan of registration it is more important than ever that each student should be familiar with the requirements of the curriculum that he is pursuing and with the rules of the college in which he is enrolled. This information can only be had by examining and reading carefully this bulletin.

Specific details important to all students, are listed below:

1. Make out your program for the quarter, preferably in conference with an adviser, and obtain adviser's approval. Be prepared to show your admission certificate, or record of advanced standing (if you are registering for the first time) or your blue print record (if you have been enrolled before at the University of Minnesota).
2. Make a copy of your program on the blank provided—for your own memorandum. This should be carried with you during the opening days of the quarter for presentation on request in case of change of program.
3. Take program to registrar's office for fee statement. For schedule of fees see the Bulletin of General Information.
4. Pay fees on or before last date indicated on the fee statement. It is recommended that this be done by mail to avoid standing in line for payment.
5. Retain fee receipt (in case of payment by mail the receipt will be sent to your post-office box).
6. Present fee receipt to instructors for inspection as directed by them. This receipt is evidence of the right to instruction for the quarter and it must be kept in your possession.

7. Class cards will be eliminated. Petitions will be required only when degree requirements are to be changed. Changes in registration are made by filling out cancel-add slips in the General College office.

Auditing.—Students from other colleges, who have the permission of their college, and adult auditors are welcome to take one or more courses in this college, the accrediting of the courses for the former resting with the college in which they take their specialized work.

Combination programs.—Courses in other colleges and departments of the University are open to General College students by permission of the director and the officers of other colleges. Students who wish try-out courses in mathematics, engineering, forestry, and business training may register for courses, if permitted, in these departments in conjunction with their regular General College work. In sketching, painting, sculpture, and handicrafts, in music, and in dramatics the General College has no courses other than the appreciation courses. Other colleges, however, do offer training courses in these subjects. They co-operate with this college so that students in the General College may take combination programs made up of two or three General College courses and one or more in these specific fields. Students who have a liking for, and some experience in, one of these cultural or artistic fields are urged to continue such training, not necessarily with the idea of making it a life job, but at least with the aim of making it a life hobby. Many of our richest satisfactions in living come from amateur creation or interpretation of music, art, and dramatics in our leisure hours. These and other combination programs must be approved at the office. In addition, these combination courses offer valuable try-out experience for students who wish to find out about their abilities in highly specialized fields of academic activity.

Transfer to other colleges.—General College students may be transferred to other colleges of the University provided they have shown evidence of studentship and interest in the particular field of their choice. Quality work in the General College, and the development of a mature attitude together with some evidence that the student will profit by professional training are required by the director in order to obtain his recommendation for transfer.

Experiments are now being carried on, by arrangement with the deans of the other colleges, in which General College graduates who receive the director's recommendation for transfer will be allowed to enter the senior colleges and proceed to their degree irrespective of the various prerequisite requirements of some of the various senior colleges.

Students who fail to obtain the director's recommendation for transfer may continue their registration in the General College. For these students every effort will be made to arrange satisfactory combination programs.

However, the University does not bar the way to any student who, in the General College or any other colleges, gives a demonstration in his class work and examinations of hard-hitting, interested, and competent studentship. With a good record, transfer into specialized professional work is not difficult. Without such a record it would be unwise for the student to attempt it. The General College counselors will make clear to anyone who asks the details of what constitutes a record warranting transfer.

Working for support and reduced programs.—Students may, because they are working to support themselves, wish to carry reduced programs in General College courses. Others, because of physical handicaps or ill health, should carry a reduced program of study. Such plans are not usual but every effort will

be made to work them out on a practicable basis. See page 41 of the Bulletin of General Information for information about the Employment Bureau. For the planning of such programs you should consult the counselors in order to determine beforehand the best possible arrangement.

COMPREHENSIVE EXAMINATIONS

- | | |
|--|---|
| 1. General and Contemporary Affairs Studies* | { Current Affairs
Formation of Public Opinion
University Lectures |
| 2. History and Government Studies | { Background of the Modern World
American Citizen and His Government
International Relations
Functions of Government
Minnesota: Its History and People
Biography |
| 3. Economic Studies | { Our Economic Life
Basic Wealth
Earth and Man
Biography |
| 4. Social Problems Studies | { Contemporary Social Problems
Current English Reading
Biography |
| 5. Psychology Studies | { Practical Applications of Psychology
How To Study
Straight and Crooked Thinking
Biography |
| 6. Euthenics Studies | { Euthenics
Human Development and Personal Adjustment
Physical Education |
| 7. Art Studies† | { Appreciation of Motion Pictures, Theater, and Music
Appreciation of the Graphic Arts
World Literature
Relations of Sound to Music |
| 8. Physical Science Studies | { Physical Science Studies
Relations of Sound to Music
Biography |
| 9. Biological Science Studies | { Human Biology
Physical Education
Biography |
| 10. Oral and Written Communication Studies | { Writing Laboratory
World Literature
Imaginative Writing
Oral Communication
Biography |

* This comprehensive examination is required of all General College students at the end of each school year. It is required only because a general education such as the college offers should acquaint each student:

(1) With the world in which he is living—the political, social, economic, literary, artistic, and musical events in a local, national, and international setting—so that he may better interpret that world and attain a superior orientation in it.

(2) With a body of general knowledge that will help him solve the everyday problems in college, in the home, in the community, and in living and working with others that become very troublesome unless they are faced squarely. This knowledge the student is expected to acquire regardless of the particular combination of courses he takes.

† Students may take comprehensive examinations in this field covering either the work in World Literature and Appreciation of Motion Pictures, Theater, and Music, or that in World Literature and Appreciation of the Graphic Arts.

STUDENTS ARE ADVISED TO CUT THIS CHART OUT AND PASTE IT IN THEIR NOTEBOOKS
UNIVERSITY GENERAL COLLEGE SCHEDULE OF COURSES, 1935-1936*

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
I	46f-47w-48s Earth and Man 49f-50w-51s Social Problems Studies	49f-50w-51s Social Problems Studies 94f-95w-96s The Relations of Sound to Music	46f-47w-48s Earth and Man 49f-50w-51s Social Problems Studies 61f-62w-63s Writing Laboratory Lecture, Sec. 1	49f-50w-51s Social Problems Studies 61f-62w-63s Writing Laboratory Lecture, Sec. 2 94f-95w-96s The Relations of Sound to Music	46f-47w-48s Earth and Man 49f-50w-51s Social Problems Studies	94f-95w-96s The Relations of Sound to Music
II	26f-27w-28s The Background of the Modern World 43f-44w-45s Basic Wealth	32w-33s Minnesota: Its History and People 40f-41w-42s Economic Life 70f-71w-72s Oral Communication, Sec. 1	26f-27w-28s The Background of the Modern World 43f-44w-45s Basic Wealth	32w-33s Minnesota: Its History and People 40f-41w-42s Economic Life 70f-71w-72s Oral Communication, Sec. 1	26f-27w-28s The Background of the Modern World 43f-44w-45s Basic Wealth	32w-33s Minnesota: Its History and People
III	55f-56w-57s World Literature 76f-77w-78s Formation of Public Opinion 128s Introduction to Philosophy	17f-18w Human Development and Personal Adjustment 29f Functions and Problems of Government 30w The American Citizen and His Government 31s Internat'l Relations 73f-74w-75s Current Affairs, Sec. 1	55f-56w-57s World Literature 76f-77w-78s Formation of Public Opinion 128s Introduction to Philosophy	17f-18w Human Development and Personal Adjustment 29f Functions and Problems of Government 30w The American Citizen and His Government 31s Internat'l Relations 73f-74w-75s Current Affairs, Sec. 1	55f-56w-57s World Literature 76f-77w-78s Formation of Public Opinion 128s Introduction to Philosophy	17f-18w Human Development and Personal Adjustment 29f Functions and Problems of Government 30w The American Citizen and His Government 31s International Relations
IV	1f,w,s How To Study, Sec. 1 1f,2w,3s Physical Education for Men 13f,11w,10s,15w Euthenics 134f,w,s Vocations	79f-80w-81s University Lectures Women's Phys. Ed. Lect. 119f-120w-121s Appreciation of the Graphic Arts Lecture	1f,w,s How To Study, Sec. 1 1f,2w,3s Physical Education for Men 13f,11w,10s,15w Euthenics 134f,w,s Vocations	University Convocation	1f,w,s How To Study, Sec. 1 1f,2w,3s Physical Education for Men 13f,11w,10s,15w Euthenics 134f,w,s Vocations	
V						
VI	2f,w Practical Applications of Psychology, 1:00-2:20 5f Straight and Crooked Thinking 110f-111w-112s Introduction to Math. of Business and Current Affairs	58f-59w-60s Current English Reading	2f,w Practical Applications of Psychology, 1:00-2:20 5f Straight and Crooked Thinking 110f-111w-112s Introduction to Math. of Business and Current Affairs	58f-59w-60s Current English Reading	2f,w Practical Applications of Psychology, 1:00-2:20 5f Straight and Crooked Thinking 110f-111w-112s Introduction to Math. of Business and Current Affairs	NOTE: For Writing Laboratory Schedule see page 37 in this bulletin
VII	1f,w,s How To Study, 2 70f-71w-72s Oral Communication, Sec. 2 88f,89w,90s Physical Science Studies 101f-102w-103s Human Biology	73f-74w-75s Current Affairs Lecture, Sec. 2 88f,89w,90s Physical Science Studies 137f-138w-139s Biography	1f,w,s How To Study, 2 70f-71w-72s Oral Communication, Sec. 2 88f,89w,90s Physical Science Studies 101f-102w-103s Human Biology	73f-74w-75s Current Affairs Lecture, Sec. 2 88f,89w,90s Physical Science Studies 137f-138w-139s Biography	1f,w,s How To Study, 2 88f,89w,90s Physical Science Studies 101f-102w-103s Human Biology	NOTE: For Art Laboratory Sections see page 49 in this bulletin
VIII	116f Appreciation of the Theater 122f-123w-124s Appreciation of Music 127w Appreciation of Motion Pictures	140f-141w-142s Individual Study and Research 3:30-5:30	116f Appreciation of the Theater 122f-123w-124s Appreciation of Music 127w Appreciation of Motion Pictures	67f-68w-69s Imaginative Writing 3:30-5:30	116f Appreciation of the Theater 140f-141w-142s Individual Study and Research 3:30-5:30	

* For room schedule see the *Official Daily Bulletin* and bulletin board in Westbrook Hall. For physical education and military training schedules see pages 55-61.

DESCRIPTION OF COURSES

PSYCHOLOGY STUDIES

Psychology is concerned with human activity. Because every person is influenced by the behavior of other people, it is wise to study this behavior for its practical significance.

The aim of this course is to present a picture of the ways in which the human being meets the problems of his environment and develops the many traits which are called personality. It seeks to answer the question, "Why do we behave as we do?"

G.C.1f,w,s—Fall, winter, and spring quarters. How To Study.

An urgent problem faces every college student. He must master quickly fields of knowledge which challenge his learning ability. Few graduates of preparatory schools have been trained to analyze and reconstruct class assignments in a lively and meaningful manner. Yet students know that special training is desirable for success in mechanics, medicine, and even sport. What then of study? Is it possible that a hit-and-miss process produces the best results? Or is it not more likely that specific training in study methods will help an earnest and diligent student to understand his various courses and enrich his university experience? It is important to master early in one's college career study methods which contribute directly to success as a student. One point the student can be sure of is that, altho instructors offer materials for study, students get full value from these materials only by thoroughness of study.

The How To Study course aims to help a student meet successfully the challenge of his college program. It offers suggestions for the most practical use of time, a matter which when neglected results in disastrous waste; and, through practical examples and experiments, it encourages a student to study efficiently. More specifically, the course affords training in making lecture and textbook notes; it introduces a variety of methods of outlining, each of which has value for particular fields of knowledge. These aids are supplemented by others designed to help in mastering special terms and in developing vocabularies necessary for thinking and remembering correctly about specific subjects. Through directed practice the student learns to apply his skill to the writing of reports, essays, and examinations. Individual attention is given to those whose study performance suffers because of reading disabilities. Such questions as, "How can I concentrate and avoid daydreaming? How can I best prepare for essay or objective examinations? How can I make useful notes in a lecture course where the instructor does not present an outline?" and many others will be answered through establishing effective habits. The aims of How To Study will be brought to students by lectures and demonstration, but the realization of these aims demands study in actual situations. Sections are restricted to 50 students. Mr. Bird and staff.

Fall	MWF	Sec. 1	IV
		2	VII
Winter	MWF	Sec. 1	IV
		2	VII
Spring	MWF		IV

G.C.2f,2w—Fall and winter quarters. PRACTICAL APPLICATIONS OF PSYCHOLOGY.

The first half of the course will consider why college students and others differ one from another. Such questions will be discussed as: What is mind? Are all men created free and equal? What is intelligence? What is an I. Q.? How is intelligence measured? Is there more than one kind of intelligence? Can we improve intelligence? Are women smarter than men? Is it true that women never reason? Why are different races of people different? What part does age play in individual differences? Are two people ever exactly alike? Can intelligence be ascertained by the shape of the head and face? Do the stars influence our behavior? Can we read people's minds? Can behavior be predicted from handwriting? Are all blondes fickle? And is there anything to numerology?

In what ways do differences come about? How are all of our various traits developed? The part played by the nervous system in behavior: how we hear, see, taste, smell, and the like; what traits we are born with and what we acquire; what causes emotion; whether emotions are always bad; the way in which advertisers and salesmen play upon our emotions in selling us their products; how we can build up sales resistance; why we fight, become angry, and fall in love; the part played by the glands in emotional behavior, also the influence they exert in our physical development.

The second half of the quarter's work will help to form a more complete picture of the individual. It will deal with questions of how we learn; how we improve our memories; how we break bad habits and build up good ones; how age influences learning; how other people shape our behavior; what is hypnotism; what is mob behavior; what gives rise to new things such as inventions; what is personality; whether it is possible to have two entirely different personalities; how personality is measured; how we can learn to get along with other people; the kind of work we are best fitted for and how we can develop healthy, normal, and pleasing personalities.

Having seen how people differ, how these differences come about, and how our traits are combined into personality, the discussion will finally center upon how personality breaks down; what happens when we go crazy; why drunkards see snakes; whether insanity can be cured; how to reduce insanity; the characteristics which make people "peculiar"; if a genius is insane in some respects; what is a complex; what is psychoanalysis; if insanity is hereditary; what happens when people see visions; what is an introvert, an extravert; why we sometimes think everyone is looking at us or talking about us; what happens when we have the "blues"; why some people think they have every disease they hear of; why we sometimes think the world "has it in for us" and at other times we feel that life is perfect.

Throughout the course stress will be laid upon the practical aspects of psychology rather than the attempt to train the student to become a specialist in the field of human behavior. MWF 1:00-2:20. Mr. Longstaff.

G.C.5f—Fall quarter. STRAIGHT AND CROOKED THINKING.

Everyone is guilty of crooked thinking at times. There are many causes and reasons for this, some of which cannot be helped, but many of which can be diagnosed and treated by study. There are two provinces of crooked thinking of importance to everyone; namely, the fact that others may delude you and the fact that you may be guilty of deluding yourself.

The scope and accurateness of personal information, and the emotional patterns of the individual are perhaps the two most important factors influencing one's thinking. The wise man withholds judgment when the first is lacking, and recognizes and controls as much as possible his emotional behavior, in arriving at sound conclusions. However, there are many pitfalls in the path of straight thinking. Some of these are logical fallacies, dishonest tricks in argument, tricks of suggestion, habits of thought, vagueness, and prejudice. These topics will make up part of the material for lecture and discussion. MWF VI. Mary J. Shaw.

EUTHENICS STUDIES

Euthenics is "the science and art of improving the human race by securing the best external influences and environmental conditions for the physical, mental and moral development of the individual and for the maintenance of his health and vigor." It is a field that may be profitably studied by both men and women. The course outlined below is designed for both.

Every individual is daily faced with the need of making certain choices or selections to satisfy his needs and desires. The amount of information which he can bring to bear in making these selections will determine the satisfactions and pleasures he will derive from them. A knowledge of the relation of food and nutrition to health and efficient, active living makes certain a wise selection of the daily diet. Information on textiles and clothing gives returns in added physical comfort, improved personal appearance, and in economical buying. An appreciation of the principles of art results in becoming dress and increased beauty in surroundings. A knowledge and appreciation of the use of the income, whether of money, time, or energy, increases the measure of satisfaction for the individual and the family, and promotes better relationships. Finally, from his home—its design, location, and equipment—results much of the individual's happiness. The course will consist of lectures which will be illustrated by lantern slides and often with the actual materials in the various fields.

G.C.13f—Fall quarter. HOME PLANNING AND FURNISHING.

The unit in home planning and furnishing aims to familiarize the student with fundamental art knowledge which will help him to appreciate beauty in many of its aspects, and will assist him to select a suitable home and make it attractive. The course will include a brief survey of the principles of design and color as they are applied in familiar objects. The houses of today will be studied from the point of view of the beauty and sincerity of their design, and of their place within the community. Personality in design will be discussed so that a particular family may choose the type of house and house furnishing that suit it best. There will be a brief study of the architectural styles which have influenced American houses and a discussion of the impressions which they create. Exterior designs will be analyzed for the quality of their design and color. Interiors will be studied in relation to exteriors in order to appreciate the need for consistency throughout the house. Since a house may be well designed yet not seem homelike, there will be suggestions for making a house comfortable, inviting, and livable. Typical floor plans will be examined to show their relationship to exterior and interior design, and to give an understanding of the influence of the house plan upon the design of the exterior and the placing of the furnishings in the rooms. MWF IV. Miss Vetta Goldstein.

G.C.11w—Winter quarter. ART APPLIED TO COSTUME.

You may not agree with the statement that clothes proclaim the man, but many people believe that in the present age there is a very definite relationship between good taste in clothing and success in business and in social life. It is to one's advantage to be well groomed and to wear clothes which are not only well designed, but which are becoming and suitable for the season and the occasion. Accessories—little details—can make or mar a costume, and in order to choose these and to plan an ensemble wisely one needs an understanding of the art which is involved in clothing. A knowledge of line, color, and texture is important whether you plan to be a designer, a manufacturer, a buyer of clothes, a salesman, or a consumer. The same art principles which apply to architecture, sculpture, and painting also apply to costume. Throughout the study stress will be laid upon these principles with direct applications to men's and women's clothes with the hope that for the same expenditure a student can more satisfactorily select his clothing in the future.

Some attention will be given to the great designers of both men's and women's clothes and to the political and social influences on fashion in the past and present. MWF IV. Mrs. Mathieson.

G.C.10s—Spring quarter. FOOD AND NUTRITION.

This unit includes a survey of the nutritional factors which make for optimal health. The subject is discussed from the standpoint of the needs of the students on the campus and the discussion amplified to apply the information to the needs of the other members of their families. The factors which influence the individual requirements, such as activity, size, age, etc. will be considered as well as the individual "food principles" necessary to meet those needs. This will be followed by a discussion of the nutritive value of different foods; combinations of foods, which are appetizing and which supplement each other; relative meal costs and value received when food is bought in restaurants, stores, or markets; food fads, fallacies, and faulty advertising; dietetic aids in the management of certain diseases. MWF IV. Miss Hunt.

G.C.15w—Winter quarter. A GENERAL VIEW OF THE HOUSING PROBLEM.

This quarter's work by the Department of Architecture will deal with the social, economic, political, and technical phases of shelter. It will be addressed to the problems of the builder of a separate house and to those who build through large-scale operations in groups.

The social studies involved in housing concern all groups but especially the grave problems of those who through low income are unable to afford housing of a good level.

The economic question asserts itself when consideration is given to home builder's income, the cost of land and its development, the cost of building and financing. In short, rent as represented by the recurring carrying charges for shelter is a problem for all of us and is here presented.

The political influence on housing is principally through zoning laws and building ordinances. The former is of particular importance since it influences the obsolescences of neighborhoods. City ordinances and state laws as they exist or as they might be created are essential to this study.

The technological aspects of housing are those which deal with the design of properties both great and small; of the neighborhood containing an important

section of a community and of the separate family spaces within it. The organization of these projects as developed in Europe and in America is presented.

It is inevitable in a study of this kind that all of the problems of the family with respect to creating shelter and paying for it are brought to the fore. MWF IV. Mr. R. T. Jones, Mr. R. C. Jones, and associates.

G.C.12s—Spring quarter. TEXTILES AND CLOTHING. (*Not offered in 1935-36.*)

An important part of the individual and family expenditures goes for textiles and for clothing and household furnishings. To obtain the maximum satisfaction from these expenditures, the purchaser must decide how to apportion his money to provide for his physical and social needs without sacrificing any essential garment or article, and should be able to select articles which will give a reasonable amount of service for the money expended. A knowledge of his needs, information as to types of articles obtainable on the market, and factors which influence the kind and amount of service these articles will give are necessary in order that he may spend his money wisely. He should be able to look for, and to recognize, reliable information concerning textiles, to ask intelligent questions of salespeople, and to judge the value of advertisements as aids to wise buying. A knowledge of textiles is essential not only to the ultimate consumer, but also to the sales person or store buyer in order that he may intelligently answer questions and create satisfied customers, or that he may buy wisely for the store and the community it serves.

Therefore, the discussion this quarter will include the planning of clothing expenditures for people with moderate incomes and various occupational requirements, the uses for various fabrics, and the factors influencing quality in fabrics and clothing. Differences in quality may be due to the fiber used and its properties, to the type of yarn, the method of fabric construction, the method of obtaining design in the fabric, various finishing processes, or to differences in workmanship in ready-made garments. Simple methods of fiber identification, new finishing processes which alter the appearance or performance of a fabric, the care of clothing, and sources of reliable information to help the buyer of fabrics will be included. The discussion will be centered around specific articles of clothing. For example, wool fabrics will be discussed in connection with the selection of coat and suit fabrics. MWF IV. Mrs. Buckman.

G.C.16s—Spring quarter. THE MANAGEMENT OF THE HOME. (*Not offered in 1935-36.*)

The part that efficient management plays in increasing the satisfactions, both economic and social, in family life will be presented by showing that while homes make men and women, men and women are the makers of homes. Homemakers as managers determine the goal of their homemaking enterprise, the financial policy of the family, the use of the family income, the management of the time and labor involved both in household and leisure time activities. Personal as well as family budgeting and accounting will be considered. What constitutes a livable, well-managed home will be illustrated by case studies of real families. Miss Studley.

G.C.17f-18w—HUMAN DEVELOPMENT AND PERSONAL ADJUSTMENT

In recent years, college students have more and more demanded courses teaching them to know and understand themselves. As expert studies in biology have been brought to bear on the human body, so have the testing and research of many

trained men and women focused on the human mind. A large portion of these have been centered on problems of personal adjustment and mental hygiene. Through the study of the development of normal and problem children, the analysis of the behavior of delinquents, inquiries into the causes and nature of mental peculiarities and abnormalities, and the study of family life, much knowledge has been obtained of social and family relations. Not only does this assist the student in meeting his own life problems but it also gives insight into the motives and behavior of others and prepares for the coming responsibilities of family life. It is the aim of this course to make such material available not with the idea of developing psychologists, but to aid in the solution of the difficulties facing every young man and woman and every adult and to prepare for meeting the practical problems of marriage, child rearing, and homemaking. The course will be divided into two parts each covering one quarter. Questions such as the following will be considered.

G.C.17f—Part A, fall quarter. CHILD DEVELOPMENT.

What happens to the child before it is born? Can babies be "marked"? Why are two children in the same family so different? Are children born shy, nervous, bashful, or are parents responsible? What traits have you acquired through living with your parents? Are "only children" always spoiled? How do children learn? Are geniuses stupid as children? Do precocious children turn out badly? What is the relation between play, work, and drudgery? Can the child's curiosity and manipulation be guided into useful channels? Can "creative imagination" be developed? Can we measure the intelligence of babies? Why do children remember baseball scores and forget their arithmetic? How much do children know about sex? What should they know? Should a child be whipped? What is the effect of punishment? What causes temper tantrums? How do food prejudices arise? How is facility in the use of language developed? How is "pathological lying" related to childhood yarns?

How do fears of examinations, of snakes, and of other people arise? How may they be reconditioned? Why do you act as you do when angry? How may anger be controlled? How do prejudices arise? What is "wishful" thinking? How can bad habits be broken? Why do children "go wrong," run away from home, become bullies, steal, etc. What causes stuttering, jealousy, envy, etc.? What is the effect of physical inferiority or handicaps on development? How can bashfulness and nervousness be overcome? What can be done with the seclusive, the sensitive, the moody, the shy? Is daydreaming dangerous? Whence come feelings of inferiority? What is the relation of peculiarities and insanity to experiences of childhood and youth? How may desires be sublimated? TThS III. Mr. Anderson.

G.C.18w—Part B, winter quarter. PERSONAL ADJUSTMENT AND FAMILY LIFE.

How do the personal relations of husband and wife, father and son, mother and daughter, and one child and another affect the lives and adjustments of the members of the family? Do children educate their parents? What is the effect upon the children of divorced parents? What is a "broken home"? What family traditions should be preserved? How do "neurotic" mothers affect children? What traits do children admire in their parents? Should the family be done away with and the state take over the care of children?

Is there an adolescent "upset"? Should college youth be repressed? Is the younger generation "going to the dogs"? What is the effect of the machine age on the life of young people? How do young people adjust to their fellows, to their elders, to college life? How may social adjustment be improved? What is the relation of personality to success in studies, in a profession, in social life? How does participation in extra-curricular activities affect adjustment? What are the advantages and disadvantages of being a "good mixer"? How should one choose a wife or husband? Who should have children? What is the relation of personal adjustment to family adjustment? TThS III. Mr. Anderson.

HISTORY AND GOVERNMENT STUDIES

The aim in teaching history and government in the General College is to aid the student in gaining an appreciation of the problems with which our political institutions are constantly dealing, and an understanding of the organization and operation of these institutions themselves. It is not the aim of the course to stress the structural and mechanical side of government, nor to turn out experts in the many problems that constantly confront government. Rather the course would aid the student in developing his ability to form intelligent opinions on the political questions and issues of the day as they arise and are discussed in his community and state. It would aid him in developing an attitude of critical consideration of the conflicting forces and "isms" that find such voluminous expression in all of our journals and newspapers. It would seek to encourage further and fuller participation, on the part of the student, in the political life of his community and state by developing an interest in and an enthusiasm for the problems and the work of government.

G.C.26f-27w-28s.—THE BACKGROUND OF THE MODERN WORLD.

It is of the utmost importance that the citizens of each country understand the problems and difficulties of other races and nations. Only upon such intelligent comprehension can satisfactory international relations be based. The twentieth century is teeming with complexities which may be made understandable by a study of their origin in the remote past and their evolution through the modern era. Italian fascism, Russian communism, England's abandonment of the gold standard and free trade, America's unavoidable entanglement in the major affairs of world politics, Germany's plight, and the intense nationalism of France—all these and many more such topics are not the outcome of the World War alone but have their roots far back in the Middle Ages. It will be the purpose of this course to try to see how the modern world with its complicated interrelations came to be.

G.C.26f—Part A, fall quarter. DEVELOPMENT OF THE GREAT STATES OF MODERN EUROPE.

The first quarter will cover the history of Europe from the Reformation to about 1715, showing the rise of nationalism, the dynastic rivalries, and the development of the great states of modern Europe. The intellectual awakening known as the Renaissance which affected all the interests and activities of man belongs in part to this period. Not art and letters alone, but religion, science, commerce, exploration were stimulated and changed by the quickening of this period in which the medieval era came to an end and the modern world began. Every opportunity will be grasped to connect the world of today with the earlier age in which are its roots. MWF II. Mrs. Tyler.

G.C.27w—Part B, winter quarter. REVOLUTIONS, POLITICAL AND INDUSTRIAL.

The work of the second quarter will carry the account to 1848. The balance of power, the colonial rivalries of England and France, the foundation of the British Empire, and the rise of the United States will be considered. The problems which brought about the French Revolution and the effect of that revolution and of the even more important industrial revolution upon the world of today are questions of great interest. The ideal of the French Revolution set Europe afire and the industrial revolution is yet in operation, modifying life for everyone from day to day. The career of Napoleon and the reconstruction of Europe may well be compared with the situation of the world during and after the Great War of the twentieth century. MWF II. Mrs. Tyler.

G.C.28s—Part C, spring quarter. THE CHALLENGE OF THE TWENTIETH CENTURY.

In the third quarter the story of the nineteenth century will merge with that of the twentieth. The unification of Italy and Germany and the creation of the new states in southeastern Europe began a new adjustment of international relations and alliances which were to lead to war. Imperialism of the modern economic variety caused the partition of Africa and the problems of the Near and Far East. The World War brought catastrophic changes to victors as well as vanquished. The years since the war have been full of interesting developments—the League of Nations, the formation of new republics, and startling experiments in Italy and Russia. A study of the past makes the twentieth century a fascinating and challenging prospect. MWF II. Mrs. Tyler.

G.C.29f—Fall quarter. THE FUNCTIONS AND PROBLEMS OF GOVERNMENT.

The introductory course is to be a survey of the functions and problems of government in the present social order.

Recent political and social changes in the United States have served to emphasize the question of the proper rôle of government, and there is a wealth of material on such questions as "individualism," socialization of economic functions, and the growth of the service functions of the state.

The course will include a survey of the origin and nature of government, emphasizing the social, racial, religious, and economic factors which have influenced the development of governmental institutions and services. An examination will be made of the points of view of the fascist, the socialist, the communist, and others who have definite opinions on the rôle that government should play in present-day life.

An examination will next be made of the functions which government now performs in this country. One of the objectives of the course will be to show the evolutionary and constantly expanding rôle of government in human society, and to indicate, by selected readings in textbooks and current periodical literature, the causes and possible results of this expansion. Taking some function which is now taken for granted, such as police or fire protection, the course will move on to the discussion of functions which are now in the foreground, such as industrial regulation, state planning, state ownership, and economic security. Stress will be laid on the changing economic and social conditions which are conditioning changing governmental action. Some attention will be placed on the machinery with which government carries on its manifold services, and the position of the civil service, and the relations of the college student to governmental employment, will be treated.

Altho standard texts will be used, emphasis will be placed on current selected readings, and students will be encouraged to make personal observations of the work of government. It is felt that this will enable the student to obtain more of an insight into contemporary problems, and will clarify the intimate relationship of the government to the citizen. TThS III. Mr. Christensen.

G.C.30w—Winter quarter. THE AMERICAN CITIZEN AND HIS GOVERNMENT.

Popular government rests upon the principle that it is every citizen's business to see that his community is well governed. But, as Lord Bryce pointed out, what is everybody's business is likely to be nobody's business, for most citizens hesitate to assume responsibility. It has therefore been typical of American political life to find the affairs of the community managed by a relatively small part of the number of citizens, motivated often by self-interest. Those who should have been leaders in the political life have been especially slow to interest themselves in public affairs, whereas they ought to be in the forefront. Too many people in the United States have regarded politics as a business to be avoided by those wishing to be thought respectable.

As is discussed in Course 29, the functions and activities of government have now expanded to such an extent that politics touches everyone directly, constantly, intimately, and inescapably. It will be increasingly difficult for Americans who have gone to college to remain indifferent to politics, and at the same time many will be anxious to assume the increasing responsibilities which democracy places upon them.

This course is designed to equip the citizen who wishes, and who should, to take his share of the responsibilities as an intelligent member of a self-governing state, and to aid him in making his participation more effective. The structure of the American local, state, and national government will be described with particular attention to the ways in which the various parts of the structure operate, and affect the citizen.

Constant reference will be made to contemporaneous problems and developments in the field of American government, and for this selected newspaper and periodical material will be used. Instead of, for example, following some text account of the way in which a bill becomes part of the laws which govern our conduct, the progress of legislation in a legislative body will be followed through with the aid of press and other accounts. A similar treatment will be given to the problems of law enforcement, administration of government, the rôle and activities of the political party, the place of the executive in our government.

Likewise attention will be given to the more important contemporary problems and trends in American government, such as the question of constitutional reform, changes in the structure of government, problems of governmental finance, national, state, and local.

The various ways in which the citizen can take an active part in public affairs will be analyzed carefully, and to this end the functioning of the political party will be studied. Attention will also be placed on the relations between the civil service of the state and the citizens, particularly those with college training.

Most citizens will have to be content with merely voting in primaries and elections as their share of government, but to point out the wider possibilities of popular control over public affairs will be the main purpose of this course. TThS III. Mr. Christensen.

G.C.31s—Spring quarter. INTERNATIONAL RELATIONS.

The informed citizen needs to know the problems not only of his own country, but also those of other nations, and of the world on which America so much depends. Finance and business, science and education, have become international, and nations have become increasingly interdependent. To survey this field the department offers this course in "International Relations."

The lectures will deal with the international problems of the principal nations of Europe and the Far East, and with their internal affairs where these affect the international situation. The emphasis will be placed upon the post-war period, but attention will be drawn to pre-war events where this is necessary for elucidating the present situation, e.g., France's policy toward Germany. The first part of the course will deal with the salient features of the foreign policies of the principal powers. Outstanding problems will then be discussed, e.g., the Polish and Austrian questions, reparations and inter-allied debts, and Soviet internal and foreign policy. Attention will be drawn to the significance of these questions as illustrations of such general principles as nationalism and imperialism. The efficacy of the League of Nations, disarmament conferences, and the Kellogg Pact will be considered in the light of the previous discussions of specific problems. The above schedule of lectures will be altered in order to explain any outstanding current developments, whether in internal or in foreign affairs. TThS III. Mr. Mills.

G.C.32w-33s—MINNESOTA: ITS HISTORY AND PEOPLE.

Minnesota is more than land and people. It is both, interlocked by a common heritage, bound together by a past that touches the fleeting line of the present. That past—from the colorful days of explorers, voyageurs, and fur traders down to the modern commonwealth with its complex conditions—is worth studying if it is worth while to try to understand the life of Minnesota in its perspective of time and place.

In studying Minnesota's history, we deal with a local scene and setting and make a local approach. Thus we have immediacy of interest. Minnesota's typicality of section and nation is not forgotten, however, and the relations of the state to the wider world are emphasized.

The purpose of this course is to set forth the processes by which the state and its people have come to be what they are. In aiming at this objective, we are aided by three circumstances; the existence of marvelous collections of Minnesota letters, diaries, and other records of historical significance; the fact that historians in recent years have cultivated the Minnesota field intensively and have made many new contributions to its understanding; and finally, the lengthening perspective that we have in viewing the development of the state.

G.C.32w—Part A, winter quarter. THE PIONEER COMMONWEALTH AND ITS BACKGROUNDS.

The quarter opens with a study of native Sioux and Chippewa and the natural setting of their life. Against this background the course deals with the coming of white men, the French régime (with such diverse figures as Radisson, Du Luth, Hennepin, and La Verendrye), British exploration and control, and the exploitation of the beaver empire by Montreal merchants. The arrival of Lieutenant Pike in 1805 and the building of Fort Snelling fourteen years later are landmarks in the inauguration of the American period. The quarter closes with a study of this

period from exploration and military control to the Civil War. Among the topics considered are the fur traders' frontier in Henry H. Sibley's time, missions to the Indians, early settlement, the making of Minnesota Territory, frontier life and customs, the transition to statehood, and the ordeals of panic, Civil War, and Sioux outbreak. TThS II. Mr. Blegen.

G.C.33s—Part B, spring quarter. THE DEVELOPMENT OF THE MODERN COMMONWEALTH.

The second quarter carries the story of Minnesota from the Civil War to the present. Much attention is given to the emergence of the modern commonwealth. This involves especially a study of the passing of the frontier, the development of modern industry, the transition from pioneer to modernized social and intellectual conditions, and the agrarian third-party challenges to the dominant political power. In studying the passing of the frontier, one must deal with such matters as the expansion of the population, railroad growth, agricultural changes, and exploitation of natural resources. The development of modern industry calls for a study of the flour milling industry, iron mining, the rise of the Twin Cities as a metropolitan center, and the organization of labor. The quarter closes with a historical survey of Minnesota in the twentieth century. TThS II. Mr. Blegen.

ECONOMIC STUDIES

The individual in our modern society comes in almost daily contact with various business organizations and enterprises. These institutions influence his conduct not only through the prices that have to be paid but also by the method of organization through which they operate. The following courses attempt to answer some of the questions raised by these relations and to explain how business enterprise functions. They are not intended to be training courses for business, but to give an understanding of this system and of the relations it bears to the individual members of society.

Mankind is also vitally concerned in gaining knowledge about the earth as a place in which to live and as a base for procuring the necessities for life and sustenance. Fortunately, nature is prolific and the earth abounds in materials that can be utilized to give comfort, pleasure, and satisfaction to man. But these natural resources must be intelligently used and conserved if future generations are likewise to enjoy an abundance of material things and wholesome living conditions.

Mankind is also deeply concerned with, and to a large extent dependent upon, plant and animal life both as it exists in nature and in the forms it has taken under domestication. A knowledge of the natural resources and of the laws governing plant and animal life is one of the elements of sound education.

With a view to acquainting students with the nature of these resources and with the interrelationships between them and human life and welfare these courses are devised.

Moreover from the time of the early Greeks the study of earth and man, or environment and man, has been a fascinating pastime as well as a profitable subject of study. A geographic study of environment includes a consideration of climate, relief, soil, natural vegetation, etc., and their importance for human life. A geographic study of peoples includes a consideration of the distribution of population, the primary production of goods, and the racial, political, and cultural groupings of the human family.

G.C.40f—OUR ECONOMIC LIFE. Part A, fall quarter. PROBLEMS OF CONSUMPTION AND DISTRIBUTION OF GOODS.

With this object in mind consideration will be given to such matters as the production and marketing of goods. How and where are these goods grown or manufactured? Through whose hands do they pass before they are bought by the retailer? What type of organizations do these middlemen have? How do they secure their profits? How does the retailer determine what goods to buy, how does he pay for them, and what price does he charge? What attitude should the consumer take toward advertising? Why do we have department stores, mail-order companies, chain stores, and small unit stores operating side by side? TTh II. Mr. Stehman and associates.

G.C.41w—OUR ECONOMIC LIFE. Part B, winter quarter. PROBLEMS OF PRODUCTION, FINANCE, AND CREDIT.

Goods purchased must be paid for. From what sources does the buyer secure money and credit with which to make these purchases? What determines his wages or salary and the amount he can earn on his investments? What various institutions are willing to pay him interest for the use of savings and how can they afford to pay it? What part do the banks play in this system? What is a national bank? a branch bank? a chain bank system? In what way may other financial institutions serve him? TTh II. Mr. Vaile and associates.

G.C.42s—OUR ECONOMIC LIFE. Part C, spring quarter. PROBLEMS OF GOVERNMENT AND BUSINESS RELATIONS.

The relation of government to business and the consumer will also be considered. Why do we have governmental supervision of public utility companies and how does it operate? Why does the Federal Government regulate the railroads and leave to cities and states the regulation of most public utility companies? What sort of regulation do we have over the so-called trusts and, in general, what is the work of the Federal Trade Commission?

Also, in this course, questions will be raised on other matters of general economic significance. For example, where and how does the government get its funds and how does it spend them? What are the gold standard, inflation and deflation, the Federal Reserve? Why do we have tariff duties; what do we gain by them and what do we lose? What is meant by the labor problem and in what sense is it a problem? What determines the values of land and real estate? What causes prices to rise and fall? TTh II. Mr. Stehman and associates.

G.C.43f-44w-45s—BASIC WEALTH.

G.C.43f—BASIC WEALTH. Part A, fall quarter. NATURAL RESOURCES: THEIR ECONOMIC UTILIZATION AND CONSERVATION.

Most people recognize the sun as a source of heat and energy. They also know that the earth's form and motions result in changing seasons and in varying temperatures and humidity. Few appreciate, however, the effect of temperature, continental climates, and oceans upon the civilization of the human race and upon plant and animal life. To illustrate these and other important natural phenomena is in part the aim in giving this course. There are resources upon the surface and within the earth which form the basis of economic welfare. These have to do with land areas and their utilization; with food production; with forests and

mines; with water for power and irrigation purposes and social needs. Wood, coal, and oil are the principal heat producing materials of the present age. Will the supply by these resources be adequate for all time? How may we best conserve these important resources? Shall we maintain our fish and wild animal life or shall we destroy without replacing as has been done in the past? How can we conserve the great oil reserves, the iron, copper, coal, etc.? The permanence of supply will depend upon the wisdom with which our great natural resources are guarded and used. To picture our natural resources in their true perspective and to teach the principles of conservation and economic utilization is the primary function of Part A. MWF II. Mr. H. K. Wilson and associates.

G.C.44w—BASIC WEALTH. Part B, winter quarter. PLANT LIFE AND ITS ECONOMIC UTILIZATION.

Nature has covered the earth's surface with plant life. But not all plants are alike. It is a far reach from the algae and mosses to the giant forest trees. What are the differences between the higher and lower forms of plant life? Some plants thrive in one environment and fail in others. Why? What is the nature and origin of plant life? What are the fundamental facts concerning the processes of growth and reproduction? and the influence of plants upon their environment? To answer these questions and others relating to the uses man makes of plants for food, clothing, and shelter; for feed and forage and for industrial and economic purposes and to demonstrate methods of plant protection and improvement through scientific procedure is the purpose of Part B. MWF II. Mr. Schmitz and associates.

G.C.45s—BASIC WEALTH. Part C, spring quarter ANIMAL LIFE AND ITS ECONOMIC UTILIZATION.

When did domestication of animals begin? By what processes has differentiation in form and function been brought about? What contributions did their domestication make to modes of living? To opening new land for settlement? To extending the power and culture of nations? To diversifying and intensifying the industrial activities of advanced countries? What are the present trends in animal production, and what are the fundamental causes underlying them? These questions indicate the great importance of animals, fowls, fishes, and kindred species, and bees in present-day civilization and industry. So intimately is the welfare of the human race associated with, and dependent upon, animal life that every citizen should be informed as to its major contributions to mankind through agriculture and other important industries. MWF II. Dean Coffey and associates.

G.C.46f—EARTH AND MAN. Part A, fall quarter. THE NATURAL ENVIRONMENT.

The fall quarter's work deals with the study of man's natural environment, especially with those features of it (i.e., place, climate, land surface, etc.) which are presumably effective in shaping or guiding man in his purposeful activities of life. Thus, the work involves consideration of a theme which has occupied the attention of some of the great minds for many generations. During this time many schools of thought have arisen, each one widely accepted for a time but later discarded for some new working theory. That the natural environment is important to man is a self-evident truth: the disagreement arises over the degree of importance and the way in which this importance is made evident.

So far as possible illustrations are drawn from current affairs and everyday life. One frequently hears, for example, that many world problems result from

its present over-population. Is this true? What, indeed, is over-population? Again, much has been heard recently of droughts, climatic changes, and the apparent impossibility of predicting the weather element of our environment beyond a few days. Thus the questions: what is a drought? how is such a phenomenon caused? is climate really changing? what are the limitations and future possibilities of weather and seasonal forecasting? Are people who voluntarily settle in "risk areas" entitled to continued public relief? The majority of the present federal and state public works projects are designed to "improve" or "conserve" some natural resources. Several lectures are therefore devoted to a study of current projects including the Tennessee Valley Authority, the Boulder Dam project, the nine-foot channel of the upper Mississippi River. Still and motion pictures are frequently used to illustrate the lectures. MWF I. Mr. Brown.

G.C.47w—EARTH AND MAN. Part B, winter quarter. PRIMARY PRODUCTION REGIONS.

What are the sources of the thousands of articles on display in the shops of our modern cities? Many commodities are produced near the market but for others the dealers or their agents have ransacked the farthest corners of the earth. Whence come the iron and aluminium, copper, silver, platinum, gold, diamonds, and other minerals so important in our arts and crafts? Under what conditions are they produced? A study of the products of hunting, grazing, lumbering, fishing, and agriculture leads us to many lands; from small farm to plantation; from tropical forests to the frozen north; from the sardine industry in the Mediterranean to the whaling fleet in the Antarctic. A study of the primary production of the earth frequently reveals the meaning of remote regions in the daily life of our people. MWF I. Mr. Dicken.

G.C.48s—EARTH AND MAN. Part C, spring quarter. PROBLEMS IN POLITICAL GEOGRAPHY.

International relations are constantly disturbed by problems of conflicting economic interests in which the most disinterested and fair court could not pronounce absolute justice. Many of these problems arise from the irregular distribution over the earth of different peoples and their resources for livelihood and state development, i.e., from geographic conditions. Who are the inhabitants of the Polish Corridor? What effect does the Corridor actually have on the economic life of Germany? What is meant by the revision of frontiers and how should they be revised? When is a boundary a natural boundary? What states are "national" states and which are "nationality" states? Where does "the Ukrainian minority" live? What is the Flemish problem? Of many states of the world a mere handful are called "the Great Powers." What are the resources necessary for a Great Power? What do "American interests" in the Caribbean include? What will we "give up" when the Philippines go free? Which is more important in British trade, India or the United States? MWF I. Mr. Hartshorne.

SOCIAL PROBLEMS STUDIES

Great advances in science and industry are constantly increasing our knowledge of and control over our physical surroundings. Meanwhile, progress in solving social problems lags far behind. Our failure to understand and control the social environment deprives us of many of the richest fruits of scientific and technological advances.

Today men everywhere seek peace, yet all nations increase armaments in preparation for war. While millions need the products of farm and factory, crops are restricted and factories stand idle. Crime costs our nation more than twice the total expenditures for education. Insanity and divorce increase, suicide and lynchings continue, and strikes and labor troubles threaten. These are but a few of the outer signs of underlying social ills.

While the social sciences cannot provide solutions for all of these problems, they possess bodies of knowledge which can contribute much to our understanding of them. This knowledge must be spread among us to provide us means for weighing the many proposals for social action advocated on every hand. The first essential for preserving and improving democratic institutions is an intelligent, informed body of citizens.

The General College therefore offers its students a chance to become acquainted with the institutions and processes of society and with their current trends and problems. It does so in order that through the gathering of a useful body of knowledge in this field they may find themselves through life at once more tolerant and more critical of social developments as they arise.

G.C.49f—Fall quarter. SOCIAL INSTITUTIONS AND PROCESSES.

The work of this quarter will be devoted to a study of the nature and inter-relationships of institutions. The means and limits of social control, the rôle of custom in shaping behavior, and the sources of social change will be examined. Many ways of thinking and behaving persist long after they have ceased to be useful. Fear of ghosts, superstitions, reliance on fortune-tellers and astrologers for guidance continue in this age of science. What are the reasons for survival of obsolete behavior forms? Why is almost every useful innovation in the social field so bitterly opposed? Why is it so difficult to secure consolidation of rural schools, reorganization of local government, wider adoption of the merit system for selection of government employees, or the adoption of the metric system of measurement? Does "human nature" provide insurmountable barriers to needed social changes? MTWThF I. Mr. Sletto.

G.C.50w-51s—Winter and spring quarters. SOCIAL TRENDS AND PROBLEMS.

The knowledge gained concerning social institutions and social processes provides the groundwork for consideration of trends and problems. Some of the problems to be considered are listed below. Our major attention will center on analysis of problems and consideration of available evidence rather than in the search for cure-alls.

Population problems.—Is there danger of over-population in America? Of race suicide? How much more will our population probably increase in the present century? Does excluding immigrants decrease population growth? Is the infant death rate greater in the United States than in most European countries? Why is the maternal mortality rate so high?

Race problems.—Is migration of Negroes northward increasing? What citizenship rights are denied to Negroes in the South? Are the Indians decreasing in numbers as the term "vanishing American" implies? To what extent are Indians giving up their tribal cultures and leaving reservations? Is prejudice against Orientals subsiding on the Pacific coast? Why is there increasing opposition to immigration from Mexico?

Crime problems.—Is it true that most criminals are under 25 years of age? Is crime less frequent among college graduates than among high school graduates? What proportion of the criminal population is feeble-minded? Is there such a person as a "born criminal"? Does the average prisoner serve a shorter term since parole laws were passed? Does use of the death penalty reduce murders? How effective are juvenile courts in halting criminal careers? Why is there so much dissatisfaction with our criminal courts?

Unemployment problems.—How is unemployment affecting the attitudes of the youthful unemployed between 16 and 25? How many of these are becoming "boy and girl tramps of America"? What are major problems to be solved in providing for unemployment insurance? Do the unemployed on relief really want to work? Are the effects of unemployment more serious for the young unemployed or for older men on relief?

Dependency problems.—Are widows and orphans given sufficient financial aid? What can be done to make more of the physically handicapped self-supporting? How do old age pension laws of American states compare with those of foreign countries? Is the pension system more expensive than the poorhouse system? What does the National Security Act provide? How much will the number of persons in the pension age period increase in the next few decades?

Family problems.—Why is divorce increasing more rapidly in America than in most other countries? What are the reasons for increasing instability of the family? What changes can be profitably made in legal procedure for dealing with divorce? In South Carolina no divorces are permitted by law; is abolition of divorce feasible in other states? In what occupations is divorce most frequent? Do divorces increase in periods of business depression? What are the commonly alleged reasons for seeking divorce? The underlying causes?

Urban problems.—What can be done to improve housing for the poor? Can municipal government be freed from alliances between political machines and the underworld? How can the quality of police forces be raised? What is the prospect for decentralization of cities to relieve congestion? How can traffic deaths be reduced? How can municipal health conditions be improved? What is a "model city"? I MTWThF. Mr. Sletto.

ORAL AND WRITTEN COMMUNICATION STUDIES

Speaking and writing are the two common and continual modes of communication. It pays us, therefore, to be able to speak and to write effectively. Daily, demands are made upon us—in the classroom, at home, in business, and in our social activities—to write letters, reports, term papers, notes, book reports, or to make a recitation, to confer with an instructor, present a public speech, or to make an oral application for a job. How often have most of us wished for help in these things at the moment when we needed help most!

All the courses in this group attempt to answer your problems in communication by giving aid at the moment of need, by removing speech or writing difficulties when they are apparent, and by furnishing stimulus to improve constantly throughout one's life.

The practical aspects of writing and speaking are not, in themselves, enough. The courses, therefore, attempt to lead the student to an appreciation of writing and speaking when communication is to be more than effective, that is, when it is

to be pleasing or artistic. The relations between the various modes of communication—singing, drawing, painting, instrumental music, drama, sculpture, oratory, architecture—will be considered, and the student will be, through this, led to an appreciation of the arts collectively.

G.C.55f-56w-57s—Fall, winter, and spring quarters. WORLD LITERATURE.

The course in world literature is designed for the general reader who does not want to spend most of his time in technical analyses of poems, plays, short stories, and essays, but who wants to be guided—pleasurably—to an appreciation and understanding of what he reads. Another objective is the stimulation of further reading so that his enjoyment of literature will, after his college course, continue to grow throughout life.

The materials of the course will be drawn from the written records of all times, from the magazines of the past year to the earliest stories of Greek and Hebrew civilization. The approach to these records will always be made from the point of view of today and of the individual, especially from the point of view of the latter, for stories, essays, and poems may be read as an escape from present concerns, as sources of information, as re-enforcement of one's own point of view, as an enrichment of one's experiences, or as stimulating, intellectual enjoyment and growth.

The course will attempt to guide the reader to an understanding of the life about him by a study of the records of man's attempt to explain and understand himself throughout the ages. More, the course will attempt to enrich our understanding and appreciation of literature as one of the arts. Time and the limits of physical and mental capacity hinder each of us from actually experiencing more than a few things during a lifetime; however, vicariously, through the experiences of others, we may live their and our own lives more richly. MWF III. Mr. Appel.

G.C.61f-62w-63s—Fall, winter, and spring quarters. WRITING LABORATORY.

The student is expected to elect this course principally for help in writing those things which he must write for other courses, or which he wishes to write in answer to normal demands for communication. He may, then, write term papers, reports, book reviews, letters home, notes to friends, business letters, applications, course notes, legal briefs, speeches, letters to the *Daily*, or short stories, poems, plays, and essays.

If the student wishes to illustrate his writing by using penciled sketches, pen and ink, pastel, crayon, chalk, water color, oil painting, or finger paints, he may go to the art laboratory for materials and assistance.

With the exception of weekly lectures each quarter for students enrolled in the laboratory for the first time, the instruction will be almost entirely by individual conference in the laboratory and will be directed toward removing obstacles in the way of clear expression. The student will not study those things which he already knows. He will be directed to study grammar only if such a study will be clearly beneficial. He will in no sense be forced to study "theme" writing. The sooner a student shows what his interests and abilities are, the sooner will he be urged to follow his interests. No assignments will be made, for the student is to choose his own topics and methods of expressing them. The instructor will act principally as a tutor whom the student consults when he has difficulty in writing.

The writing will be done almost entirely in a laboratory furnished for writing. There the student will find desks, chairs, and books convenient and usable.

Each student is expected to attend the laboratory for a period of two consecutive hours each week, and, if he has never elected the course before, he is expected to attend one lecture period each week during the first quarter of his work in the course. A student may elect, however, two or more laboratory periods each week if he wishes to do so, but *a student may not divide the laboratory periods and elect half of one period and half of another. The period must be of two consecutive hours.*

One lecture and one laboratory period

Lect. Sec. 1	W I
2	Th I
Lab. Sec. 1	M VI-VII
2	T I-II
3	T III-IV
4	T VI-VII
5	Th II-III
6	Th VI-VII
7	S III-IV

In addition to the hours listed above, the writing laboratory will be open at certain hours, which will be announced later, for students not registered in the course whether those students are registered in the General College or not. An instructor will be in attendance to give help on writing problems or to give an appraisal of writing. Mr. Appel, Miss Kranhold.

G.C.67f-68w-69s—Fall, winter, and spring quarters. IMAGINATIVE WRITING.

This course is limited to fifteen students. Only those students who show marked ability and are recommended by the counselors or the instructors in the laboratory will be admitted. Here is an opportunity for a limited number of students to follow their special interests. The work will be done entirely in individual conferences with the students, the class period being only for the reading of papers and the criticism of them by the class. Each student will decide for himself the type of writing he wishes to do and set himself special problems. Students may elect this course for two to ten hours. Conferences will be arranged. Class meeting Th VIII-IX. Mr. Appel, Miss Kranhold.

G.C.70f-71w-72s—Fall, winter, and spring quarters. ORAL COMMUNICATION.

This course is offered for students who wish training and experience in speaking effectively in social situations, formal public speaking, interviews, and recitations. Particular attention will be paid to factors in basic speech habits such as vocal patterns, posture, clearness of statement, and emotional adjustment. Individual instruction will be stressed, and in addition to the drill and practice to which most of the class time will be devoted, students will have conferences with the instructor concerning their special problems and interests. Altho the course is not primarily adapted to the needs of individuals seeking special training in acting and in the interpretation of literature, the course will provide an approach to such special activities through the improvement of basic speech habits. Students interested in the cultural or scientific aspects of speech behavior will be directed in their outside reading in these fields. Sec. 1, II TTh; Sec. 2, VII MW. Mr. Gilkinson.

CONTEMPORARY AFFAIRS STUDIES

From a "thousand fronts" the news of the world flashes in terse, breath-taking headlines. Behind those headlines the most fascinating of all dramas is being enacted. Governments are outworn, overthrown. New ones take their places. Wars are fought. Famine, plague, and earthquake wrack the earth. Science unfolds new discoveries. Today's invention means social change tomorrow.

The student of today is confronted on every hand by the ever changing scenes of the current world drama. More than ever before he must realize himself a part of that drama, must follow it, interpret it. Only through such realization and understanding may he expect to play an intelligent rôle in the society of which he finds himself a part.

He must consider the written and spoken opinions of the experts on the various phases of this drama. He must learn to weigh these opinions one against the other, to distinguish the words of the demagog from those of the intellectually honest, and to emerge with well-founded opinions of his own. To accomplish this he must know something of that vast mobile force called "public opinion." He must know how the propagandist manipulates that opinion in his own interest, what tools and symbols he employs.

In its efforts to present this world drama in its most interesting and significant aspects, the General College has set up four related courses for its students. It is advisable for students to take at least two of the following courses in preparation for the Contemporary Affairs comprehensive examination requirement.

G.C.73f-74w-75s—Fall, winter, and spring quarters. CURRENT AFFAIRS.

In the first of these, Current Affairs, two lectures a week are devoted to relating in detail the news of the day, interpreting it in the light of much that has gone before, and co-ordinating the events of each week with the preceding and anticipated happenings, to keep the broad outlines of the whole picture always before the student. While social, political, and economic considerations receive major emphasis in the lectures, attention is also paid to new developments in literature, drama, the arts, and science. *Time* magazine is used as a text, with the whole field of contemporary journalism providing reference material.

The class is divided into two groups for discussion purposes. At the meetings of the discussion groups students will give oral reports. Controversial issues on the current scene will present opportunities for informal debates by factions representing the several points of view. Mr. E. C. Wilson.

Sec. 1	TTh	III
2	TTh	VII
Discussion Groups		
Sec. 1	S	II
2	S	III

G.C.58f-59w-60s—Fall, winter, and spring quarters. CURRENT ENGLISH READING.

Throughout the year this course will deal with current publications primarily in the magazine and newspaper field. A wide variety of these will be listed and many of them commented upon in the lectures. From these listings students will choose their weekly readings of articles, features, and editorials. They will be required to do this reading by purchase of the magazines or by study in the periodical room of the University Library. From such general reading, everyone absorbs useful and interesting information which is stored away and drawn upon when needed.

Such information is, however, often too diffuse and too unorganized to be fully usable. Students will, therefore, work in the writing laboratory two or more periods a week, reviewing and summarizing and building cumulative notebooks on their fields of special interest. These fields of special interest will, in many cases, comprise the work in one or more other courses taken in this college. Hence the reading and the writing laboratory will serve as definite aids to study towards mastery of fields of knowledge and preparation for the comprehensive examinations. TTh VI. Mr. MacLean.

G.C.76f—FORMATION OF PUBLIC OPINION. Part A, fall quarter. SHAPING PUBLIC THINKING.

This course deals with the present-day newspaper and other media of mass impression. The printed word and pictorial display of the press, magazines, and books, the spoken word of the teacher, minister, or lecturer on the platform or by radio, and the visual and auditory impressions conveyed in the talking pictures, all have their influence on the thinking, attitudes, and behavior of every man and woman. As a consequence, a knowledge of the methods and sources of power of these institutions with an explanation of the traditions, procedures, and mechanisms by which they operate and play upon their audiences, is important and significant.

This quarter's work will offer information about institutions and instruments for shaping public thinking. A brief historical background of the press. A survey of the evolution of the newspaper, the great influences in its development. The revolution of production and distribution, the rise of democracy, the urbanization of the population, and the development of communication. Mechanical invention, mass production, standardization, and chain distribution give point to this study. The democratization of government, society, education, and other phases. Their deep effect upon the press. Special reference will be made throughout to the interrelation of the newspaper and the public of today. MWF III. Mr. Casey, Mr. Ford.

G.C.77w—FORMATION OF PUBLIC OPINION. Part B, winter quarter. THE NEWSPAPER, PERIODICAL, AND THEIR FUNCTION.

Students will here be initiated as "insiders" into modern techniques that serve through press, radio, and moving pictures to fix attitudes, create social values, and exercise leadership. Such questions will be answered as: What is news? What is involved in news selection? Does all news fall into the same pattern? Is news a matter-of-fact recital? Is the emotional element in the news built up to create reader interest? What part do struggle, romance, and mystery play in the effect of news? Can emotional interest in significant things be created through the news? Does the reader imagine himself an actor in a news story situation? Does the tabloid's selection of news differ from that of the standard paper? Does the newspaper have unlimited right to print all the news? What is implied by the slogan, "All the news that's fit to print"? Does the newspaper overplay crime news? Has the development of the telegraphic news agencies standardized the news? Why does the present-day newspaper pay increasing attention to foreign news and sports? Should the newspaper give the reader what he wants or what the editor thinks he should have? Is it a function of the newspaper to amuse

and divert the reader as well as to inform and counsel him? To what extent is there coloring, suppression, and censorship of the news? What are the chief causes of inaccuracy in news stories? How much time does the reader devote to newspaper or periodical? Is the motion picture or radio a competitor of the press? MWF III. Mr. Casey.

G.C.78s—FORMATION OF PUBLIC OPINION. Part C, spring quarter. PROPAGANDA CAMPAIGNS.

Great campaigns to sway public opinion are launched on a united front using all agencies in times of disaster, in times of war. Others are built up to sway mass opinion for religious purposes and in politics. These crusades are variously centered. It is the purpose of this third quarter to discover their organization and effect, to analyze the various agencies participating. Press agency and its propaganda will have an important place in the course. Types of propaganda technique in war and peace time will be observed to reveal how groups in society contrive to obtain certain objectives and how they manipulate to fix or change attitudes and opinion. The following questions will be discussed: Does advertising in the press and over the radio result in social change? How does it affect per capita production and consumption? Standards of living? Social values? Public taste? Do people read editorials? Does the newspaper really exercise leadership? Should a newspaper conduct crusades and campaigns? How partisan is the present-day newspaper? The radio? The motion pictures? Certain magazines? Is a publicly-owned newspaper or other propaganda agency possible or desirable? An endowed one? Are newspaper changes imposed by so-called great editors? What imprint have such significant figures as Greeley, Bennett, Pulitzer, Hearst, and Scripps left on journalism? Are there now any men of this stature who mold and stamp national or group thought in any of the opinion forming fields? MWF III. Mr. Casey.

G.C.79f-80w-81s—UNIVERSITY LECTURES COURSE. Fall, winter, and spring quarters.

The University, the colleges, and their many departments bring world celebrities and personalities to talk to university students. Eminent scientists, authors, internationalists, theologians, economists, engineers, doctors, and educators bring to our campus a wealth of ideas and new viewpoints and describe the latest developments in the sciences and the liberal arts. They give us an intimate personal contact with the world's progress. In addition, the Visual Education Department gives showings of many American and foreign films. Many students in the past have failed to take advantage of these opportunities and, in the ordinary course of student life, these lectures pass by unnoticed.

The class will meet one hour per week for discussion. The group will be divided into committees to attend a selected and posted list of university lectures each week, and to present brief written and oral reports to the class. Those students who are interested in acquiring breadth and completeness of information should take advantage of this discussion course. Discussion hour T IV. Mr. MacLean, Mr. Pepinsky.

PHYSICAL SCIENCE STUDIES

G.C.88f—Part A, fall quarter. ENERGY AND MATTER.

Fundamental physical concepts, nature of gases, liquids, and solids, forces and motion, heat, sound, light.

When we look at the complex world about us and see its magical phenomena we take it all for granted unless our curiosity leads to ask why the sky is blue and the sunset red, how the household refrigerator works, why do some of us wear glasses, what causes dew, fog, clouds, hail and rain, what is sound, why do we have winter and summer, how does the thermostat control room temperature. More remarkable is the fact that everything in the universe is built up of only 92 different kinds of atoms, these in turn being built up entirely of electrons and protons. In other words all physical properties are functions of the properties of electrons and protons or groups of electrons and protons. With matter is always associated the thing we call energy. Here is the most fascinating study outside of life itself and no student is so intellectually stagnant that he has never searched nor asked for an explanation of some physical phenomenon. No matter what your position in life may be, a knowledge of scientific method, an appreciation of scientific philosophy, and a scientific attitude towards all things is necessary for the mentally well-balanced man.

The main topics for study, fall quarter, will be the fundamental physical concepts such as energy, matter, and time; the laws of energy and motion explained in simple mathematical language, heat and molecular motion, the physics of sound; and how matter emits the radiation we know as light. MTWThF VII. Mr. Hovde, Mr. Vaughan, and others.

G.C.89w—Part B, winter quarter. THE NATURE OF CHEMISTRY.

The make-up of material objects which we now regard as necessities has changed so remarkably during the past thirty years through the development of the science of chemistry as to be almost unbelievable. This science has raised the standard of living, has given beauty and usefulness to our homes and the clothes we wear, has provided new weapons in man's fight against disease, has given us the means to refertilize our rapidly wearing out land, has given us new and interesting materials for all purposes. To show how these effects have been brought about is our objective.

The lecture topics for study, winter quarter, will be the development of the fundamental concepts of chemistry, why and how chemical changes take place—such as oxidation and reduction; the inorganic chemistry of foods, dyes, lumber, straw, clothing materials, explosives, photographic film, and other materials built out of most useful and important atoms, carbon, oxygen, hydrogen, and nitrogen.

Other lectures will deal with the technological applications of physics and chemistry, how the engineer and architect utilize and apply the principles of the basic sciences of mathematics, physics, and chemistry to the satisfaction of human wants. MTWThF VII. Mr. Hovde, Mr. Vaughan, and others.

G.C.90s—Part C, spring quarter. TECHNOLOGY, ASTRONOMY, AND ELECTRICITY.

This quarter's work in the study of physical science will be divided into three main sections, technology, astronomy, and electricity.

Topics in raw materials and their manufacture, building, transportation and communication, technological agencies and their services will be considered in the first of these divisions.

Three weeks will be devoted to work in the field of astronomy, the lectures being designed to acquaint the student with the principal features of the heavens, to make them aware of the fact that the earth and even our solar system are not alone in space, and to give them a better realization of the place of man in the material cosmos.

The third part will deal with the fundamental rôle of electricity and its various useful applications in modern life. Some of the recent theories on the structure of matter, energy, radiation, radio activity, isotopes will also be discussed in order that the student may glimpse the progress of modern science, its problems, the value of research, and what we may expect in the future. Explanations will of necessity be brief but will serve as an introduction for the student to further reading and study in this fascinating field. Our approach to the study of the physical sciences is not that of the professional scientist but that of the man who desires a knowledge and an appreciation of scientific method and attitude and wants it as a necessary part of his own cultural pattern. MTWThF VII. Mr. Hovde, Mr. Vaughan, and others.

G.C.94f—SOUND, MUSIC, SPEECH, AND HEARING. Fall quarter. THE RELATIONS OF SOUND TO MUSIC.

To the musician has been popularly attributed some divine talent, and he has been clever enough to admit it, thus being saved the trouble of proving it. But the stuff out of which music is made, the raw material, can be closely examined and measured quantitatively, and the effects produced upon us better appreciated and understood. We can—and should, therefore—learn how music is made and of what music is made.

This course, then, will be a study of the relations of sound to music. Like a zoologist when he finds a strange bug, we will take the sound wave into the laboratory, dissect it, and see what it is like. Delicate machines have been devised which show us how the sound wave behaves. We can determine which characteristics make for noise and which lead to music. We can study the structure of the complex note and determine its pitch, loudness, and quality. Then we can look into a horn and other musical instruments and see how it re-enforces and builds up an insignificant sound source. It is curious, too, how one length of tube can make many notes, and interesting to see how man's skill has improved on nature's production of musical notes. We can discuss that which we call tone-color, that which enables us to hear the difference between one instrument and another, or distinguish one voice from another even when the note is played, sung, or spoken in the same pitch. And, finally, we can examine the effect of the room or hall, in which music is performed, on the listener and the performer. THS I. Mr. Pepinsky.

G.C.95w—SOUND, MUSIC, SPEECH, AND HEARING. Winter quarter. SPEECH AND HEARING.

Speech.—There is only a limited range of distinct sounds that can be made by the organs of speech, altho there are a great many different languages spoken in different parts of the earth. The general mechanism of producing speech is similar for all people. We can in this course examine the organs of speech and observe how the variations impressed by them on the air stream, delivered by the bellows-like action of the lungs, form the sounds which are used in communicating with one another. We can attempt to classify these speech sounds and study

the problems of a singer's or speaker's diction. We can apply the fundamental laws of sound to our speech mechanism and study the adjustments of our resonating cavities and their effect on quality of tone. It is intriguing, too, to trace a relationship between the poet's lyric and the composer's musical setting of it, and then to study the effect of a translation of the same lyric into a foreign language. "Opera in English" has become a well-known slogan, and it is most interesting to note the comparative adaptability of the sounded words of various languages to the lines of musical melody associated with them.

Hearing.—Our ears are only machines, designed by nature to translate air waves into a form suited to stimulate the auditory nerve. But to understand the mechanism of the ear is by no means all that is necessary for the understanding of the act of hearing, for we have not heard until the brain has perceived the message sent by the auditory nerve. Many important factors relating to the process of hearing can be determined by measurement of the least detectable changes in sound under a variety of conditions of pitch, loudness, and accompanying noise and in the recognition of small defects in those sounds with which one has become especially familiar. Hearing, speech, and music are linked inseparably, for they only bring a meaning through our aural sense. It is an instinctive thought that they must be heard to be appreciated and criticized. TThS I. Mr. Pepinsky.

G.C.96s—SOUND, MUSIC, SPEECH, AND HEARING. Spring quarter. TOPICS IN MUSICAL ANALYSIS.

The primary purpose of music is to make an appeal to the senses and imagination. On many, however, music has merely the same effect as a warm bath—a pleasant sensation. They listen in repose, and if asked for an opinion of a piece of music, they reply, "Oh yes, I liked it well enough" or "I don't know—it was all right, I guess," or again, "I know what I like." Robert Schumann, a great composer of the nineteenth century, admitted that music means something different to each of us. "Men in different stages of life take such different views of the impressions they derive from artistic fancies, and the youth of eighteen often discovers in a symphony the echo of some world-wide event, where the mature man sees but a local matter, whereas the musician has never thought of either the one or the other, and has merely poured forth from his heart the very best he could give."

We can learn something about the effect of music on the listener by comparing the music of primitive peoples, the music of the orient as differentiated from that of the occident, and then the music of the various epochs and the correlation with social, economic, and political factors. Music has form—an architecture—the development of which parallels that of the other fine arts and literature. When analyzing we must search for the relations of the individual elements and driving forces of the composition which assemble the parts into an art work. This is by no means successfully accomplished by "picking the composition to pieces," but rather through an understanding of the idea of development, even as we can tell nothing of the geographical condition of a river, tho we make the most painstaking chemical analysis of a drop of its water, but must trace the potential energies that develop the stream from an insignificant little spring into a mighty power. We have a true picture of the exalted impulse of a musical art work only then, when we succeed in tracing those powers originating in the tiny "spring" of a motive through to the mighty rushing "stream" of a many-voiced tone mass. And, finally, we should look into the processes of "conditioning" necessary for the con-

ception of a piece of "descriptive" music, to enable the composer and listener to agree upon the idiom of expression required for suitable imagery and understanding of the "picture" in the creator's mind. TThS I. Mr. Pepinsky.

BIOLOGICAL SCIENCE STUDIES

Everything that is known concerning the differences between living and non-living—the forms of life, the laws of life, the causes and effects of life—is biology. That part of biology which relates to man is human biology.

Biology is intensely interesting and also broadly practical. Agriculture is applied biology. Efforts to improve animals and plants can only be successful in so far as they accord with biological law. Medicine is also applied biology, and everything the doctor, dentist, or nurse does to relieve suffering is founded on biological principles. The preservation of health, proper rearing of children, prevention of disease—indeed the whole basis of rational adjustment between man and his environment—involve applications of biological knowledge.

This course will consist of three parts, each comprising three class exercises a week through one quarter. In addition illustrative material and demonstrations will be set up and may be studied at convenient times by those registered for this work. Parts A, B, C of this course are recommended to be taken in the order here set down, but such sequence will not be enforced. Students may register for one or more parts as convenient or adapted to their needs.

G.C.101f—HUMAN BIOLOGY. Part A, fall quarter. GENERAL BIOLOGICAL CONCEPTS IN RELATION TO MANKIND.

Characteristics of living matter compared with non-living. The unit structure of protoplasm—the cell. The cell's growth and division. Differentiation of cells into tissues. Elaboration of organs and systems in the ascending scale of animal types including man. Relation of harmful, and of beneficial, animals to human welfare. Some animal parasites of man. The general subject of reproduction. Maturation of both male and female reproductive cells. Fertilization. Development of the body. The relation of these and other facts to the mechanism of inheritance. The inheritance of sex; sex-linked inheritance. The Mendelian laws of heredity. The application of our knowledge of heredity to the improvement of domestic animals and plants. Especial attention to the application of the same knowledge to the betterment of the human race. Discussion of such subjects as the inheritance of acquired traits, prenatal influences, and related topics. The evolution of man. The student's self-appraisal in view of a better understanding of his heritage. A richer mental as well as physical life based on a scientific, biological viewpoint. MWF VII. Mr. Minnich.

G.C.102w—HUMAN BIOLOGY. Part B, winter quarter. THE HUMAN BODY, ITS STRUCTURE AND OPERATION.

The materials of the body. The tissues, organs, and systems. The strongholds of health or disease such as the brain, heart, lungs, digestive tract, reproductive organs, glands, liver. All man's activities as they affect others and the world are based on motion, that is the action of nerves and muscles. This is controlled toward useful ends through the action of the senses and nervous system. New material or food is brought to the body, prepared or digested, distributed through the circulation, and used for repair or as a source of energy for

doing the body's work. The respiratory organs supply oxygen to the living body just as the stove draft does to the fire. The blood is the distributing agent for all the materials needed by the body. Waste must be gotten rid of. The temperature must be regulated. One part of the body influences distant parts through substances (hormones) sent into the blood. The body changes, grows, deteriorates, dies. New generations come on through the reproductive process. These and other topics will be considered. MWF VII. Dean Lyon and associates.

G.C.103s—HUMAN BIOLOGY. Part C, spring quarter. PERSONAL AND COMMUNITY HEALTH.

Man's concern for his health. Awakened public curiosity about health examinations, care of teeth, medical discoveries, anti-tuberculosis drives, sanitation, inoculation. Early superstitions regarding disease, evil spirits, charms, conjuring, black and white magic cures. The relation of these to modern medical science. Present quarantine versus ancient custom of driving diseased out of their homes. Discovery of germs, infection. Practical applications of this discovery to sanitation, medicine, surgery. Vital statistics and the "bookkeeping of humanity." Their application to the fight against yellow fever, black plague, tuberculosis, typhoid, and other epidemic diseases. The current scene and its attempt to breed a healthier human race. The control of health factors in the home, city, state. The development, present and future, of leaders, organizations, and funds to fight and to prevent epidemics and such diseases as pneumonia, diphtheria, cancer. MWF VII. Dr. O'Brien.

G.C.110f-111w-112s—INTRODUCTION TO THE MATHEMATICS OF BUSINESS AND CURRENT AFFAIRS.

It is common knowledge that mathematics of an advanced nature plays an essential rôle in science, engineering, and other specialized fields. On the other hand, the most elementary processes of mathematics, such as simple arithmetic, are continually used by all men and women. Between the two extremes, on the one hand the technical applications and on the other the most elementary uses of mathematics, we find a large body of applications which are of extreme importance to the average educated man and woman. Fortunately, the applications in this intermediate field involve the use of only relatively elementary mathematics. A large and important part of the exceedingly practical fields called statistics, and the mathematics of finance and insurance, can be cultivated with the aid of merely elementary algebra and arithmetic. This course, called an Introduction to the Mathematics of Business and Current Affairs, will present selected topics from statistics, finance, and life insurance which are of interest and value to any intelligent citizen. The mathematical basis which is necessary for the consideration of these topics will be reviewed or developed in the course. In particular, the student will meet a review of certain parts of elementary algebra, and a treatment of logarithms, progressions, and probability. Appropriate parts of the history of mathematics will be introduced. A student registering for this course should have had a year of ninth grade mathematics.

The extent of the course can be inferred from the following sample problems.

G.C.110f—Part A, fall quarter. ALGEBRAIC METHODS, STATISTICS, AND INTEREST.

By use of data from Statistical Abstract of the United States, express the monthly production of bituminous coal for each month of 1930 as a percentage of the production in the corresponding month of 1929; plot the resulting percent-

ages. Determine the trend line of wheat production in the United States graphically, by use of data for the years 1890 to 1930. If you borrow \$1,000 for ninety days from a bank which charges 6 per cent interest, payable in advance, at what rate do you actually pay simple interest? Suppose that you buy \$1,000 worth of merchandise and that the terms of payment specified by the seller are net cash in 60 days, or 4 per cent discount for cash in 15 days; what is the highest interest rate at which you could afford to borrow money in order to take advantage of the discount offered to you? Compute the arithmetic mean, and also the geometric mean, of the hourly readings of the temperature yesterday in Minneapolis, using logarithms for the computation of the geometric mean. How long will it take money to double itself if it is invested (1) at 5 per cent, compounded quarterly, and (2) at 5 per cent simple interest? MWF VI. Miss Gibbens.

G.C.111w—Part B, winter quarter. ANNUITIES AND THEIR APPLICATION TO PROBLEMS INVOLVING THE DISCHARGE OF DEBTS BY PERIODIC INSTALLMENTS, DEPRECIATION, AND BONDS.

Compute the annual rate of depreciation on a motor truck which costs \$1,250 and is worth only \$250 at the end of three years; find the depreciation during each year. How much money in hand today would be sufficient to provide you with \$50 per month for two years, if you were able to invest money at 6 per cent, compounded monthly? In return for a loan of \$1,000 you agree to make equal payments at the end of each three months for four years; if these payments include all interest at the rate of 8 per cent, payable quarterly, find the size of the payments. What rates of interest, compounded annually, are equivalent to the interest charges specified by a Morris Plan bank, for its various types of loans? Suppose that you bought a \$1,000, 7 per cent bond of the Great Northern Railroad at the highest price for which such a bond was sold yesterday on the New York Stock Exchange. What interest rate does this investment yield, assuming that you will hold the bond until its maturity date? MWF VI. Miss Gibbens.

G.C.112s—Part C, spring quarter. PROBABILITY AND LIFE INSURANCE.

If the odds are one to three that you will win a certain game whenever you play, what is the probability that you will win exactly four games if you play five times? Compute the smallest possible annual premium which an insurance company could afford to charge, if it had no overhead expense, in case you should buy an ordinary \$1,000 life insurance policy today. What sum of money, in hand when a man is of age 65, would be sufficient for him to buy a pension of \$100 per month for the rest of his life, under the usual conditions specified by insurance companies? MWF VI. Miss Gibbens.

ART STUDIES

The man who is wide awake has much to see. For him the world is not altogether an inexplicable mass of hidden forces and skills which lie beyond his scope. He is equipped with certain powers of observation, emotional reaction, and judgment which must be developed in order that he may face daily problems with a well-trained and interested mind and controlled and satisfying emotions. Two thirds of his time, at least, is spent in the midst of the sights and sounds of civilization, and it is up to him to bring these elements of living into harmony with his

own personality. For his personality is but the meaning which he is able to derive from all his contacts, whether they be with other people only, or with art forms in his tableware, clothes, and automobiles; the music he hears over his radio, in the concert hall or church; the plays and motion pictures he sees. These in turn reflect the personal traits of their creators.

It is by means of a well-trained use of his observational powers that he is going to be able to make himself not merely a person satisfactory to himself and to others, but a personality who is a conscious factor in the developing culture of his country. He must train himself to watch all things, forgetting self as he does so: to feel tall with the buildings, attuned to the rhythmical currents of sound about him, engrossed in the pictorial intricacies of all design and ornament, and absorbed in the dramatic sweep of realities as they confront him from the stage or screen.

It is through applying himself to a comprehensive survey of the fine arts that one may become appreciative and interested in the artistic tendencies of his own generation, and so be alert to note how this civilization of ours differs from, and has progressed beyond, civilizations that have gone before.

Automobiles, trains, and boats have been streamlined within the last few years; houses and public buildings have been modernized; industrial and commercial products have been redesigned; painters and sculptors are expressing new ideas. Why have automobiles been streamlined, and how far will this be carried? Why are people beginning to build "modern" houses rather than replicas of colonial or English models? Why has the manufacturer begun to employ artists to design his products and advertising? Why have the modern painters chosen to paint as they do? What is the relation of these products to one another, and what is their relation to the history of art? Above all what is the relation of art to the life of every one of us? These are samples of the topics which will be discussed in the Graphic Arts course in an effort to give the future business man a knowledge of the art needs arising from new business conditions, the future housewife an understanding of the possibilities in the development of the home unit, and the future artist a unified introduction to the various fields of art.

The chief activities of the course will be carried on in the art laboratory. Here you will find current magazines, exhibitions of wide interest, and a file of illustrative material. You can model with clay, make layouts for advertisements or posters for college activities, design houses or buildings, hammer metal into plates and dishes, weave wool into various articles, or paint pictures. These materials will all be available for you to experiment with, but *you are not expected to have any special ability or previous training in art*. The problems will be chiefly of your own choosing, and may be suited to your own interests and needs. Informal discussions will grow out of the exhibitions, work with materials, field trips, lectures, and readings.

The purpose of the course in Appreciation of Music is to give the student a basic understanding of the music one hears today over the radio, at recitals, at concerts and, in fact, wherever he may go. The course is so arranged that, beginning with no technical knowledge whatsoever on the part of the student, it will provide an understanding of music which will form the basis for a better appreciation of the art. For those students who intend to take further courses in music it will provide a fundamental and unified approach to the more specific subjects. To understand music as one of the lively arts, to clear away the debris from the

pedestals of the great figures in music, to discover in the art a source of worthwhile enjoyment—these are some of the more important aims of the course.

Learning to understand music is a problem which can best be solved by constantly exposing oneself to music and coupling that exposure with a certain amount of intellectual activity. With this in mind, a series of lectures have been prepared which will cover the field of music from the popular dance song of today to the great symphonic music of yesterday and today. The lectures are so designed that they will build a logical, flowing advancement into the art of music.

Coupled with the lectures are opportunities for discussion. The discussion groups will meet once a week to discuss the material of the lectures, to carry the subject-matter into more specific fields, and to illustrate with music the various topics of the lectures.

A two-hour laboratory period each week will offer an opportunity to listen to music without interruption and in a congenial atmosphere. Frequently these laboratory periods will be field trips to recitals, rehearsals of the University Symphony Orchestra, University Singers, Collegium Musicum, the Minneapolis Symphony Orchestra, and other places of interest to those seeking a broader understanding of music.

G.C.116f‡—Fall quarter. APPRECIATION OF THE THEATER.

The theater of today is not a unified whole, but a series of experiments: it is passing through a process of building for the future on the knowledge of the past, seeking to perfect itself among the cultural arts. In the Appreciation of the Theater course, we shall seek to build up for ourselves a fluidity of judgment which will enable us to appreciate the present-day tendencies in the theater. It has been said that "appreciation comes before creation," which means that before we may become truly active forces in today's theatrical activities, whether on the stage or in the audience, we must first catch some glimmer of its aims and outlook and background.

There will be three classes a week during the fall quarter: One a lecture; one a general criticism of the modes of acting, staging, and play-presentation based on films shown and plays seen; and a third a discussion period centering in the papers of the students themselves. In this laboratory period students will be given the opportunity to make stage-models illustrative of historical methods of staging the famous plays of all time, or make supplementary costume exhibits, as well as study-papers on outstanding theatrical personalities, and written criticisms of plays seen in production at the University Theatre. The modes and limitations of present-day acting will be analyzed through seeing films of great actors, as well as the one-act presentations of the University Theatre acting class. The lectures will deal largely with the meaning of drama and the parts played in the theater by literature, music, painting, architecture, and the dance—all of which, in the experimental tendency of today are receiving enlarged emphasis and technique.

The course is designed for those students who enjoy the theater and who want to discover reasons for their preferences and dislikes. It is also expected that by means of this survey, the student will become not only a more informed and hence more intelligent spectator, but that he may gain some perspective on the relation of the theater to the other arts, commercially as well as artistically. VIII MWF. Mr. Riley, Miss Lodge, and associates.

‡ A fee of \$1.50 per quarter is charged for this course.

G.C.119f‡—APPRECIATION OF GRAPHIC ARTS. Fall quarter. ART AND OURSELVES.

What is the relation of art to commerce and industry? Does it have any social or political significance? Are science and art opposed to each other or do they have many phases in common? How is art related to religion? Art plays a part in the life of every person, and is connected with every field of human interest. Whenever a human problem such as the need for a suit of clothes or the need for a new church has been solved, the use of some art principles has been made. A survey of the art needs of the major fields of human activity, such as sociology, business, and religion, will bring the student to a realization of the variety and importance of art in relation to his own life. Lecturers from related fields will bring a variety of viewpoints to the course. Mr. Faulkner.

The program in Appreciation of the Graphic Arts for the year is as follows:

Lecture	T	IV	
Laboratory			301 Wesbrook
Sec. 1	MW	I-II	
2	MW	VI-VII	
3	TTh	II-III	
4	TTh	VI-VII	

G.C.120w‡—APPRECIATION OF GRAPHIC ARTS. Winter quarter. FORM IN ART.

Why are some houses better looking than others? Why do the new automobiles look as if they could go faster than the older models? Why are some suits of clothes and dresses more attractive than others made of the same materials? Why are some advertisements easier to read than others? Why did certain art forms occur in southern countries rather than in northern countries? Any two objects, such as two factories, may serve their utilitarian requirements equally well, and yet one may be far more pleasant in appearance than the other. This difference is largely due to the manner in which the elements have been arranged. Some arrangements and combinations of colors are more pleasing than others because they embrace certain fundamental principles of design and organization. The winter quarter of the course will deal with the application of these principles to such problems as the spacing of windows and doors in a building, lettering on advertisements, and colors in a painting. Mr. Faulkner.

G.C.121s‡—APPRECIATION OF GRAPHIC ARTS. Spring quarter. MATERIALS OF ART.

Why do vases made of pottery have different shapes than vases made of metal? Why do buildings built of stone have a different shape than those built of steel and concrete? How are etchings made? How is weaving done? How are the dishes that we have on our table made from raw clay? This is the third problem that faces any person who wishes to make a new object. Clay must be turned into pottery and wool woven into cloth; pigments must be transformed into paintings and stone, into sculpture; stone, wood, steel, and concrete must be combined into buildings. The materials and the processes by which this is accomplished are important in determining the final shape of the product. The spring quarter will emphasize the nature of the raw materials and the processes by which they are fashioned into useful products. Mr. Faulkner.

‡ A fee of \$1.50 per quarter is charged for this course.

G.C.122f‡—APPRECIATION OF MUSIC. Fall quarter. THE APPROACH.

The first quarter will begin with simple folk songs. From this point on, most of the work will deal with the music of the people of all times and of all countries. The middle of the quarter will find the class well equipped to study form, rhythm, melody, and harmony as they appear in the popular music of the present and the past. The other elements of music will be taken up as they present themselves. The first quarter ends with the approach of the holiday season when one frequently hears the music of Bach and Händel and their contemporaries performed in concert halls, in churches, and over the air—a preliminary survey of their music will be made. Mr. Scott, Mr. Killeen, and others.

2 lectures, 1 one-hour discussion group, 1 two-hour laboratory period.			
Lect.	MW	VIII	Music Auditorium
Discussion Groups	Ar.	Ar.	301 Wesbrook
Lab.	Ar.	Ar.	301 Wesbrook

G.C.123w‡—APPRECIATION OF MUSIC. Winter quarter. EXPLORING THE FIELD OF MUSIC.

With most of the elements of musical understanding mastered, more time will be spent in listening to music in all its aspects—vocal, instrumental solo and ensemble, operatic, choral, and symphonic. An increasing amount of attention will be paid to current affairs in music, to recitals and concerts as well as to present-day trends in general musical activity and in composition. Mr. Scott, Mr. Killeen, and others.

2 lectures, 1 one-hour discussion group, 1 two-hour laboratory period.			
Lect.	MW	VIII	Music Auditorium
Discussion Groups	Ar.	Ar.	301 Wesbrook
Lab.	Ar.	Ar.	301 Wesbrook

G.C.124s‡—APPRECIATION OF MUSIC. Spring quarter. UNDERSTANDING MUSIC.

Exploration will be continued through this quarter but with more and more attention given to the idea behind music. There will be lectures and discussions on the sociological, psychological, scientific, and geographical factors affecting music, thus conditioning the listener to the music of his everyday life. Mr. Scott, Mr. Killeen, and others.

2 lectures, 1 one-hour discussion group, 1 two-hour laboratory period.			
Lect.	MW	VIII	Music Auditorium
Discussion Groups	Ar.	Ar.	301 Wesbrook
Lab.	Ar.	Ar.	301 Wesbrook

G.C.127w‡—Winter quarter. APPRECIATION OF MOTION PICTURES.

The object of this course is to give the student some standard of judgment of motion picture and theatrical productions, and some background upon which to base his criticism and opinions.

The history of the motion picture industry, from its beginnings in the crude productions of Edison's laboratory to the most finished "talkies" of the present day will be represented visually with the actual productions being shown in class. Topics that will be considered in class, of interest to everyone who wants to know something of the problems in this field of dramatic art, are: the technological phases of motion picture production; recent developments in color and sound reproduction; methods of handling and booking of films; limitations of the medium;

‡ A fee of \$1.50 per quarter is charged for this course.

scenarios, cutting, problems of direction, and the various types of motion pictures from the animated cartoon to the musical play.

For many of us the motion picture is the only form of dramatic art available. Its influence and effect on the customs and habits of those who attend are important considerations in the life of any community. Critical study of this form of dramatic art is necessary to increase your own sense of appreciation, judgment, and enjoyment of this modern type of entertainment. There will be two lectures per week and a two-hour laboratory period will be arranged each week for the showing of complete pictures. MW VIII. Mr. Kissack.

G.C.128s—Spring quarter. INTRODUCTION TO PHILOSOPHY

Most men think only sporadically and disjointedly, under the pressure of special circumstances. Conclusions resulting from such thinking are rarely unified, or sufficiently assimilated to one another to give a comprehensive view; they are often mutually contradictory, or clothed in so haphazard a terminology as to make the appearance of contradiction inevitable.

Moreover, the various systematic attempts to secure a unified view of things within a given restricted field, as in the sciences, are often so highly specialized as to ignore the problems arising from the existence of other sciences and the need for thinking them together; and what is still more important, omitting to consider the relation between the whole realm of knowledge and the total human life, of which science is but a single expression. Art and morals, religion and science, are cultural expressions of the human spirit, whose relations to one another cannot be ignored in any rational survey of life.

Philosophy is the persistent attempt, by way of consecutive reflection, to organize the various scattered fields of thought and knowledge in a comprehensive view. So far as possible it tries to remove the inconsistencies of partial views; and that which lives in the consciousness of the unphilosophical as scattered and disjointed observations, is in the philosophic consciousness attempted to be brought together, assimilated, harmonized, and organized.

Philosophy, as reflection upon life, naturally also seeks to find some systematic solution for its practical contradictions: the frustration of human hopes, the precariousness of human values, the blindness of fate, the erratic favors of fortune, suffering and despair, the demand that life should yield a good that is good for all. The serious and consecutive thought of representative members of the race in relation to these questions and others of the same kind, it is the task of philosophy to communicate and to interpret, to examine, develop, supplement, and revise.

The course here offered will be a very brief introduction to a part of what accumulated human wisdom has to offer on these subjects. There will be included a survey of the outstanding problems in each of the subordinate philosophical disciplines: logic, or the attempt to understand the structure of knowledge, and its fundamental values of truth, consistency, and systematic form; ethics, or the analysis of the good and the justifiable in human life; esthetics, or the study of such values as the beautiful, the sublime, the tragic, and the comic, together with their realization in the arts. Metaphysics will be representatively studied through the detailed discussion of some problem like that of the relations between body and mind, chiefly to furnish an illustration of philosophical procedure.

Through assigned readings in a selected list of philosophical classics, the student will be introduced to firsthand contact with some of the great thinkers of all time. MWF III. Mr. Swenson.

G.C.134f,w,s—Fall, winter, and spring quarters. VOCATIONS

The General College of the University would fail to fulfill one of its functions if it neglected to offer a realistic study of the occupations and employment trends in a wide variety of fields. Data for such a realistic picture of present conditions will be drawn from the reports of the Commission on Social Trends. At present many human failures, many late starts, much wasted time, effort, and money are the direct result of student ignorance of the factors involved in any given occupation. Many people hold fanciful illusions about other callings than their own. Some believe that all doctors and lawyers receive large incomes; that a college degree in engineering, education, business administration, nursing, agriculture, and other curricula is a guarantee of a job and of success; that the white collar clerkship is always better than a job in the engine room, at the bench, or behind the plow; that somehow it is more genteel and profitable for a woman to teach school than to sell goods or make them.

An analysis of the various methods of choosing an occupation will be made. This includes the evaluation of try-out experiences, use of vocational information contained in books and pamphlets, and an understanding of the value of aptitude tests as a means of evaluating vocational possibilities. The values and weaknesses of these methods will be presented. Finally, the pitfalls in thinking about vocations will be discussed and suggestions made as to how a student should proceed in choosing a field of work which will give him satisfaction and success. All these factors will be considered in the light of present-day unemployment and possible trends of the future.

A detailed study will then be made of the major fields of the world's work, such as medical sciences, law, teaching, business occupations, and many others. The nature of work in each field and the salary trends will be discussed. In so far as reliable information is available, the necessary abilities and interests will be presented and methods outlined as to how a student may determine if he has the proper amount of these abilities and interests. Then will follow lectures on the importance and kind of training necessary for these occupations. Emphasis will be made upon the importance of general education for leisure time and avocational interests. The necessity for versatility in training and work will be pointed out in connection with changing jobs and the changing man-in-the-job.

All students in the General College of the University are advised to elect this course not alone for the value of focusing attention on their own vocational problem but because the lectures will add to their understanding of the work of the world. MWF IV. Mr. Williamson.

G.C.137f-138w-139s—Fall, winter, and spring quarters. BIOGRAPHY

A study of human character as revealed in the lives of distinguished men and women. About fifty individuals will be treated in lectures and through selected readings. In each case the lectures will be given by a member of the university faculty particularly conversant with the life and times of the individual studied. The treatment will reveal the background of environmental conditions out of which the individual rose to achievement, the problems he faced, and his individual contribution to their solution. Selection will be made from the following fields of human activity: government and politics, science, business, industry, religion, medicine, education, engineering, music, painting, drama, philosophy, agriculture, literature, invention, and adventure. The point of view will be primarily psychological: each subject will be treated so as to reveal his individual qualities of mind and

character. Persons will be chosen from many countries and from many periods of history. Generous recognition will be given to persons who have played their rôles in modern times. Recent years have produced a wealth of biographical writing that will be freely drawn upon for suggested readings. Each student will select two or more biographies each quarter and read widely beyond the scope of the formal lectures. TTh VII. University faculty.

G.C.140f-141w-142s—Fall, winter, and spring quarters. **INDIVIDUAL STUDY AND RESEARCH**

In accordance with the General College policy of molding integrated courses to meet the needs of individuals, one group of students will be excused from all classes (altho they may attend) and launched on a special type of work. This group will be divided into small sections, each section choosing a special problem exemplified in the Twin City area. For example, one section may choose the legal system. Each student in this section would then visit and study throughout the year the city, state, and federal courts, observing every detail of procedure and writing a report on it. This report will be started immediately after the student's first actual study. It will then be presented to the instructor in charge who will assign general readings on the subject. The report may then be referred to the instructor in psychology, who on the basis of it would suggest certain readings on the psychology of crime, and the psychological basis of the law. The students could then go to a biologist for suggestions on the biological basis of crime and of the law, to economists for their point of view, and so on. Instructors in English might suggest Dickens' account of the legal system in his day, a historian might trace the development of procedures in the common law. The reports would be written in the Writing Laboratory (see p. 36). Sketches of courts, judges, and lawyers might be drawn in the art studio. These special reports could then be put together to form a comprehensive report on the place of legal procedure in society in Minnesota, its background, and its connection with scientific and cultural developments. In the meantime, other groups would apply similar tactics to the public relief and charity systems, the educational system, power utilization, etc. In preparing a final report on all these phases of contemporary life, students would gain a comprehensive viewpoint of the nature and interrelations of the society in which they live and which they will later help to mold.

Registration for this course of study will be made only by conference with the director or his associates. Registration will be limited and preference will be given to second year General College students who have shown evidence of the ability and initiative needed to carry on this type of work. TF VIII. Mr. MacLean and others.

G.C.150w—Winter quarter. **INDIVIDUAL STUDY AND DISCUSSION ON PROBLEMS IN HUMAN BIOLOGY**

This course is designed to provide an opportunity for those second year students who have a keen interest in the field of human biology and have completed G.C. 101f-102w-103s Human Biology, to go on with their own self-propelled study and discussion of problems arising out of their first year's work in this field. Population trends and their sociological and economic significance, medicine and its relation to insurance, the history of biological science, medical ethics, eugenic programs, and other specific topics of biological significance of your own choosing

will be discussed in the group meetings with the help and guidance of the instructor. Reports and papers on your individual topic should be prepared in the General College Writing Laboratory. Registration will be restricted to those students who have shown evidence of ability and initiative in their freshman work in human biology. The class will be limited to twenty students, and registration will be made only by conference with the director or counselors of the General College. Hours arranged. Dr. Scammon.

EXPLANATIONS

Course numbering.—A course is designated by a general title, a number, and a letter. It has the same number in whatever quarter it is offered. The quarter is indicated by the letter (f, fall; w, winter; s, spring; su, summer). Examples:

- 1f-2w, a two-quarter course given in the fall and winter.
- 1w-2s, the same course given in the winter and spring.
- 3f,w,s, a one-quarter course given each quarter.

Buildings.—A, Armory; Adm, Administration; Ad(F), Administration, University Farm; B, Business Administration; Bot, Botany; Bu, Burton Hall; C, Chemistry; CWI, Child Welfare Institute; E, Engineering; EE, Electrical Engineering; F, Folwell; G, Greenhouse; HE, Home Economics, University Farm; HH, Haecker Hall, University Farm; HS, Health Service; J, Jones Hall; Lib, Library; ME, Mechanical Engineering; MeS, Medical Sciences; MH, Mil-lard Hall; Mu, Music; P, Pillsbury; Ph, Physics; Psy, Psychology; Pt, Pattee Hall; S, Stadium; SBH, State Board of Health; WeH, Westbrook Hall; WGm, Women's Gymnasium; Z, Zoology.

OTHER ABBREVIATIONS AND SYMBOLS

- I, II, III, etc. First hour (8:30 to 9:20), second hour (9:30 to 10:20), third hour (10:30 to 11:20), fourth hour (11:30 to 12:20), fifth hour (12:30 to 1:20), sixth hour (1:30 to 2:20), seventh hour (2:30 to 3:20), eighth hour (3:30 to 4:20), ninth hour (4:30 to 5:20).
(At the University Farm, first hour, 8:15 to 9:05; second hour, 9:15 to 10:05, etc., to 1:05; sixth hour, 1:30 to 2:20, etc.)
- Ar. To be arranged or assigned.
- Aud. Auditorium.
- Cred. Credits.
- Lab. Laboratory.
- Lect. Lecture.
- MTWThFS Monday, Tuesday, etc.
- Prereq. Prerequisite.

PROGRAM

PHYSICAL EDUCATION FOR MEN

P.E.1f‡-2w‡-3s‡—SPORTS EDUCATION

All men are required to complete satisfactorily three quarters of work in sports education. The Department of Physical Education for Men has developed a new and interesting program in sports education for the General College based primarily upon individual needs. The values of this type of training during your college years will only become apparent and be realized as time goes on.

As a worth-while leisure time activity, as an important factor in the maintenance of physical and mental health, as a means for the increased visual enjoyment of athletic games and contests, and as a valuable means of social contact, training in sports activities, and participation in recreational sports activities should be a part of everyone's general education.

Therefore, the General College is providing an education in this field through the facilities of the Department of Physical Education for those who are lacking in knowledge, appreciation, and proficiency in sports activities. It is not the purpose to put all students through the same mill of activities. Instead, assignments will be made on the basis of individual needs.

In order to determine individual needs, a preliminary test will be given each man during the first week of the fall quarter. Men who demonstrate all-around knowledge and ability will be exempted from any requirement or be given credit for participation in elective courses or for participation in intramural, extramural, or intercollegiate sports. Others may be given instruction in one or more specific activities. Some men will participate in the survey course for all three quarters, receiving instruction in twelve different sports activities. A smaller group of men who have physical defects will receive instruction in recreational activities in which they can take part in spite of their handicaps.

All men are expected to demonstrate a knowledge of personal hygiene and health facts or take instruction in this field.

Sports Education, all freshmen, MWF IV. Mr. Piper and staff.

Fall: Touch football, boxing, volley ball, tumbling and stunts.

Winter: Handball, squash rackets, basketball, swimming.

Spring: Tennis, golf, soft-ball.

Electives for sophomores—

Individual Physical Activities	MWF	II, III	Mr. Osell
		and other hrs. ar.	
Swimming (beginning)	MWF	II	Mr. Boyce, Mr. Thorpe
Swimming (advanced)	MWF	III	
Swimming (intermediate)	TThS	II	
Swimming (life-saving)	TThS	III	
Swimming (diving)	MWF	VI	

PHYSICAL EDUCATION FOR WOMEN

The University presents exceptional facilities for the enjoyment of golf and tennis; the majority of women students on entrance cannot take advantage of them because they lack the skill to play these games. The state is full of lakes with sandy beaches; the majority of women do not know how to swim. This

‡ Towel and locker fee \$1.25 per quarter; uniform fee \$1 per quarter.

department offers courses in 20 branches of physical education which might serve students for recreation in leisure time and yet there are some entering students who do not know enough about any one of them to play them. This sequence aims to help students to round out their repertory of motor skills, both recreational and utilitarian, not only for enjoyment but for personal improvement. It meets twice a week for laboratory work in gymnasium, pool, or playing field. The physical activity is fitted to individual interests, needs, and capacities through a number of classification tests and examinations that occur in Freshman Week and at the beginning and end of each quarter. The entrance physical examination is given as an organic capacity classification of which the highest rating is "no restriction." The photograph recording the student's best posture may show a perfect posture or varying degrees of round shoulders, low chest, or sway-backs. The written examination in knowledge of the human mechanism, the way it moves, and in team and individual games and sports gives further basis for direction and advice. If a student is lacking in any of the above fields she is expected to take at least one quarter of training in that field. On the other hand, satisfactory ability in a field frees the student from that specific requirement and allows free choice of a physical education activity for that quarter. For the student who cannot profit by participation in the regular class activities, there is carefully adapted and individualized exercise fitting her particular needs.

Statement of fees.—All exercise courses, including swimming, for which registration is required, except horseback riding, \$1.75 a quarter. Maximum fee paid by a student in physical education, \$3.50 a quarter.

No.	Title	Hour	Day	Bldg.	Instructor
1f, 2w, 3s	GENERAL COURSE IN PHYSICAL EDUCATION				
4f, 5w, 6s	(Students must register for the 1-2-3 sequence in their first year and for the 4-5-6 sequence in their second year)				

Archery.—Have you ever heard the twang of the bowstring, had the thrill of seeing your arrow strike the gold? Take this opportunity to learn the sport which is becoming so popular on playgrounds, in camps, schools, and city clubs of older people. Learn to select equipment and to care for the splendid bows and arrows offered for your use. A sport which you can carry on alone.

Archery‡

Sec. 1 (fall)	II	MW	153WGm	Ar
2 (winter)	II	MW	153WGm	Ar
3 (spring)	III	TTh	153WGm	Ar
4 (spring)	IV	MW	153WGm	Ar
5 (spring)	VI	MW	153WGm	Ar
6 (spring)	VII	WF	153WGm	Ar

Baseball.—Practice in basic skills of batting, throwing, catching, and base running. Experience in playing various positions and opportunity to develop one position more fully if desired. Development of team strategy for the field and team at bat. Tournament competition and experience in umpiring and scoring. Rules.

Baseball‡ (spring)

Sec. 1	III	TTh	151WGm	Ar
2	IV	MW	151WGm	Ar
3	VI	MW	151WGm	Ar

‡ A gymnasium fee of \$1.75 per quarter is charged for this course.

No.	Title	Hour	Day	Bldg.	Instructor
1f,2w,3s 4f,5w,6s	GENERAL COURSE IN PHYSICAL EDUCATION—Continued				

Basketball.—America's most popular indoor sport. Practice in different types of banked and looped shots and in various styles of passes, e.g., single side arm, underhand, and chest. Development of individual tactics and team strategy for both attack and defense. Rules. Opportunity to play in class tournament and officiate in various capacities.

Basketball, Beginning† (winter)

Sec. 1	III	TTh	151WGm	Ar
2	IV	WF	151WGm	Ar
3	VI	MW	151WGm	Ar

Basketball, Intermediate‡ (winter) II

Dancing, Interpretive and Tap.—Everyone needs to experience the ease and relaxation of good rhythmic movement. Popular tap routines and dances to old songs and good jazz comprise the course in clog and tap. In interpretive or the free dance, experience is given in rhythmic movement in all parts of the body and in constructing interesting steps and dances that are suited to various types of programs. In addition to music, a definite connection is made with the dramatic and graphic arts in group work.

Dancing, Interpretive‡

(fall, winter, spring) VII TTh 151WGm Ar

Dancing, Tap, Elementary†

(fall, winter) III MW 151WGm Ar

Dancing, Tap, Intermediate‡

(fall, winter) VIII TTh 151WGm Ar

Field Hockey.—A vigorous English team game similar to soccer, but played with a small hard ball and a stick. This game is at present very popular in school and club circles on both east and west coasts of the United States.

Field Hockey‡ (fall) VI MW 151WGm Ar

Fundamentals.—An overview is given of a variety of sport and everyday motor activities. Training is given in the skills basic to good movement of any type. The hour provides an active general exercise period and as a result of the entire course, one should be able to learn any new activity more quickly.

Fundamentals‡ (fall, winter)

Sec. 1	III	TTh	153WGm	Ar
2	IV	MW	153WGm	Ar
3	VI	MW	153WGm	Ar

Golf, Elementary.—Fundamentals underlying the use of the driver, mid-iron, mashie, and putter. A discussion of golf terminology, rules, and etiquette.

Golf, Elementary‡§

Sec. 1 (winter)	II	WF	151WGm	Ar
2 (spring)	I	TTh	151WGm	Ar
3 (spring)	III	MW	151WGm	Ar
4 (spring)	VII	TTh	151WGm	Ar

Golf, Intermediate‡§

Sec. 1 (fall)	VII	WF	151WGm	Ar
2 (spring)	II	TTh	151WGm	Ar
3 (spring)	VI	MW	151WGm	Ar

Horseback Riding.—Instruction in the fundamentals of the English style of riding, including the technique of mounting, dismounting, the proper form of riding the walk, trot, and beginning of the canter. Discussion of care of horse and etiquette of park riding.

Horseback Riding‡‡

(fall, spring) IX TTh 151WGm Ar

† A gymnasium fee of \$1.75 per quarter is charged for this course.

‡‡ For horseback riding students will pay at about \$1 per lesson, but not the regular gymnasium fee. Attendance at class hours is required for credit. Class meetings will be one hour in length. Groups will be arranged according to riding ability.

§ Students must supply their own golf equipment.

No.	Title	Hour	Day	Bldg.	Instructor
1f,2w,3s 4f,5w,6s	GENERAL COURSE IN PHYSICAL EDUCATION—Continued				

Orthopedics.—Students learn how to develop their possibilities and how to live within their limitations. Each student is considered individually and given her special prescriptions of exercises, based on physical examination; these progress in strength as she improves, but always lie well within her endurance. The room is equipped with mats and tables for those who must use the reclining position and with fixed apparatus for those who have no limitation in vitality.

Orthopedics‡ (fall, winter, spring)

Sec. 1	II	MW	3WGm	Ar
2	III	TTh	3WGm	Ar
3 (fall, winter)	IV	MW	3WGm	Ar
4	VI	MW	3WGm	Ar

Posture.—This class is for those who cannot assume a satisfactory posture at the time of their "posture picture" or who habitually stand badly even though they can correct their posture for the picture. Students learn to stretch tight muscles in the small of the back and the upper chest, to strengthen weak muscles in the abdominal wall and upper back, and to feel correct posture in themselves and to recognize it in others.

Posture‡ (fall)

Sec. 1	I	TTh	151WGm	Ar
2	III	TTh	151WGm	Ar
3	VI	MW	151WGm	Ar

Recreational Games, Folk Dancing, and Gymnastics.—Get acquainted with our foreign friends through their folk dances. Delightful, picturesque dances from such countries as England, Russia, Sweden, and Czecho-Slovakia. Games and folk dances are graded so as to be enjoyed by elementary and high school children, and adults. A splendid background for possible vocational use in camp, school, home, or playground.

Recreational Games, Folk Dancing, and Gymnastics‡

(fall, winter)	I	WF	151WGm	Ar
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Skating.—Instruction in the technique of skating forward, backward, turning, and stopping. Group work in elementary figure skating. Classes are held at the Hippodrome Skating Rink at the State Fair grounds.

Skating‡ (winter) VII WF 152WGm Ar

Soccer.—An exhilarating outdoor team game played with eleven players on a side. The field of play is similar to, but smaller than, a football field. The ball, which is slightly larger than a volley ball, is played entirely by kicking; the objective of each team is to kick the ball between the opponents' goal posts.

Soccer‡ (fall) IV MW 151WGm Ar

Swimming, Elementary.—Instruction and practice in back and face float, elementary crawl, side stroke, and sculling. Discussion of water safety and practice in deep water emergency measures and elementary diving.

Swimming, Elementary‡¶ (fall, winter, spring)

Sec. 1	II	TTh	51WGm	Ar
2	IV	MW	51WGm	Ar
3	VII	WF	51WGm	Ar
4	VIII	TTh	51WGm	Ar

‡ A gymnasium fee of \$1.75 per quarter is charged for this course.

¶ Students may not enter the winter quarter of elementary swimming unless they have taken elementary swimming in the fall or spring except for Section 3, VII, WF.

No.	Title	Hour	Day	Bldg.	Instructor
1f,2w,3s 4f,5w,6s	GENERAL COURSE IN PHYSICAL EDUCATION—Continued				

Swimming, Intermediate.—Review of the strokes offered in elementary swimming. Advanced practice in the crawl, back crawl, side stroke, and instruction in treading, bobbing, surface diving, and stunts. Fundamental diving instruction based on ability of the group. Discussion of water safety.

Swimming, Intermediate‡ (fall, winter, spring)

Sec. 1	III	TTh	51WGm	Ar
2	VIII	MW	51WGm	Ar

Swimming, Advanced.—Perfection of the crawl, back crawl, and side stroke. Instruction in the breast stroke and other supplementary strokes. Review of the fundamentals of diving and advanced diving, including swan, jack, back, and twist. Stunts and deep water emergency measures of a more advanced nature.

Swimming, Advanced‡ (fall, winter, spring)

	VI	MW	51WGm	Ar
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Swimming, Life Saving.—Instruction and practice to pass requirements of the American Red Cross senior life saving test. Discussion of first aid and water safety. The Life Saving Emblem can be received at the end of the course.

Swimming, Life Saving‡ (spring)

Sec. 1	II	MW	51WGm	Miss Starr
2	IX	MW	51WGm	Miss Starr

Swimming, Diving.—This course includes instruction in the fundamentals of fancy diving. It is a course for those who wish advanced work in diving.

Swimming, Diving‡ (winter)

	III	MW	51WGm	Miss Starr
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Tennis, Elementary.—Fundamentals underlying the use of the forearm drive, backhand drive, and service. A discussion of tennis terminology and rules. Practice in playing both singles and doubles on university tennis courts.

Tennis, Elementary‡§ (spring)

Sec. 1	I	TTh	151WGm	Ar
2	III	TTh	151WGm	Ar
3	IV	MW	151WGm	Ar
4	VI	MW	151WGm	Ar

Tennis, Intermediate.—

Tennis, Intermediate‡§ (spring)

Sec. 1	II	TTh	151WGm	Ar
2	VII	WF	151WGm	Ar
3	VIII	TTh	151WGm	Ar

Volley Ball.—Fundamentals underlying the serve, set-up volley, and team play involved in the game. Discussion of rules and refereeing. Recreational value of game is stressed.

Volley Ball‡

Sec. 1 (fall)	II	MW	151WGm	Ar
2 (spring)	IV	WF	151WGm	Ar

8f,9w,10s*

Lectures in Physical Education.—The purpose of this course is to acquaint the students with the contributions of physical education towards richer and fuller living. The course includes talks and demonstrations in motor recreational activities which may be learned here at the University for present and later leisure time use. An attempt is made to help the students to become intelligent spectators through an appreciation of sports in their various forms. By means of talks by experts and demonstrations an attempt is also made to make the students aware of physical education first as an economic asset in fitness of condition and in excellence of carriage; second as a social asset in the ability to join with others in recreational activities with some degree of skill

* Required of freshman women in the General College.

‡ A gymnasium fee of \$1.75 per quarter is charged for this course.

§ Students taking tennis must pay \$1 for a tennis permit.

and self-satisfaction, and in the social poise and self-confidence which comes with a fine bearing; and third as an esthetic asset in the appreciation of and participation in the dance, music, and other allied arts.

Lectures†

IV

T

WeH

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MILITARY SCIENCE AND TACTICS

The Military Department offers the student a two-year course in basic military instruction. The course gives the student valuable training in command and leadership, methods of instruction, map reading, military history, discipline, physical co-ordination, defense psychology, and the constitution, and national defense.

He is taught the art of shooting and is given an opportunity to fire on the University's indoor small-bore range, one of the finest in the Northwest. The course affords the student an opportunity to fit himself for efficient service to his country, in case of a national emergency, and gives him valuable training in leadership which may fit him for work as executive in commercial fields.

Following the two-year Basic Course, the student is offered an opportunity to obtain a commission in the Officers' Reserve Corps of the United States Army, with the least possible derangement of academic and professional careers by taking further training. During the two years' advanced training, the student receives an allowance from the Government of approximately twenty-five cents a day, amounting to about two hundred dollars for the two-year course. He is given a uniform and the use of an overcoat during the course. In this course, the student is given further instruction in military subjects: combat principles, leadership, and tactics. He also assists in the instruction and teaching of the basic students, which has proven of inestimable value to students securing employment after graduation from the University. Upon the successful completion of the Advanced Course, student is commissioned in the Officers' Reserve Corps of the United States Army. Thereafter, he is subject to call only in case of national danger or emergency. However, he may from time to time receive active training by actual participation in summer camps and maneuvers. During this active training he receives the same pay as officers of the United States Army.

Basic Courses

No.	Title	Hour	Day	Bldg.	Instructor
1f-2w*	First Year Basic Course (3 cred.; fr.; no prereq.)				
	Sec. 1	III	MWF	A	Ar
	2	VI	MWF	A	Ar
	3	VIII	MWTh	A	Ar
3s*	Sec. 1	I	M	A	Ar
	2	V	T	A	Ar
	3	IX	T	A	Ar
4f-5w*	Second Year Basic Course (3 cred.; soph.; prereq., 1-2-3)				
	Sec. 1	IV	MWF	A	Ar
	2	II	TThS	A	Ar
	3	VIII	MWTh	A	Ar
6s*	Sec. 1	I	MT	A	Ar
	2	V	T	A	Ar
	3	IX	T	A	Ar

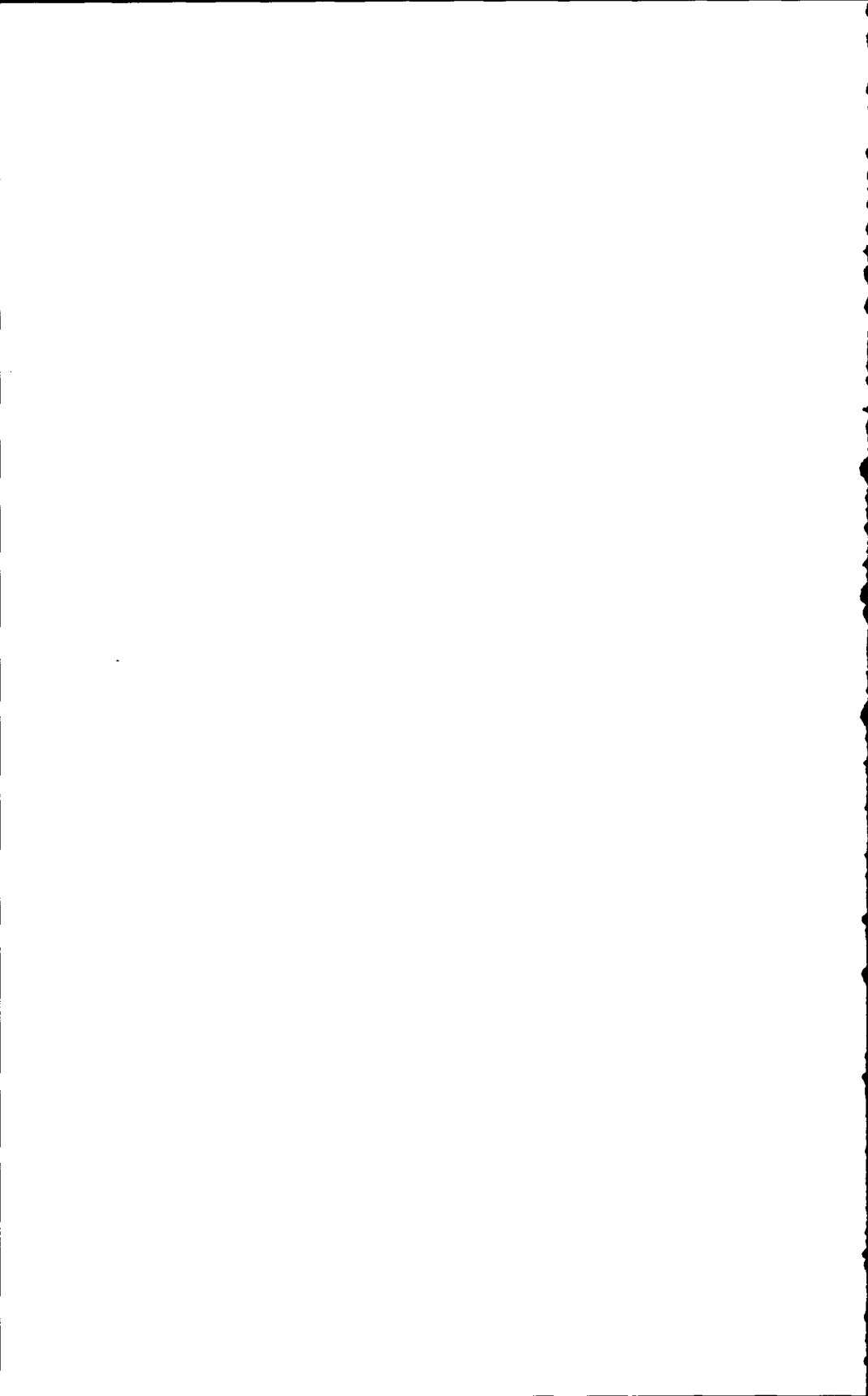
* Offered on Minneapolis campus.

† Required of freshman women in the General College.

No.	Title	Hour	Day	Bldg.	Instructor
<i>Advanced Courses</i>					
151f-152w*	First Year Advanced Courses (for credit see note; prereq., 4-5-6)	Total of five hours to be taken as follows:			
	One of the two-hour sections:				
	Sec. 1	VI	MW	A	Ar
	2	VII	MW	A	Ar
	One of the three-hour sections:				
	Sec. 1	II	MWF	A	Ar
	2	IV	MWF	A	Ar
153s*	Sec. 1	II	MWF	A	Ar
	2	IV	MWF	A	Ar
	3	V	T	A	Ar
	4	IX	T	A	Ar
154f*	Second Year Advanced Course (for cred. see note; prereq., 151-152-153)	Total of five hours to be taken as follows:			
	One of the two-hour sections:				
	Sec. 1	VIII	WF	A	Ar
	2	IX	WF	A	Ar
	One of the three-hour sections:				
	Sec. 1	I	MWF	A	Ar
	2	IV	MWF	A	Ar
155w*	One of the two-hour sections:				
	Sec. 1	VIII	WF	A	Ar
	2	IX	WF	A	Ar
	One of the three-hour sections:				
	Sec. 1	I	Th	A	Ar
	2	II	S	A	Ar
	3	IV	MTWF	A	Ar
156s*	Sec. 1	I	MWF	A	Ar
	2	IV	MWF	A	Ar
	3	V	T	A	Ar
	4	IX	T	A	Ar

NOTE.—The general rule regarding credit for the Advanced Course is: "Three credits per quarter will be allowed for work in the advanced R.O.T.C. courses with a maximum of 18 quarter credits for the two-year course. The application of these credits toward any degree offered by the University is subject to determination by the college concerned."

* Offered on Minneapolis campus.



The Bulletin
of the University of
Minnesota

General Extension Division

Visual Aids

Films and Slides

(Supplement)



Available Through the
Bureau of Visual Instruction

Vol. XXXVIII *No. 42* *August 30 1935*

Entered at the post-office in Minneapolis as second-class matter
Minneapolis, Minnesota

Accepted for mailing at special rate of postage provided for in section 1103,
Act of October 3, 1917, authorized July 12, 1918



**GENERAL EXTENSION DIVISION
UNIVERSITY OF MINNESOTA**

The General Extension Service of the University of Minnesota includes five forms of activity.

I. EVENING CLASSES

- A. Credit courses in the College of Science, Literature, and the Arts; in the College of Education; in the School of Business Administration; and in the School of Mines and Metallurgy.
- B. Noncredit courses in special business subjects: Retail Advertising, Salesmanship, Business English, Insurance.
- C. Practical courses in engineering and in industrial subjects.

II. CORRESPONDENCE STUDY COURSES

Courses in collegiate and preparatory work. Those not desiring credit may register for any course for which they are prepared, regardless of previous education. Outlines for club study programs are available in this department.

III. LECTURE AND LYCEUM SERVICE

- A. Lectures, concerts, and entertainments.
- B. Film Service. Described in this bulletin.
- C. Drama Service, through which schools and other organizations may avail themselves of our library of 2,500 plays, in their effort to find suitable ones for production. Plays for reading are sent free, except postage.
- D. Radio Service. Special lectures and entertainments are often given over the radio; class work in modern languages is also given.

IV. SHORT COURSES AND INSTITUTES

Merchants' Short Courses, Embalming School, Funeral Directors' Institute, Firemen's Institute, etc.

V. MUNICIPAL REFERENCE BUREAU SERVICE

This bureau assists municipalities in matters of taxes, fire prevention, and other municipal problems.

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THE EDUCATIONAL VALUE OF VISUAL AIDS

"One Picture is worth 10,000 words."—Chinese Proverb

The educational value of such visual aids as motion pictures and slides is recognized all over the world. They are becoming a part of the equipment of every progressive school.

Present-day psychology lays much stress on the *pictorial* element in the presentation of ideas. We learn best by *seeing*, and we remember best what we have seen.

Physiologists point to the fact that our optic nerve connecting the eyes with the brain is twenty times as large as the auditory nerve connecting the ears with the brain. This is a startling fact and strong proof that we get most of our experiences through the eye.

As a teaching device for certain purposes, where movements and processes are involved, how things are done, how animals feed, how birds build their nests, how people live, etc., the motion picture has no rival in the field.

If we want to learn, for example, about the circulation of the blood, the movements of glacial deposits, how the starfish gets its nourishment, where and how the Eskimos of North America live and move and have their being, we can get our information from the films more readily, and remember it longer, than in any other way.

Scientific experiments have demonstrated that the motion picture, when properly used, makes learning easier, stimulates interest in the subject, and greatly aids the memory.

The *glass slide* is still regarded as one of the most efficient forms of visual aids. It gives the clearest picture and is especially useful when details are to be studied as structure in biology, portraits, paintings, architecture, etc. For viewing landscapes and other scenic pictures, nothing takes the place of the colored glass slide.

The film slide consists of a strip of standard width film containing on an average about fifty pictures. The number varies.

The film slide is much less expensive than the glass slide and throws a fairly good picture. It is very easy to handle and it is not improbable that it will replace, in part, the plain glass slide.

MOTION PICTURES FOR SCHOOLS

Motion picture films come in two widths: 35 mm. or standard width (about $1\frac{1}{4}$ inches) and 16 mm. or narrow width (about $\frac{1}{2}$ inch). Different projectors are required for the two different sizes of films, usually spoken of as 35 mm. projector and 16 mm. projector.

In the 35 mm. size, each reel of film has about 1,000 feet.

In the 16 mm. size, each reel of film has about 400 feet.

The reels in both sizes contain approximately the same number of exposures, and occupy about the same time in showing—15 minutes.

The 16 mm. film is rapidly replacing the 35 mm. film for classroom use. There are several reasons for this.

1. The equipment and film are much easier to handle. A 16 mm. projector is simple to operate. Anyone can learn to run it in fifteen minutes.
2. All 16 mm. films are on safety stock, and so all danger of fire is removed. No booths are required and no red tape proceedings necessary.
3. The 16 mm. film costs less to buy and rent. This difference will probably become greater as the 16 mm. film becomes more generally established among schools.
4. The picture thrown on the screen is regarded adequate for all practical purposes. Improvements are being steadily made in these small projectors, and the latest ones give remarkably good service. These projectors may be used in small auditoriums at a distance of perhaps forty to fifty feet from the screen.

Motion Picture Equipment

The Bureau of Visual Instruction does not handle motion picture equipment, but it will give information in regard to projectors and projection to those who desire it. It will also give advice as to the proper type of equipment for specific uses and situations.

The cost of providing adequate motion picture equipment for a school should be provided for in the regular budget. It is relatively a very small item and a legitimate one. Teaching by the aid of motion pictures is a recognized form of instruction, and both economical and efficient.

Projectors

Projectors for the 16 mm. film may be purchased for from \$125 to \$300. A good projector will cost about \$175. The amount of light used in these projectors varies from 200 to 500 watts. In some projectors even a stronger light is used.

Projectors for 35 mm. films cost from \$175 to \$300. They use 500 to 1,000 watt lights. Second-hand 35 mm. projectors may frequently be had for \$50 to \$125.

Screens

There are two kinds of screens, the reflecting and the translucent. Reflecting screens are generally used for projecting purposes. The translucent screen is used chiefly for opaque projection in lighted rooms. The picture is made by placing the projector back of the screen and projecting the picture through the screen. In this way, pictures from post cards, magazines, and books may be thrown on the screen with a fair degree of clearness. Projection of post cards and other pictures may be made on reflecting screens as well.

There are several types of reflecting screens. One is the glass beaded screen which gives a brilliant projection at fairly long distances and may be used in semi-lighted rooms. It ranges in price from \$15 to \$35. Another is the screen of flexible white cloth which gives a very satisfactory picture. A cloth screen suitable for a 16 mm. projector may be had for \$10 or less. For short distance projection the cloth screen is adequate and to be preferred.

Planning Motion Picture Programs in Advance

It is a great advantage, as a rule, to plan motion picture programs in advance. You can get better values that way, for it is more economical to handle group orders than individual orders, and the saving is passed on to you. Moreover, you have a better chance of getting what you want and in the order you want it, if you plan early.

On occasion, teachers will want to order certain films that fit in with classroom work. In studying electricity, for example, they may want to get films on that subject. All such requests will be met so far as our facilities will permit. Even for specific subjects, planning may be made in advance.

SLIDES

This bureau handles two kinds of slides, the *glass slide* and the *film slide*. Both are listed in our catalog of January 16, 1935. The number of pictures in each set is indicated.

Among the glass slides, you will find some very fine *colored slides* of people and scenes from different nations such as Japan, Hawaii, Australia, Mexico, etc. The film slides are all plain slides.

The glass slides offered are all standard size, and require a standard glass slide projector.

The film slides require a regular film slide projector, or else a special film slide attachment that may be used in connection with either a 35 mm. or a 16 mm. film projector, or a regular glass slide lantern. The film slides will show up best in a small room, preferably well darkened.

REGULATIONS GOVERNING SERVICE

1. Give **number** and **name** of film wanted, as printed in this catalog, or given in supplements to it. Indicate size also, whether 35 mm. or 16 mm.
2. Give a second and third choice. The films you order may be out, or booked ahead.
3. Order well in advance, at least a week or ten days before date of use. This bureau reserves the right to make substitutions in last minute orders. *Be sure to indicate clearly date to be used.*
4. Orders should contain the name of individual to whom shipment is to be made and bill sent, as well as of the organization he represents.
5. All motion pictures are booked for *one day only*. More than one showing however, may be made. An additional fee of 50 per cent of rental a day will be made for each additional day, *provided reservation is made in advance*. The full rental charge will be made for each day if films are held without permission.
6. All shipments are made by parcel post C.O.D. unless other arrangements have been specifically made. Schools and other patrons that have established a credit

rating may pay monthly. All checks should be made payable to the *University of Minnesota*. Shipments will be made by express if requested.

7. *Transportation*.—Film users pay transportation both ways. All films should be insured when returned. Return shipment should be made *not later than the morning after date of scheduled use*; the same day if possible. Failure to ship promptly may upset a meeting planned long in advance by the next user. Below is a table of parcel post rates for 16 mm. films. (Insurance not included.)

Parcel Post Rates on 16 mm. Films

	First Zone	Second Zone	Third Zone	Fourth Zone
	Cents	Cents	Cents	Cents
1 reel	9	9	12	17
2 reels	10	10	14	21
3 reels	11	11	16	25
4 reels	12	12	18	29
5 reels	13	13	20	33
6 reels	14	14	22	37

8. *Damage to films and slides*.—Users of films and slides will be held responsible for all materials while in their possession. The cost of replacing damaged films ranges from 5 to 10 cents a foot. Broken slides will be charged for at the rate of 50 cents for plain slides, and \$1.00 for colored slides.
9. Do not rewind films when you return them to this office.

Visual Instruction Publications

The *Educational Screen* and *Visual Instruction*, representing all phases of visual instruction. (Monthly.)

Visual Instruction in the Public Schools, by Anna V. Doris, contains many helpful suggestions for effective use of visual aid materials.

SPECIAL FILM OFFER

35 MM. FILMS

Plan your film programs early. You will get best service and most efficient results that way.

Offer No. 1

Yale Historical Films (15 episodes)\$60.00

(Listed in our January, 1935, bulletin on films and slides, pages 10 to 12)

Former prices have ranged from \$150 to \$235 for the 15 episodes.

Columbus (4 reels)	Eve of the Revolution (3 reels)
Jamestown (4 reels)	Declaration of Independence (3 reels)
The Pilgrims (3 reels)	Yorktown (3 reels)
The Puritans (3 reels)	Vincennes (3 reels)
Peter Stuyvesant (3 reels)	Daniel Boone (3 reels)
The Gateway to the West (3 reels)	The Frontier Woman (3 reels)
Wolfe and Montcalm (3 reels)	Alexander Hamilton (3 reels)
Dixie (3 reels)	

Offer No. 2

Fifteen Film Subjects\$50.00

Seven or eight Yale Films (your own choice).

Seven or eight other Feature Photoplays.

(Selected features listed in our January, 1935, bulletin on pages 12 to 20)*

Offer No. 3

Fifteen programs (six or seven reels each)\$35.00

Includes features on pages 12 to 20 and one comic or industrial with each feature.

Programs for all offers may be arranged one a week or as desired. We will give you our best co-operation in arranging programs. Payment by schools and organizations with established credit may be made to suit their convenience.

* Following films (January, 1935, bulletin) have been discarded: 1, Lure of the Wild; 4, Cleopatra; 6, For You, My Boy; 13, Heide of the Alps; 19, King Lear; 20, Ramona; 21, The Crisis; 24, The Lure of the Yukon; 29, The Millionaire Policeman; 47, The Beggar King.

16 MM. FILMS

Offer No. 1

Any twenty 16 mm. films\$15.00

Any thirty 16 mm. films\$20.00

Larger number at same proportional rentals.

Offer No. 2

Eleven Feature Photoplays\$30.00

Grass	The Golden Stallion
The Lost World	Ella Cinders
The Little Duchess	George Washington
The Covered Wagon	Robinson Crusoe
The Wishing Ring	The College Hero
The Little Church Around the Corner	

(Listed in our January, 1935, bulletin on films and slides, pages 38 and 39)

We will give you our best co-operation in arranging programs.

BUREAU OF VISUAL INSTRUCTION
UNIVERSITY EXTENSION SERVICE
UNIVERSITY OF MINNESOTA
MINNEAPOLIS, MINN.

16 MM. MOTION PICTURES

BIOLOGY PICTURES

	Fee
1007.— The Living Cell (1 reel)	\$1.00
The division and growth of single-celled organisms. Microscopic studies of blood phenomena. The film also includes the subjects, "Life in a Drop of Water," showing microscopic portraits of animals living in a drop of water, and "The Sea Urchin," which shows the life history, with microscopic views, of this strange undersea creature.	

GENERAL SCIENCE PICTURES

1066.— Behavior of Light (1 reel)	1.00
Introduces the subject of light. Presents the ideas of transmission, shadows, and eclipses. Explains the formation of images in plane, convex, and concave mirrors. Demonstrates the cause of refraction. Illustrates dispersion, color, and the rainbow. Eastman teaching film.	
1067.— How Our Eyes Deceive Us (1 reel)	1.00
Under your very eyes equal lines become unequal, a circle becomes egg-shaped, parallel lines seem to converge. Optical illusions produced by the kaleidoscope are shown. Magnetism electrons, an interesting study in elementary physics, is also included with this film.	

ENTERTAINMENT PICTURES

2023.— Ringling Brothers Rivals (2 reels)	2.00
"The Gang" staging a circus.	
2024.— The Classic Centaur (1 reel)	1.00
Mythology in cartoon. Picturization of the legendary centaur—half man, half horse—of ancient history. Other subjects: A Peculiar Pair of Pups, and Fish for Two.	

ART PICTURES

3025.— Sculpture in Stone (1 reel)	1.00
This film demonstrates the creation in York marble of a crouching jaguar. It is the work of Anna Hyatt Huntington, one of the best-known sculptors in America. The film depicts the whole process—the crude block of marble, the roughing out of the stone carvers under the direction of the sculptor, and the final creative effort of the artist. At length there emerges from the block of marble a beast of the jungle, vibrant with life. The work of months is reviewed within fifteen minutes.	
3026.— The Etcher's Art (2 reels)	2.00
At the request of the Museum of Fine Arts of Boston, the widely-known artist, Frank W. Benson, lent his co-operation to the University Film Foundation for this production. Mr. Benson has achieved an international reputation for his etchings of wild fowl. This film shows all the steps taken in making an etching by the acid process.	
3027.— The Silversmith (2 reels).....	2.00
Mr. Arthur J. Stone was asked to co-operate with the Museum of Fine Arts and the University Film Foundation in the making of this film	

Fee

on one of the oldest of the practical arts. Mr. Stone is easily the outstanding worker in silver in this country, and many of his pieces are now in museums. This film is one of the outstanding films of this nature ever produced, as it shows the complete story of hand-wrought silver.

3028.—**The Last of the Wood Engravers** (2 reels) 2.00

To preserve and make available for posterity the extraordinary technique of Mr. Timothy Cole, last of the great wood engravers, the Boston Museum of Fine Arts commissioned the University Film Foundation to produce this picture. Mr. Cole's subject in this picture is the El Greco masterpiece, "Fray Feliz Hortensio," now in the Boston Museum. A particular feature of this interesting film is the large number of extreme close-up views of the actual tool work, showing very clearly the almost unbelievably delicate precision with which Mr. Cole cuts his lines into the wooden block. "The Last of the Wood Engravers" is not only a picture which holds attention, but it is also an invaluable recording of a technique now almost lost.

3029.—**From Clay to Bronze** (3 reels) 3.00

In this film the artist's work, as it progresses from the preliminary sketch in clay to the ultimate achievement in bronze, is shown by detailed demonstration. The picture shows Miss Katherine W. Lane, the brilliant young sculptress, at work in her studio. She erects a wire armature or framework, builds around it the clay image of her pet greyhound, and then works over this clay model until it is finished, ready for casting. Then she makes a plaster mold, from which is made a plaster cast of the subject—a technique both difficult and interesting. Lastly, she demonstrates the making of a bronze cast by the sand mold method.

3030.—**The Art of Spinning and Weaving** (2 reels) 2.00

Taken in the unsurpassed colonial rooms of the museum and under the expert supervision of the museum curators, this picture sets a new standard of authenticity both in colonial backgrounds and in the picturizations of the crafts of spinning and weaving. In addition to the broad general appeal of this picture, there are definite practical values in it for those concerned with textiles.

GEOGRAPHY PICTURES

4030.—**Cotton Growing** (1 reel) 1.00

Shows various steps in preparing the ground—stages in the growth of cotton plants—methods of fighting the boll weevil—harvesting, ginning, bagging, and transporting cotton. Eastman teaching film.

4031.—**New England Fisheries** (1 reel) Part 1—Cod 1.00

Outlines the equipping and loading of a schooner for a trip to the Grand Banks—setting trawls and catching fish—unloading—preparing cod for market. Eastman teaching film.

4032.—**Peru** (1 reel) 1.00

Shows the rich natural resources, transportation difficulties, and living conditions in a land of coastal lowlands, Andean highlands, and interior lowlands. Pictures Lima and the busy seaport cities; the sources of guano, crude oil, cotton, rice, sugar cane, copper, vanadium, and gold; native Indian life and the Inca ruins. Eastman teaching film.

	Fee
4033.— Pueblo Dwellers (1 reel)	1.00
Pictures the home life of the Pueblos of New Mexico, showing an Indian village, adobe dwellings, method of planting corn, squaws preparing tortillas, baking in an outdoor oven, basket-weaving, pottery-making, ceremonial dances, and a government Indian school. Eastman teaching film.	
4034.— Silk (1 reel)	1.00
Contains views of raw silk culture in Japan—animations and scenes showing time required and country traversed to reach industrial centers of the United States—latest methods of production in a modern factory. Eastman teaching film.	
4035.— Rubber (1 reel)	1.00
Traces this product from the plantation in Sumatra through the manufacture of tires, tennis shoes, and fountain pens in the United States. Eastman teaching film.	
4036.— Finland (1 reel)	1.00
Presents general views of Helsingfors, the capital—a complete continuity of the lumber, pulp, and paper industries—water power—country life and agricultural routine—the dairy industry—canals—salmon fishing—athletics—winter sports—views of the ice breakers which keep the harbors open. Eastman teaching film.	
4037.— Silken Cocoons (1 reel)	1.00
In the fifth century some eggs of the silk-moth were smuggled out of China by two monks and presented to Emperor Justinian. We see the eggs of the moth placed between mulberry leaves; the caterpillars emerging and later spinning their cocoon. Before the silk moths can emerge the cocoons are gathered, the largest one selected for breeding purposes, and the others placed in an oven where the larvae are quickly killed. They are then immersed in warm water to soften the cocoon, the silk thread of which can then be wound upon a spool. U. F. A. film.	
4038.— Calcutta (1 reel)	1.00
Exterior aspects of largest city of British India; parks, thoroughfares, harbor, temple, and Queen Victoria Memorial.	
4039.— Tropical Nights (1 reel)	1.00
Tropical foliage, trade winds, palms, fishing boats, moonlight surf scenes portraying the lure of beautiful tropical scenery.	
4040.— Japan (1 reel)	1.00
Glimpses of the country of arts and crafts. Few bells equal the forty-eight-ton giant hanging in the temple of Nara. In preparation for its booming all the women prepare elaborate coiffures. The beautiful embroideries, which we glimpse as the worshipers gather, are the product of the men employed in such a workshop as is shown in the picture. The same careful, beautiful craftsmanship is bestowed upon the preparation of lacquered objects. The culture of artificial pearls in live oysters is an even more interestingly portrayed process. U. F. A. film.	
4041.— Roumania, Oil Fields of the Balkans (1 reel)	1.00
The southern slopes of the Carpathian Mountains in Roumania have become Europe's most important oil district. The peasants who have always used primitive methods in agriculture are now using modern methods in harvesting the great natural resource from the depths of the earth. The picture shows the development of the oil fields, their exploitation, and methods of production. U. F. A. film.	

HUMAN GEOGRAPHY PICTURES

	Fee
6024.— Africa (1 reel)	1.00
Shows the white man's transformation of Africa. Africans working in the mines, living in the "compounds" in the city, being educated in the schools, and otherwise adopting the white man's civilization. U. F. A. film.	
6025.— Traveling in Abyssinia (1 reel)	1.00
The difficulties and delights of traveling in a land, the ruler of which claims to be a descendant of the Queen of Sheba. Film also includes a jaunt through modern Egypt and a festival in Kavirondo land, which shows an African tribe commemorating the death of a chief with wild dances and feasting. U. F. A. film.	
6026.— Taming the Taiga (2 reels)	2.00
An unusually interesting film of the Ussurians in Siberia, living more primitively than our Indians or Eskimos, and how they are gradually becoming more modernized under the guidance of Soviet Russia.	
6027.— Changing Times in Afghanistan (1 reel)	1.00
This film is the only recent picture of the long "forbidden" country. Primitive methods of work and life in town and country, social customs, and the dizzy pace of reform set by King Amanullah, just prior to his overthrow, are shown.	

SPORTS PICTURES

7050.— Basketball (2 reels)	2.00
This film is in the process of production by Eastman teaching films, and will be ready in the fall. It is intended to give instruction in the principal points of the game.	
7051.— Football (2 reels)	2.00
Shows in detail through scenes filmed under actual training conditions, the fundamental football techniques and drills. Demonstrates definite methods of handling the body to prevent injuries as the most effective methods in executing fundamentals. The techniques illustrated in the film represent the most modern coaching practice based upon successful experiences. Reel I, Drills for Individuals and Small Groups; Reel II, Group and Team Drill. Eastman teaching film.	
7052.— Tennis (1 reel)	1.00
Helen Wills in "Better Tennis." General instruction on the serve, forehand stroke, backhand stroke, etc.	
7053.— Golf (3 reels)	3.00
Harry Cooper golf lessons. Harry Cooper will be remembered as the winner of the Keller National Open Golf Tournament, 1935, when he established what is probably the world's record in golf—72 holes in 271—17 below par. His golf is a rare exhibition of grace and power.	
Lesson 1, Driver; Lesson 2, Brassie; Lesson 3, Spoon; Lesson 4, Driving Iron; Lesson 5, Midiron; Lesson 6, Mid Mashie; Lesson 7, Mashie Iron; Lesson 8, Mashie; Lesson 9, Spade Mashie; Lesson 10, Mashie Niblick; Lesson 11, Niblick; Lesson 12, Putting Cleek; Lesson 13, Putter. Slow motion as well as natural motion.	

MISCELLANEOUS PICTURES

- | | Fee |
|--|------|
| 8012.— Tigers of the North (1 reel) | 1.00 |
| The muskellunge, the fiercest and gamiest of fresh water fish, is known as the "Tiger of the North." It is found in the greatest numbers in lakes and waterways of northern Ontario. This film depicts the experiences of a large party of expert fishermen in the Lake Vermillion district. | |
| 8013.— A Real Rodeo (1 reel) | 1.00 |
| Broncho busting, steer bulldogging, riding, roping—just what the title implies. Also included with this film is a thrilling picturization of motor development and racing accomplishment including actual racing scenes, and a scene from Holland showing a skating fire brigade in action. | |

NATURE STUDY PICTURES

- | | |
|--|------|
| 9025.— The Adventures of Peter (1 reel) | 1.00 |
| Adapted to beginning classes in nature study. Stimulates interest in animals and their homes, their methods and means of protection, their relation to man's welfare. Peter, a fox terrier, goes on a camping trip with his master. They find a baby wildcat, common mole, ground squirrel, badger, armadillo, porcupine, hornet's nest, skunk kittens, owls, and black bears. Eastman teaching film. | |
| 9026.— Three Jungle Giants (1 reel) | 1.00 |
| The beauty and appeal of this picture lie in its very close views of Indian and African elephants with their wrinkled skins, up-turned trunks and large, floppy ears; a thick-skinned rhinoceros wallowing in muddy water, and a young hippopotamus walking beside a small child. Eastman teaching film. | |
| 9027.— Animal Camouflage (1 reel) | 1.00 |
| Microscopic and slow motion photography provide intimate studies of crabs, worms, caterpillars, toads, lizards, the "walking stick," the "walking leaf," "praying mantis," and other animals and insects that employ protective mimicry in the struggle for existence. Pathe-Harvard series. | |
| 9028.— Ants: Nature's Craftsmen (1 reel) | 1.00 |
| This is a most fascinating micro-cinematographic study of ants and community life. It deals with a careful analysis of the structure of the queens, males, and workers. Very instructive pictures of mounds of workers at work. The story of hatching. The "nurse" ministering to newly born ants. Attacks upon enemies; feeding habits; defense of their homes, etc. Pathe-Harvard series. | |
| 9029.— Baby Songbirds at Mealtime (1 reel) | 1.00 |
| This film is not so much a technical study in ornithology as it is a delightful little nature study which deals almost entirely with little songbirds and their eating habits. It shows many fascinating pictures of parent birds feeding their nestlings. Some of the birds treated in this film are: the sparrow, linnnet, canary, bullfinch, chaffinch, brown linnnet, titmouse or chickadee, long-tailed tomtit, European warbler, and marsh wren. Pathe-Harvard series. | |
| 9030.— Br'er Rabbit and His Pals (1 reel) | 1.00 |
| This is an intimate study of animals that come under the classification of "rodents." It deals with rabbits, squirrels, prairie dogs, woodchucks, mice, jerboas, and marmots. This film not only shows a | |

Fee

close-up working skeleton of the jaws that distinguish this class of animals, but also tells in detail the fascinating story of hibernation. Pathe-Harvard series.

- 9031.—**Honey-makers** (1 reel) 1.00
 The story of the bee. All the activity which goes on daily in the hive is here presented in a most fascinating and instructive manner. Pathe-Harvard series.
- 9032.—**Molluscs** (1 reel) 1.00
 The "mollusca" branch of the animal family is a large one. The word means "soft bodied" and applies to invertebrates. This picture dealing with both land and sea animals in this group shows the oyster, the octopus, the cuttle fish, and the snail. Pathe-Harvard series.
- 9033.—**Our Four-Footed Helpers** (1 reel) 1.00
 This subject starts out by taking the commonest example of the ruminant family, namely, the cow, and with animated diagram clearly implants the lesson of what it means to chew a cud. Other animals treated in this film are zebu, Old World buffalo, bison, gnu, giraffe, dromedary, alpaca, and llama. A large section is devoted to deer, showing the Asia, the white-tailed deer, and the elk. Pathe-Harvard series.
- 9034.—**Birds of Prey** (1 reel) 1.00
 Showing the habits, habitat, and characteristics of carnivorous birds of the Americas, Asia, and Europe. The kestrel, hawk, sparrowhawk, buzzard, goshawk, the lammergeier of Asia, the Andean condor, the European vulture, and the American eagle are among the birds shown in this picture. Pathe-Harvard series.
- 9035.—**Monarch of the Air** (1 reel) 1.00
 Brief life history of the eagle. On silent wings a huge eagle swoops down, takes a young goat in his talons, and carries it away. Other subjects included in the picture are the stork and the salamander. U. F. A. film.
- 9036.—**Through Divers' Eyes** (1 reel) 1.00
 Secrets of the deep. Unusual undersea pictures. The cuttlefish, crab milliner, and other marine dwellers. U. F. A. film.
- 9037.—**The Prowling Hedgehog** (1 reel) 1.00
 A hedgehog steals his breakfast, but the family dog catches him. Included with this picture are: Riding to the Hounds, Mt. Etna on Fire, and Strange Playmates, the latter showing scenes of animal life. U. F. A. film.
- 9038.—**Insect Engineers** (1 reel) 1.00
 The strange ways of insects including the mosquito, the spider, the butterfly. U. F. A. film.
- 9039.—**Castles of Paper** (1 reel) 1.00
 Life of paper making hornets—building nests, the division of labor in gathering food, repelling other insects. U. F. A. film.
- 9040.—**Fighters of the Deep** (1 reel) 1.00
 Strange undersea pictures depicting the struggle for existence among the dwellers of the deep. U. F. A. film.

	Fee
9041.— Desert Geese (1 reel)	1.00
Picture shows extensive marsh lands around Salt Lake, Utah, which is the habitat of large flocks of geese. A hunting expedition is shown.	
9042.— Trapping the Fox (1 reel)	1.00
Boys lay trap for a fox and succeed in catching one. Shown playing with it and finally letting it go. Comic boyish pranks also shown in picture.	
9043.— Monarch of the Glen (1 reel)	1.00
Few animals present a more striking appearance than an antlered stag. As the end of winter approaches the antlers are shed, and the stags herd peacefully together. Spring brings a new growth which at first must be carefully protected. When these antlers are fully grown the stag assumes the lordship of a herd of hinds and fiercely repels any invading male. U. F. A. film.	
9044.— Man-Eating Sharks (1 reel)	1.00
A boating party bent on catching some of these fierce scavengers of the sea. Several sharks are caught and bagged.	
9045.— Palace of Honey (1 reel)	1.00
The life of the bee. Close-up views and animated diagrams show the manner in which the bee gathers nectar, converts it into honey, and stores it in the comb. The exciting story of the swarming is pictured in great detail. As soon as the swarm is established in its new home, the metamorphosis of the bee from egg to adult is portrayed. U. F. A. film.	

35 MM. MOTION PICTURES

FEATURE PHOTOPLAYS

	Fee
47.— Sinews of Steel (6 reels)	3.50
A romantic drama of the steel industry. Gaston Glass and Alberta Vaughn.	
54.— Bashful Buccaneer (5 reels)	3.50
A comedy drama beginning in Davenport, Iowa, and ending there after many thrilling experiences of the sea, hunting for pirates' treasure. Reed Howes at his best.	
66.— So This Is Eden (3 reels)	1.50
A woman in domestic difficulties has decided to leave her husband. As she is departing, she meets an acquaintance with some experience in being alone and apart from her family. Result: the woman in distress retraces her steps and resolves to make the best of the situation.	
67.— Somebody's Mother (6 reels)	3.50
The children called her the "witch woman" but underneath her shabby clothes there beat a heart full of mother love. She was indeed a woman of mystery—with her dirty rags of clothes and her soft white hands of a lady. Mary Carr in a beautiful characterization.	
68.— Man from God's Country (5 reels)	3.50
A different story of the man—the girl—the dog. William Fairbanks.	
69.— Romance of a Million Dollars (6 reels)	3.50
Glenn Hunter in a brilliant portrayal of a boy's brave fight to atone for a youthful mistake and justify the trust of the one person who believed in him.	
70.— A Gallant Fool (5 reels)	3.50
An American adventurer in a mythical kingdom. Billy Sullivan.	
71.— The Great White North (4 reels)	2.50
Intense chronicle of the adventures attending Knud Rasmussen's dash toward the Pole. A story showing how the people of Greenland live, work, and play. The visit of King Christian of Denmark to see his distant subjects and to wish Godspeed to Rasmussen adds historical interest to the production. A truly great picture.	
72.— Phantom of the Forest (5 reels)	3.50
A blazing forest and a roaring mountain torrent in front of him, but Thunder, the Marvel Dog, never hesitated.	
73.— Three in Exile (5 reels)	3.50
A picture of unusual entertainment wherein a dog and a horse do almost everything except speak.	
74.— Sun Dog Trail (5 reels)	3.50
A story of sacrifice in the West.	
75.— Thundering Romance (5 reels)	3.50
A heart touching story of a brother's sacrifice for his sister with a touch of humor running through it.	

	Fee
76.— His Last Race (6 reels)	3.50
Wonderful story showing how determination can conquer all obstacles. Portrayed by a strong cast.	
77.— The Boaster (5 reels)	3.50
The story of a pampered young man who got started wrong, but makes good in a big way.	
78.— Starlight Untamed (5 reels)	3.50
This is a very popular picture with Starlight, the horse, and Rex, the wonderful collie.	

COMICS

9A.— The Deuce (2 reels)	1.00
"Gang" comedy in which "the gang" have some fun with a policeman, weather a storm, put on a ring side show, and some other stunts.	
18A.— Alice and the Three Bears (1 reel) .....	.50
Comic on the model of Felix, except that Alice figures as a real dramatic person.	
20A.— Snooky's Blue Monday (2 reels)	1.00
A "Gang" comedy in which "Snooky" the ape plays the leading rôle.	
49A.— Felix Doubles for Darwin (1 reel) .....	.50
67A.— Felix Wins Out (1 reel) .....	.50
68A.— Mutt and Jeff (Bombs and Bums) (1 reel) .....	.50
Mutt and Jeff among other adventures have a lively encounter with Russian wolves.	

HISTORY PICTURES

128.— Louisiana Purchase (1 reel) .....	.50
Causes and immediate results of the purchase of Louisiana in 1803.	
129.— Settling of the Ohio Valley (1 reel).....	.50
Problems which the pioneers faced. Types of early houses, mills, and stores.	
130.— French and English in America (1 reel) .....	.50
Main campaign movements in French and Indian War.	
131.— William Tell (1 reel) .....	.50
Play enacted by villagers of Tell's native village.	

GEOGRAPHY PICTURES

200.— Man, Social Builder (1 reel) .....	.50
The architect of the Christian community which is the foundation of the Christian state.	
201.— My Word, This Is London (1 reel) .....	.50
Typical scenes—market place, royal riding party, London Bridge, Tower, Strand, Piccadilly.	

	Fee
222.— Polar Bears (1 reel) .....	.50
Shows the capture of a polar bear on an Arctic expedition. Also varieties of polar bears in captivity.	
223.— Head Hunters in the Philippines (1 reel) .....	.50
Interesting scenes from the lives of these primitive people.	
224.— India and Burma (½ reel) .....	.50
Unusual customs of people shown.	
225.— Philippine Industries (1 reel) .....	.50
Pictures native industries—making of panama hats, baskets, clothing, etc.	
226.— Lumbering on the Orinoco River (1 reel) .....	.50
What the title implies.	
227.— Tagalog Toilers (1 reel) .....	.50
Cultivating rice in the Philippines—complete process from plowing to marketing. Also cultivation of cocoa bean, breadfruit, papaya, etc.	
228.— Zulus and Berbers (1 reel).....	.50
Scenes of African life—Zulu hairdressing—Berber wedding—Islamic funeral.	
229.— Hunting Moose (1 reel) .....	.50
Moose hunting expedition into the wilds of Canada.	
230.— Seeing Things on the Orinoco (1 reel) .....	.50
Scenes along the Orinoco River.	
231.— So This Is Europe (1 reel) .....	.50
Famous scenes in Europe—Mt. Vesuvius in Italy; Piccadilly and Buckingham Palace in London; St. Peter's at Rome; Grand Canal at Venice, etc.	
232.— Brazil's Gift (1 reel) .....	.50
All about coffee from planting to marketing.	
233.— Wooden Shoes (1 reel) .....	.50
Wooden Shoes decides to go for a stroll through Holland. Tulip beds, hyacinths, and international flower show at Haarlem are some of the interesting scenes.	

SCENIC AND TRAVEL PICTURES

480.— Scenes from Yellowstone National Park (1 reel) .....	.50
481.— On the River Conway, Wales (½ reel) .....	.50
482.— Wildest Wales (1 reel) .....	.50
Wales' beautiful rugged, ragged scenery. Quaint hamlets, picturesque communities.	
483.— Beautiful Banff (1 reel) .....	.50
Lake and mountain scenery from the famed Canadian Rockies.	

SCIENCE PICTURES

	Fee
507.— Air Pressure (1 reel) .....	.50
Interesting experiments showing the force of atmospheric pressure. One of them: a tin can is filled with steam and hermetically sealed. When steam condenses creating a vacuum, the can collapses into a shapeless mass.	
508.— Gyroscope and Liquid Air (1 reel) .....	.50
Demonstrations with gyroscope and liquid air. Principles of gyroscope applied to monorail car and other mechanical devices. Vegetables and eggs are frozen in a few seconds in liquid air so that they become brittle as glass. Animated drawings showing the tides of the moon, spring tides, and neap tides.	
509.— Experiments in Physics (1 reel) .....	.50
On specific gravity, with water and lighter liquids. Five liquids in the same glass, one above each other with balls of corresponding specific gravity floating in the respective liquids. Putting volcanos to work. Clear demonstration of causes of eruption.	
510.— Induction Motors (1 reel) .....	.50
By animated drawings, structure and function of the induction motor are shown in details.	

NATURE STUDY PICTURES

572.— Labyrinth Spider (1 reel) .....	.50
Excellent nature study picture. The life-habits of this ruthless and cunning insect are graphically portrayed.	
573.— Plants That Eat (1 reel).....	.50
Plants actually seen catching insects and absorbing them into their systems.	
574.— Rookeries and Squakeries (1 reel) .....	.50
Interesting nature study picture of night heron.	
575.— Sparrow Hawk (1 reel) .....	.50
Life-history and habits. Shows hawk's nest, eggs, and hatching of them, the constant protection given the young by the parent birds.	
576.— Struggle for Existence (1 reel) .....	.50
Dramatic portrayal of the struggle for life among the lower orders of nature. An instructive picture.	
577.— Mosquito (1 reel) .....	.50
Picture of the mosquito as a pest and a disease carrier. Highly magnified.	

INDUSTRIAL PICTURES

642.— Casks and Barrels (1 reel) .....	.50
Every step in the manufacture of casks and barrels from cutting down the tree to the finished product. Interesting machine processes.	
643.— Moving the Earth (1 reel) .....	.50
Action pictures of tractors at work doing the contractors' difficult jobs. These range all the way from building dams, levees, roads, fire trails, coal stripping, and other jobs where dirt is moved by the thousands of yards.	

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| 644.— Low Cost Roads (1 reel) | .50 |
| Methods used in constructing macadam or oil mix roads. This film shows an auto patrol preparing the roadway by spreading, mixing, surfacing—later the regular maintenance is shown. | |

AGRICULTURE AND DAIRY PICTURES

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|--|-----|
| 713.— Farming for Fur, Feathers, and Fish (1 reel) | .50 |
| Silver foxes and their priceless furs. Ostrich farms. Fish hatching, showing eggs of the Chinook salmon greatly magnified, how they hatch, how young fish are fed and finally transferred to live streams to become the sport of the angler. | |
| 714.— Row Crops (1 reel) | .50 |
| In illustrating this story there are innumerable short shots taken all over the world. There is no definite story to follow for the row crop farmer has too many different tasks for his tractor to do. Seed bed preparation, planting, cultivating, harvesting are shown. | |

MISCELLANEOUS PICTURES

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|--|-----|
| 800.— Let's Paint (1 reel) | .50 |
| Two children learning to paint. Animated drawings, supposed to represent their efforts, produce pictures that appear to come to life, thus presenting actual living scenes. | |
| 801.— Boy Scouts (1 reel) | .50 |
| Picture of New York Boy Scout encampment, where 30,000 boys from New York City are annually given an outing. A dramatized picture of Boy Scout patrol rescuing two children that became lost in the woods. | |
| 802.— The Brownings (1 reel) | .50 |
| Robert Browning and Elizabeth Barrett Browning. Historical places and relics associated with the authors. Dramatization of " <i>The Romance of the Swan's Nest</i> ." | |
| 803.— Luther Burbank (1 reel) | .50 |
| The wizard of the plant kingdom, whose experiments included 2,500 plant species. Scenes from the laboratory and garden of the great naturalist in which he himself figures. | |
| 804.— Leading a Dog's Life (1 reel) | .50 |
| Beautifully colored pictures of hunting dogs, their training and performance. Also pictures of draft dogs and other varieties exhibited at a dog show. Good picture. | |
| 805.— James Fenimore Cooper (1 reel) | .50 |
| <i>The Leather Stocking Tales</i> of Cooper have thrilled many a family circle and they are brought to life in this picture. The settings are all in New York state where he lived and wrote of the Otsego tribe of Indians. | |
| 806.— Dogs and Dog Races (1 reel) | .50 |
| Exhibition of prize dogs. Racing greyhounds, "fastest things on four legs." | |
| 807.— Big Football Games (1 reel)..... | .50 |
| Yale-Harvard; Yale-Princeton; Yale-West Point; Pennsylvania-Harvard; Stanford-California; Ohio-Columbia. | |

	Fee
808.— Nature and the Poet (1 reel) .....	.50
Nature scenes with titles from the poems of William Cullen Bryant.	
809.— Percy Bysshe Shelley (1 reel) .....	.50
Picture of the noted English poet and historic places in England.	
810.— Where Salmon Leap (½ reel) .....	.50
Good fishing picture in Canadian wilds.	
811.— When Black Is Read (1 reel) .....	.50
Pictures the making of a modern newspaper from the gathering of news to the turning out of the paper at the rate of about half a million an hour.	
812.— Happy Hours (1 reel) .....	.50
All kinds of sports—ski-jumping, polo, surf riding, golf, swimming, water, tobogganing, football, tennis.	
813.— Old Oaken Bucket (1 reel) .....	.50
Dramatization of farm scenes based on the familiar song.	
814.— Pleasuring in California (1 reel) .....	.50
Spectacular rodeo scenes—Mt. Lowe—relay swimming race to Catalina Island—climbing Mt. Tamalpais (on the crookedest railroad in the world).	
815.— Ducking for Ducks (1 reel) .....	.50
Duck hunting in the wilds. Second part shows felling of giant trees and logging operations in the woods and on river.	
816.— Short Shots No. 1 (1 reel) .....	.50
Speedboating. Spectacular surfboard riding. London street scenes. Water sports. Children's pets. Daredevil feats on tops of skyscrapers.	
817.— Short Shots No. 2 (1 reel) .....	.50
Opening of salmon season, Oregon. Catching monster turtles off Florida coast. Scorpions, mother and young. Scenes aboard a Japanese warship.	
818.— Short Shots No. 3 (1 reel) .....	.50
Great dirigible, Los Angeles. Children's pets. Spectacular aviation and picture camera stunts.	
819.— Short Shots No. 4 (1 reel) .....	.50
Robot, walks, talks, laughs. World's most perfect mummy. Twentieth century kids. Elephant has bath and manicure. Walking stunts on skyscrapers.	

The Bulletin
of the University of
Minnesota

School of Nursing
Announcement for the Year
1935-1936



Vol. XXXVIII No. 44 September 7 1935

Entered at the post-office in Minneapolis as second-class matter
Minneapolis, Minnesota

Accepted for mailing at special rate of postage provided for in section 1103,
Act of October 3, 1917, authorized July 12, 1918

UNIVERSITY CALENDAR

1935-36

Fall Quarter

1935			
September	16	Monday	Extension registration first semester begins
September	19	Thursday	Payment of fees closes, except for new students ⁴
September	23	Monday	Entrance tests
September	23-24		Registration for Freshman Week for all new students entering the freshman class
September	23-27		Examinations for removal of conditions Physical examinations
September	24-27		Registration period ¹
September	25-28		Freshman Week
September	27	Friday	Payment of fees for new students closes ⁴ at 4:30 p.m.
September	30	Monday	Fall quarter classes begin 8:30 a.m. ² First semester extension classes begin ³
October	5	Saturday	Last day for extension registration without penalty
October	17	Thursday	Senate meeting, 4:30 p.m.
October	26	Saturday	Homecoming Day
November	2	Saturday	Dad's Day
November	11	Monday	Armistice Day Convocation
November	28	Thursday	Thanksgiving Day; a holiday (except for extension)
December	5	Thursday	State Day Convocation
December	16-21		Final examination period
December	19	Thursday	Commencement Convocation Senate meeting, 4:30 p.m.
December	21	Saturday	Fall quarter ends, 6:00 p.m.

Winter Quarter

December	26	Thursday	Payment of fees closes for all students in residence fall quarter ⁴
1936			
January	3	Friday	Entrance tests
January	3-4		Registration ¹ and payment of fees ⁴ for new students Registration and payment of fees close at 12 m. on January 4
January	6	Monday	Winter quarter classes begin 8:30 a.m. ²
January	27	Monday	Extension registration second semester begins
February	8	Saturday	First semester extension classes close
February	10	Monday	Second semester extension classes begin ³
February	12	Wednesday	Lincoln's Birthday; a holiday (except for extension)

See footnotes on page 3.

February	15	Saturday	Last day for extension registration without penalty
February	20	Thursday	Charter Day Convocation Senate meeting, 4:30 p.m.
February	22	Saturday	Washington's Birthday; a holiday
March	16-21		Final examination period
March	19	Thursday	Commencement Convocation Payment of fees closes for all students ¹ in residence winter quarter
March	21	Saturday	Winter quarter ends 6:00 p.m.

Spring Quarter

March	27	Friday	Entrance tests
March	27-28		Registration ¹ and payment of fees ¹ for new students Registration and payment of fees close at 12 m. on March 28
March	30	Monday	Spring quarter classes begin, 8:30 a.m. ²
April	10	Friday	Good Friday; a holiday (except for extension)
May	9	Saturday	Mother's Day
May	14	Thursday	Cap and Gown Day Convocation Senate meeting, 4:30 p.m.
May	30	Saturday	Memorial Day; a holiday
June	5, 6 & 8-12		Final examination period
June	6	Saturday	Second semester extension classes close
June	12	Friday	Spring quarter ends, 6:00 p.m.
June	14	Sunday	Baccalaureate service
June	15	Monday	Sixty-fourth annual commencement

Summer Quarter

June	15-16		Registration, first term
June	17	Wednesday	Summer quarter classes begin, 8:00 a.m.
July	4	Saturday	Independence Day; a holiday
July	23	Thursday	Commencement Convocation
July	25	Saturday	Registration and payment of fees for second term close at 12 m.
July	27	Monday	Second term classes begin, 8:00 a.m.
August	29	Saturday	Second term closes

¹ Registration subsequent to the date specified will necessitate the approval of the college concerned. See also penalty fees for late registration, page 51 of the Bulletin of General Information. No student will be allowed to register in the University after one week from the beginning of the quarter excepting in unusual cases wherein special circumstances shall justify the appropriate committee of the college concerned permitting registration at a later date.

² First hour classes begin at 8:15 a.m. at University Farm.

³ This date does not refer to correspondence study courses, which may be started at any time during the year.

⁴ New students must pay fees on dates announced for registration. Fees of graduate students are due one week after their registration is approved by the dean of the Graduate School.

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Lydiae Everett, B.S., Instructor in Dietetics (c)
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Lucile Halversen, R.N., Assistant (a)
Jane Irvine, R.N., B.S., Assistant (a)
Jennie Schey, R.N., Assistant (a)
Ella Smitka, R.N., Assistant (a)

* The letters in parentheses indicate the particular hospital in which the instructor serves: (a) University of Minnesota Hospitals; (b) Charles T. Miller Hospital; (c) Minneapolis General Hospital.

† On leave.

Eva Burggren, R.N., Assistant (b)
 Hortense Johnson, R.N., Assistant (b)
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 Charles Remy, M.D., Superintendent of the Minneapolis General Hospital
 Peter D. Ward, M.D., Superintendent of the Charles T. Miller Hospital
 Administrative Committee
 Students' Work Committee

GENERAL INFORMATION

HISTORICAL STATEMENT

The University of Minnesota School of Nursing, authorized by the Board of Regents October 1, 1908, was actually established March 1, 1909, as a result of the efforts of Dr. Richard Olding Beard. It was the first university school of nursing in the world and, as such, led the way for other university schools which followed. The first university school carried a three-year undergraduate curriculum leading to the degree of graduate in nursing until June 9, 1919, at which time it established a five-year program leading to the degree of bachelor of science and graduate in nursing. Since that time it has carried both a three- and a five-year course, and, up to January 1, 1935, has graduated 1,140 with a diploma in nursing of which 136 have also received a bachelor of science degree. A distinctive feature of the five-year course has been the requirement of seventy-five university credits before the student matriculates in the School of Nursing proper. As a result, the entire clinical program is made more meaningful than would otherwise be possible.

Another first step was taken December 14, 1920, when the plan of a central school was approved by the University. From the beginning, the University had felt that it should offer the courses it was developing for its own nursing students to other hospitals. The hospitals wishing to take part in such a venture were the Minneapolis General Hospital, the Charles T. Miller Hospital and the Northern Pacific Beneficial Association Hospital of St. Paul. It was felt that the inclusion of these hospitals would introduce desirable practice fields for the University School of Nursing and would make possible a uniform standard of preparation for the nurses in these hospitals of a higher level than they could achieve individually. The arrangements were completed, therefore, in 1921. Tho no formal contract was made, a memorandum of agreement was drawn and agreed upon by the University and the allied hospitals. On March 30, 1921, the first students in this first central school of nursing were admitted to the University.

On February 19, 1925, the curriculum of clinical experience was further enriched by means of an agreement with the Hennepin County Sanatorium Commission whereby university nurse students were to receive six weeks' clinical experience at the Glen Lake Sanatorium in the care and treatment of tuberculous patients. The arrangement is still continued in the school.

On January 1, 1933, the Northern Pacific Beneficial Association Hospital arranged to staff its entire nursing service with graduate nurses and adjunct personnel, thereby aiding in the problem of unemployment among graduate nurses.

From its inception, the school has maintained high standards for the professional and personal preparation of its students and for the nursing care of patients in its charge. Graduates of the school have made fine contribution not only to their own school, but also to the profession of nursing both in this country and abroad.

The earlier years of the school's existence were devoted to the establishment of this new type of university education while the later ones have been

used for the perfecting of the plan made necessary by the merging of the University with other schools of nursing. Future years should see continued utilization of these early foundations with increasing emphasis on the preventive phases of the nurse's preparation that she may continue to meet adequately the ever increasing and ever broadening demands made upon her.

ORGANIZATION

The School of Nursing is a part of the Medical School, the director of the school being responsible to the dean of the Medical School and the dean of medical sciences. The administration of the school is conducted largely through three committees, as follows:

1. The Administrative Committee (see page 5), decides all matters of educational policy and general conduct of the School of Nursing.

2. The Students' Work Committee (see page 5), determines the policy as regards the individual student, her acceptance into the school, continuance, discipline, graduation, etc.; and makes recommendations concerning the curriculum and general conduct of the school.

3. The Advisory Committee, composed of the Administrative Committee, the Students' Work Committee, and the superintendent or executive officer of each associated hospital, decides matters involving the expenditure of hospital funds.

UNIVERSITY PRIVILEGES

Nurse students enjoy the same university privileges in so far as their nursing practice will permit as do other students.

They have free access to the University Library which is located in the main quadrangle of the University. In this library are about 785,000 volumes of books and some 9,000 current serials. The nursing library proper is located on the second floor of the building as a part of the biological medical library. Library hours are from 8:00 a.m. to 10:00 p.m. on week days.

Shevlin Hall, the center of women's activities on the campus, is open to nurse students as to others. Its recreation rooms are frequently reserved by the nurses for parties, dances, or entertainments.

Nurse students are entitled to make use of university tennis courts, golf course, and swimming pool and may buy student tickets at reduced rates for all athletic events.

Perhaps the greatest privilege accorded the students is that of attending lectures and concerts in the University either free or at markedly reduced student rates. Among these are the symphony concerts given by the Minneapolis Symphony Orchestra in the Cyrus Northrop Auditorium; the University Artists Course; and the Thursday morning convocation lectures as well as special lectures in the various departments. Student dramatic organizations present several worth-while plays on the campus each year.

SCHOLARSHIPS, LOANS, PRIZES

Students in either the five- or three-year course are eligible, after two quarters of satisfactory work in the University, to apply for loans from the university loan funds. Graduate nurses working for their degrees are

also eligible for the loan after two quarters of satisfactory work. For information regarding the loans see bulletin "University Aids for Student Expenses."

The following special awards are made to students in the graduating classes of the School of Nursing:

LOUISE M. POWELL PRIZE

A gift of \$50 annually from the Alumnae Association of the School of Nursing for the establishment of the Louise M. Powell Prize of \$25 to be awarded to that member of the March and June graduating classes in the School of Nursing of the University of Minnesota who has attained the highest degree of efficiency in practical work.

MARION L. VANNIER SCHOLARSHIP

A gift of \$100 annually from the Nurses' Self-Government Association of the University of Minnesota for the establishment of the Marion L. Vannier Scholarship. The recipient of this scholarship must be a graduate of the School of Nursing of the University of Minnesota. The scholarship is to be used for the purpose of higher education only, within two years after her graduation.

RICHARD OLDING BEARD LOAN FUND

The alumnae of the school have made available through the Endowment Fund a sum of \$150 to be used as a loan to graduates of the school for further academic study. The recipient must have had one year of successful nursing experience following graduation.

OTHER SCHOLARSHIPS AND LOAN FUNDS

Many of the district and state nursing associations have established scholarships and loan funds for graduate nurses wishing to take up university work. Certain graduate nurses are also eligible for scholarships of the national nursing organizations.

NURSES' RESIDENCES

Nurse students in the three-year course are housed in the various hospital residences after the first quarter. (A limited number may be accommodated in the Nurses' Hall during the first quarter at their own expense.) The Charles T. Miller Hospital has an attractive residence housing 135 persons, all in single rooms. The University of Minnesota Hospitals houses its students in the Nurses' Hall built near the University of Minnesota Hospitals on ground overlooking the Mississippi River. This building houses approximately 300 persons. Students at the Minneapolis General have a residence adjoining, but apart from, the hospital. The students take their meals in the nurses' dining rooms which are under the direction of trained dietitians.

Students in the five-year course provide their own maintenance during the first six quarters. They may secure rooms in Sanford Hall, the girls' dormitory, or in approved rooming houses near the University by request to the Housing Bureau, Shevlin Hall, University of Minnesota. During the time that the student carries clinical experience in the school she has

maintenance provided for her on the same basis as the three-year student. In her last three quarters of combined academic and nursing work she provides her own maintenance as in the first six quarters.

Assignment of students in the three- and five-year courses for residence in the various hospitals is made by the Students' Work Committee.

Students in affiliating and postgraduate courses are provided maintenance in the nurses' residences during their period of enrolment in the school.

The rules governing the residences are made in accordance with university policies and carried out with the joint approval of the faculty of the School of Nursing and the Council of the Nurses' Self-Government Association.

STUDENT ACTIVITIES

The leading student organization of the School of Nursing is the Nurses' Self-Government Association. This organization assists the faculty in practically all such student affairs as pertain to off duty hours. Nurse students are admitted to membership at the end of the first six months in the school by passing an examination conducted by the association on their constitution, a copy of which is furnished every student when she enters. Students continue in membership so long as they remain in good standing in the school and pay the very nominal dues of the organization. They elect a president and governing council of officers so chosen that there are representatives of the council in each of the hospitals. This organization usually sends a representative to the meetings of the American Nurses' Association, the National League of Nursing Education, and the Minnesota State Registered Nurses' Association.

One of the activities of the student government is to appoint upper classmen to act as "big sisters" for all entering students to assist them in adjusting themselves to their new environment.

The hospitals have frequent informal teas and parties for the students and the students themselves are encouraged to plan any form of recreation that they are interested in and that can be wisely undertaken in addition to their nursing duties.

The school is nonsectarian tho students are urged to form church affiliations in accordance with their choice and custom. Churches of various denominations are within walking distance of the residences so that it is possible for all students to attend either morning or evening service.

Chapel service (nonsectarian in character) is held in the respective hospitals.

The Y.W.C.A. of the University is open to all women students and there are student religious organizations sponsored by churches of different denominations.

Affiliating and postgraduate students are urged to participate in student activities. Both of these groups make "big sister" appointments to assist incoming students. The postgraduate students have a form of organization for their group.

SCHEDULE OF HOURS

During the first quarter of residence in the School of Nursing proper, regular undergraduate students carry approximately twenty-four hours of class but have no practical experience in the nursing care of patients. With

the beginning of the second quarter they receive approximately twenty-one hours of clinical experience weekly and carry approximately twenty-one hours of class. From the beginning of the third quarter and throughout the remainder of the three years (in the case of five-year students, two and one-half years) the hours of clinical experience are forty-eight per week. The hours of class during this same period are approximately six per week with the exception of the summer quarters when the class program is either reduced or omitted. Except in the case of emergencies, the time of the students on full-time duty does not exceed an eight-hour day or an eight-hour night. Assignment of night duty for regular students is for approximately four months (of not more than one month consecutively) during the entire course.

Affiliating students carry forty-eight hours per week of clinical experience (as do the undergraduate students) and from four to six hours of correlating class work.

Postgraduate students carry forty-two hours of clinical experience in all services except that of the operating room in which they have a thirty-hour week during three quarters and a forty-eight hour week at other periods (the students in the operating room do not receive the allowance given the other postgraduate students). Hours of class carried depend upon the individual student, ranging usually, however, from five to ten per week.

VACATION

Nurse students in the three-year course receive a little over nine weeks of vacation at their own living expense. Students entering at the beginning of the fall quarter will have one to two weeks at Christmas time, two weeks during the succeeding summer, four weeks the following summer, and two weeks during the last summer. Students entering at the beginning of the spring quarter will have two weeks the first summer, four weeks during the second summer, and four weeks during the third year.

Five-year students have vacations as do other university students during their first five quarters and during the last three quarters. During their hospital residence their vacation schedule is practically the same as that of the three-year students.

Affiliating students enrolled for less than one year and postgraduate students receive no vacation.

Affiliating students enrolled for one year receive two weeks' vacation.

SUGGESTED HIGH SCHOOL SUBJECTS

Students in high school who are considering the study of nursing are required so to arrange their high school subjects that they meet the entrance requirements of the College of Science, Literature, and the Arts of the University of Minnesota whether they elect the three- or five-year course. By meeting these requirements, students who take the three-year course may later apply their credits in nursing toward a Bachelor's degree, a privilege not open to students who meet only the minimum university requirements.

In the matter of elective subjects students should choose subjects in which they are particularly interested, with the guidance of high school advisers. It is well to avoid "vocational units" so far as possible. Students intending to enter the three-year course are advised to take chemistry in high school. Students planning on entering the five-year course are advised to elect other sciences in high school as their university program will include a chemistry course. *Mathematics is desirable as it is essential that the students have a good working knowledge of arithmetic.* English, history, and social science subjects are all to be recommended, and a foreign language, provided two units can be completed.

PREPARATION AND OPPORTUNITIES

The profession of nursing entails much the same type of requirements and preparation for successful practice as do other professions. Like other professions, only in greater degree, nursing is at present overcrowded. To a greater extent than in other professions the overcrowding is mostly in the lower level positions, whereas in fields requiring advanced preparation it is extremely difficult to find well-qualified personnel. To the good student who is willing to prepare herself rightly, many satisfying opportunities are open in the various fields. Some of these opportunities are for the positions of general duty, head nurse, supervisor, instructor, private duty, industrial nurse, visiting nurse, infant welfare nurse, and school nurse.

GENERAL REGULATIONS

NOTE.—Due to the social and economic conditions, the University of Minnesota reserves the right to alter any program or policy outlined in this bulletin.

ADMISSION

Each student who wishes to enter the University, either as a freshman or with credits from another institution, must fill out the information called for on pages 1 and 2 of the official application blank. This blank can be obtained from the registrar or from any Minnesota state high school.

The applicant for admission from high school should then give the application blank to the high school principal or superintendent with the request that it be completed and forwarded to the registrar of the University.

The applicant for admission from another college may send the information on pages 1 and 2 direct to the registrar, and in addition, he should request the college last attended to forward to the University of Minnesota an "official transcript of record" and an "honorable dismissal."

The applicant for admission by examination should submit the information on pages 1 and 2 direct to the registrar who will issue an authorization for the entrance examination.

ADMISSION FROM HIGH SCHOOL

Admission to the freshman class is either by examination or by certificate.

Most students entering the freshman classes of the University are high school graduates. In order to enter without entrance examinations the applicant must be a graduate of an accredited high school of Minnesota, or of a high school on the approved list of some other recognized state or regional accrediting institution.

For admission to any college of the University which accepts students without preliminary college training an applicant must present a record of at least twelve units completed in Grades X, XI, and XII (senior high school). For definition of units and groups see the Bulletin of General Information, pages 29-31.

At least nine of these twelve units must be subjects listed in Admission Groups A, B, C, D, and E. The other three units may be in Group F.

The nine units from Admission Groups A, B, C, D, and E must include a major and two minors, or preferably, two majors and one minor from at least three different admission groups.

Either one major or one minor must be in Admission Group A (English).

From either Admission Group B (foreign languages) or Admission Group D (mathematics), *but not from both*, one unit completed in Grade IX may be used to make a major or a minor. If this is done, however, the unit completed in Grade IX may not be counted as a part of the minimum of twelve units required from Grades X, XI, and XII.

In addition to the above requirements, the individual colleges have specified certain group and subject-matter requirements. Those for the School of Nursing are as follows:

Major in Group A

Major or minor in Group D

Major or minor in Groups B, C, D, E

Those for the College of Education special curricula (required for graduate nurses working for the B.S. degree in nursing education or public health nursing) are as follows:

Major in Group A

Major or minor in each of two of the Groups B, C, D, E

ADMISSION BY EXAMINATION

Applicants who are not graduates of accredited high schools may meet the admission requirements in one of the following ways:

1. By presenting Minnesota State High School Board certificates in the necessary subjects;
2. By presenting similar certificates from examining boards of other states;
3. By presenting certificates representing examinations given by the College Entrance Board; or
4. By passing successfully the University of Minnesota entrance tests as described below.

UNIVERSITY OF MINNESOTA ENTRANCE TESTS

These tests may be taken by any high school graduate whose high school credits do not meet the special requirements of the college he wishes to enter.

They may be taken also by any individual who is not a high school graduate provided he is nineteen years of age or older.

Any applicant who passes these tests will be admitted provisionally subject to one year of satisfactory work at the University.

Most graduates of Minnesota high schools will have taken these tests in connection with the state testing program conducted in the high schools throughout the state each year.

In order to take the tests at the University, the official application blank should be filed with the registrar according to the instructions on page 12. Detailed information as to where and when to report for the tests and an authorization for the tests will then be forwarded.

In special cases, arrangements will be made to have the tests given near the applicant's home in order to save the expense of travel to the University. In such cases a \$5 fee is charged. There is no fee if the tests are taken at the University.

These tests are of the objective type, intended to measure aptitudes for college work rather than specific information in high school fields. No special preparation for the tests is practicable.

Each applicant for admission by means of the university entrance tests will be required to take the college aptitude test and an English placement test.

REGULATIONS GOVERNING ADMISSION

THREE-YEAR COURSE

Applications for admission to the School of Nursing should be made in writing to the registrar, University of Minnesota. Information and application blanks may be had upon request from the registrar. Application blanks and educational credentials must be on file in the registrar's office before the applicant can be given consideration.

Applicants must meet entrance requirements as stated above. Students whose high school records were not good are not advised to enter the field of nursing. In considering the applicants the Enrolment Committee gives preference to those students who ranked in the upper fourth of their high school class. Preference is also given to applicants holding a Bachelor's degree, for whom it is possible to plan a special program of advanced study in their senior year in the School of Nursing. For requirements of physical fitness see Health Regulations, page 16.

To be eligible for registration in the state of Minnesota the nursing school graduate must be twenty-one years of age. Therefore, applicants under eighteen years of age are especially urged to elect the five-year course.

Final acceptance is made at a meeting of the Enrolment Committee of the School of Nursing at which time the general fitness of the applicant for the field of nursing is considered. The committee reserves the right to reject any candidate who seems to the faculty unsuited for the nursing profession. Meetings of the committee are held at the beginning of the *fall and spring quarters, at which time students are admitted to the school.* Applicants may meet the committee at its meeting six months prior to the date they intend to enter if they wish, but ordinarily they meet the committee on the date they wish to enter the school. Every precaution is taken to warn applicants in advance if their records seem to indicate that they are not suited to enter the field of nursing.

FIVE-YEAR COURSE

Applicants for admission to the five-year course must meet the entrance requirements of the College of Science, Literature, and the Arts, as given on page 31 of the Bulletin of General Information, and will register in the College of Science, Literature, and the Arts during the first 5 quarters of the course.

Acceptance into the School of Nursing is not made until the 75 credits of pre-nursing subjects have been completed (see outline of the five-year course, page 22). Students who have taken work in another college or university may apply the credits toward the five-year course. Official transcripts of such credits should be submitted to the university registrar for evaluation. Students may begin the five-year course at the beginning of any quarter, altho the fall quarter is the most satisfactory time to enter.

DEGREE COURSE FOR GRADUATE NURSES

Applicants for admission to this course must meet the entrance requirements of the College of Education special curricula (see page 13) and submit evidence of graduation from an accredited school of nursing.

POSTGRADUATE COURSES

Applicants for admission to postgraduate courses must be graduates of accredited schools of nursing and meet the minimum entrance requirement for admission to the University of Minnesota, as described above. They should write to the registrar, University of Minnesota, for application blanks. These should be filled out and placed on file in the registrar's office at least one month in advance of the quarter in which the applicant wishes to enter.

Postgraduate students are admitted quarterly, except summer,* usually one week before each regular university registration day in order that adjustment to clinical experience in the hospital may be made before university classes begin. Only a limited number of applicants may be accepted in any one quarter.

Proper blanks on which the nursing school credits and high school credits should be sent in may also be had by request to the registrar, University of Minnesota.

COURSES FOR AFFILIATING STUDENTS

By special arrangements with other schools of nursing, approved by the State Board of Nurse Examiners, their students are admitted at stipulated times for additional experience and instruction. Such students must meet the requirements of their own school, and after 1935 must meet the requirements of high school graduation or its equivalent.

ADMISSION WITH ADVANCED STANDING

The state law of Minnesota (as that of many other states) requires the nursing course to be three years in length. Hence it is not possible to grant credit in point of time to applicants with advanced university or college credit or even with degrees. It is possible, however, to allow such students marked advantages which are tantamount to time credit. For required courses in which such students have already received credit they may make substitution and so work toward their degree or in case of those already having a Bachelor's degree they may work toward a Master's degree. Also, for those already having a Bachelor's degree the school grants the last six months for electives. This time the student may (and usually does) elect to spend in some special field such as that of psychiatric nursing or public health nursing. She may, also, if she desires, utilize the major portion of this period of six months for work toward her Master's degree.

ADMISSION FOR TRANSFERRING STUDENTS

It is not the policy of the School of Nursing to accept students wishing to transfer from other schools of nursing. In almost every case the first two quarters must be repeated and a great deal of time is lost for the student in transfer.

* Postgraduate students in the fields of operating room and surgical nursing services are also admitted in the summer quarter.

ESTIMATE OF EXPENSES OF THREE-YEAR COURSE IN NURSING*

Year	Board and Room	Books	University Fees‡‡	Uniforms (Inc. Cape)	Grad. Fee	Total
First	\$115.00‡	\$25.00	\$37.50	\$55.00	.....	\$232.50
Second	0	10.00	0	0	.....	10.00
Third	0	10.00	0	0	\$7.50	17.50
Total.....						\$260.00

Tuition is due on date of entrance and fee for uniforms within one month thereafter.

ESTIMATE OF EXPENSES OF FIVE-YEAR COURSE IN NURSING*

Year	Board and Room	Books	University Fees‡‡	Uniforms (Inc. Cape)	Grad. Fee	Total
First	\$345.00	\$35.00	\$83.00	0	.....	\$ 463.00
Second	345.00	35.00	88.00	\$55.00	.....	523.00
Third	0	15.00	0	0	.....	15.00
Fourth	0	15.00	0	0	.....	15.00
Fifth	345.00	35.00	83.00	50.00 (Pub.H.)	\$15.00	528.00
Total.....						\$1,544.00

Affiliating students pay no tuition and complete maintenance is furnished them. Books amount to about \$20 for the year. Personal expenses can be determined best by the individual student.

For fees in postgraduate courses, see page 27.

HEALTH REGULATIONS§

The University School of Nursing requests each student *before entering* to be vaccinated against smallpox and to be immunized against typhoid fever, diphtheria, and scarlet fever. Compliance with this requirement prevents the necessity of immunizing the student during her first three months which frequently involves discomfort and loss of time for the student in the period when she most needs to be at her best physically. (Detailed instructions as prescribed by the University Health Service regarding immunization may be secured from the School of Nursing if desired by the applicant's physician.)

Upon entrance the applicant must pass satisfactorily the physical examination given by the University Health Service. Students whose condition needs further observation may be admitted tentatively but must cancel if later findings prove them physically unfit for nursing. The increasing emphasis on maintenance of health and prevention of disease is bringing an equal demand that the nurse herself be physically fit.

* This does not include clothing, incidentals, traveling, and vacation expenses.

‡ Depends on individual—range is from \$85 to \$115.

‡‡ Special laboratory and course fees are, for electives, additional.

§ The regulations given here apply to postgraduate, as well as undergraduate, students except where otherwise indicated.

All students receive in the respective hospitals an annual physical examination. In addition (a) a Mantoux test is made of all students on entrance and a chest X ray is taken in case of positive reaction. (b) One week preceding the tuberculosis service, a Mantoux test is also taken of students whose Mantoux tests were negative on entrance. All students having a positive reaction are given a chest X ray. (c) Three months after returning from the tuberculosis service, those whose Mantoux tests were negative before entering the tuberculosis service are given another Mantoux test. Those students with positive reactions receive a chest X ray at that time. A complete physical examination is given on completion of course, including X ray for students having positive Mantoux reaction. Mantoux tests and chest X rays are made routinely for postgraduate students on entrance only. However, any student will receive a chest X ray as often as necessary for the protection of the students and the hospitals.

A regular student in the School of Nursing who is disabled by continued illness shall be referred to her home or family as soon as she may be safely discharged from the hospital and permitted to travel; and shall thereafter be eligible for reinstatement under the same rules as apply to any other student. In any case, her registration as a first year student shall be terminated at the end of thirty days; if a second year student, at the end of sixty days; and if a third year student, at the end of ninety days; and thereafter such students shall meet their own cost of hospital care on the same basis as regular patients under the established rules and regulations of the hospital concerned. In the case of affiliating and postgraduate students, they must meet the cost of hospital care which is in excess of one month for any one year of residence in the school.

GRADES

Nurse students receive grades in accordance with the general university plan. The passing grades used are A, B, C, D, in order of excellence. A grade of I (incomplete) is given when work is not completed on time, through no fault of the student and must be made up within 30 days unless the time is extended by permission of the Students' Work Committee. Grade of E is a temporary grade which may be removed by satisfactorily passing a second examination, for which a fee of \$1 is charged. Grade of F in any class can be removed only by repeating the course. Students receiving a grade of F (failure) in any part of the clinical experience must repeat enough of the service to secure a passing grade.

Students in the five-year course are governed during the first five quarters by the regulations of the College of Science, Literature, and the Arts, and during the last three quarters by the regulations of the College of Education, in regard to grades, credits, honor points, and so forth.

CONTINUATION IN SCHOOL

Because of the complicated schedules of clinical experience it is impossible to arrange irregular class schedules for students. For that reason, no student is allowed to register for the second quarter in the School of Nursing who has not satisfactorily completed the work of the first quarter;

and no student may register for the third quarter who has not satisfactorily completed the second.

The faculty of the School of Nursing reserves the right to cancel the registration of any student who seems to them unsuited for the nursing profession or to remove any student connected with the school when, in their judgment, the interest of the school requires it.

READMISSION

All students who miss more than a month of their work through illness or leave of absence will have to remain out of the school until such time as the class or clinical schedule can be adjusted to their needs. *Special permission cannot be granted students to remain away for the purpose of caring for sick relatives.*

REQUIREMENTS FOR GRADUATION

The Board of Regents of the University of Minnesota upon recommendation of the faculty of the School of Nursing, confers degrees and certificates as specified below.

GRADUATE IN NURSING

The degree of graduate in nursing will be granted to those who have completed satisfactorily the requirements of the three-year professional nursing course as outlined on pages 19 to 22.

BACHELOR OF SCIENCE DEGREE AND GRADUATE IN NURSING

The degree of bachelor of science and of graduate in nursing will be granted those students who have completed satisfactorily the requirements of the five-year course as outlined on pages 22 to 25.

BACHELOR OF SCIENCE DEGREE

The bachelor of science degree will be granted those graduate nurses who have completed satisfactorily the requirements for this degree as outlined on pages 25 to 26.

STATE REGISTRATION

Nurse students completing either the three- or five-year course are eligible at the age of twenty-one years to take the state board examination given by the Minnesota State Board of Nurse Examiners. Successful passing of this examination entitles the nurse to registration in Minnesota and makes her eligible for membership through her alumnae, district, and state association, in the national nursing organizations and the Red Cross Nursing Service. Graduates from the University of Minnesota School of Nursing are also eligible for registration in New York State.

CURRICULA

The School of Nursing administers, with the assistance of certain other schools and departments in the University, curricula for the following courses, except for the Public Health Nursing courses:

1. Three-year course
2. Five-year course
3. Degree course for graduate nurses
4. Affiliating courses
5. Postgraduate courses

THREE-YEAR COURSE

The three-year course leads to the degree of graduate in nursing. (Graduates of this course receive 60 blanket credits toward a bachelor of science degree in nursing education or public health nursing.) Candidates for the degree of graduate in nursing must complete the curriculum of class work and clinical experience as given on the following pages, any changes therefrom to have the approval of the Students' Work Committee of the School of Nursing.

CLASS CURRICULUM—FIRST SIX MONTHS

First Quarter

Course No.	Title	Class Hrs.	Lab. Hrs.	Total Hrs.
Anat. 3	Human Anatomy	22	22	44
Physiol. 1	Physiologic Chemistry	33	11	44
Physiol. 2	Human Physiology	44	22	66
Bact. 1	Elementary Bacteriology	33	33	66
P.M.&P.H. 3	Personal Health	22	..	22
Nurs. 10	Introduction to Nutrition	11	..	11
Pharm. 7	Metrology	11	..	11
Total		176	88	264

Second Quarter

Course No.	Title	Class Hrs.	Lab. Hrs.	Total Hrs.
Pharm. 8	Elementary Pharmacology	22	22	44
Nurs. 6	Case Study	11	..	11
Nurs. 11	Foods and Nutrition	11	44	55
Nurs. 15	Principles and Practice of Nursing (including lettering and hospital economy).....	66	30	96
Nurs. 29	Principles of Surgery and Surgical Nursing I	22	..	22
Total		132	96	228

SCHOOL OF NURSING

CLASS CURRICULUM AFTER FIRST SIX MONTHS*

Freshman One-half Year

Course No.	Title	Class Hrs.	Lab. Hrs.	Total Hrs.
Nurs. 2	Ethics	11	..	11
Nurs. 16	Principles and Practice of Nursing (including bandaging and massage)	33	11	44
Nurs. 32	Principles of Medicine and Medical Nursing	32	..	32
Nurs. 41	Principles of Pediatrics and Pediatric Nursing	33	..	33
Total		109	11	120

Junior Year

Course No.	Title	Class Hrs.	Total Hrs.
Med. 15	Diet Therapy	11	11
Med. 16	Dermatology	18	18
Med. 17	Nervous and Mental Diseases	11	11
Nurs. 30	Principles of Surgery and Surgical Nursing II....	22	22
Nurs. 35	Principles of Communicable Disease Nursing.....	11	11
Nurs. 39	Principles of Gynecology and Gynecological Nursing	11	11
Nurs. 43	Principles of Obstetrics and Obstetrical Nursing...	24	24
Nurs. 48	Principles of Care in Eye, Ear, Nose, and Throat Conditions and of Oral Hygiene.....	22	22
Path. 3	Principles of Pathology (including demonstration)..	22	22
Total		162	162

Senior Year

Course No.	Title	Class Hrs.	Total Hrs.
Nurs. 1	History of Nursing	11	11
Nurs. 36	Principles of Tuberculosis and Tuberculosis Nursing	12	12
Nurs. 50	Survey of Professional Field†.....	22	22
Gen.Col. 2	The Practical Applications of Psychology.....	66	66
Total		111	111

* Alterations in the following program may be necessary as a result of the revision of the curriculum which is being made by the National League of Nursing Education.

† Given for certain groups in junior year.

CLINICAL CURRICULUM AFTER FIRST SIX MONTHS (FALL CLASS)*†

Freshman Year

GROUP 1		GROUP 2		GROUP 3		GROUP 4		GROUP 5		GROUP 6		GROUP 7		GROUP 8	
Title	Mo.	Title	Mo.	Title	Mo.	Title	Mo.	Title	Mo.	Title	Mo.	Title	Mo.	Title	Mo.
Surg. Nurs.	1½	Med. Nurs.	1	Surg. Nurs.	1½	Surg. Nurs.	2	Med. Nurs.	1½	Surg. Nurs.	2½	Med. Nurs.	½	Med. Nurs.	2
Oper. Room	2½	Diet. K.	1	Med. Nurs.	2	Vac.	½	Surg. Nurs.	3½	Vac.	½	Surg. Nurs.	4	Surg. Nurs.	3½
Vac.	½	Surg. Nurs.	1	Diet. K.	1	Med. Nurs.	2½	Med. Nurs.	½	Pri. Pat.‡	3	Vac.	½	Vac.	½
Ped. Nurs.	1½	Vac.	½	Vac.	½	Diet. K.	1	Vac.	½			Pri. Pat.‡	1½		
		Oper. Room	2½	Oper. Room	1										

Junior Year

Ped. Nurs.	1½	Ped. Nurs.	3	Oper. Room	1½	Oper. Room	3	Med. Nurs.	½	Med. Nurs.	2	Pri. Pat.‡	1½	Pri. Pat.‡	3
Obst. Nurs.	3	Obst. Nurs.	3	Ped. Nurs.	3	Ped. Nurs.	3	Diet. K.	1	Diet. K.	1	Med. Nurs.	2	Surg. Nurs.	2
Com. Dis.	1½	Com. Dis.	1½	Obst. Nurs.	3	Obst. Nurs.	3	Oper. Room	3	Oper. Room	3	Diet. K.	1	Diet. K.	1
Med. Nurs.	1½	Med. Nurs.	1½	Com. Dis.	1½	Com. Dis.	1½	Ped. Nurs.	3	Ped. Nurs.	3	Oper. Room	3	Oper. Room	2
Dispen.	1	Dispen.	1	Med. Nurs.	½	Med. Nurs.	½	Obst. Nurs.	2	Obst. Nurs.	2	Ped. Nurs.	2	Vac.	1
Gyn. Nurs.	1	Gyn. Nurs.	1	Vac.	1	Vac.	½	Med. Nurs.	1½	Vac.	½	Vac.	1	Ped. Nurs.	3
Vac.	1	Vac.	1	Dispen.	1			Vac.	1			Obst. Nurs.	½		
Tbc. Nurs.	1½			Surg. Nurs.	½										

Senior Year

P. H. Nurs.	1½	Tbc. Nurs.	1½	Surg. Nurs.	½	Dispen.	1	Com. Dis.	1½	Com. Dis.	1½	Obst. Nurs.	1½	Obst. Nurs.	3
Pri. Pat.‡	3	P. H. Nurs.	1½	Gyn. Nurs.	1	Med. Nurs.	1	Dispen.	1	Med. Nurs.	1½	Med. Nurs.	1½	Com. Dis.	1½
Diet. K.	1	Pri. Pat.‡	3	Tbc. Nurs.	1½	Gyn. Nurs.	1	Obst. Nurs.	1	Obst. Nurs.	1	Com. Dis.	1½	Med. Nurs.	1½
Med. Nurs.	2	Med. Nurs.	1½	P. H. Nurs.	1½	Tbc. Nurs.	1½	Gyn. Nurs.	1	Dispen.	1	Dispen.	1	Dispen.	1
Surg. Nurs.	3½	Vac.	½	Pri. Pat.‡	3	P. H. Nurs.	1½	Tbc. Nurs.	1½	Gyn. Nurs.	1	Gyn. Nurs.	1	Gyn. Nurs.	1
Vac.	½	Surg. Nurs.	4	Med. Surg.	1½	Pri. Pat.‡	3	P. H. Nurs.	1½	P. H. Nurs.	1½	Ped. Nurs.	1	Vac.	½
				Surg. Nurs.	2½	Vac.	½	Pri. Pat.‡	3	Tbc. Nurs.	1½	P. H. Nurs.	1½	Med. Nurs.	½
				Vac.	½	Surg. Nurs.	2½	Vac.	½	Surg. Nurs.	2	Tbc. Nurs.	1½	P. H. Nurs.	1½
								Surg. Nurs.	1	Vac.	½	Vac.	½	Tbc. Nurs.	1½
										Med. Nurs.	½	Surg. Nurs.	1		

NOTE.—In the shorter services certain rotation of students takes place which results in slight variation from the schedule—for instance in a three-month period including Gynecology, Diet Kitchen, and Surgical Nursing. Other variations may be made necessary by illness of students, or other emergencies but the above schedule is followed as closely as possible.

* The class and clinical curriculum for the class entering the beginning of the spring quarter is similar to that for the class in the fall quarter with the exception of vacations which consist of one month in the junior and one in the senior year.

† October to December—classes only; January to March—part-time practice in medical and surgical nursing.

‡ Clinical experience in the care of private patients will be in the departments of medical and surgical nursing.

CLINICAL EXPERIENCE

The clinical experience of the students begins in their second quarter in the school. They are assigned to the hospitals in the school in the order of their scholarship rank during the first quarter, the number assigned to each hospital being determined by the daily average of patients in the hospitals during the preceding six months. The hospitals in which the students receive their clinical experience are as follows:

The University of Minnesota Hospitals, situated on the University campus, include the Elliot Memorial Building, the Cancer Institute, the Todd Memorial, and the Eustis Children's Hospital. They are supported by state funds and endowments. They care for patients sent in from all parts of the state. The daily average of patients from July to December, 1934, was 306.

The Minneapolis General Hospital is supported by taxation and cares principally for the indigent sick of the city of Minneapolis. It has a large number of accident and emergency cases and a wide variety of acute diseases. The daily average of patients July to December, 1934, was 505.

The Charles T. Miller Hospital is situated in St. Paul, having 50 beds for free patients and 150 beds for private and semi-private patients. The daily average of patients July to December, 1934, was 96.

The Hennepin County Tuberculosis Sanatorium at Glen Lake, an institution of over 700 beds, caring for all types of tuberculosis is affiliated with the School of Nursing to give the students experience in the care of tuberculous patients. Students are assigned for one and one-half months experience there in the latter half of this course.

Students are rotated from one hospital to another in order to give them as complete clinical experience as the school has to offer. For instance, all students go to the Minneapolis General Hospital for experience in communicable disease nursing.

FIVE-YEAR COURSE

The five-year combined Nursing and Arts Course leads to a bachelor of science degree and a degree of graduate in nursing. Wherever possible, students should elect the five-year in preference to the three-year course, because the preparation given is broader and better, and graduates of the five-year course are in much greater demand than are those from the three-year course. During the first five quarters of this course, the student is registered in the College of Science, Literature, and the Arts; during the next ten, in the School of Nursing proper, and during the last three quarters, in the College of Education, majoring either in nursing education or in public health nursing.

CURRICULUM

First Five Quarters (College of Science, Literature, and the Arts)

English A-B-C or Composition 4-5-6 or exemption from the requirement.

One of these laboratory sciences: chemistry, bacteriology, human anatomy, human physiology.

Sociology 1.

Psychology 1-2.

Electives to make a total of 75 credits exclusive of physical education.† (For each five honor points in excess of one honor point per credit, the number 75 is diminished by one.)

Physical Education, six quarters. One quarter of this requirement may be completed after registering in the School of Nursing. No credit is granted for physical education courses in the College of Science, Literature, and the Arts; but upon transfer to the College of Education, the student will receive the credits and honor points earned in those courses.

Sixth to Fifteenth Quarters (School of Nursing)

The five-year student carries during her enrolment in the School of Nursing the same class and clinical curricula as does the three-year student with the following exceptions. In her first quarter in the School of Nursing she takes Soc. 49, Social Pathology, in place of whatever required laboratory science of that quarter she has already taken. In case of conflict Soc. 49 should be taken through correspondence study or extension course. Special fees are required in either case. She carries a curriculum of clinical experience covering two and one-fourth years (nine quarters) instead of the two and three-fourths years required of the three-year student. This adjustment is made by shortening her time spent in surgical nursing and private patient care and extending her experience in other nursing fields. In her senior year the clinical curriculum is so arranged as to permit her to register for Ed. 51 before returning to the College of Education.

For outline of class and clinical curriculum during residence in the School of Nursing see pages 20 to 21.

Last Three Quarters

I and II represent electives offered.

I. Nursing Education (College of Education and School of Nursing)

Major Adviser: Katharine J. Densford

No.	Title	Credits
Ed. 52-53	Introduction to Secondary School Teaching.....	6
Ed.T. 11,12	Special Methods and Practice Teaching in Schools of Nursing	8
Nursing 60	Ward Administration	4
Nursing 61	Survey of Hospital Relationships.....	2
Nursing 69	Survey of Conditions and Trends in Nursing.....	3
Nursing 71	Curriculum Making in Schools of Nursing.....	3
Electives*	.....	19
Total		45

* Electives must be chosen so as to complete the professional requirement of 26 quarter credits for the teacher's certificate. See College of Education Bulletin, page 18.

† Recommended electives are: history, zoology, and more natural science.

Suggested alternatives in the nursing education curriculum:

- a. For those desiring a teacher's certificate see page 26.
- b. For those interested in child health:

No.	Title	Credits
Nursing Courses		
Nurs. 60	Ward Administration	4
Nurs. 61	Survey of Hospitals Relationships.....	2
Nurs. 69	Survey of Conditions and Trends in Nursing.....	3
Nurs. 71	Curriculum Making in Schools of Nursing.....	3
Education Courses		
Ed.T. 11	Special Methods of Teaching in Schools of Nursing.....	3
Ed. 52-53	Introduction to Secondary School Teaching.....	6
Nursery School Courses		
Ed.T. 30	Principles of Kindergarten and Nursery School Education	3
Ed.T. 31	Permanent Play Materials	2
Ed.T. 32	Plastic Materials	3
Ed.T. 33	Rhythms, Games, and Music	2
Ed.T. 34	Story Telling for Young Children.....	2
Ed.T. 85-86-87	Methods and Observation	3
Ed.T. 88	Practice Teaching in Kindergarten or Nursery School....	3
	Electives	6
	Total	45

- c. For those interested in diet therapy:

Students taking this curriculum must have completed Home Economics 70, 2 cred., before entering the School of Nursing.

No.	Title	Credits
Nursing Courses		
Nurs. 60	Ward Administration	4
Nurs. 69	Survey of Conditions and Trends in Nursing.....	3
Nurs. 71	Curriculum Making in Schools of Nursing.....	3
Education Courses		
Ed.T. 11,12	Special Methods and Practice Teach. in Schools of Nursing	8
Ed. 52-53	Introduction to Secondary School Teaching.....	6
	Controlled electives in Education courses.....	6
Home Economics Courses		
Agr.Biochem. 4	Introduction to Organic and Biochemistry.....	5
Home Ec. 74	Nutrition Problems	4
Home Ec. 170	Nutrition of the Family.....	3
Home Ec. 173	Nutrition in Disease	3
	Total	45

II. Public Health Nursing (College of Education and Department of Preventive Medicine and Public Health)

Major Adviser: Eula B. Butzerin

No.	Title	Credits
P.M.&P.H. 53	Elements of Preventive Medicine.....	3
P.M.&P.H. 58	Maternal and Child Hygiene	2
P.M.&P.H. 60	Tuberculosis and Its Control	2
P.M.&P.H. 61	Mental Hygiene	3
P.M.&P.H. 62	Principles of Public Health Nursing	3
P.M.&P.H. 63	Special Fields in Public Health Nursing.....	3
P.M.&P.H. 65	Field Practice in School Nursing	} Minimum
P.M.&P.H. 66	Field Practice in County Nursing	
P.M.&P.H. 76	Field Practice in Family Health Agency	
Soc. 129*	Principles of Social Case Work.....	5
Soc. 153*	Field Training in Case Work.....	4
Soc. 60	Social Protection of the Child	}
or	Child Training	
H.E.Ed. 40	Child Training	3
Ed. 52-53	Introduction to Secondary School Teaching.....	6
Total		47-49

DEGREE COURSE FOR GRADUATE NURSES

CURRICULA FOR STUDENTS WHO ARE GRADUATES OF ACCREDITED SCHOOLS OF NURSING

Open to those who meet entrance requirements for specialized curricula of the College of Education (see Bulletin of General Information, page 22). Advanced credit for the professional nursing courses will be determined by the Nursing Committee who will indicate any additional hospital services to be completed before credit is granted. Forty-five credits represent approximately the average advanced standing granted for a satisfactory course of study in a school of nursing.

Candidates must conform to the College of Education regulation relative to total credits and honor points and are entitled to privilege of quality credit rule. Candidates must also meet the physical education requirements of the College of Education.

To secure a degree in the College of Education students must earn 185 credits and 185 honor points, and in addition must earn 1½ honor points for each credit in a major field.

The amount and type of college courses to be required of each candidate is to be decided by her major adviser after consideration of a candidate's general education and experience. All programs must also be approved by the Students' Work Committee and the dean of the College of Education. As a rule, however, the following curricula meet the needs of the majority of students. Substitutions may be made by petition upon the recommendation of the major adviser and Students' Work Committee of the College of Education.

A. Nursing Education

Major Adviser: Katharine J. Densford

Courses will correspond in general to the first 5 quarters and to Part I of the last 3 quarters of the five-year curriculum (as given on page 23) of

* Public health nursing students having credit in Soc. 1 and Soc. 49 are eligible to enter these courses.

the five-year course plus Education 51 and Sociology 49 and electives as recommended by the major adviser as may be needed to fulfill the total credit and honor point requirement.

B. Public Health Nursing

Major Adviser: Eula B. Butzerin

Curricula leading to a bachelor of science degree with a major in public health nursing.

Courses will correspond in general to the first 5 quarters and to Part II in the last 3 quarters of the five-year curriculum (as given on pages 23 and 25) of the five-year course plus the following courses:

Course	Title	Credits	Course	Title	Credits
Bact. 41	General Bacteriology	5	Physiol. 2	Human Physiology	5
Ed. 51	Introd. to Sec. Sch. Tch. . . .	3	P.M.&P.H. 71	Sup. of Pub. H. Nurs. . . .	3
History	.....	10	Soc. 49	Social Pathology	3
Physiol. 1	Physiological Chemistry	3	Zool. 1-2-3	General Zoology	10

Electives as recommended by major adviser as may be needed to fulfill the total credit and honor point requirement.

C. Students Desiring High School Teacher's Certificate

Students taking either of above curricula may secure the high school teacher's certificate for secondary education if they include in their programs the following courses:

1. Ed. 51-52-53. This must be completed before the course in Special Methods and Practice Teaching is begun.
2. Prerequisite courses in major field (number of credits varies in different departments. In field of general science, usually selected by nurses, the requirements will be met by 4 credits in botany; 5 credits in physiology; 10, in zoology; 3, in chemistry.
3. Special Methods and Practice Teaching course in major field. In general science this is Ed.T. 62-63-64.
4. Electives chosen to complete the professional requirement of 26 quarter credits for the teacher's certificate (see page 18, College of Education Bulletin).

AFFILIATIONS

Because of the large number of patients and the wide variety of illness manifested in these patients the school is able to offer affiliation in certain services to other schools of nursing desiring additional practice for their students.

Services in which other schools may receive affiliations are medical, surgical, pediatric, and obstetric. To schools sending students for a period of one year it is possible to include certain additional elective services.

The terms of affiliation are agreed upon between the university school and the school sending students. A copy of the conditions of affiliation will be sent to any school interested upon request to the director, School of Nursing, University of Minnesota. The length of affiliation varies from three months in the city of Minneapolis to six months and one year for schools outside the city. Schools desiring affiliation must be accredited schools and be connected with hospitals which are approved by the American College of Surgeons as well as by the American Hospital Association.

POSTGRADUATE COURSES

Among the opportunities offered through postgraduate courses are the following:

1. To prepare for head nurse combined teaching and administrative positions.
2. To become a proficient bedside nurse in a chosen field.
3. To become acquainted with the preventive aspects of nursing in this field.
4. To carry related university courses giving credit toward a degree.
5. To supplement deficient undergraduate preparation.

A program of academic study in the University is arranged for each field of postgraduate work, but may be modified by petition to meet the needs of the individual student and to take into consideration her interests and lines of development. All clinical subjects in the School of Nursing are also available for election.

The clinical experience of the postgraduate students is planned so as to include all available subdivisions of the various fields. The University and Minneapolis General Hospitals are available as fields for clinical experience, and students are assigned to their clinical fields on special registration day for postgraduate students by the Students' Work Committee. Only a limited number of applicants can be accepted in any one quarter.

Postgraduate students receive full maintenance and a \$10 monthly allowance with the following exceptions:

1. Operating Room Technique, Teaching, and Administration. Because of the shorter hours of clinical experience, no allowance is granted, but full maintenance is provided.
2. Medical, Surgical, Pediatric, and Obstetrical Nursing. During any portion of the course when students are not giving nursing care in the hospital (as for instance public health field work or nursery school observation) the hospital does not provide maintenance or allowance. Such periods are clearly indicated in the outlines of the separate courses. During these periods the students may pay the hospital \$10 weekly for maintenance or live elsewhere if they prefer.

Students wear their own graduate nurse uniforms while in the hospital. The students must provide themselves with the necessary blue uniforms suitable for experience in public health nursing. Laundry is included in maintenance. As registrants in the School of Nursing, postgraduate students pay no tuition fee but do pay a deposit fee of \$5 on entrance, to be refunded at completion of course if there are no charges against it. Postgraduate students who are desirous of transferring such academic credits as may be counted for the bachelor of science degree pay the College of Education tuition fee (i.e., \$1.75 to \$2.50 per credit) at the time they transfer their credits from the School of Nursing to the College of Education, which college grants the degree. The following curricula do not provide for courses during the second summer term. In cases of students whose clinical curriculum allows, a course may be taken during the second summer term by paying the required fee. Students in residence at the Minneapolis General Hospital pay carfare to and from university classes.

CURRICULA

MEDICAL NURSING—TWELVE MONTHS

Class Curriculum			Clinical Curriculum	
Subject	Hrs. Wkly. per Qtr.	Credits	Type of Service	Approx. Weeks in Service
Phys. 2, Human Phys.....	6	5*	Women's Medicine	10 $\frac{1}{2}$ §
or			Men's Medicine	7 $\frac{1}{2}$ §
Bact. 41†, Gen. Bact.....	9	5*	Communicable Disease	4
P.M.&P.H. 62, Principles of Public Health Nursing....	3		Neurology	2
and			Receiving Department	2
P.M.&P.H. 60, Tuberculosis and Its Control.....	2		Diet Kitchen	3
or			Tuberculosis	2||
Soc. 1, Introd. to Soc.....	5		Laboratory and X Ray Observation	3¶
Nurs. 60, Ward Administra- tion	4		Physical Therapy	2
Nurs. 72, Teaching and Su- pervision	5		Field Practice in Public Health Nursing	4 $\frac{1}{2}$ ¶
Nurs. 32, Principles of Med- icine and Medical Nursing	3		Ward Administration	8
Nurs. 36, Principles of Tuber- culosis and Tuberculosis Nursing	1		Elective in hospital service.....	4
P.H.&P.H. 76, Field Practice in Family Health Agency	—	—	Number of hours of clinical experience weekly = 42.	
Total*	—	23*	§ Experience in outpatient medical clin- ics is given during the assignments to medical wards.	
			¶ Neither allowance nor maintenance provided by hospitals.	
			|| At Glen Lake Sanatorium. Mainte- nance but not allowance provided.	

* Credits transferable to College of Education.

† Bacteriology may be elected if grade made in physiology examination (given to those who desire it during registration week) is passed with sufficiently high score.

SURGICAL NURSING—TWELVE MONTHS

Class Curriculum			Clinical Curriculum	
Subject	Hrs. Wkly. per Qtr.	Credits	Type of Service	Approx. Weeks in Service
Anat. 3, Human Anat.....	4	5*	Eye, Ear, Nose, and Throat Sur- gery	4
Elective	2		Tuberculosis Surgery	4
or		4*	Gynecology Wards	4
Bact. 41, Gen. Bact.....	9		Operating Room	3
Nurs. 60, Ward Administra- tion	4	3*	Orthopedic Surgery, including Physical Therapy	3
P.M.&P.H. 50, Public and Personal Health	3		Outpatient Department	2
or			Surgical Supply Room.....	1
P.M.&P.H. 53, Elements of Preventive Medicine	3	5*	Administration	6
Nurs. 72, Teaching and Su- pervision	5		Urology	3
P.M.&P.H. 76, Field Practice in Family Health Agency.	—	—	Field Practice in Public Health Nursing	4 $\frac{1}{2}$ ¶
Nurs. 23, Massage.....	1	4*	General Surgery	17 $\frac{1}{2}$
Nurs. 31, Advanced Surgical Nursing	2	2	Women's surgery	
Elective	2	2*	Men's surgery	
			Tumor surgery	
Total*	—	23*	¶ Neither allowance nor maintenance pro- vided by hospitals.	

* Credits transferable to College of Education.

OPERATING ROOM TECHNIQUE, TEACHING, AND ADMINISTRATION

Class Curriculum†			Clinical Curriculum	
Subject	Hrs. Wkly. per Qtr.	Credits	Type of Service	Approx. Weeks in Service
Nurs. 72, Teaching and Supervision	5	5*	General Surgery and Urology....	17
Bact. 41, Gen. Bact.....	9	5*	Dressing and Supply Room.....	1
Phys. 2, Human Phys.....	6	5*	Ward and Surgical Dispensary...	6
or			Eye, Ear, Nose, and Throat Sur-	
Anat. 3, Human Anat.....	4		gery	9
and			Gynecological and Orthopedic Sur-	
Electives	2		gery	9
Nurs. 55, Operating Room			Administration	8
Technique	1	1	Elective	2
Nurs. 60, Ward Administra-			During 9 months the students have 30	
tion	4	4*	hours of clinical experience per week.	
Elective	2	2*	During approximately 3 months they have	
			48 hours weekly.	
Total*		21*		

* Credits transferable to College of Education.

† Students may carry an additional elective when the schedule permits.

PEDIATRIC NURSING

Class Curriculum			Clinical Curriculum	
Subject	Hrs. Wkly. per Qtr.	Credits	Type of Service	Approx. Weeks in Service
Psychology 1-2	6	6*	Medical Children, including Nutri-	
Nurs. 60, Ward Administra-			tion Work and Outpatient De-	
tion	4	4*	partment	8
Nurs. 72, Teaching and Su-			Infants, including Milk Laboratory	
perception	5	5*	and Newborn Infants.....	8
Nurs. 41, Principles of Pedi-			Communicable Disease	4½
atrics and Pediatric Nurs-			Field Practice in Public Health	
ing	3	3	Nursing	4½¶
P.M.&P.H. 76, Field Practice			Surgical Children, including Treat-	
in Family Health Agency.			ment Room	8
P.M.&P.H. 50, Public and			Orthopedics with Physiotherapy..	4
Personal Health	3	4*	Nursery School	4½¶
and			Administration	8
Elective	2		Elective in hospital service.....	3
or			Number of hours of clinical experience	
P.M.&P.H. 60, Tuberculosis			weekly = 42.	
and Its Control.....	2	5*	¶ Neither allowance nor maintenance pro-	
and			vided by hospitals.	
Elective	3			
Total*		24*		

* Credits transferable to College of Education.

SCHOOL OF NURSING

OBSTETRICAL NURSING

Class Curriculum			Clinical Curriculum	
Subject	Hrs. Wkly. per Qtr.	Credits	Type of Service	Approx. Weeks in Service
Psychology 1-2	6	6*		
P.M.&P.H. 58, Maternal and Child Hygiene	2	2*	Obstetrics, including Normal and Abnormal Cases	14
Nurs. 43, Principles of Obstet- rics and Obstetrical Nurs- ing	2	2	Nursery	6
Nurs. 60, Ward Administra- tion	4	4*	Delivery Room	10
Nurs. 72, Teaching and Su- pervision	5	5*	Gynecological Wards and Clinics	4
Anesthesia (7 lectures).....	3	3*	Premature Infants	2
Elective	—	—	Prenatal Clinic, including home visiting	4¶
			Administration	8
			Elective	4
			Number of hours of clinical experience weekly = 42.	
Total*		20*	¶ Neither allowance nor maintenance pro- vided by hospitals.	

* Credits transferable to College of Edu-
cation.

SUMMER COURSES

Summer courses for graduate nurses are offered during the first term (six weeks) of the summer quarter in the School of Nursing in co-operation with the Department of Preventive Medicine and Public Health. Whenever possible guest instructors outstanding in their respective fields are added to the regular faculty for these courses. Courses offered cover such subjects as ward administration, teaching, supervision, administration in schools of nursing, and public health nursing in its various phases.

A special summer announcement describing these courses may be had upon request to the director.

DESCRIPTION OF COURSES

- Anat.3f,s. Human Anatomy. Brief resumé of cytology and embryology. More detailed study of the gross anatomy and histology of the organ system by means of lectures, laboratory studies, and demonstrations. (3 cred.; 44 hrs.)
- Bact.1f,s.‡ Elementary Bacteriology. Principles of bacteriology, general survey of pathogenic bacteria, molds, protozoa, and viruses. Elements of immunity. Sanitary analysis of water and milk. Germicides. Bacterial food poisoning. (4 cred.; 66 hrs.)
- Ed.T.11w.‡‡ Special Methods of Teaching in Schools of Nursing. Principles underlying clinical and classroom teaching in schools of nursing. Planning and evaluating instruction. (3 credits.)
- Ed.T.12s.‡‡ Special Methods of Teaching in Schools of Nursing and Practice Teaching in School of Nursing. Observation and study of principles of teaching applied in the nursing school situation. Supervised practice in teaching of nursing subjects. (5 credits.)
- Med.15f. Diet Therapy. This course deals with the diseases which demand dietary treatment and with the scientific principles underlying diet therapy. (1 cred.; 11 hrs.)
- Med.16w. Dermatology. This course consists of lectures on the anatomy and physiology of the skin; etiology, symptomatology, and management of syphilis and of the more common and important skin disorders. Lantern slides, demonstrations, and clinics are included in the course. (1½ cred.; 18 hrs.)
- Med.17w. Nervous and Mental Diseases. Lectures on organic and functional mental diseases, methods of diagnosis, treatment, and nursing care. The mental defective. The relation of mental illness to the general public health and possibilities of prevention. The bearing of mental health upon physical disorders. (1 cred.; 11 hrs.)
- Nurs.1f,s. History of Nursing. A brief historical survey of nursing from ancient times to the present day. (1 cred.; 11 hrs.)
- Nurs.2w,su. Ethics. A course aiming to assist the student in the formation of a sound ethical basis for her practice of nursing. (1 cred.; 11 hrs.)
- Nurs.6w,su. Case Study. An introduction to methods of applying scientific psychological and sociological principles in practice. The technique of studying by cases. (1 cred.; 11 hrs.)
- Nurs.10f,s. Introduction to Nutrition. A course dealing with food and its relation to the human body; the processes by which the body utilizes food; the study and classification of the various foods together with the caloric index. The normal diet and routine hospital diets are given with directions for modification under special circumstances. (1 cred.; 11 hrs.)

‡ Microscope required. Student (except medical) may obtain use of microscope by purchasing \$1.50 microscope card from bursar.

‡‡ A fee of \$1 per credit is charged for this course.

- Nurs. 11w,su. Foods and Nutrition. Laboratory and lecture course in practical dietetics, food preparation together with methods of cookery; definite instruction in carrying out the dietary prescription is given. (3 cred.; 55 hrs.)
- Nurs. 15w,su-16f,s. Principles and Practice of Nursing. A course presenting the principles of fine nursing, demonstrating their application in the care of the patient, showing the relation between these principles and foundation sciences, developing through supervised practice a high degree of skill in caring for patients and judgment in observing symptoms and condition. Nursing 15 includes lettering and hospital economy and covers a total of 96 hours. Nursing 16 includes bandaging and massage and covers a total of 44 hours. (10 cred.; 140 hrs.)
- Nurs. 23w,su. Massage. Demonstrations and class practice in the general manipulation of the body tissues and in those general movements which have the value of passive exercise for the sick or convalescent. (1 cred.; 11 hrs.)
- Nurs. 29w,su. Principles of Surgery and Surgical Nursing I. An introductory course designed to give a knowledge of surgical conditions and their treatment including nursing care. Lectures, clinics, classes, demonstrations. (2 cred.; 22 hrs.)
- Nurs. 30f,s. Principles of Surgery and Surgical Nursing II. A course planned to give further instruction in surgery and surgical nursing. It includes orthopedic and genito-urinary surgical conditions and some conditions less commonly encountered in general surgery. Lectures, classes, and demonstrations are given on treatment, nursing care, and prevention of these conditions. (2 cred.; 22 hrs.)
- Nurs. 31w. Advanced Surgical Nursing. Lectures, classes, and demonstrations dealing with the more important surgical conditions, recent research, new literature, and treatments used in modern practice of general surgery. (2 cred.; 22 hrs.)
- Nurs. 32f,s. Principles of Medicine and Medical Nursing. Lectures and clinics covering the etiology, symptoms, treatment, and prevention of medical diseases, and classes and demonstrations in nursing aspects and nursing care of patients with these diseases. (3 cred.; 32 hrs.)
- Nurs. 35f,w,s,su. Principles of Communicable Disease Nursing. Lectures, classes, and demonstrations on the etiology, symptoms, treatment, and nursing care of communicable diseases with immunization and relation to public health. (1 cred.; 11 hrs.)
- Nurs. 36f,w,s,su. Principles of Tuberculosis and Tuberculosis Nursing. A course designed to give the distribution of tuberculosis, theories of invasion, pathology and bacteriology of tuberculosis, principles of treatment and care of tuberculous patients with emphasis on the preventive work in this field. Lectures, clinics, classes, and demonstration. (1 cred.; 12 hrs.)
- Nurs. 39f. Principles of Gynecology and Gynecological Nursing. This course consists of lectures on etiology, symptoms, treatment, and prevention of gynecological conditions. Psychological aspects of this branch of nursing are considered. Demonstrations, classes, and clinics form a part of the course. (1 cred.; 11 hrs.)

- Nurs. 41f,s. Principles of Pediatrics and Pediatric Nursing. Lectures, classes, clinics, and demonstration on the development, mental and physical, of the normal child, on the diseases of infancy and childhood, on treatment, care, feeding, and guidance of the child. Movements for the promotion of child health. (3 cred.; 33 hrs.)
- Nurs. 43f,s. Principles of Obstetrics and Obstetrical Nursing. This course gives instruction in the physiology, pathology, and hygiene of pregnancy, labor, puerperium, and care of newborn infants. Emphasis is placed on the relation of this field to the public health. Lectures, classes, clinics, and demonstrations. (2 cred.; 24 hrs.)
- Nurs. 48w. Principles of Care in Eye, Ear, Nose, and Throat Conditions and of Oral Hygiene. This course consists of lectures, classes, clinics, and demonstrations. It deals with medical and nursing care, pathological conditions of the eye, ear, nose, and throat and of oral hygiene. (2 cred.; 22 hrs.)
- Nurs. 50f. Survey of Professional Field. A course dealing with present-day problems of nursing—legal, economic, civic, legislative. A survey of fields open for nurses and of related health movements. (2 cred.; 22 hrs.)
- Nurs. 55f,w,s,su. Operating Room Technique. A course dealing with the personnel of the operating room; the care and use of equipment; anti-septics and methods of sterilization; problems of co-ordination with other hospital departments; and management of operating room schedule. Taught by lectures, demonstration, discussion, and field types. (1 cred.; 11 hrs.)
- Nurs. 60f,w,s,su. Ward Administration. Principles underlying effective ward management and administration. Lectures, classes, and field visits. (4 cred.; 44 hrs.)
- Nurs. 61s. Survey of Hospital Relationships. Study of hospital personnel, departments and interrelationships. (2 cred.; 22 hrs.)
- Nurs. 69w. Survey of Conditions and Trends in Nursing. A study of conditions existing in nursing as revealed in literature and various reports. An attempt to define tendencies in nursing with a view to designating those which appear most favorable to social progress. (3 cred.; 33 hrs.)
- Nurs. 71s. Curriculum Making in Schools of Nursing. General principles of curriculum making; study of the functions of the graduate nurse in the community as determinants of the clinical and classroom curricula of the professional school. Integration of materials into curricula preparing nurses as community health agents.
- Nurs. 72su. Teaching and Supervision in Schools of Nursing. Principles of teaching applicable in schools of nursing. Planning of class work. Use of case studies, ward clinics and demonstrations, and assignment of practice, as methods of clinical teaching. Methods of evaluating students' work. Principles of supervision and their application for the improvement of nursing practice. (5 cred.)
- Path. 3w. Principles of Pathology. This course presents pathological aspects of various diseases showing relationship between pathological changes and the clinical course of disease, presenting principles which are fundamental in preventive work. Laboratory tests. Roentgenology. (2 cred.; 22 hrs.)

- Pharm.7f,w,s,su. Metrology. Systems of weights and measures; equivalents; preparation of percentage solutions; dosage; together with appropriate laboratory exercises and problems. (1½ cred.; 22 hrs.)
- Pharm.8w,su. Elementary Pharmacology. A study of the history, uses, classification, and preparation of drugs; definition of descriptive terms; systems of weights and measures; methods of administration; principles of dosage, etc., together with appropriate laboratory exercises. (2½ cred.; 33 hrs.)
- Physiol.1f,s. Physiologic Chemistry. (a) A brief study of physical and chemical laws; of the composition of matter, chemical compounds, chemical and energy changes; of the ionic theory; of gases and solutions. (b) The physiologic chemistry of gases, water, salts, carbohydrates, fats, and proteins; of the nutritive media, of digestive fluids and digestion, of metabolism, of excretion and excretory products. (3 cred.; 44 hrs.)
- Physiol.2f,s. Human Physiology. Functional properties of tissue cells; the material bases of the body; the nutritive media; the physiology of nerve and muscle, of the nervous system; the vascular mechanism; respiration, digestion, excretion, and metabolism. (5 cred.; 66 hrs.)
- P.M.&P.H.3f,w,s. Personal Health. Elementary principles of normal body function; predisposing and actual causes of disease; ways in which disease may be avoided. (2 cred.; 22 hrs.)
- Gen.Col.2f,w. The Practical Applications of Psychology. The aim of this course is to present a picture of the ways in which the human being meets the problems of his environment and develops the many traits which are called personality. (6 cred.; 66 hrs.)

CLINICAL EXPERIENCE*

MEDICAL NURSING

Clinical experience in the application of principles of medical nursing to the care of medical patients. The care of patients with neurological disorders is included in this period. 4 to 6 months.

SURGICAL NURSING

Application of principles of surgical nursing to the care of surgical patients including those affected by urological, orthopedic, and ear, eye, nose, and throat conditions. 4 to 6 months.

OPERATING ROOM

The students learn and apply in practice the principles of sterile technique and the care of operating room equipment and supplies. They give assistance at a number of operations of varied types including general surgical, orthopedic, ear, eye, nose, and throat, gynecological and urological, as well as assistance with cystocopic treatments. 2 to 3 months.

* A slight variation of clinical experience is allowed for illness, absence, and vacation adjustments.

OBSTETRICAL NURSING

Clinical experience in the care of obstetrical patients, both mothers and newborn infants, including the instruction of mothers. Practice in assisting at both normal and abnormal deliveries. 3 months.

PEDIATRIC NURSING

Observation of the normal child, preparation of formulae, clinical experience in the care of convalescent and sick infants and children. 3 months.

TUBERCULOSIS NURSING

Clinical experience in nursing care of all types of tuberculosis. Preventive and educational aspects are emphasized. 1½ months.

OUT-PATIENT DEPARTMENT

Experience in the management of clinics, assisting with examination and treatment of patients. A study of the dispensary as a community health center. 1 month.

GYNECOLOGICAL NURSING

Nursing care of gynecological patients. Examinations, pre- and post-operative care, including surgical dressing room technique. 1 month.

SPECIAL DIET KITCHEN

Supervised practice in preparing, planning, and calculating therapeutic diets. Two classes a week are held, covering diet therapy for the patient under treatment at the time. 1 month. Students also have ½ month of pediatric diet preparation while in the Pediatric Department.

PRIVATE PATIENT NURSING

A period of clinical experience in the nursing care of private patients, usually in the medical and surgical services. 2 to 3 months.

COMMUNICABLE DISEASE NURSING

Experience in nursing care of communicable diseases. Preventive and public health aspects are emphasized. 1½ months.

PUBLIC HEALTH NURSING

Supervised field experience with community public health nursing agencies. 1½ months.

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The Bulletin of the
University of Minnesota

Institute of Child Welfare
PARENT EDUCATION

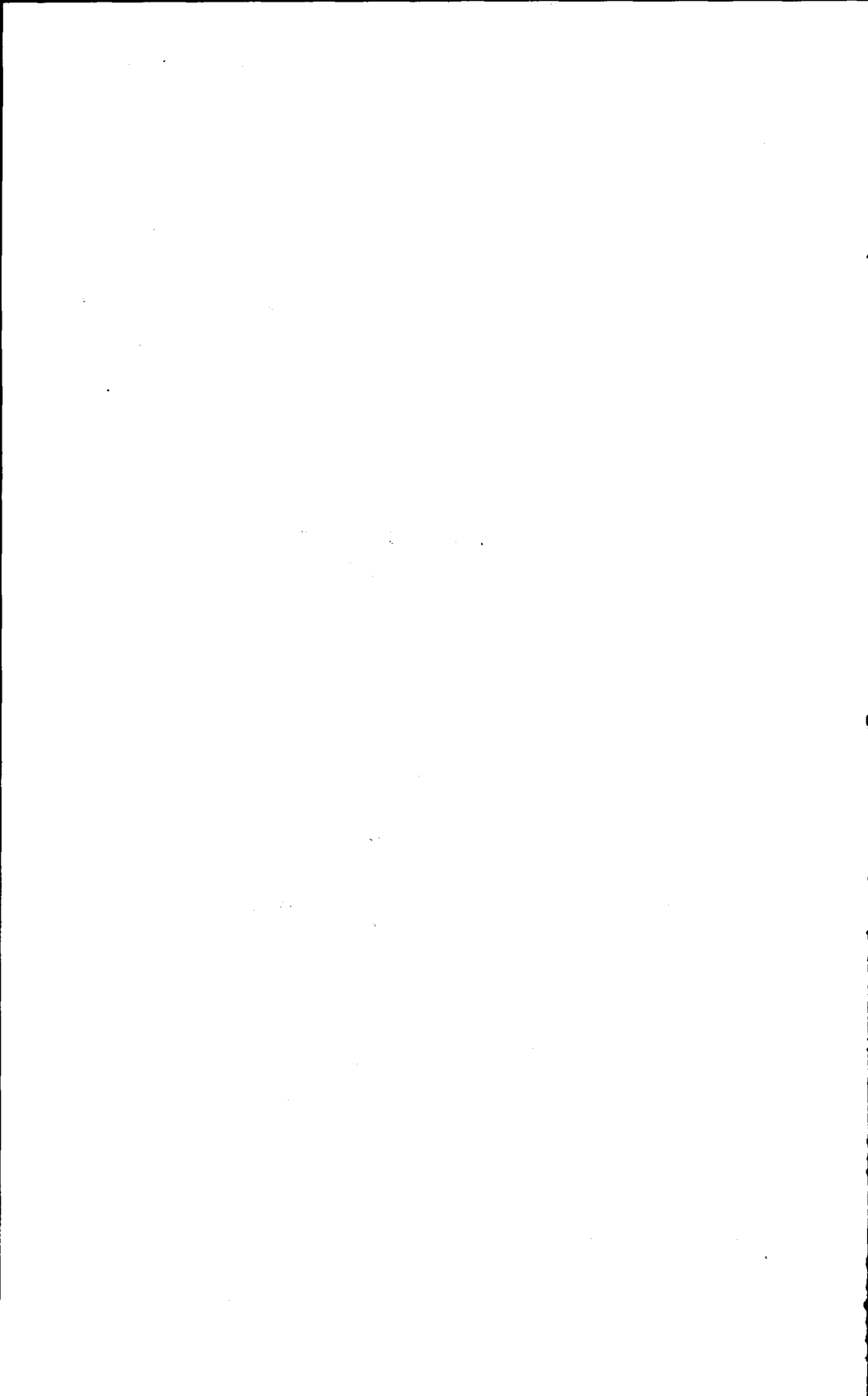


Vol. XXXVIII

No. 45

September 18 1935

Entered at the post-office in Minneapolis as second-class matter, Minneapolis, Minn.
Accepted for mailing at special rate of postage provided for in section 1103, Act of October
3, 1917, authorized July 12, 1918.



PARENT EDUCATION

In the ten years of its existence, the Institute of Child Welfare has, as one of the three main features of its program, carried on parent education in various forms throughout the state. Since its organization in July, 1925, the institute has enrolled in its courses dealing with child development and training, many thousands of individuals, by far the greater number of them parents. Several hundred groups for discussion and study have been formed, while the correspondence courses have made material accessible to many more persons, scattered throughout the state, who could not make personal contact with leaders from the institute.



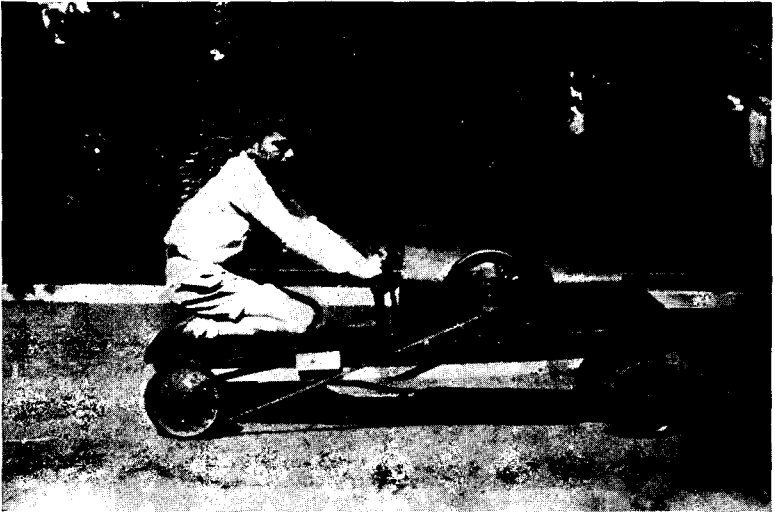
A Prescription for That Family Complaint—"Teasing"

In one year over 4,000 individuals, most of them mothers, attended study groups in the Twin Cities, Duluth, and in many smaller towns in various sections of the state. Albert Lea, Austin, Faribault, Brainerd, Walker, Aitkin, Eveleth, Owatonna, and McGregor are some of the towns that carried on work under the leadership of the University recently, while St. Cloud, Winona, New Ulm, Cloquet, Grand Rapids, Virginia, and Blue Earth, among others, have also at different times taken advantage of the services offered by the institute.

During the eight years in which it has been distributed, over 16,000 copies of the correspondence course in Child Care and Training have gone out, while over 5,000 persons have received the course in Later Childhood and Adolescence since its publication.

Originally, it was the custom of the Institute of Child Welfare to offer, completely without cost, correspondence material and the services of leaders to all residents of the state. This liberal-

ity was made possible because of the purposes for which the funds supporting the Institute of Child Welfare were given. These purposes were threefold: to carry on a program of scientific studies of child development, to train teachers, and to pass on to parents and other interested individuals the information gained at this institution and other centers of child study. The people of the



Making Is Often More Fun Than Buying

state profited by this liberal program for a period of seven years. The opportunity has since been offered to those who are interested in the work of the institute to aid in the continuance of its work by the payment of small fees for the institute courses. Persons who are interested in undertaking group study are invited to communicate with the Parent Education Department, Institute of Child Welfare, University of Minnesota, Minneapolis, Minnesota.

LEADERSHIP

The Institute of Child Welfare is prepared to furnish leadership to any group of persons interested in carrying on study of the child. In the past, many organizations have availed themselves of this opportunity. Among them have been parent-teacher organizations, church guilds and Sunday school departments, college and women's clubs, settlement houses, and other types of groups.

Two plans are offered. A group may choose to have a series of lectures, lasting from forty-five minutes to an hour, which will be open to the entire membership. In this case the topics chosen

will be of general interest and the attendance may fluctuate from meeting to meeting. No enrolment blanks will be filled out and there will be less group participation.

The second plan is that of the usual study group where members enroll, expecting to attend regularly. The discussions will center about the particular interests of the group, the meetings usually lasting about an hour and a half. The institute will furnish a library (see p. 9). In most situations this second plan is preferable since the members of the group have the opportunity to become more intimately acquainted with the leader and she with them. The discussions in which members of the group participate add to the interest and increase the educational value of the group to each member.

The charge for either plan is \$30 for six lessons. Groups may enroll for more than six lessons at a cost of \$5 for each additional meeting. There may be as few or as many members as the group wishes, but ordinarily in the second plan groups would be smaller, perhaps between fifteen and forty members.



A Backyard Tennis Court Serves a Double Purpose

Single lectures will be given for a fee of \$5. *There will be no fee for single talks to interest organizations in group study or the program offered by the institute.*

The charge for the series of lessons may be met by the group in any way that the individual organization sees fit. For example, in parent-teacher groups, the organization may pay the fee, and charge each member according to the number of persons joining

the group. Thus, if thirty members are enrolled, the organization may charge each one a dollar, or any fraction of that sum, the remainder to be taken care of by the treasury.

In case two schools wish to combine in forming a group under institute leadership, plans may be made for the organizations to share in paying the fee, according to the number of persons registering from each association. It is advisable in the case of such combination groups for a chairman to be appointed for each school participating in the group, in order that notification of members and other details of procedure may be handled in the individual school districts.

The staff of the Institute of Child Welfare will be glad to assist in any way possible in the formation of groups, such as by sending out information or giving talks designed to emphasize the value of group study.



Materials for Dramatic Play Are Always at Hand

GROUPS OUTSIDE THE TWIN CITIES

In the case of groups outside Minneapolis and St. Paul the same general rules apply as in the local groups. The fee for the series of lessons is the same. For the present, the institute will meet the expense of travel to and from these points, in order that the services of leaders may be as easily available to residents of smaller towns and rural districts as to city dwellers. At least three groups must be organized in any community, which is any distance from the institute, before a leader can be sent. Towns

that are adjacent may meet the requirements by organizing three groups in communities close enough together so that the expense of travel among them is not a serious item, or a leader may be sent for one or two groups to communities near enough to the Twin Cities so that traveling expenses are low.



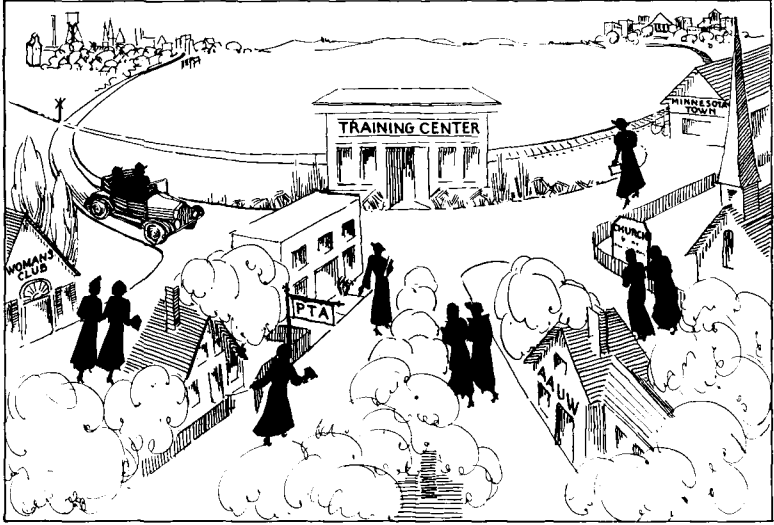
How Young Should Children Have Scissors?

LEADERSHIP TRAINING COURSES

In view of the fact that many clubs and parent-teacher associations have difficulty in finding leaders among their members for the educational projects they would like to undertake, the institute offers training in methods of conducting study groups and guiding group discussion. Many women nowadays have a considerable background of general knowledge in the field of child study, but feel inadequately equipped to handle the various difficulties that come up in parent education or other adult education groups. It has been said that probably in no other field of education must the leader deal with as wide a variety of human differences as does the leader of a group of parents. How to gain insight into these differences, how to balance them so that the experience of each will be of value to the group as a whole, these and other leadership skills are as necessary to workers with adults as is the body of subject-matter on which the group's study is based.

In order to facilitate the progress of child study in many communities, over a wide area, the institute is prepared to offer leadership training to any interested organization or individuals.

Where there are a number of persons desirous of preparing themselves for leadership of child study groups, a plan will be arranged whereby institute leaders will be available for training courses. For example, the League of Women Voters, Parent-Teacher Council, the Woman's Club, and other women's organizations in any town might each enroll two or more members in the group training course, these members agreeing to undertake leadership of small groups while receiving the training.



Lay Leaders and Specialist Meet for Study

The accompanying diagrams may make clear the plan for reaching a larger number than would otherwise be possible.

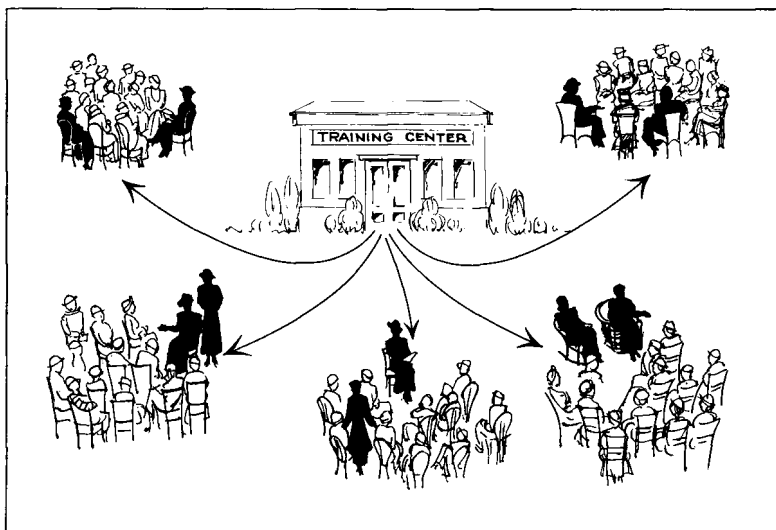
Two members should always be assigned from each organization taking part in the project, in order that the responsibility for presenting the lessons may not fall on a single individual.

Six or more all-day meetings will be arranged at intervals so spaced that the local or lay leaders may conduct their own groups in between the meetings at which instruction is being given. This arrangement offers the lay leaders an opportunity to take back to the institute class questions and problems that must be referred because of the need for more information. Books and pamphlets will be furnished on the usual basis (see page 9, Library), and mimeographed outlines prepared for the use of the lay leaders in their local groups.

The morning of each all-day meeting will be devoted to a presentation of material by the institute leader, according to the

topics selected by the group (see pages 12-16 for courses of study), while the afternoons will be spent in a discussion of the various methods suitable for presentation of the different types of topics, and of the problems of individual lay leaders.

Clubs, councils, auxiliaries, and other organizations interested in such training for possible leaders among their members should communicate with the Institute of Child Welfare for details of the cost and procedure.



Small Discussion Groups Are Led by Lay Leaders

DETAILS OF ORGANIZATION

The organization or individuals sponsoring the group must undertake full responsibility for the group. A chairman should be appointed, or elected, who will undertake to arrange such matters as time, place, number of meetings, and topics for discussion. The chairman may appoint a secretary or a committee to notify members of the meetings, and to take care of other details. It is essential to the success of a group that the attendance be kept up, otherwise the discussion of those who are irregular in attendance interferes with the progress of the group. The attendance committee should be prepared to notify members, by telephone or otherwise, before each meeting.

The number of meetings will depend largely on the type of organization seeking leadership. In many parent-teacher associations, it is desirable to have the study group meet monthly, as a bimonthly meeting may conflict with the regular parent-teacher

meeting. In this case, a series of eight lessons is usual, extending from October through May. In the majority of cases, however, groups meet every other week.

In other instances, intensive work is desired, and meetings are held each week, for periods of time varying in length. Many groups that have organized for six or eight lessons have at their conclusion decided to go on with a second series. For example, a group in a grade or junior high school may begin by devoting six lessons to the study of the school-age child, and then, their enthusiasm aroused by the help thus obtained, arrange to continue their study, in the form of a series of lessons on the pre-adolescent age. Or several series on the same age may be taken.

An attractive series of topics may be selected by referring to the list of suggested subjects, on pages 12 to 16. It will be noted that these topics are grouped to some extent according to periods of development. It is preferable for members of the group to have some interest in common, altho the success of the group need not depend on the similarity of ages of the children represented.

READING IN CONNECTION WITH GROUP STUDY

One of the chief values of group study lies in the mental stimulus afforded by contact with other people. New ideas and new methods are constantly coming to light in the give and take of group discussion. The problem that has seemed a mountain in our solitary meditation turns out to be a molehill encountered by numbers of other parents. The person who reads or studies alone has not the advantage of impact with other minds, the rousing effect of meeting with disagreement. Our own experience in life may educate us, broaden us, and make us wiser. On the other hand, unless we are constantly open to new knowledge, and ready to admit the importance of perspective, we may be embittered and prejudiced by the things that have befallen us.

Many individuals who recognize the danger of "getting into a rut," try by reading to keep abreast of new currents of thought. Several disadvantages stand in the way of substituting reading for the benefits to be derived from study carried on with others. In the first place, our reading may serve only to heighten and reinforce the attitudes we have developed. It is probable that, just as in passing through a cafeteria, we take only those foods that appeal to and agree with us, so in reading we may note and remember those statements that confirm our own opinions or beliefs.

Again, it is difficult for the casual reader to judge as to the comparative value of the many books that are appearing in the field of parent education. Without a very broad background, it

is often impossible to discriminate between a book that is so readable that it sounds authentic, altho it may be trivial or even misleading, and one that is outstanding in its sincerity and wisdom.

The Institute of Child Welfare has gathered together a library of books, carefully chosen with a view to their popularity and the merit of their contents. Books from this library are furnished free of charge to groups carrying on study under institute leadership, each set of books being selected with the interests in mind of the group members who will read the books. A deposit of \$5 is required as a protection against loss or damage. This is returned when the books are sent back at the conclusion of the project. Express charges on books are met by the group.

It is highly desirable that groups have access to reading material in connection with the courses, and in case the Institute of Child Welfare library cannot be secured, efforts should be made to have a shelf of books in the public library set aside for the use of the members of the group. If there is no library, or if the library is inadequate, application may be made to the State Library Division, Historical Building, St. Paul, for a number of books, to be circulated in the community during the period of study.

EDUCATION OF YOUTH IN HOME RELATIONS

The institute has been furnishing leadership for both junior and senior high school classes in pre-parental education. Lists of suggested topics which have been found of interest to high school boys and girls are given on page 16. The purpose of these courses is to help adolescents understand themselves, and their relations to their families and the community. The part played by sex in the life of the individual, the increasing need of vocational guidance for youth, the importance to one's happiness and success of a sympathetic understanding of those around us, are among the problems discussed with both junior and senior high school students. Indirectly it is hoped such classes may help students later on to be better parents and understand their own marriage and family problems.

Individual school systems interested in making arrangements for such courses should consult the Parent Education Department of the Institute of Child Welfare for details as to the financial basis on which they may be secured.

PARENTS' CONSULTATION SERVICE

Parents who wish help with children's problems may make use of the consultation service which the Institute of Child Welfare offers. Psychological examinations, home visits, observations, and

training of the child in the Nursery School or Kindergarten are available, as well as personal consultations with members of the staff who are trained in pre-school education, child psychology, and parent education.

Fees will vary according to the service desired and the amount of time given. Call or write to the Parent Education Department, Institute of Child Welfare, University of Minnesota.

READING COURSES

The Institute of Child Welfare has two reading courses available for use as a basis for study and discussion in group meetings. These courses, *Child Care and Training*, and *Later Childhood and Adolescence*, consist of sixteen lessons each, the topics being as follows:

CHILD CARE AND TRAINING

1. The Young Child
2. Physical Growth and Development
3. General Care, Including Diet and Clothing
4. Children's Diseases
5. Mental Growth of the Child
6. Learning
7. Emotional Habits
8. Eating Habits
9. Sleeping Habits
10. Eliminative and Other Early Habits
11. Constructive Discipline
12. Curiosity, Questioning, and Sex Education
13. Imagination, Truth, and Falsehood
14. Play
15. Books and Reading
16. The Family

LATER CHILDHOOD AND ADOLESCENCE

1. The Material We Have To Work With
2. Physical Growth
3. General Care and Hygiene
4. Food, Sleep, and Hygiene of the Special Senses
5. Brightness and Dullness in Children
6. Emotional Growth
7. Problems Associated with the Development of Personality
8. Growth of Self-Reliance and Responsibility
9. Learning the Use of Money
10. Educational and Vocational Guidance
11. Play of Older Children
12. Leisure Time Activities
13. Books for Older Children
14. Character Development
15. Sex Education of Older Children
16. Putting Away Childish Things

The institute has arranged, for the benefit of study group members, a special price for these courses. When secured through membership in a study group, the courses will be priced at 50 cents each, will be supplied in bulk, and will be distributed by the leader instead of being sent through the mail.



Camp Life Helps To Develop Independence

As has been the case in the past, individuals may continue to enroll for the correspondence courses by mail, the lessons to be sent out weekly from the institute. The fee in such instances is \$1 for each course. The services connected with the taking of the courses in this way include the sending of the lessons by mail, the correction of papers by an institute instructor, and the giving of a certificate to those who send in answers to all sixteen lessons of a course.

It is likewise possible to secure university credit for work done by correspondence, and it is suggested that those persons who are interested in doing so write to the General Extension Division, University of Minnesota, for more information. The credit courses offered by the institute by correspondence are Child Care and Training, Later Childhood and Adolescence, and Home Education Methods for Young Children. The fee is \$10 for each course.

SUGGESTED TOPICS FOR STUDY GROUPS

Groups of lessons that have been widely used are outlined below. Any six or more of the topics may be chosen from any of the units, or a group may suggest its own series based on its particular needs.

THE YOUNG CHILD

Unit I

- *1. Importance of Early Childhood
2. Physical Development and Care
3. How Children Learn
- *4. Physical Habits: Eating, Sleeping, Elimination
- *5. Emotional Habits: Fear and Anger
- *6. Emotional Habits: Love and Jealousy

Unit II

- *1. Constructive Discipline
- *2. Play: Its Importance in the Development of the Child
3. Books and Music for Young Children
4. Imagination, Truth, and Falsehood
5. Curiosity and Questioning
6. Sex Education

Unit III

1. The Family and the Young Child
2. The Young Child and His Friends
3. Development of Self-Reliance
4. Adjustment of the Child to Authority
5. Preparing the Child for School
6. Adjustment Problems in Kindergarten and First Grade, How the Family May Help

THE SCHOOL-AGE CHILD

Unit I

- *1. Characteristics of the School-Age Child
2. Physical Development and Hygiene
- *3. Mental Growth and Development
- *4. Emotional Characteristics
5. Development of Personality
- *6. Discipline and the Older Child

Unit II

- *1. Play and Recreation
2. Hobbies
3. Guidance of Reading Interests
4. Physical and Emotional Self-Reliance
5. Leading the Child into the World of Work
6. Learning the Use of Money

* When only one unit is desired the starred topics have been used very frequently.

Unit III

1. The School and Parents: How School and Home Aid in Mental Growth
2. Educational and Vocational Guidance
- *3. Sex Education During Later Childhood
4. Social Development During Later Childhood
5. Friends and Their Influence
6. Activities That Encourage Character Development

THE ADOLESCENT CHILD

Unit I

- *1. The Meaning of Adolescence
- *2. Physical Development and Hygiene
3. Intellectual Development
- *4. Emotional Maturity
5. Choosing a Vocation
6. Freedom and Discipline

Unit II

- *1. Boy and Girl Friendships
2. Recreation and Leisure Time Activities
3. Reading Interests of the Adolescent
4. A Wholesome Personality
- *5. Money and the Adolescent
- *6. Sex Education for the Adolescent

Unit III

1. The Growth of Character
2. Adolescence and Delinquency
3. The Promise of Youth
4. Acquiring a Philosophy of Life
5. Adolescence and Maturity
6. Education for Marriage and Family Life

FAMILY RELATIONS

Unit I

1. Family Life Yesterday and Today
2. Family Goals
3. Spending the Family Income
4. Managing the Family's Time
5. Leisure Time and the Family
6. The Satisfactions of Family Life

Unit II

1. Women and the Changing World
2. Wholesome Marriage
3. Family Tensions and Conflicts
4. The Child-Centered Versus the Family-Centered Family
5. Does the Family Educate?
6. Letting the Children Grow Up

* When only one unit is desired the starred topics have been used very frequently.

MENTAL HYGIENE IN CHILDHOOD

Unit I

1. The Meaning of Adjustment
2. The Needs of Parents
3. Meeting the Child's Needs
4. Problems of Personality Development
5. The Family—a Help or a Hindrance
6. The Community and Mental Hygiene for Children

Unit II

1. Illness and Its Effects on Mental Health
2. Facing Reality
3. Shyness, Timidity, and Self-Depreciation
4. Boasting, Bullying, and Egotism
5. Sex and Mental Health
6. Adjustment to School

CHILD PSYCHOLOGY

1. How the Child Learns
2. Individual Differences
3. Learning and Habit Formation
4. Speech and Bodily Control
5. Emotional Development
6. Measuring Children's Intelligence
7. Personality and Character
8. Learning To Get Along with Others

HELPING CHILDREN PREPARE FOR LIFE

1. What We Need To Know about Child Nature
2. How the Physical Environment Affects the Child
3. How Brothers and Sisters Help in Preparing the Child for Life
4. Children's Friendships
5. How Work and Play Help To Socialize the Child
6. The Influence of the School
7. The Choice of a Vocation
8. Acquiring a Philosophy of Life

THE HANDICAPPED CHILD

1. Former Attitudes toward the Handicapped
2. Present-day Education for Self-Confidence and Self-Reliance
3. Special Needs of the Physically Handicapped (The crippled, blind and partially seeing, deaf and hard of hearing, tubercular and heart cases)
4. Constructive Training for the Mentally Retarded Child
5. Home Training of the Handicapped
6. The Need for Preventive Measures
7. The Socially Different Child
8. The Problem of Juvenile Delinquency

EDUCATION FOR SUPERIOR OR GIFTED CHILDREN

1. What Is a Superior Child?
2. Interests and Character Traits of Bright Children
3. Public School Provision for Superior Children
4. The Enrichment Program and the Home
5. Providing for Development of Special Talents
6. Educational and Vocational Guidance for Superior Children
7. Social Adjustment and the Superior Child
8. The Promise of Youth

EMOTIONAL LIFE OF THE CHILD

1. The Physical Basis of Emotion
2. The Emotional Needs of the Child and of His Parents
3. Fears and Their Prevention
4. Anger and Its Control
5. Love, Affection, and Jealousy
6. Self-Assertion and the Inferiority Feeling
7. Daydreams and Reality
8. Emotional Maturity—Its Development and Significance

GUIDANCE OF CHILDREN'S INTERESTS

1. The New Education and the Young Child
2. Activities Developing Self-Help and Initiative
3. Manipulative and Constructive Play
4. Social Interests and Their Development
5. Dramatic Play, Music, and Rhythm
6. Books, Reading, and Story Telling
7. Hobbies and the Home
8. Creative Art

PRE-ADOLESCENCE

1. The Significance of the Prepuberal Period
2. Safeguards for Physical Fitness
3. How School and Home Aid in Mental Growth
4. Activities That Encourage Character Development
5. Friends and Their Influence
6. Teasing and Quarreling
7. Leisure Interests and Commercial Recreation
8. Learning To Use Money

PARENTS AND MODERN EDUCATION

1. What Do We Want from Schools?
2. Education in Nursery School and Kindergarten
3. The Modern Elementary School
4. Educational Needs of Older Children
5. The Teacher and Progressive Education
6. Education Outside the School

UNDERSTANDING OUR BEHAVIOR

TOPICS FOR HIGH SCHOOL CLASSES

Unit I. The Girl Herself

1. What It Means To Grow Up
2. Learning To Control Our Emotions
3. The Girl and Her Family
4. Making a Place in the Community
5. A Girl and Her Friends
6. Boy and Girl Friendships
7. Fiber and Finish (Social manners and customs)
8. Responsibility for Social Standards
9. Recreation and Leisure Time Activities
10. Finding Oneself

Unit II. The Girl and Her Future

1. Personality and Its Significance
2. Goals and How They Are Reached (The use of physical, mental, and financial resources)
3. Achieving Independence
4. Choosing a Vocation: Knowing Oneself
5. Choosing a Vocation: How Is It Done?
6. Choosing a Life Partner
7. Marriage: Its Responsibilities and Satisfaction
8. Heredity and Environment in Our Lives
9. The Origin of Life (A study of reproduction)
10. Our Responsibility to Children: Education for Parenthood

Unit I. The Boy Himself

1. Physical Changes of Adolescence
2. Our Desires and the Means of Expressing Them
3. The Boy and His Family
4. Making a Place in the Community
5. A Boy and His Friends
6. Girl and Boy Friendships
7. Fiber and Finish (Social manners and customs)
8. Responsibility for Social Activities
9. Hobbies and Leisure Time Activities
10. Finding Oneself

Unit II. The Boy and His Future

1. The Importance of a Wholesome Personality
2. Goals and How They Are Reached (The use of physical, mental, and financial resources)
3. Achieving Independence
4. Choosing a Vocation: Knowing Oneself
5. Choosing a Vocation: How Is It Done?
6. Choosing a Life Partner
7. Marriage: Its Responsibilities and Satisfaction
8. Heredity and Environment in Our Lives
9. The Origin of Life
10. Our Responsibility to Children: Education for Parenthood

The Bulletin *of the University of* **Minnesota**

The College of Education
Announcement of Program of Late
Afternoon and Saturday
Morning Classes
1935-1936



Vol. XXXVIII No. 46 September 20 1935

Entered at the post-office in Minneapolis as second-class matter
Minneapolis, Minnesota

Accepted for mailing at special rate of postage provided for in section 1103,
Act of October 3, 1917, authorized July 12, 1918

UNIVERSITY CALENDAR

1935-36

Fall Quarter

1935			
September	23-27		Examinations for removal of conditions
September	25-28		Freshman Week
September	26-27		Registration, College of Education
September	26-27	}	Registration days for teachers in service*
Sept.	30-Oct. 5		
September	30	Monday	Fall quarter classes begin
October	26	Saturday	Homecoming Day
November	2	Saturday	Dad's Day
November	28	Thursday	Thanksgiving Day; a holiday
December	16-21		Final examination period
December	19	Thursday	Commencement Convocation
December	21	Saturday	Fall quarter ends, 6:00 p.m.

Winter Quarter

1936			
January	3-4		Registration, College of Education
January	3-4	}	Registration days for teachers in service*
January	6-11		
January	6	Monday	Winter quarter classes begin
February	12	Wednesday	Lincoln's Birthday; a holiday
February	22	Saturday	Washington's Birthday; a holiday
March	16-21		Final examination period
March	19	Thursday	Commencement Convocation
March	21	Saturday	Winter quarter ends 6:00 p.m.

Spring Quarter

March	27-28		Registration, College of Education
March	27-28	}	Registration days for teachers in service*
Mar.	30-April 4		
March	30	Monday	Spring quarter classes begin
April	10	Friday	Good Friday; a holiday
May	9	Saturday	Mother's Day
May	14	Thursday	Cap and Gown Day Convocation
May	30	Saturday	Memorial Day; a holiday
June	5, 6 & 8-12		Final examination period
June	12	Friday	Spring quarter ends, 6:00 p.m.
June	14	Sunday	Baccalaureate service
June	15	Monday	Sixty-fourth annual commencement

Students carrying less than the complete schedule of work may pass fees on a credit hour basis; \$1.75 per credit hour for resident students and \$2.50 per credit hour for nonresident students.

* Teachers in service will be allowed to register in the College of Education during the first week of classes without penalty. After that period a late fee of \$2 will be charged.

DIRECTORY OF ADMINISTRATIVE OFFICERS

	Room
M. E. Haggerty, Dean of the College of Education.....	204Bu
H. R. Benjamin, Assistant Dean of the College of Education.....	204Bu
H. J. Smith, Chairman, Students' Work Committee.....	222Bu
C. W. Boardman, Director of Student Teaching.....	105Ed
J. G. Umstatt, Secretary, Bureau of Recommendations.....	208Bu

MAJOR ADVISERS

1935-36

Subject	Name of Instructor	Room
Administration and Supervision.....	L. J. Brueckner.....	220Bu
	Fred Engelhardt	224Bu
	H. R. Douglass.....	218Bu
Agricultural Education	A. M. Field	207Ad(F)
Art Education	Ruth Raymond	200J
	R. S. Hilpert	201J
Commercial Education	Agnes Kean	102Ed
Educational and Vocational Guidance....	H. Benjamin	204Bu
	Marcia Edwards	206Bu
Educational Psychology	W. S. Miller	113P ^{sy}
	A. C. Eurich	212Bu
Elementary Education	L. J. Brueckner	220Bu
	W. E. Peik	216Bu
History and Philosophy of Education....	Jean H. Alexander.....	206Bu
	E. B. Wesley.....	226Bu
Home Economics Education.....	W. B. McNeal.....	215HE(F)
	Clara M. Brown.....	101HE(F)
Industrial Education	Homer J. Smith	222Bu
Library Training	Frank K. Walter.....	107Lib
Nursery School and Kindergarten Edu- cation	John E. Anderson.....	205aPt
	Josephine C. Foster.....	100CWI
Nursing Education	Katharine J. Densford.....	123MeS
Physical Education for Men.....	L. F. Keller	207Ath
Physical Education for Women.....	M. S. Kissock	102WGM
Practice Teaching	C. W. Boardman	105Ed
Professional Education of Teachers....	W. E. Peik	216Bu
Public School Music.....	W. E. Peik (temporarily)....	216Bu
School Health Work.....	H. S. Diehl	Health Service
Theory and Practice of Teaching.....	Dora V. Smith	206Bu
	J. G. Umstatt	208Bu
	W. D. Wallis	11F
Anthropology	W. D. Wallis	11F
Astronomy	W. J. Luyten	123F
Botany	C. O. Rosendahl.....	302Bo
Chemistry	S. E. T. Lund.....	15Ed
Economics	E. A. Heilman.....	300B
English	Dora V. Smith	206Bu
	C. W. Nichols.....	319F
Geography	D. H. Davis	101Bu
German	S. Kroesch	208F

Subject	Name of Instructor	Room
History	E. S. Osgood	109Bu
	E. B. Wesley	212Bu
Latin	R. Cram	118F
Mathematics	A. L. Underhill	100F
Natural Science	H. A. Erikson	147Phys
	S. E. T. Lund	15Ed
Philosophy	N. Wilde	323F
Physics	H. A. Erikson	147Phys
Political Science	O. P. Field	213Bu
Preventive Medicine and Public Health	H. S. Diehl	Health Service
Psychology	R. M. Elliott	112Psy
Public Health Nursing	Eula Butzerin	Health Service
Romance Languages	F. B. Barton	228F
Scandinavian	A. A. Stomberg	13F
Social Studies	E. B. Wesley	212Bu
	E. S. Osgood	109Bu
Sociology and Social Work	F. S. Chapin	108J
Speech	R. M. Rarig	309F
Visiting Teachers	F. S. Chapin	108J
Zoology	J. E. Wodsedalek	9Z

The following program of late afternoon and Saturday classes is arranged by the College of Education for teachers in service. Many of the offerings are required subjects in the regular course of training for high school teachers or in the specialized curricula. Students expecting to qualify for a degree should secure a copy of the College of Education Bulletin Announcement of Courses, which contains a statement of general requirements for graduation, of required courses in majors and minors and the specialized curricula. Students should consult a major adviser as early in their course as possible. Failure to do so often delays graduation and makes extra work necessary.

The small letter f after a course number indicates that that course is taught in the fall quarter; w indicates winter quarter; s indicates spring quarter.

Bulletin changes and room schedules will be posted each quarter on the official bulletin board outside the door of Room 208 Burton Hall.

QUALIFYING EXAMINATION SCHEDULE

FALL QUARTER:

October	2	Wednesday	Major 1B	4:30-6:30 p.m.
October	3	Thursday	Major 1A	4:30-6:30 p.m.
October	4	Friday	English	4:30-6:30 p.m.
October	5	Saturday	Education	1:30-3:30 p.m.
December	4	Wednesday	Major 1B	4:30-6:30 p.m.
December	5	Thursday	Major 1A	4:30-6:30 p.m.
December	6	Friday	English	4:30-6:30 p.m.
December	7	Saturday	Education	1:30-3:30 p.m.

WINTER QUARTER:

March	4	Wednesday	Major 1B	4:30-6:30 p.m.
March	5	Thursday	Major 1A	4:30-6:30 p.m.
March	6	Friday	English	4:30-6:30 p.m.
March	7	Saturday	Education	1:30-3:30 p.m.

SPRING QUARTER:

May	14	Thursday	English	4:30-6:30 p.m.
May	15	Friday	Major 1B	4:30-6:30 p.m.
May	16	Saturday	Major 1A	1:30-3:30 p.m.
May	29	Friday	Education	4:30-6:30 p.m.

PROGRAM

1935-36

GENERAL COURSES

No.	Title	Hour	Day	Bldg.	Instructor
Ed.104s	Adult Education (2 cred.; jr., sr., grad.)	III-IV	S	Ar	Mr. Benjamin
Ed.133f	Guidance in Secondary Schools.. (2 cred.; sr., grad.; prereq. 9 hrs. in education)	III-IV	S	PtAud	Miss Edwards
Ed.135w	Teaching of Occupations..... (2 cred.; sr., grad.; prereq. 9 hrs. in education)	III-IV	S	PtAud	Miss Edwards
Ed.208w	Methods in Educational Research (2 cred.; grad.)	IX-X	M	114Ed	Mr. Johnson
Ed.228f-229w- 230s	Problems of College Education... (6 cred.; grad.)	Ar	Ar	Ar	Mr. Haggerty

ADMINISTRATION AND SUPERVISION

Major advisers in the College of Education.—Professors Benjamin, Brueckner, Douglass, Engelhardt, and Peik.

No.	Title	Hour	Day	Bldg.	Instructor
Ed.Ad.113w	High School Curriculum..... (2 cred.; sr., grad.; prereq. 10 hrs. in education including Ed. 51)	IX-X	T	210Bu	Mr. Peik
Ed.Ad.115w	Organization of the Elementary School (2 cred.; jr., sr., grad.; prereq. 10 hrs. in education)	I-II	S	111Ed	Mr. Engelhardt
Ed.Ad.124w	Public School Administration.... (3 cred.; sr., grad.; prereq., 10 hrs. in education)	IX	MWF	210Bu	Mr. Engelhardt
Ed.Ad.126s	School Plant Management..... (3 cred.; sr., grad.; prereq. Ed. 124, 125)	X	MWF	224Bu	Mr. Engelhardt
Ed.Ad.128w,s	Special Problems in Educational Administration (1 or 2 cred.; prereq. Ed 124, 125)	III-IV	S	224Bu	Mr. Engelhardt
Ed.Ad.153f	Supervision of English in the Ele- mentary Schools (2 cred.; sr., grad.; prereq. Ed. 63 or equiv.)	I-II	S	205aEd	Miss Smith
Ed.Ad.157f,w,s‡	Practice in Supervision..... (3 cred. a quarter; sr., grad.; prereq. consent of instructor)	Ar	Ar	Ar	Mr. Brueckner, Mr. Cooper
Ed.Ad.159w	The Supervision and Teaching of Reading (2 cred.; sr., grad.; prereq. 15 hrs. in education)	I-II	S	PtAud	Mr. Peik
Ed.Ad.161f	Special Problems in School Super- vision (2 cred.; sr., grad.; 10 hrs. in education including Ed. 51)	I-II	S	204bEd	Mr. Brueckner

‡ A fee of \$1 per credit is charged for this course.

No.	Title	Hour	Day	Bldg.	Instructor
Ed.Ad.162f	Significance of Progressive Education (2 cred. a quarter; sr., grad.)	IX-X	T	204bEd	Mr. Brueckner
Ed.Ad.164s	Recent Research in Educational Diagnosis (2 cred.; sr., grad.; prereq. 151 or equiv.)	IX-X	T	204bEd	Mr. Brueckner
Ed.Ad.167f	Junior High School (2 cred.; sr., grad.; prereq. 10 hrs. in education including Ed. 51)	III-IV	S	100Pt	Mr. Douglass
Ed.Ad.172s	Curriculum and Course of Study Construction (2 cred.; sr., grad.; prereq. 15 hrs. in education)	IX-X	T	111Bu	Mr. Peik
Ed.Ad.175s	Financial Aspects of Public School Business Administration (3 cred.; sr., grad.; prereq. Ed. 124, 125)	IX I-II	F S	210Bu 112Ed	Mr. Engelhardt
Ed.Ad.180f,w,s‡	Practice in High School Administration (6 cred.; sr., grad.; prereq. 10 hrs. in education including Ed.Ad.65)	Ar	Ar	Ar	Mr. Boardman
Ed.Ad.184f	Supervision of Student Teaching (2 cred.; sr., grad.)	III-IV	S	111Ed	Mr. Boardman
Ed.Ad.185f	Professional Education of Teachers (2 cred.; sr., grad.; prereq. 15 hrs. in education)	I-II	S	111Ed	Mr. Peik
Ed.Ad.186f,w,s	Individual Problems in Teacher Training (2 cred. a qtr.; sr., grad.; prereq. 15 cred. in education including Ed.Ad. 185 or permission of instructor)	Ar	Ar	Ar	Mr. Peik
Ed.Ad.187s	Instruction and Administration in Teacher Training Institutions (2 cred.; sr., grad.; prereq. 15 cred. in education)	I-II	S	205bEd	Mr. Peik
Ed.Ad.206w-207s	Seminar in Educational Administration	IX-X	Th	224Bu	Mr. Engelhardt
Ed.Ad.218f-219w-220s	Seminar in Secondary School Problems	IX-X	Th	204Ed	Mr. Douglass, Mr. Benjamin, Mr. Boardman
Ed.Ad.225f-226w-227s	Seminar in Elementary School Problems	IX-X	Th	209Bu	Mr. Brueckner, Mr. Peik
Ed.Ad.264f-265s*	High School Administration (2 cred. a quarter; grad.)	IX-X	W	111Bu	Mr. Douglass
Ed.Ad.270f,w,s	Special Problems in Secondary Education (2 cred.)	Ar	Ar	Ar	Mr. Douglass, Mr. Benjamin

* Students may register for either quarter.

‡ A fee of \$1 per credit is charged for this course.

ART EDUCATION

Major advisers in the College of Education.—Professor Raymond; Assistant Professor Hilpert.

No.	Title	Hour	Day	Bldg.	Instructor
ArtEd.29,30f,w,s	Rhythmic Sketch (action and blackboard drawing) (1 cred. each; prereq. ArtEd. 7 or permission of instructor)	III-IV		S 203aJ	Miss Raymond
ArtEd.66f,w,s	Advanced Work from the Human Head and Figure (medium: oil paint) (2 cred.; prereq. ArtEd. 61)	I-II-III-IV		S 203J	Mr. Harmes

EDUCATIONAL PSYCHOLOGY

Major advisers in the College of Education.—Dean Haggerty; Professor Miller; Associate Professor Eurich.

No.	Title	Hour	Day	Bldg.	Instructor
Ed.Psy.56Tf-57Tw	Educational Psychology for Elementary School Teachers (4 cred.; jr., sr.; prereq. 6 cred. in psychology)	I-II		S 205bEd	Mr. Van Wagenen
Ed.Psy.60f	Introduction to Statistical Methods (2 cred.)	I-II		S PtAud	Mr. Sorenson
Ed.Psy.111Tf-112Tw	Educational Measurements in the Elementary School (for teachers) (4 cred.; jr., sr., grad.; prereq. Ed. 51 or equiv.)	III-IV		S 109Psy	Mr. Van Wagenen
Ed.Psy.113f-114w-115s	Psychology of Elementary School Subjects (2 cred. per qtr.; jr., sr., grad.; prereq. 10 cred. in psychology and education)	IX-X		W 109Psy	Mr. Van Wagenen
Ed.Psy.116w-117s	Advanced Statistical Methods in Education (4 cred.; sr., grad.; prereq. Ed. Psy. 60 or equiv.)	IX-X		T 115Psy	Mr. Van Wagenen
Ed.Psy.134f	Mental Tests (2 cred.; sr., grad.; prereq. Ed. Psy. 55 and 60 or equiv.)	VIII-IX		MW 211Psy	Mr. Carroll
Ed.Psy.135w-136s	Problems in Mental Testing (4 cred.; sr., grad.; prereq. Ed. Psy. 55 and 60 or equiv. and Ed.Psy. 134)	VIII-IX		MW 212Bu	Mr. Eurich
Ed.Psy.143f-144w†	Individual Mental Examination (4 cred.; sr., grad.; prereq. Ed. Psy. 55 and 111 or 134 and permission of instructor) (Limited to 20)	IX-X		MW 301Psy	Mr. Sorenson

† To receive credit for any part of this course a student must complete the parts preceding the dagger.

No.	Title	Hour	Day	Bldg.	Instructor
Ed.Psy.145s	Special Problems in the Field of Individual Mental Testing.... (2 cred.; sr., grad.; prereq. Ed. Psy. 143-144)	Ar	Ar	357Psy	Ar
Ed.Psy.146w-147s†	Child Guidance (4 cred.; jr., sr., grad.; prereq. 15 cred. in psychology and education)	I-II	S	100Pt	Mr. Challman
Ed.Psy.149f-150w†-151s	Psycho-Educational Clinic (2 to 6 cred.; sr., grad.; permission of instructor; prereq. Ed. Psy. 134, 135-136, 144-145 or 184, and 111)	Ar	Ar	Ar	Mr. Eurich
Ed.Psy.153f-154w-155s	Research Problems (Ar.; sr., grad.; prereq. consult instructor)	Ar	Ar	Ar	Mr. Haggerty, Mr. Carroll, Mr. Eurich, Mr. Miller, Mr. Van Wagenen
Ed.Psy.180w	Esthetics in Education..... (2 cred.; sr., grad.; prereq. consent of instructor)	IX-X	W	202Pt	Mr. Carroll
Ed.Psy.181f,w,s	Practice in Personnel Work..... (2 cred.; sr., grad.; prereq. satisfactory preparation in psychology and education and approval of adviser)	Ar	Ar	Ar	Mr. Haggerty
Ed.Psy.183f	Psychology of Gifted Children.... (2 cred.; jr., sr., grad.; prereq. Ed. 51 or equiv.)	III-IV	S	202Pt	Mr. Carroll
Ed.Psy.184s	Mental Deficiency (2 cred.; jr., sr., grad.; prereq. Ed. 51 or equiv.)	III-IV	S	109Psy	Mr. Carroll
Ed.Psy.201f-202w-203s	Seminar in Educational Psychology	Ar	Ar	301Psy	Mr. Haggerty, Mr. Miller, Mr. Rockwell, Mr. Eurich, Mr. Van Wagenen

HISTORY AND PHILOSOPHY OF EDUCATION

Major advisers in the College of Education.—Professor Krey; Associate Professor Wesley; Instructor Jean H. Alexander.

No.	Title	Hour	Day	Bldg.	Instructor
H.Ed.131w	Comparative School Systems..... (2 cred.; prereq. 9 cred. in education)	IX-X	T	210Bu	Mr. Benjamin
H.Ed.140f-141w-142s	Problems in the History of Education (2 cred. a quarter; sr., grad.; prereq. permission of instructor)	Ar	Ar	Ar	Mr. Krey, Mr. Wesley

HOME ECONOMICS EDUCATION

For courses in Home Economics Education available to teachers in service consult one of the major advisers, Wylle B. McNeal, Clara M. Brown, or Ella J. Rose.

† To receive credit for any part of this course a student must complete the parts preceding the dagger.

INDUSTRIAL EDUCATION

Major adviser in the College of Education.—Professor Homer J. Smith.

No.	Title	Hour	Day	Bldg.	Instructor
Ind.11w*‡	Special-Class Woodwork (2 cred.; no prereq.¶) (Limited to 24)	I-IV	S	Bldg. 6Pt	Mr. Powers
Ind.30f	Graphic Presentation (2 cred.; no prereq.)	IX, X	W	112Bu	Mr. Smith
Ind.40f	Analysis (2 cred.; no prereq.)	IX-X	Th	111Bu	Mr. Fryklund
Ind.42w	Course Organization (2 cred.; prereq. Ind. 40)	III-IV	S	Ar	Mr. Fryklund
Ind.50f,51w, 52s‡§	Practice Teaching (6 cred.; sr.; prereq. Ind. 70, 75, 80)	Ar	Ar	6Pt	Mr. Fryklund
Ind.60w	Philosophy of Vocational Educa- tion (2 cred.; no prereq.)	IX-X	M	112Bu	Mr. Smith
Ind.61s	Practices in Vocational Education (2 cred.; prereq. Ind. 60)	IX-X	M	112Bu	Mr. Smith
Ind.70f‡§	Methods in Shop Subjects..... (2 cred.; prereq. Ind. 40, 42)	IX-X	M	112Bu	Mr. Smith
Ind.75s‡§	Methods in Drawing (2 cred.; prereq. 10 credits in drawing or consent of instructor)	III, IV	S	Ar	Mr. Fryklund
Ind.80s	General Industrial Training..... (2 cred.; no prereq.)	IX, X	Th	112Bu	Mr. Fryklund
Ind.101w	Tests in Industrial Subjects.... (2 cred.; prereq. Ed. 51 or Ed.Psy. 55)	IX, X	Th	112Bu	Mr. Fryklund
Ind.103f	Instructional Aids (2 cred.; sr., grad.; prereq. 40, 42)	III-IV	S	114Ed	Mr. Fryklund
Ind.110w	Guidance in the Schools..... (2 cred.; jr., sr., grad.; prereq. Ed. 51; see Ed. 133)	IX-X	W	112Bu	Mr. Smith
Ind.150f,151w, 152s*	Problems in Vocational Education (6 cred.; grad. only. Plan for full year)	I-II	S	114Ed	Mr. Smith
Ind.170f	Day Industrial Schools..... (2 cred.; jr., sr., grad.; prereq. Ind. 60, 61)	IX-X	T	112Bu	Mr. Craigo
Ind.171w	Evening Industrial Schools..... (2 cred.; jr., sr., grad.; prereq. Ind. 170)	IX-X	T	112Bu	Mr. Bass
Ind.172s	Part-time Education (2 cred.; jr., sr., grad.; prereq. Ind. 170, 171)	IX-X	T	112Bu	Mr. Smith

Shop and drawing courses are to be arranged by Mr. Smith. Such courses are available in wide variety in the College of Engineering, University campus, and the Division of Agricultural Engineering, Farm campus. Students may elect to pursue courses, day or evening, at the William Hood Dunwoody Industrial Institute without fees other than those paid to the University, except a deposit of \$1. All shop and drawing courses should be taken under special advice and may be either extensive or intensive in resultant preparation for teaching. Degree candidates, especially those transferring from other institutions, should bear in mind the maximum of forty-five quarter credits, of shopwork and drawing combined, which is enforced in this department.

* Not a part of the four-year curriculum.

‡ A fee of \$1 per credit hour is charged for this course.

§ Passing the Qualifying Examination is prerequisite to registration in this course.

¶ Not open to those who have credit in bench woodwork or cabinet making; for teachers of art, subnormal, and primary grade work.

PUBLIC SCHOOL MUSIC

Major advisers in the College of Education.—Professors Scott and Peik.

No.	Title	Hour	Day	Bldg.	Instructor
Mu.Ed.60f-61w-62s†‡§	Supervision and Teaching..... (9 cred.; sr.; prereq. Ed. 51-52-53)	III-IV	S	4Mu	Ar

THEORY AND PRACTICE OF TEACHING

Major advisers in the College of Education.—Professors Boardman and Brueckner; Associate Professor Dora V. Smith.

Statement of fees.—For all courses in special methods, practice teaching, and special methods and practice teaching combined, a fee of \$1 per credit is charged. Passing the Qualifying Examination is prerequisite to all special methods and student teaching courses.

No.	Title	Hour	Day	Bldg.	Instructor
Ed.T.16f,w,s†§	Practice Teaching (5 cred.; sr.; prereq. Ed. 53 and Special Methods Course)	Ar	Ar	Ar	Mr. Boardman
Ed.T.17s†§	Practice Teaching of Subnormal Children	Ar	Ar	Ar	Mr. Boardman
Ed.T.44f	Children's Literature	IX-X	M	PtAud	Miss Smith
Ed.T.62f-63w-64s†‡§	Teachers' Methods Course and Practice Teaching in Secondary School Science	IX	MW	6aPt	Mr. Lund
Ed.T.62af-63aw†‡§	The Teaching of Secondary School Science	IX	MW	6aPt	Mr. Lund
Ed.T.70f-71w-72s†‡§	Teachers' Course and Practice Teaching in German	IX	TTh	114Ed	Miss Will
Ed.T.73f-74w-75s†‡§	Teachers' Course and Practice Teaching in Latin.....	IX	MW	112Ed	Miss Marlowe
Ed.T.76f-77w-78s†‡§	Teachers' Course and Practice Teaching in the Romance Languages	IX	TTh	111Ed	Mrs. Sundeen

† To receive credit for any part of this course a student must complete the parts preceding the dagger.

‡ A fee of \$1 per credit hour is charged for this course.

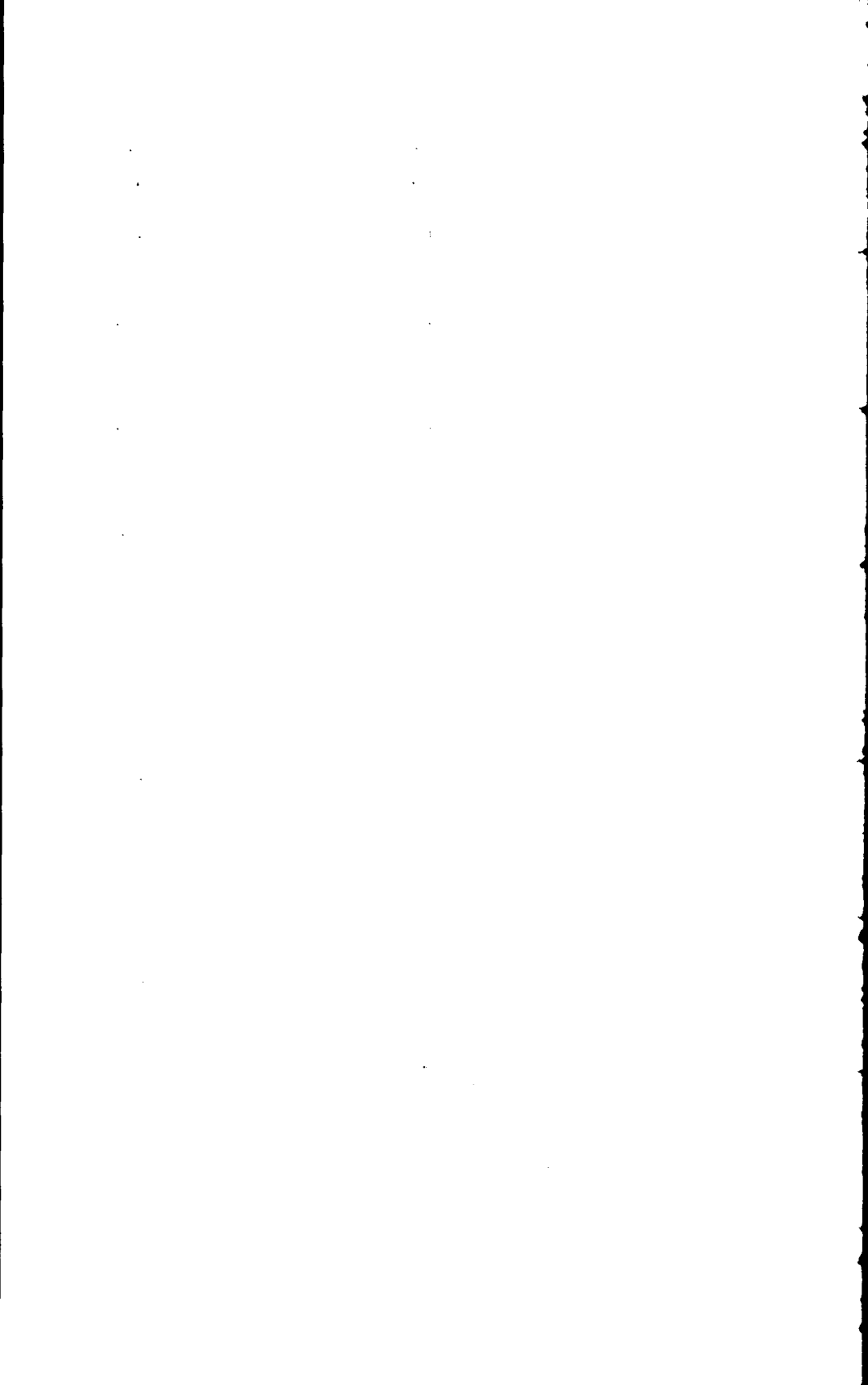
§ Passing the Qualifying Examination is prerequisite to registration in this course.

COURSES OPEN TO GRADUATE STUDENTS

No.	Title	Hour	Day	Bldg.	Instructor
Ed.T.110s	Measurement in Secondary Education (2 cred.; sr., grad.; prereq. Ed. 51)	III-IV	S	205bEd	Mr. Carroll
Ed.T.122s	Literature for Adolescents..... (2 cred.; jr., sr., grad.; prereq., Ed. 53 or junior-senior high school teaching experience)	I-II	S	UHSLib	Miss Smith
Ed.T.148w	The Teaching of Primary Arithmetic (2 cred.; sr., grad.; prereq. Ed. 61-62-63 or equiv.) (Not open to students who have had Ed.T. 27)	I-II	S	204bEd	Mr. Brueckner
Ed.T.149s	The Teaching of Intermediate Grade Arithmetic (2 cred.; sr., grad.; prereq. Ed. 61-62-63 or equiv.) (Not open to students who have had Ed.T. 27)	I-II	S	204bEd	Mr. Brueckner
Ed.T.188s†	Advanced Course in Methods of Teaching Modern Languages... (2 cred.; sr., grad.; prereq. Ed.T. 76-77-78 or experience in teaching the modern languages)	Ar	Ar	Ar	Mrs. Sundeen
Ed.T.191s†	Advanced Course in the Teaching and Supervision of Secondary School Mathematics (2 cred.; prereq. Ed. 53 or permission of instructor)	I-II	S	115Ed	Mr. Kinney
Ed.T.193s	Foundations of Secondary School Methods (3 cred.; sr., grad.; prereq. Ed. 53)	IX-X and 1 hr. ar	T	202Ed	Mr. Johnson
Ed.T.194f†	Advanced Course in Methods of Teaching English (2 cred.; sr., grad.; prereq. Ed.T. 52-53-54 or equivalent)	III-IV	S	204bEd	Miss Smith
Ed.T.196w-197s†	Special Problems in Techniques of Secondary School Instruction.. (2 cred. a quarter; sr., grad.; prereq. Ed. 53)	III-IV	S	206Bu	Miss Smith, Mr. Johnson, Mr. Kinney
Ed.T.201f-202w-203s††	Advanced Course in Methods of Teaching History and Social Studies (2 cred. a quarter; grad. and teachers; prereq. consent of instructor)	Ar	Ar	Ar	Mr. Krey, Mr. Wesley
Ed.T.222f-223w-224s	Seminar in the Technique of High School Instruction..... (No cred.; grad.; prereq. Ed. 53 and Ed.Ad. 113)	IX-X	Th	204bEd	Mr. Benjamin, Miss Smith, Mr. Wesley, Mr. Johnson, Mr. Umstatter

† To receive credit for any part of this course a student must complete the parts preceding the dagger.

‡ A fee of \$1 per credit hour is charged for this course.



*The Bulletin
of the University of
Minnesota*



*A
Radio Course
in
Music Appreciation*

By Burton Paulu



PRESENTED BY
THE GENERAL EXTENSION DIVISION
RADIO STATION WLB

THURSDAY MORNINGS, 10:45 TO 11:15
SEPTEMBER 26 TO JUNE 11, 1935-1936

Vol. XXXVIII

No. 48

October 26, 1935

Entered at the post-office in Minneapolis as second-class matter, Minneapolis, Minn.
Accepted for mailing at special rate of postage provided for in section 1103,
Act of October 3, 1917, authorized July 12, 1918

"Music washes away from the soul,
the dust of everyday life."

Announcement

THE University of Minnesota takes pleasure in announcing the Radio Course in Music Appreciation which will for the fifth year be broadcast over its radio station WLB during the coming school year.

The lessons will be broadcast on Thursday mornings from 10:45 to 11:15, beginning September 26 and continuing for thirty-eight weeks until June 11. Station WLB broadcasts on an assigned frequency of 1250 kilocycles, or equivalent wave length of 239.9 meters. Station WCCO will broadcast a condensed version of the lessons on Thursdays from 4:30 to 4:45 p.m.

Mr. Burton Paulu, assistant director of broadcasting, has again prepared the lessons, selected the music and annotated it, and will conduct all the broadcasts. During the past four years he has found a continuing response to the lessons and is more than ever convinced that they serve a distinct purpose in bringing a regular listening hour to homes as well as to schools. It is this continued listening, with a bit of guidance, that leads to an understanding as well as an appreciation of the best in music.

Copies of this bulletin, which will be of assistance in preparing for and following the broadcasts, will be sent free as long as the edition lasts, to all who ask for them. Inquiries and suggestions for the course will be welcome at all times.

THE GENERAL EXTENSION DIVISION
of the
UNIVERSITY OF MINNESOTA
RICHARD R. PRICE, *Director*
RADIO STATION WLB

Haldor B. Gislason, *Director of Programs*
Burton Paulu, *Assistant Director of Broadcasting*

RADIO COURSE IN MUSIC APPRECIATION

INTRODUCTION

The thirty-eight lessons of this radio course in music appreciation are the development of a very simple theory: in order to understand and enjoy fine music a listener must master a few elementary principles and learn a number of simple facts, and apply these during frequent hearings of fine compositions. The enjoyment of such popular and universal amusements as reading, conversing, dancing, card playing, and swimming, depends upon the acquisition of some elementary skills; similarly the enjoyment of fine music requires the mastery of a few basic principles. Likewise, just as the development of these several skills depends on repeated practice, so does the enjoyment of a great musical work come only after a number of hearings. True appreciation depends largely upon familiarity, and the stage of familiarity is attained much more quickly if one knows how to listen.

These broadcasts will consist of recordings of fine music supplemented by non-technical explanations, designed, not to give information for its own sake, but to increase the listener's enjoyment of this music and of all fine music. This bulletin, copies of which will be sent gratis to those who request it, contains a set of program notes for the music to be played.

When first presented, during the year 1931-32, this course was intended primarily for use in schoolrooms, but the tremendous interest displayed by listeners above school age has influenced the planning of the course, tho never to the point of sacrificing the interests of high school listeners. When used in schools, these broadcasts are intended for students of high school age rather than for those in the elementary grades; in some communities pupils in the upper grades may be able to follow the programs with profit, but it is not expected that very young students in the lower elementary grades will be able to understand the music or the explanations.

THE LESSON OUTLINES

Purpose: The purposes of the lessons are given under this heading.

Readings: Several representative books on music appreciation have been selected as the basis for readings. With these suggestions teachers may choose other materials as a basis for class preparation.

Additional Material: Under this heading are printed program notes on most of the instrumental selections, and texts for almost all the vocal music. This is the section of the bulletin which will be most helpful to adult listeners.

Suggested Class Preparation: When these broadcasts are used in schools it is expected that the pupils will have the benefit of class discussion of the music before each broadcast. Suggestions for such procedure are made in many of the lessons. These are neither detailed nor complete since it is impossible to foresee local conditions.

Records: For most of the programs, records have been definitely selected, and the records to be played are listed under this heading. Complete information about all records used is printed in the Record List on page 31.

BOOK LIST

Suggested readings have been made in several books which might well be in every school library. Inasmuch as some of the books used in previous years do not include much material about the music chosen for this year's programs, these have been dropped from the list; schools possessing these books, however, will be able to use every one of them for at least some programs. Adults anxious to get the maximum from the broadcasts are urged to obtain access to the books by Ewen and Johnstone, either through purchase or use of a library copy.

For all of these broadcasts, articles in general encyclopedias or musical reference works may be consulted. The standard reference work in music is *A Dictionary of Music and Musicians*, edited by Sir George Grove. For many non-musicians, however,

the articles on music in the more comprehensive general encyclopedias may be preferable to those in Grove's since they tend to be slightly less technical while complete enough for practical purposes. Among the works in this class recommended are the *Encyclopedia Americana*, the *New International Encyclopedia*, and the *Encyclopaedia Britannica*. There are, of course, many other reference works too numerous to be mentioned here which may be consulted if available. In the reading assignments no mention is made of these special sources of information, but teachers should keep these suggestions in mind whenever material is desired.

- The title of each book is preceded by the abbreviation used for it in the lessons.
- (B) Brower, Harriette, *Story Lives of Master Musicians*. Frederick A. Stokes Co., New York. 1922. \$2.50.
- (Ewen) Ewen, David, ed., *From Bach to Stravinsky, The History of Music by Its Foremost Critics*. W. W. Norton and Company, Inc., New York. 1933. \$3.75.
- (Johnstone) Johnstone, Edward Albert, *The Instruments of the Modern Symphony Orchestra*. Revised edition. Carl Fischer, Inc., New York. 1930. \$0.50.
- (WWH) Faulkner, Anne Shaw, *What We Hear in Music*. Ninth revised edition. RCA Victor Company, Inc., Camden, New Jersey. 1933. \$2.75.

NOTE: Whenever a reference is made in the bulletin to this book (WWH), two sets of pages are indicated. The first given refers to the new, ninth edition listed above; the second, which is in parentheses, is for the seventh edition. It is not recommended that schools possessing the older edition purchase the new one since there is little difference between the two.

THE LESSONS

THE ELEMENTS OF MUSIC

Lessons 1, 2, and 3. Melody, Harmony, and Rhythm in Music.
September 26 and October 3 and 10, 1935

Purpose: Melody, harmony, and rhythm are the three elements of music. Persons without much musical experience often believe that serious (in the vernacular, "classical") music never contains the attractive melodies, pleasing harmonies, or scintillating rhythms of popular music. These three broadcasts will demonstrate that the music of the concert hall contains beautiful melodies much more enjoyable than those of the ballroom, a wealth of harmonies much better than those dispensed by "tin pan alley," plus a variety of rhythms—syncopation included—far more complicated than those heard from the dance orchestras of the day.

Readings: WWH: The Elements of Music, 16 (16), The Simple Elements of Form in Music, 28 (28).

Records: Short excerpts will be taken from selections to be used in their entirety later in the course.

STORIES AND MOODS IN MUSIC

Lesson 4. Adventures in a Perambulator. October 17, 1935

Purpose: The first three broadcasts were a consideration of several formal aspects of music: melody, harmony, and rhythm. The four programs of the second unit emphasize a different phase of music, something which most people find very interesting—the moods and stories which music depicts. The broadcasts of this section progress from the very definite to the indefinite, from Carpenter's *Adventures in a Perambulator*—program music telling a detailed story, through music by Wagner, Moussorgsky, Haydn, and Balakireff which leaves more to the imagination, to Debussy's *La Mer*—impressionistic music portraying its composer's personal reaction to a situation.

Readings: WWH: Descriptive or Program Music 35 (35). The notes on page 23 of this bulletin on Carpenter's music should be referred to.

Suggested Class Preparation: Before the music is played over the air the pupils should know what each selection describes. This same procedure should be followed for all the lessons in this unit.

Records: Carpenter: *Adventures in a Perambulator*.

Lesson 5. Music by Moussorgsky and Wagner. October 24, 1935

Readings: Ewen: Moussorgsky, by M. Montagu Nathan, 264-266.

Additional Material: When Modest Moussorgsky died he left a considerable mass of unfinished music revealing original ideas of great merit deserving of completion.

Nickolas Rimsky-Korsakoff became his music executor, devoting about two years to finishing a number of his compositions. He completed and orchestrated an opera, a good many songs, and a number of choruses, in addition to *A Night on the Bare Mountain*. Since Moussorgsky left much of this music in rudimentary stages, badly in need of alteration, a good deal of the finished product is as much Rimsky-Korsakoff as Moussorgsky.

In listening to this work one may be guided by the description printed in the score:

Subterranean sounds of supernatural voices. Appearance of the spirits of darkness, followed by that of Satan himself. Glorification of Satan and celebration of the Black Mass. The Sabbath Revels. At the height of the orgies the bell of the village church, sounding in the distance, disperses the spirits of darkness. Daybreak.

Records: Moussorgsky: *A Night on the Bare Mountain*; Wagner: "Ride of the Valkyries" and "Magic Fire Music" from *Die Walküre*.

Lesson 6. Music by Balakireff and Haydn. October 31, 1935

Readings: Descriptive material on the *Farewell Symphony* is printed on page 15 of this bulletin.

Additional Material: Like a number of other Russian composers Balakireff was interested in Oriental life, and his *Tamara* resulted from inspirations received during a tour of the Caucasus. This symphonic poem tells the story of Queen Tamara who lived in a castle on the River Terek, in the southernmost part of European Russia, and who, after attracting strangers to her all-night revelries, would stab them at the height of the dance, and the next morning cast their bodies into the river. The music is based upon a poem by Michail Lermontoff, a Caucasian writer, who retold in his poetry an old Russian myth. A paraphrase of Lermontoff's verses is quoted below:

Where the waters of Terek roar in the narrow and misty defile of Darial, there rose in the air an ancient tower, browned by blasts of storms, dominating the dark depths. In the tower sat Queen Tamara, an angel of paradise beauty, but a demon of hell in her soul, cruel, cunning, yet divine. Through the mist of midnight, breathing through the damp vault of heaven, a bright light burned in the distance. The passerby, elated, saw it, and believed it to be the sign of a hospitable halting place. A voice was suddenly heard, penetrating, seductive, appealing with a singular spell, seizing the senses and melting the heart. Shepherd, merchant, and warrior are at once intoxicated by the sensuous call. A door opened for them silently. The eunuch with somber features was there to guard it. Luxuriously stretched on a couch, with the folds of her robe mingling with the brilliance of Eastern pearls, Tamara appeared, a fairy-like vision. The wine sparkled as it was poured into two cups. Arms interlaced in fiery embrace. Kisses revealed burning breaths. Passionate cries in the shadows awakened the echoes by their strident clamour. It seemed like unto a grand nocturnal festival with the revel of a hundred ardent lovers; or that in this tower, formerly silent, mortuary rites were celebrated. But when the first streaks of dawn lighted the heights, this wild and brutal orgy forthwith ceased, and everything became gloomy and still. Foaming ridges were tossed up from rolling billows. The swift torrent, mad with fright, carried on its waves a lifeless body. At this supreme moment a pale shadow breathed "Farewell!" from afar to the beloved one. It breathed such tender rapture, the voice was so gentle, that all its accents, charged with promise, seemed to picture an approaching and infinite happiness.

Records: Haydn: Last movement from the *Farewell Symphony*; Balakireff: *Tamara*.

Lesson 7. A Musical Impression. November 7, 1935

Readings: Descriptive material and reading assignments on *La Mer* are printed on page 24.

Records: Debussy: *La Mer*.

THE INSTRUMENTS OF THE SYMPHONY ORCHESTRA

Lesson 8. The Stringed Instruments. November 14, 1935

Purpose: There is every reason to believe that most listeners do not recognize many of the instruments they frequently hear, and thus lose a great deal of musical enjoyment through an inability to appreciate the combinations of instruments used by composers. Over half of all musical performances are instrumental, and most vocal music is accompanied by instruments; thus every listener, regardless of his taste in the medium of performance, has reason to familiarize himself with the common instruments. Since all the instruments recognized in musical circles are found in symphony orchestras, the goal of the nine lessons in this unit will be the study of the sections of an orchestra.

Readings: Specific assignments are not made for each lesson in this section since one assignment will suffice for all the programs. Both home listeners and teachers are referred to a little booklet by E. A. Johnstone which presents very valuable information about the orchestral instruments. It contains pictures of them held in playing

position in addition to some simple material about each one. This feature—the pictures of the instruments in playing position—is especially important since it establishes the relative size of the instruments, besides accustoming the student to seeing them in the usual performing position, making recognition of the instruments at concerts much easier. This handbook, costing only fifty cents, would be a worth-while investment for any home listeners.

The material in WWH, 184-228 (186-229), is on the same order, each instrument being taken up in turn. This book should be used also, if available, but for this unit of lessons the Johnstone booklet will be the most helpful.

Additional Material: The first three broadcasts in this unit are devoted to the most important section of the orchestra, the string section. Four kinds of stringed instruments are in common use today: the violin, the viola, the cello (strictly, the violoncello), and the double bass (also called the string bass and the bass viol). These instruments are somewhat similar in appearance, apart from size; in the above list they have been given in order from the smallest to the largest. Presuming that everyone is familiar with the appearance of a violin, the others may be described in relation to it: the viola is about one-fifth larger than the violin, and is held in the same way when being played; the cello is considerably larger, so that the cellist is seated while playing, and holds his instrument, larger section down, between his knees; the double bass is so much larger than the cello that the performer either sits on a high stool or stands up while playing.

All violins, violas, and cellos, and many basses, have four strings, altho some basses have a fifth string for lower tones. Each of the strings is tuned to a different pitch; in the case of the violin, for example, they are tuned in fifths, that is, from top to bottom they are tuned to E, A, D, and G. The strings are placed on the instrument in such a way that the player may strike either one or two of them at a time, but with our modern bows never more than two at a particular instant. The bow is usually held in the right hand while the fingers of the left are used to "stop" the strings; that is, by placing his fingers at different points on a string the player, by thus shortening the vibrating section of the string, can produce many different notes. Were it not for this the player would be forced to confine himself to just a few tones, obviously an unsatisfactory arrangement.

These four stringed instruments have other points in common also. For one thing, all are played either with bows or through plucking the strings. Everyone is familiar with the general appearance of the bows used, and with the way they are drawn over the strings, but not so many people know what is meant by *pizzicato* playing. This is the procedure of plucking the strings with the fingers, producing a short, snapped tone; the manner in which the string bass players in dance orchestras "slap" out notes on their instruments is an unmusical version of *pizzicato* playing. These instruments are alike also in that all use a type of mute—a little piece of metal or other material placed on the bridge of the violin, viola, cello, or bass. Mutes have the effect of reducing the brilliance of the stringed instruments, giving them a veiled, and often somewhat eerie tone.

Any one of the strings may be used as a solo instrument, altho the violin and cello are preferred; the viola is usually passed by for the more flexible and brilliant violin, while as a solo instrument the double bass is considered a musical monstrosity. Stringed instruments are the basis for most chamber music, and the outstanding examples of this type of music are pieces for violin, viola, and cello in various combinations with the piano, or else for the strings alone. The classic combination in chamber music is the string quartet, a group composed of two violins, one viola, and one cello, and a number of outstanding pieces have been composed for this combination with the addition of a piano, such a group being designated as a piano-quintet. Altho combinations of strings and winds are encountered in the music of the masters, the strings are usually the indispensable basis for chamber music.

Suggested Class Preparation: The same procedure may be followed for each of the lessons in this unit. Using the material in Johnstone, WWH, and this bulletin as a basis for discussion, the teacher should point out, in preparing each lesson, the distinctive things about the instruments selected for illustration on that program. With the Instruments of the Orchestra Records the teacher should illustrate the tone qualities of the various instruments. Such pictures as are available should be used. If actual demonstrations of the instruments themselves are possible that will be found best of all. The goal of this unit of the lessons is acquaintance with the instruments to the point of recognition through sight and sound; the class discussion should be directed toward this end.

Records: For these lessons on individual instruments examples from any recorded music which seems suitable will be played.

Lesson 9. The String Quartet. November 21, 1935

Readings: Material on this work and its composer is given on page 14. In working up this lesson the teacher should remember that the interest during Lesson 9 in this quartet is primarily in its instrumentation; other, broader aspects of the music will be considered when it is played again in Lesson 26.

Records: Dvorak: *Quartet in G Major*, Opus 106.

Lesson 10. A Duet for Violin and Viola. November 28, 1935

Readings: Material on this work and its composer is given on page 12.

Records: Mozart: *Duet in B Flat Major*, K. 424.

Lessons 11 and 12. The Wood-wind Instruments. December 5 and 12, 1935

Purpose: It is more difficult for most listeners to distinguish between the wood-wind instruments than between the members of the string or brass groups. This is due not so much to an inability to hear the differences as to a lack of sufficient opportunity to fix firmly in mind the distinctions between these instruments. Since the wood-winds give color to the orchestra and are responsible for some beautiful effects largely overlooked by listeners not familiar with the section, the lessons on these instruments should be followed with particular care by both school classes and listeners at home.

Lesson 11 will take up each of the wood-winds alone, as distinguished from the others, while Lesson 12 will illustrate the wood-winds playing in combinations of various sorts.

Additional Material: There are eight wood-wind instruments in common use today. It is helpful to arrange these in four pairs.

1. The *flute* and the *piccolo* make up one pair. They are similar in appearance, both being open pipes with a mechanism of holes and keys to produce the various notes, altho the piccolo is about one-half the length and size of the flute, and is an octave higher in pitch. In this connection it is interesting to notice that the name of the piccolo in French and German (*petite flûte*, *kleine Flöte*) means "little flute." Flutes and piccolos are nowadays, almost invariably, made of metal, and present a silver appearance, altho the other instruments in the section are usually made of wood, except for some clarinets. All of these instruments were originally made of wood—hence the term "wood-wind," and the name is retained in spite of changes in construction materials for some of them.

2. The *English horn*, despite its misleading name, is a tenor oboe, and should be classified with the *oboe*; it bears much the same relationship to the oboe as does the viola to the violin and the alto voice to the soprano voice. Oboes and English horns look somewhat alike and sound so much the same that many people cannot distinguish between them. Considerable speculation has been made as to the naming of the English horn, and two theories have been advanced for this misnomer. The French name is "cor anglais" which means "English horn." Some early specimens of the instrument did not have a straight tube as is customary today, but were bent in the middle. It has been suggested that "cor anglais" was originally "cor angle," the latter adjective applying to the bend in the tube, and that our present name may be merely the translation of a corruption of the instrument's original name. The other theory advanced for the misnomer is that when the instrument was given a bend to facilitate its handling the name was adopted to mark its resemblance to a kind of hunting horn in use in England at the time. The first mentioned theory is the most probable solution of the riddle of the instrument's name—since it is neither a horn, in the popular sense of that term, nor is it English—but it remains an unproved hypothesis.

3. The third pair to notice is the *clarinet* and the *bass clarinet*. As its name indicates, the latter is merely a lower-pitched, deeper-toned clarinet. Neither the bass clarinet nor the double bassoon is employed so frequently as the piccolo or the English horn (the instruments of the other two pairs least frequently used), so that the listener need not be greatly concerned with them. At a distance clarinets and oboes look much alike, since they are of the same general shape, and are held in about the same playing position, but a close examination will reveal significant differences.

4. The *bassoon* and the *contra-bassoon* (also called the double-bassoon) make up the fourth pair of wood-winds. These are alike in appearance and sound, altho the latter is an octave lower than the former, and contains much more tubing. The contra-bassoon is very seldom used for solo rôles in the orchestra, and neither is used frequently as a solo instrument elsewhere.

Additional Material: The brass section of the symphony orchestra contains French horns, trumpets, trombones, and tubas, and sometimes cornets and baritones (or euphoniums.)

The French horn is unquestionably the most important brass instrument in an orchestra. In a concert band, however, the principal cornet player and the first baritone player have more important rôles than does the first horn player; this fact, together with the prominence of the trumpet and trombone in dance bands, explains why the French horn, the most important brass instrument of the symphony orchestra, is also, for the uninitiated listener, the least familiar. The horn has a long tube, about sixteen feet long if unwound, and is circular in shape. The bell—the place out of which the sounds come—points backwards instead of ahead as is the case with the trumpet and trombone. The tone of the horn is mellow and lovely; because the instrument is made of such fine tubing it can be played very softly and possesses a flexibility making it possible for composers to use it in soft, delicate passages with the strings and woodwinds when the other brass would be out of the question.

Confusion sometimes results from the various uses of the word "horn." Strictly, the term "horn" applies to the French horn only, whereas the entire section is referred to as "the brass" or "the brass section," and never as "the horns." Altho the brass instruments are often carelessly called "horns," informed people reserve the word "horn" for the French horn. Some misunderstanding is caused by the similarity between the names of the English horn and the French horn; the only possible reason for this misapprehension is in the names themselves, since the English horn is a tenor oboe, a wood-wind instrument, while the French horn is a brass instrument, and neither sounds nor looks anything like the other.

Most people are familiar with the trumpet and the cornet. These two instruments are much alike in appearance and tone quality and can play the same part, altho close examination will reveal that the trumpet is longer than the cornet, and that its bore is not so conical; that is, from mouthpiece to bell, the cornet tubing widens more gradually, whereas the trumpet tubing flares out more at the very end, near the bell. Further, the tone of the trumpet is more brilliant and piercing while that of the cornet is mellower and rounder. In the symphony orchestras, trumpets are almost invariably used, altho the important solo rôles in bands are usually taken by trumpets.

The trombone is easily distinguishable by its slide, and is familiar to almost everyone who has ever watched the players in a symphony orchestra, a concert band, or a dance orchestra. The brass section of the orchestra also includes the tuba, the lowest pitched of the brass. Altho it plays the same notes as the Sousaphone, the tuba possesses a superior tone and is, therefore, preferred among symphony players. (The Sousaphone is the largest brass instrument which seems to wrap itself around its player, and which provides an imposing background for so many concert bands and dance orchestras.)

Occasionally symphonic music contains parts for baritones, altho band music always does, and in the band, the baritone, or euphonium as it is often called, is one of the most important instruments of all. The baritone looks like a small tuba, and is held in the same position while being played—on the performer's lap, with the bell pointing almost straight up. Its tone is round and full, heavier than that of the French horn, and not so penetrating as that of the trombone.

To the percussion section, or the battery, are assigned all the instruments made to sound by being struck. As expanded by the demands of dance and theater music the section also includes all the noise makers imaginable, and even the symphony drummer may find himself, through the whim of some contemporary composer, pounding a piece of iron with a hammer, shaking a rattle, or blowing a contraction which makes a sound like a baby's wail. But the percussion instruments utilized in most music are the kettledrum, and the bass and snare drum. The latter two are so familiar as to require no comment, but the kettledrums, or tympani, are less well known. There are usually two or three kettledrums in an orchestra. These look like large kettles—hence their name. They are the only drums in common use which have definite pitch, and for this reason can be utilized in passages of a most delicate and musical nature. Altho capable of a roar like thunder, they may be played very softly with splendid effect. The players in the percussion section also handle the celesta, the xylophone, the tambourine, and the triangles, in addition to the cymbals, bells, castanets, and gongs, not to mention any unusual sound effects a composer wishes to introduce. Symphony orchestras have from one to four men in the percussion section, depending upon how many instruments are called for by the score; the tympani player plays most of all, and seldom takes

on additional duties, but the other drummers are generally very versatile, jumping in the course of few measures of music from cymbals to bells to foghorn and back again!

Lesson 14. A Trio for Violin, French Horn, and Piano. December 26, 1935

Readings: For readings and additional information, refer to page 12.

Records: Brahms: *Trio in E Flat Major*, Opus 40.

Lesson 15. The Pipe Organ. January 2, 1936

For this program the magnificent Acolian-Skinner organ in Northrop Memorial Auditorium on the campus of the University of Minnesota will be used. The music to be played on the broadcast will be announced at a later date.

Lesson 16. Listening to the Full Symphony Orchestra. January 9, 1936

Additional Material: It is customary to divide the instruments of the orchestra into four groups, each of which has been discussed separately in the course of the programs in this unit. The most important section is the string section, it is usually made up of about 18 first and 16 second violins, and from 10 to 12 each of violas, cellos, and string basses. The wood-wind section varies in number from selection to selection, as do the brass and percussion sections, but a typical wood-wind group might include 2 flutes, 1 piccolo, 2 oboes, 1 English horn, 2 clarinets, 1 bass clarinet, 2 bassoons, and 1 contra-bassoon. The brass section usually contains 4 French horns, 2 or 3 trumpets, 3 trombones, and 1 tuba. Usually no trumpets or horns are used unless at least 2 of each are employed, and there are either 3 trombones or none. The musical mainstay of the percussion is the kettledrum, of which there are usually 2 or 3, played, however, by one man. Bass and side or snare drum are sometimes added, as are many other percussion instruments on occasion. From 2 to 4 men are employed in the percussion department. The orchestra outlined in this paragraph totals about 100 players—the customary number. Smaller symphony orchestras—those of from 65 to 85 men—differ from larger ones, not in the number of kinds of instruments employed, but in the number of players in the string section.

(Most of the time symphony orchestras employ neither pianos nor organs. The principal use of pianos in small orchestras is to supply missing parts and this, of course, is not necessary in a large ensemble. Composers often write concertos for piano and orchestra, but in these the piano appears as a solo instrument, and not as a part of the orchestra itself. Modern composers often use the piano in orchestral music, but do so in order to utilize its particular tone quality, not in the substitute rôle it is employed in small groups. Likewise composers occasionally write parts for the organ; this is probably done in order to obtain additional sonority. But generally speaking, symphony orchestras do not have parts for either the piano or the organ.)

AN INTRODUCTION TO VOCAL MUSIC

Lessons 17, 18, and 19. Listening to Fine Songs. January 16, 23, and 30, 1936

Purpose: The music appreciation series for this year contains thirty-eight broadcasts of which fifteen are devoted to vocal music. The six programs in this unit have been designed to present some elementary facts about the vocal music used on this series.

Readings: WWH: *Principles Illustrated in Vocal Music*, 13 (14), Voices 18-23 (18-23).

Additional Material: Mr. Donald N. Ferguson, of the University of Minnesota Music Department, has kindly provided the following paragraphs on types of voices:

Everyone is familiar with the classification of human voices into the four great divisions, soprano, alto, tenor and bass. Generally speaking, these terms suggest differences in pitch. We also think of soprano and alto voices as women's, and of tenor and bass voices as men's. But there are several types of soprano or tenor or bass voices; and the distinction between these types is not always easy to make. There are singers who are called contraltos who can sing the high C of the sopranos; and singers called sopranos who tremble at attacking a higher note than A. It is thus the quality as well as the range of the voice which determines its type.

The most familiar types of soprano voice are the lyric, the dramatic and the coloratura. The lyric and the dramatic are quite well defined by those adjectives alone. No one would expect from the lyric soprano the power or the range or the intensity to be looked for in the dramatic voice. Neither would one expect the fine and subtle expression of the truly lyric voice to be at the command of the more robust dramatic singer. The coloratura voice (the term really means "colored") is one which is capable both of great range and of very rapid, brilliant execution. In the sense in which the term "tone color" is mostly used (that is, to imply richness and depth of tone quality in the voice), the term coloratura is generally misapplied. For, in order to execute the brilliant runs, trills and arpeggios demanded of it, the coloratura voice must forego much of the rich and sensuous appeal which is chiefly cultivated in the lyric and dramatic types.

Mezzo-soprano and contralto voices are difficult to distinguish. They are lower in "tessitura" (the word means, literally, "texture") than the soprano, thicker and warmer in quality,

but not necessarily lower in range. The extremely rapid execution of the coloratura singer is seldom demanded of these voices.

Tenor, barytone and bass voices correspond, in men, to soprano, mezzo-soprano and alto (or contralto) voices in women. There are lyric and dramatic (or "robust") tenors. Barytones correspond to mezzo-soprano, but are seldom able to reach the higher tones of the tenor range, as mezzo-soprano can reach the high soprano ranges. Bass voices are mostly distinguished from barytones by quality rather than range; but the true bass voice is fuller and more sonorous in its lowest register than the barytone. The exceptionally low bass voice is called "basso profundo."

Verbal description of tone qualities being all but impossible, the hearer must learn to distinguish for himself between the various types. If he disagrees with his friends, he may be consoled by learning that singers and teachers of singing often dispute these questions bitterly.

The first three programs in this unit consist of songs by several American composers, as well as a number from Schubert's *Schöne Müllerin*. These songs, like most fine songs, may be divided into two groups: strophic and through-composed. A strophic song is one in which the same music is used for each stanza, whereas in a through-composed song the music, instead of being repeated for each stanza, is composed to fit each change of the text. (Our expression "through-composed" is a literal translation of the German *durchkomponiert*.) Some songs do not fall strictly into either class, but come somewhere between; the term "altered strophic" is often applied to these, since they employ the same melody for each stanza, but alter it in part during some of its repetitions. It is obvious that a listener's enjoyment of a through-composed song will be increased by knowing the words; thus equipped the listener can grasp and understand the subtleties with which expert composers, through both vocal and accompaniment parts, interpret their texts. For this reason some of the texts for the vocal music used on these programs are printed in the language of performance, and in translation if the recordings are not in English.

Suggested Class Preparation: Before these programs the pupils should know the difference between the various men's and women's voices, as well as the distinction between strophic and through-composed songs. It is especially important that the pupils have texts and translations to follow while these programs are broadcast.

Records: These programs will be illustrated with records selected from the songs used in the series.

Lesson 20. Listening to Choral Music. February 6, 1936

This will be a broadcast of choral music chosen from the records by the Dijon Cathedral Choir and the Paris Opera Chorus which have been scheduled for later programs.

Lesson 21. Listening to Opera. February 13, 1936

Readings: The introduction to the *Victor Book of the Opera* (any edition) is an excellent and most sane, logical discussion of the topic "What is an opera?" If available, it should be read in connection with this program. Part IV of WWH, beginning on page 273 (275) deals at length with many aspects of opera. Material on *Faust* may be found on page 26 of this bulletin.

Suggested Class Preparation: Since the purpose of this lesson is to present some basic facts about opera, the class preparation should emphasize opera in general, rather than this opera specifically; later in the series two complete programs will be devoted to *Faust*, and at that time a discussion of other aspects of the music will be in order. The class discussion should include, among other things, the definition of the difference between a recitative and an aria.

Records: Excerpts from the *Faust* recordings to be played in full for Lessons 34 and 35.

Lesson 22. Listening to Wagnerian Opera. February 20, 1936

Readings: WWH: Wagner's Operas, 306-314 (308-316).

Suggested Class Preparation: This lesson will be a discussion of the general principles upon which Richard Wagner based his operas. Inasmuch as this is the first time in the five years this course has been given that the Wagnerian music played could be satisfactorily arranged to illustrate the employment of the *leit motifs*, a good part of the broadcast will be devoted to this subject.

Records: The music for this program will be chosen from the *Die Walküre* excerpts to be played in their entirety on the last two programs of the course.

MUSIC IN MOVEMENTS

Lesson 23. The Sonata Form. February 27, 1936

Purpose: This unit of five broadcasts has been arranged to illustrate music written in several movements. Only the first lesson of the group is devoted to a single technical point; the others are concerts of complete works and will be presented so as to assist the listeners in grasping the idea of music in movements.

Additional Material: The sonata form is one of the most significant of instrumental forms, and the principal sections of much of the world's finest instrumental music have followed this pattern; its only rival here is the fugue, a type of music not illustrated in the programs for this year. Compositions in sonata form may be divided into three sections: the *exposition*, in which the two main themes of the movement are presented; the *development*, in which these themes—and perhaps some others—are played in many different ways, or as the musicians say, are “developed”; and the *recapitulation*, which is a repetition of the first section or exposition, altho with various changes so that it is never exactly like the opening section. In many cases the recapitulation is followed by a *coda*, a sort of epilog used to bring the movement to a better conclusion. A composer is free to write any music he wishes in the sonata form, and often a composition such as an overture or other single movement work will be constructed after this pattern, but its most famous use is in the opening movements of cyclic works—compositions such as sonatas, concertos, symphonies, or chamber music works. However, a musician may write a first movement in some other form, or may cast as many other movements of a piece in the sonata form as he pleases.

The only difference between a sonata, concerto, symphony, and chamber music work in several movements, is in the instrumentation employed, and not in the music itself. For example, a solo for piano or, for some single instrument with piano (violin and piano, cello and piano), is, if in the correct form, a “sonata.” The very same piece written for a solo instrument with orchestra (piano and orchestra, violin and orchestra) is a “concerto.” If composed for orchestra it is a “symphony.” Written for a chamber music group it is named according to its instrumentation; thus, a “sonata” for two violins, one viola, and one cello is called a “string quartet,” and if for the same group plus a piano, it is “a piano quintet.” Yet in each of these cases the themes, form, and everything about the pieces except the instrumentation employed may be exactly the same. It should be remembered, however, that this use of these terms is relatively recent; Haydn, Mozart, Beethoven, and others writing after about 1750 usually defined them in this way, but earlier composers used them in a somewhat different manner.

A complete cyclic work usually contains three or four movements, each of which is contrasted with the others in mood and in type. A three-movement work usually consists of an opening section in sonata form which is rather fast in tempo, serious, and more or less imposing. The second movement is simpler in structure, and usually is a “slow movement,” that is, it is primarily melodic, often approximating a song, and is less dependent upon rhythmic appeal. The last movement is generally fast, and is planned to conclude the selection in an energetic, forceful manner, a practice comparable to the natural impulse to give a story a happy ending, or to the human trait of trying to leave a strong, favorable last impression. A four-movement piece may be roughly described as a three-movement work with the addition of an extra movement between its second and last sections. The movement added is usually either a minuet, a scherzo, or a derivative of one of them. It is generally much lighter in emotional content than the second movement, and more rhythmic in character; it is as if the composer, after requiring our concentration during the second section, lets us relax and dance away our cares during the third. One of the purposes of movements in cyclic works, therefore, is to provide variety; it is for this reason that they are contrasted with each other in tempo, in character, and in the degree of concentration they require from the listener.

Finally it should be observed that altho music is usually written so that the performers stop for a moment before beginning each new movement, there are numerous exceptions. The last two movements of Beethoven's *Fifth Symphony*, for example, are played without pause, as are the last three movements of the *Sixth (Pastoral) Symphony* by the same composer, which, incidentally, contains five movements. It is seen throughout that there is no hard and fast rule governing the use of movements in pieces or their form, altho a few generalizations may be made as to the customary procedure.

Suggested Class Preparation: In preparing the class for this broadcast the teacher should sketch on the blackboard the parts into which the sonata form is divided, and should explain its outlines to the class.

Records: One or more movements from the instrumental music for these broadcasts will be taken for analysis during this program.

Lesson 24. **The Duet in B Flat Major, K. 424, for Violin and Viola, by Wolfgang Amadeus Mozart.** **March 5, 1936**

Readings: WWH: Mozart, 128 (129); B: Mozart, 70; Ewen: Mozart, by W. J. Turner, 91-101.

Mozart's two duets for violin and viola unaccompanied were composed in the latter part of 1783, under rather peculiar circumstances. Mozart was well acquainted with, and very fond of, Michael Haydn, the younger brother of the great Joseph Haydn. The younger Haydn had been ordered by the Archbishop of Salzburg to compose several duets for violin and viola, but due to a severe illness was unable to finish them at the appointed time. As a result his patron threatened to cut off his means of support. Mozart kindly stepped into the breach and composed—presumably during his daily visits to Haydn's sickroom—two such duets. When these were completed Haydn turned them over to the archbishop as his own. The work for performance on this program is the second of the two.

Records: Mozart: *Duet in B Flat Major, K. 424.*

Lesson 25. **The Trio for Violin, French Horn, and Piano, by Johannes Brahms.**
March 12, 1935

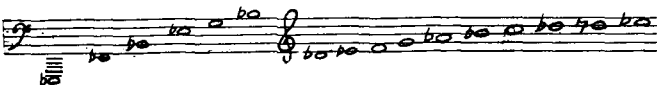
Readings: WWH: Brahms, 154 (155); B: Brahms, 298; Ewen: Brahms, by J. A. Fuller-Maitland, 227-251.

Additional Material: Brahms lived from 1833 to 1897. He is recognized as one of the four or five supreme masters of musical composition, his works being placed in the same category as those by Bach, Beethoven, and Wagner. Brahms wrote music in practically all the established forms except opera, producing 4 symphonies, 4 concertos, various choral works, about 200 songs, 3 piano sonatas, and much chamber music, including sonatas for violin, cello and clarinet with piano, string quartets, a quintet for piano and strings, and a total of 5 chamber trios including the horn trio.

The combination of violin, French horn, and piano, is a very unconventional one. Up to Brahms' time there was practically no example of such a group as this, there being no previous horn trios, and no sonatas for horn and piano save an early work by Beethoven and several by unimportant composers. Brahms was always partial to the French horn, and throughout his orchestral works he often wrote passages of incomparable beauty for it. As a boy he had played the horn, and also the violin and the piano, so that he learned, first hand, the possibilities and limitations of all three instruments.

Brahms intended the horn part of his trio to be played on an instrument without valves, or what is known as a "natural" horn. At present most brass instruments are fitted with three or more valves, but not all horns were equipped with them in Brahms' day. Brahms was very anxious that his trio be played on a natural horn because he thought that its tone would blend better, for various reasons, with the violin and piano. Altho performances of this work now are given with the modern valve instrument, the ingenious things Brahms did to adapt his music to the limitations of the older type of instrument remain. A consideration of these devices will increase manyfold the listener's understanding of this composition.

The player of the old natural horn could produce only a certain set of notes at a time, depending upon the "crook" he was using at that moment. This will be easier to understand after an example is given. Imagine that the player has an instrument with the E flat crook or setting. (This was the instrument for which Brahms composed this trio.) The player, by varying the tension of his lips, can produce—without valves or changes of any sort other than through his lips—from 8 to 12 or 15 tones, depending upon his skill as a performer, and through inserting his hand into the end of the bell, a few "in-between" tones, altho these do not have the same full, round quality as do the others. The notes on the musical staff below are the tones producible on a French horn equipped with an E flat crook. (Some of these are out of tune, and others are hard to obtain, but a discussion of these details is not essential here.)



It will be observed that in the higher register many more notes can be played than in the lower range, and that the player can produce the entire scale of E flat for an

octave in this register. These higher notes are relatively difficult to play, however. A comparison of the tones on this chart with those in the themes for the trio given below will illustrate how Brahms wrote the music to fit this instrument.

Players were not limited to the notes of the E flat instrument, however; by inserting a different tuning piece or crook into the horn so that its pitch was raised or lowered, an entirely different set of tones was made possible. Thus, a horn in D—one-half tone lower than the E flat instrument whose tones are given in the example above, would produce notes in the same relationship to each other as would the E flat horn, except that they would all be one-half tone lower. In this way, by having crooks for all the keys, players could manage many different tone combinations. Modern horns have valves, making it possible to dispense with the cumbersome crooks used in the natural instruments. When the player presses down one of these valves, the air blowing through the instrument is deflected into some extra pieces of tubing; this changes the pitch of the horn in exactly the same way a change of tubing accomplished it in the older instrument, altho with the valves these changes are made rapidly and easily.

The opening theme of the first movement, played successively by the violin and the horn, occurred to Brahms during a walk in the countryside. He is reported to have told a friend of his: "I was walking along one morning, and as I came to this spot the sun shone out and the subject immediately suggested itself."



Instead of writing the opening movement in the customary sonata form, Brahms uses the simpler device of presenting his main theme—that quoted above—three times, with relatively little development, and placing between the statements of this melody two versions of another theme.



An interesting comment on this movement is given in a biography of Brahms by Richard Specht:

In the first [movement] there is the spell of a sun-flooded forest, where a witch's golden hair glimmers through the brushwood, where pines and oaks stand motionless and the goddess of noon walks abroad. . . . [In the first theme] the horn seems to be dreaming among these green shades and, in spinning out an improvisation, to produce a song apt to express the past and the enjoyment of security, as if the sunny tree tops themselves breathed it forth. . . . [The second theme] is full of love's longing, at first expressed falteringly and afterwards with expanding warmth. . . . Brahms only wished to stay and listen to woodland voices and to reproduce the echoes they awakened in himself. . . .

The second movement, the scherzo, is lighter in character than either the first or third sections. Its principal theme was apparently written with the character of the natural horn in mind, as a comparison of the theme with the tones of the E flat instrument will reveal. Specht says that "the scherzo leads us past the forest smithy."



The short third movement is based upon two themes, both of which are cited below. About half way through the movement they are combined contrapuntally, that is, both are played at the same time. This movement partakes of the character of a lament. With its depth of feeling it is considered one of its composer's finest inspirations.



The final movement has a theme like that of a hunting song; since the French horn is the descendant of the hunting horn, the resemblance is perhaps more than accidental. Written in sonata form, the major part of the movement is based on the rhythmic opening theme:



Records: Brahms: *Trio in E Flat Major*, Opus 40.

Lesson 26. The Quartet in G Major, Opus 106, by Antonin Dvorak. March 19, 1936

Readings: WWH: *The Modern School of Bohemia*, 163 (164).

Additional Material: Dvorak is known to most American listeners for his *Symphony in E Minor*, his *String Quartet in F*, his whimsical *Humoresque*, and for the popular *Songs My Mother Taught Me*. The two significant works in this list owe much of their appeal to American listeners to the locale of their composition, and to their suggestive American names—*Symphony from the New World*, and *American Quartet*. Yet the emphasis laid on the American influence in the symphony and quartet obscures the fact that Dvorak was a typical Czech rather than American composer, and that even these two works display many more characteristics of his native Bohemia than of the new land in which he dwelt for so short a time. If they contain a few themes suggesting negro or Indian sources, they have many more which are distinctly Czech in type.

Dvorak composed exactly thirty chamber music works, including those in manuscript. He concluded his output in this field with two string quartets, one in A flat major, Opus 105, and another in G major, Opus 106. These two works, composed in 1895 upon his return from the United States, are at once the swan song and zenith of his chamber music. Altho the one for performance in this series bears the high opus number, most of its music was composed before that of Opus 105. Both of these are distinctly and unquestionably Czech in outlook. Of these last two quartets Karel Hoffmeister, Dvorak's biographer, writes:

With these works he took leave of America, and hailed his own country. . . . All the strongest and most beautiful qualities in Dvorak's nature are combined in these works; the poetry and freshness of youth, the virile strength belonging to his time of life, the depth and overflowing tenderness, the harmonious sweetness of approaching old age. All that pertains to foreign lands is superfluous here. We find the climax of sunny gladness and glowing happiness which belongs to his own home. Once more we are back in . . . Bohemia.

Records: Dvorak: *Quartet in G Major*, Opus 106.

Lesson 27. The Symphony in F Sharp Minor (Farewell), by Joseph Haydn. March 26, 1936

Readings: WWH: Haydn, 126 (127); B: Haydn, 52; Ewen: Haydn, by W. Oliver Strunk, 77-87.

Additional Information: The interesting circumstances surrounding the composition of this symphony illustrate the relations of musicians and their patrons at a day when the customary procedure was quite different from what it is now. At the time of Haydn (1732-1809) musicians frequently depended upon the charity or hire of wealthy aristocrats as a means for existence; thus in 1761, when Haydn was twenty-nine years old, he began to serve as a musician in the private court of the family of Esterhazy, and he remained in their employ for the rest of his life, becoming after 1766, the head musician of the household. In this position he was required to compose and direct music for such varied events as symphony concerts and grand balls, church services and operatic performances. Altho the musicians of a household were often treated as menials, and given the social status of unskilled laborers, Prince Nicolaus Esterhazy esteemed music and all the arts so highly that Haydn and his men received good pay and fine treatment. The Prince's musical establishment included from twenty to thirty players and singers; since orchestras and choral groups were much smaller than now, this was no inconsiderable organization.

Shortly after Haydn became the chief musician, the Prince built himself, at a considerable distance from Vienna, an elaborate country home which he named "Esterhaz." Its grandeur and splendor caused it to be compared to Versailles; it was constructed at enormous expense, and included a castle—filled with works of art—an elaborate system of gardens and parks, two theaters for various types of performances, and many other striking features. Here the Prince played host to royal and noble personages and to artists and intellectual leaders from all Europe. As might be expected Prince Nicolaus greatly enjoyed living in his regal summer residence; in fact he lived in his Viennese home only during such seasons of the year as he was compelled to, and moved to Esterhaz in early spring, remaining there until late autumn. This worked a considerable hardship on his musicians, since most of them resided in Vienna, and were unable, for various reasons, to bring their families with them to the estate of their patron. In the summer of 1772 Haydn and his men were especially exhausted from their confining duties and were looking forward to their departure, when the Prince suddenly decided that they should stay two months longer. The *Farewell Symphony* resulted from Haydn's desire to obtain an earlier release for his men and himself.

To achieve his purpose Haydn took a symphony which he had practically completed, and altered its last movement. At the point where a listener would expect its conclusion, Haydn placed a chord on the dominant (the fifth) tone of the key, a chord which leads the listener to expect a continuation of the music rather than the end of the composition. After this he added a sort of extra movement in very slow tempo, in the course of which the various players, left, one by one, before the symphony was finished, until at the end only two violinists and the conductor remained. Thus, shortly after the commencement of this part of the work, the first oboe and second horn players blew out the candles on their music stands, and walked off the stage with their music as if too tired to play any more. The bassoon player, who thus far in the epilog had not played at all, suddenly entered into things and tried several times to play the opening theme of the section, but after two attempts he too blew out his candle, took his instrument and walked out, to be followed seven measures later by the second oboe, and one measure after that by the remaining horn player. The last two pages of the score found all the players except two leaving in turn; double basses, cellos, second violins, and violas left within a few measures of each other, and each time the ceremony of departure was the same: they blew out the candles on their music stands, closed their music, and walked off with their instruments as tho too exhausted to play any longer. Then the two violinists left on the stage—one of whom was the Prince's especial favorite—concluded the otherwise cheerful symphony quietly and sadly.

The story about the premier of the work ends as a good story should: Prince Esterhazy appreciated Haydn's subtle appeal, and he permitted his musicians to depart on the following day.

Records: Haydn: *Symphony in F Sharp Minor (Farewell)*, played by the London Symphony Orchestra conducted by Sir Henry J. Wood.

FOUR CONCERTS OF GREAT SONGS

Lesson 28. Songs in English. April 2, 1936

Additional Information: The texts of four of the songs used are given below. All of the recordings for this program are in English.

Swans

Night is over the park, and a few brave stars
Look on the lights that link it with chains of gold.
The lake bears up their reflection in broken bars
That seem too heavy for tremulous water to hold.
We watched the swans that sleep in a shadowy place,
And now and again one wakes and uplifts its head.
How still you are, your gaze is on my face.
We watch the swans, and never a word is said.

Do Not Go, My Love

Do not go, my love, without asking my leave.
I have watched all night, and now my eyes are heavy with sleep;
I fear lest I lose you when I am sleeping.
Do not go, my love, without asking my leave.

I start up and stretch my hands to touch you.
I ask myself, "Is it a dream?"
Could I but entangle your feet with my heart,
And hold them fast to my breast!
Do not go, my love, without asking my leave.

Passing By

There is a ladye sweet and kind,
Was never face so pleas'd my mind,
I did but see her passing by,
And yet I love her till I die.

Her gestures, motions and her smile,
Her wit, her voice my heart beguile,
Beguile my heart, I know not why,
And yet I love her till I die.

Cupid is wingéd and doth range
Her country so my love doth change,
But change the earth or change the sky,
Yet will I love her till I die.

The Shepherdess

She walks—the lady of my delight—
A shepherdess of sheep.
Her flocks are thought. She keeps them white;
She guards them from the steep;
She feeds them on the fragrant height,
And folds them in for sleep.

She roams maternal hills and bright,
Dark valleys safe and deep.
Into that tender breast at night
The chastest stars may peep.
She walks—the lady of my delight—
A shepherdess of sheep.

She holds her little thoughts in sight,
Though gay they run and leap.
She is so circumspect and right;
She has her soul to keep.
She walks—the lady of my delight—
A shepherdess of sheep.

Suggested Class Preparation: For these programs the most important thing is that the class have access to texts for the songs while the music is being broadcast. Additional copies of the bulletin may be secured free of charge for use in the classroom, so that each two or three pupils may have one copy.

Records: Hageman: *Do Not Go, My Love*; Horsman: *The Shepherdess*; Kramer: *Swans*; Purcell: *Passing By*; Seaver: *Morro Rock*.

Lessons 29, 30, and 31. The Maid of the Mill Song Cycle, by Franz Schubert.
April 9, 16, 23, 1936

Readings: WWH: Schubert, 133 (134), Romanticism, 135 (136); B: Schubert, 128; Ewen: Schubert, by C. Hubert H. Parry, 151-168.

Additional Material: Franz Schubert is noted above all things for his songs, of which he composed over six hundred. These included two song cycles, texts for both being by the nineteenth century German poet, Wilhelm Müller. The German and English texts for the twenty songs in the *Maid of the Mill (Die schöne Müllerin)* are printed below:

Das Wandern

Das Wandern ist des Müllers Lust
Das Wandern!
Das muss ein schlechter Müller sein,
Dem niemals fiel das Wandern ein,
Das Wandern.

Vom Wasser haben wir's gelernt,
Vom Wasser!
Das hat nicht Rast bei Tag und Nacht,
Ist stets auf Wanderschaft bedacht,
Das Wasser.

Das seh'n wir auch den Rädern ab,
Den Rädern!
Die gar nicht Rast stille stehn,
Die sich mein Tag nicht müde drehn,
Die Räder.

Die Steine selbst, so schwer sie sind,
Die Steine!
Sie tanzen mit den muntern Reihn
Und wollen gar noch schneller sein,
Die Steine.

O Wandern, Wandern, meine Lust,
O Wandern!
Herr Meister und Frau Meisterin,
Lasst mich in Frieden weiter ziehn
Und wandern.

Wohin?

Ich hört' ein Bächlein rauschen
Wohl aus dem Felsenquell,
Hinab zum Thale rauschen,
So frisch und wunderhell.

Ich weiss nicht wie mir wurde,
Nicht, wer den Rath mir gab,
Ich musste gleich hinunter
Mit meinem Wanderstab.

Hinunter und immer weiter,
Und immer dem Bache nach,
Und immer frischer rauschte
Und immer heller der Bach.

Ist das denn meine Strasse?
O Bächlein, sprich, wohin?
Du hast mit deinem Rauschen
Mir ganz berauscht den Sinn.

Was sag' ich denn vom Rauschen?
Das kann kein Rauschen sein:
Es singen wohl die Niren
Dort unten ihren Reih'n.

Lass singen, Gesell, lass rauschen,
Und wand're fröhlich nach!
Es gehn ja Mühlräder
In jedem klaren Bach.

Halt!

Eine Mühle seh' ich blicken
Aus den Erlen heraus,
Durch Rauschen und Singen
Bricht Rädergebräus.

Ei, willkommen, ei willkommen,
Süsser Mühlengesang!
Und das Haus, wie so traulich,
Und die Fenster, wie blank.

Und die Sonne, wie helle
Vom Himmel sie scheint!
Ei, Bächlein, liebes Bächlein,
War es also gemeint?

Danksagung an den Bach

War es also gemeint,
Mein rauschender Freund,
Dein Singen, dein Klängen,
War es also gemeint?

Wandering

To wander is the miller's joy
To wander,
A sorry miller he must be
Who never wander'd far and free
And wander'd.

The water 'twas that taught us this,
The water.
That day or night no rest has known,
And still must wander on and on,
The water.

We learn it of the millwheels too,
The millwheels.
They turn all day with right good will
And love not to be standing still,
The millwheels.

The millstones, too, for all their weight,
The millstones.
They dance along in merry mood
And would go quicker if they could,
The millstones.

To wander is my only joy,
To wander.
O master mine and mistress dear,
Bid me no longer tarry here
But wander.

Whither?

Among the rocks and heather
I heard a tiny rill;
It sparkled in the sunlight,
And prattled down the hill.

I know not how it drew me,
I never questioned why;
We could not choose but follow,
My trusty staff and I.

And ever and on I followed
The murmuring of the brook;
Its voice grew loud and louder
With ev'ry step I took.

But where is it you lead me,
O brooklet, tell me, where?
Your bubbling and your babbling
Bewitch the very air.

And hark! A singing sweeter
Than any song I know:
What is it but the pixies
That sing and dance below?

Sing on, my friend, sing on, then,
And merrily take your way,
For ev'ry brook that wanders
Will find a mill one day.

Halt by the Brook

From the alder's shade a millwheel
Flashes bright in the sun,
Above the foaming waters
The sound goes rumbling on.

Welcome sight and welcome hearing,
Gentle song of the mill,
And the millhouse looks homely
With its gay windowsill.

And the sun looks out in glory
Above the firmament!
Ah brook, tell me truly,
Was it that that you meant?

Acknowledgment to the Brook

And was that what you meant?
Was that your intent
With your bubbling and babbling?
Was it that that you meant?

Zur Müllerin hin!
So lautet der Sinn.
Gelt, hab' ich's verstanden?
Zur Müllerin hin!

Hat sie dich geschickt?
Oder hast mich berückt?
Das möcht' ich noch wissen,
Ob sie dich geschickt.

Nun wie's auch mag sein,
Ich gebe mich drein;
Was ich such', ist gefunden,
Wie's immer mag sein.

Nach Arbeit ich frug,
Nun hab' ich genug,
Für die Hände, für's Herze
Vollauf genug.

Am Feierabend

Hätt' ich tausend
Arme zu rühren!
Könnst' ich brausend
Die Räder führen!
Könnst' ich wehen
Durch alle Haine!
Könnst' ich drehen
Alle Steine!
Dass die schöne Müllerin
Merkte meinen treuen Sinn.

Ach, wie ist mein Arm so schwach!
Was ich hebe, was ich trage,
Was ich schneide, was ich schlage,
Jeder Knappe thut mir's nach.
Und da sitz' ich in der grossen Runde,
Zu der stillen, kühlen Feierstunde,
Und der Meister spricht zu allen:
Euer Werk hat mir gefallen;
Und das liebe Mädchen sagt
Allen eine gute Nacht.

Der Neugierige

Ich frage keine Blume,
Ich frage keinen Stern,
Sie können mir alle nicht sagen,
Was ich erführ' so gern.

Ich bin ja auch kein Gärtner,
Die Sterne stehn zu hoch,
Mein Bächlein will ich fragen,
Ob mich mein Herz belog.

O Bächlein meiner Liebe,
Wie bist du heut' so stumm,
Will ja nur Eines wissen,
Ein Wörtchen um und um.

"Ja" heisst das eine Wörtchen,
Das andre heisst "Nein,"
Die beiden Wörtchen schliessen
Die ganze Welt mir ein.

O Bächlein meiner Liebe,
Was bist du wunderbarlich!
Will's ja nicht weiter sagen,
Sag', Bächlein, liebt sie mich?

Ungeduld

Ich schnitt' es gern in alle Rinden ein,
Ich grub es gern in jeden Kieselstein,
Ich möcht' es sä'n auf jedes frische Beet,
Mit Kressensamen, der es schnell verräth,
Auf jeden weissen Zettel möcht' ich's schreiben:
Dein ist mein Herz, und soll es ewig bleiben!

Ich möcht' mir ziehen einen jungen Star
Bis dass er sprach' die Worte rein und klar,
Bis er sie sprach' mit meines Mundes Klang,
Mit meines Herzens vollem, heissem Drang;
Dann säng' er hell durch ihre Fensterscheiben:
Dein ist mein Herz, und soll es ewig bleiben!

The maid o' the mill
You sing to me still.
Say, say, have I guessed it,
To the maid o' the mill?

Did she bid you tell?
Or did you weave the spell?
O were I but certain
That she bade you tell!

Whichever it be,
No matter for me;
I have found what I look'd for,
Whichever it be.

'Tis work that I ask,
And here is a task
For the heart and the head too,
A welcome task!

After Work

O that I'd a giant's inches
And could guide the pond'rous winches!
That my back were as strong as a horse's
And could rack the wheels in their courses
Then the maid o' the mill should know
All a loyal heart can do.

Ah! my arm's too weak by half!
When I sweat and ache and tremble
Heaving sacks or cleaving timber
Ev'ry prentice needs must laugh.
And the hands sit round for eating and drink-
ing,
When the work's all done and there's time for
thinking;
And the master tells us kindly,
"No, I've got no fault to find wi' ye,"
And herself, my heart's delight,
Smiles, and bids us all goodnight.

The Question

I ask no star in heav'n,
I ask no flow'r below,
Not one of them all can tell me
The thing I've long'd to know.

The flow'rs I leave to others,
The stars are all too high;
The brook I love will tell me
The heart can never lie.

O brook, but why so silent,
Why not a sound today?
The only thing I wait for,
One word's enough to say.

"Aye," is the word I long for,
But there's another, "No,"
And these two words encompass
All my weal and woe.

O brook, I'll wait no longer,
I guess what it will be,
O speak and tell me truly,
Say, say she does love me?

Impatience

The dearest name in all the world to me
I read in meadow flow'r and woodland tree.
I hear it when the aspen whispers low,
I see it written where the kingcups blow,
I spell it out where woven branches quiver;
Thine is my heart, and shall be thine for ever!

I'll fling a message for the wind to bear
And breathe abroad thro' all the list'ning air
And ev'ry time she picks a violet
My thoughts shall leave it smelling sweeter yet.
The brook shall have a secret word to give her:
Thine is my heart, and shall be thine for ever!

Den Morgenwinden möcht' ich's hauchen ein,
Ich möcht' es säuseln durch den regen Hain;
O, leuchtet es aus jedem Blumenstern!
Träg' es der Duft zu ihr von nah und fern.
Ihr Wogen, könnt' ihr nichts als Räder treiben?
Dein ist mein Herz, und soll es ewig bleiben!

Ich meint', es müsst' in meinen Augen steh'n,
Auf meinen Wangen müsst' man's brennen
seh'n,
Zu lesen wär's auf meinem stummen Mund,
Ein jeder Athemzug gäb's laut ihr kund,
Und sie merkt nichts von all'm bangen Treiben;
Dein ist mein Herz, und soll es ewig bleiben!

Morgengruss

Guten Morgen, schöne Müllerin!
Wo steckst du gleich das Köpfchen hin,
Als wär' dir was geschehen?
Verdriest dich denn mein Gruss so schwer?
Verstört dich denn mein Blick so sehr?
So muss ich wieder gehen.

O lass mich nur von ferne steh'n,
Nach deinem lieben Fenster seh'n,
Von ferne, ganz von ferne!
Du blondes Köpfchen komm hervor!
Hervor aus eurem runden Thor,
Ihr blauen Morgensterne!

Ihr schlummertrunk'nen Aeugelein,
Ihr thaubetrübten Blümelein,
Was scheuet ihr die Sonne?
Hat es die Nacht so gut gemeint,
Dass ihr euch schliesst und bückt und weint
Nach ihrer stillen Wonne?

Nun schüttelt ab der Träume Flor,
Und hebt euch frisch und frei empor
In Gottes hellen Morgen.
Die Lerche wirbelt in der Luft,
Und aus dem tiefen Herzen ruft
Die Liebe Leid und Sorgen.

Des Müllers Blumen

Am Bach viel kleine Blumen steh'n,
Aus hellen blauen Augen seh'n,
Der Bach der ist des Müllers Freund,
Und hellblau Liebchens Auge scheint,
Drum sind es meine Blumen.

Dicht unter ihrem Fensterlein,
Da pflanz' ich meine Blumen ein,
Da ruft ihr zu, wenn alles schweigt,
Wenn sich ihr Haupt zum Schlummer neigt,
Ihr wisst ja was ich meine.

Und wenn sie thut die Aeuglein zu,
Und schläft in süsser, süsser Ruh',
Dann lispelt als ein Traumgesicht
Ihr zu: Vergiss, vergiss mein nicht!
Das ist es, was ich meine.

Und schliesst sie früh die Laden auf,
Dann schaut mit Liebesblick hinauf,
Der Thau in euren Aeugelein,
Das sollen meine Thränen sein,
Die will ich auf euch weinen.

Tränenregen

Wir sassen so traulich beisammen
Im kühlen Erlendach,
Wir schauten so traulich zusammen
Hinab in den rieselnden Bach.

Der Mond war auch gekommen,
Die Sternlein hinterdrein,
Und schauten so traulich zusammen
In den silbernen Spiegel hinein.

A starling shall be my interpreter,
And ev'ry note he sings shall tell of her;
Or primroses I'll plant to spell her name,
And shake the harebells till they chime the
same;
On windflow'rs my hopes shall hang and
waver:
Thine is my heart, and shall be thine for ever!

Oh, no! for love will find a quicker way,
Whatever thought may think or word may
say;
Her eyes will read my yet unspoken thought,
Her heart will better what my hand has
wrought,
And, fancy free, will let them woo her favour:
Thine is my heart, and shall be thine for ever!

Morning Greeting

Good morning to you, maid o' the mill!
Why hide behind your window sill?
No thought of me shall grieve you.
Oh no! for if my words displease,
Or glances make you ill at ease,
I'll turn again and leave you.

But oh! then let me stand afar;
And from the window where you are
Look out, and do not shun me.
Those eyes will put the stars to shame,
That hair will rob the sun of fame,
When you look down upon me.

Your slumbersealed eyes that swim
Like early violets, dewy dim,
Shall the sun affright them?
Were dreams so sweet and night so kind
That day may never hope to find
A kindness to requite them?

Shake off! shake off this drowsy pall,
And gaze abroad, refresh'd, on all
That heav'n's expanses cover;
The lark on high now carols free,
And love peals out in jubilee
The rapture of a lover.

The Miller's Flowers

Along the brook on either hand
The blue-eyed flow'rs in thousands stand.
The brook's the miller's joy and pride,
My love is like the flow'rs blue-eyed,
Blue flow'rs are all my posy.

And there all in a blue-eyed row,
Beneath her window you shall grow,
And tell her at the fall of night
When fancy fills the waning light
All I were fain to tell her.

And when she sinks in deep repose
And soft in sleep her eyelids close,
Come in her dreams and fill her thought
With one last word: Forget-me-not
That, that shall be the token.

And when her lattice open flies,
Look up to her with fearless eyes,
The dew that in your own appears
Her love, may be, will take for tears,
Tears tender love has wept there.

Tear Drops

We sat and whisped together
In the alder's shady nook,
And sought each other's glances
Below in the running brook.

The moon was well on her journey
With all the stars in her train;
They look'd so happy together
As they shone in the water again.

Ich sah nach keinem Monde,
Nach keinem Sternenschein,
Ich schaute nach ihrem Bilde,
Nach ihren Augen allein.

Und sahe sie nicken und blicken
Herauf aus dem seligen Bach,
Die Blümlein am Ufer, die blauen,
Sie nickten und blickten ihr nach.

Und in den Bach versunken
Der ganze Himmel schien
Und wollte mich mit hinunter
In seine Tiefe ziehn.

Und über den Wolken und Sternen
Da rieselte munter der Bach,
Und rief mit Singen und Klingen:
„Geselle, Geselle, mir nach!“

Da gingen die Augen mir über,
Da ward es im Spiegel so kraus,
Sie sprach: „Es kommt ein Regen,
Ade, ich geh' nach Haus.“

Mein

Büchlein lass dein Rauschen sein!
Räder, stell eu'r Brausen ein;
All' ihr muntern Waldvögelein,
Gross und klein,
Endet eure Melodein!
Durch den Hain
Aus und ein
Schalle heut' ein Reim allein;
Die geliebte Müllerin ist mein!
Mein!
Frühling sind das alle deine Blümelein?
Sonne, hast du keinen hellern Schein?
Ach, so muss ich ganz allein
Mit dem seligen Worte mein
Unverstanden in der weiten Schöpfung sein!

Pause

Meine Laute hab' ich gehängt an die Wand,
Hab' sie umschlungen mit einem grünen Band,
Ich kann nicht mehr singen, mein Herz ist
zu voll,
Weiss nicht wie ich's in Reime zwingen soll.
Meiner Sehnsucht allertheisesten Schmerz
Durf' ich aushauchen in Liederschertz,
Und wie ich klagte, so süss und fein,
Glaubt' ich doch mein Leiden wär' nicht klein.
Ei, wie gross ist wohl meines Glückes Last,
Dass kein Klang auf Erden es in sich fasst?

Nun liebe Laute, ruh' an dem Nagel hier!
Und weht ein Lüftchen über die Saiten dir,
Und streift eine Biene mit ihren Flügeln dich,
Da wird mir so bange, und es durchschauert
mich,
Warum liess ich das Band auch hängen so
lang?
Oft fliegt's um die Saiten mit seufzendem
Klang,
Ist es der Nachklang meiner Liebespein?
Soll es das Vorspiel neuer Lieder sein?

Mit dem grünen Lautenbände

Shad' um das schöne grüne Band,
Dass es verbleicht hier an der Wand,
Ich hab' das Grün so gern,
So sprachst du, Liebchen, heut' zu mir;
Gleich knüpf ich's ab und send' es dir,
Nun hab' das Grüne gern.

Ist auch dein ganzer Liebster weiss,
Soll Grün doch haben seinen Preis,
Und ich auch hab' es gern,
Weil uns're Lieb ist immergrün,
Weil grün der Hoffnung Fernen blühn,
Drum haben wir es gern.

'Twas not the moon I look'd at,
'Twas not the stars I could see,
'Twas only her face I look'd at,
'Twas only her eyes for me.

She nodded her head in the water
With those sparkling eyes of blue,
The blue-eyed flow'rs at the brookside
They nodded and twinkled too.

There in the shining water
All heav'n before me lay;
It seem'd to beckon to me
And steal my soul away.

There in the murm'ring stillness
The golden gate unbars
And calls to me "Comrade, follow,
Beyond the clouds and the stars."

And then, to my brimming vision,
The mirror'd heav'ns were blurr'd;
"Good-bye, the rain's beginning,
Good-bye," was all I heard.

Mine!

Prattling, babbling brooklet, stay,
Mill wheel cease that boist'rous play,
Warbling birds joyous and gay,
Fly away,
Finish your melodious lay!
Through the grove
Sounds today
Naught of music but this line:
The good Miller's pretty maid is mine!
Mine!
Spring, has thou no finer flow'rs than these to
show?
Sun, hast thou no brighter rays to throw?
Then will I the blissful line
All alone to the woods rehearse,
All unheeded in the spacious universe.

Pause

So, my lute, hang there with the things that
have been,
Nailed to the wall hang there with a ribbon
of green,
My heart it is full and my music is dumb;
No more songs, for the rhymes refuse to come.
All my longing, all my burning pain,
O that a song could make them live again!
Songs I sang then so tender and true
Half believed my grief was grand and new.
Ah, how heavy is the burden of my bliss,
Music has no tones that can answer this.

So, then, my lute, still hang where I hung
thee there,
And if there stir a breath of heav'n's free air
Or should'st thou feel the wing of errant bee,
My heart will know a pang of ecstasy,
But why, why is the ribbon untied for so long?
How often your sighing melts into song!
Is it the echo of my misery?
Is it the prelude of the songs to be?

The Green Ribbon

The flutt'ring ribbon green and gay,
It seems up there to pine away,
My fav'rite color's green,
So didst thou sweetheart say to me,
I'll take it off and send it thee,
The green thou lik'st so well.

See, from my work I'm white all o'er,
And green I'll value more and more,
Green shall my favorite be,
And then our love's an evergreen,
In hope's far vista blooming seen,
And so we like it well.

Nun schlinge in die Locken dein
 Das grüne Band gefällig ein,
 Du hast ja's Grün so gern.
 Dann weiss ich wo die Hoffnung wohnt,
 Dann weiss ich wo die Liebe thront,
 Dann hab' ich's Grün erst gern.

Der Jäger

Was sucht denn der Jäger am Mühlbach hier?
 Bleib' trotziger Jäger in deinem Revier,
 Hier gibt es kein Wild zu jagen für dich,
 Hier wohnt nur ein Rehlein, ein zahmes,
 Und willst du das zärtliche Rehlein sehn,
 So lass deine Büchsen im Walde stehn,
 Und lass deine klaffenden Hunde zu Haus,
 Und lass auf dem Horne den Saus und Braus,
 Und scheere vom Kinne das struppige Haar,
 Sonst scheut sich im Garten das Rehlein für-
 wahr.

Doch besser, du bleibest im Walde dazu,
 Und liessest die Mühlen und Müller in Ruh'.
 Was taugen die Fischlein im grünen Gezweig?
 Was will denn das Eichhorn im bläulichen
 Teich?
 Drum bleibe, du trotziger Jäger im Hain,
 Und lass mich mit meinen drei Rädern allein,
 Und willst meinem Schätzchen dich machen
 beliebt,
 So wisse, mein Freund, was ihr Herzchen
 betrübt.
 Die Eber, die kommen zu Nacht aus dem Hain,
 Und brechen in ihren Kohlgarten ein,
 Und treten und wühlen herum in dem Feld,
 Die Eber, die schiesse, du Jägerheld.

Eifersucht und Stolz

Wohin so schnell, so kraus, so wild, mein
 Lieber Bach?
 Eilst du voll Zorn dem frechen Bruder Jäger
 nach?
 Keh' um, keh' um, keh' um und schilt erst deine
 Müllerin
 Für ihren leichten, losen, kleinen Flattersinn,
 Sahst du sie gestern Abend nicht am Thore
 stehn,
 Mit langem Halse nach der grossen Strasse
 seh'n?
 Wenn von dem Fang der Jäger lustig zieht
 nach Haus,
 Da steckt kein sittsam Kind den Kopf zum
 Fenster 'naus,
 Geh, Bächlein hin und sag' ihr das, doch sag'
 ihr nicht,
 Hörst du, kein Wort von meinem traurigen
 Gesicht;
 Sag' ihr: Er schnitzte bei mir sich eine Pfeif'
 aus Rohr
 Und bläst den Kindern schöne Tänz' und
 Lieder vor.

Die liebe Farbe

In Grün will ich mich kleiden,
 In grüne Thänenweiden:
 Mein Schatz hat 's Grün so gern.
 Will suchen einen Cypressenhain,
 Eine Heide voll grünen Rosmarin:
 Mein Schatz hat 's Grün so gern.

Wohlauf zum fröhlichen Jagen,
 Wohlauf durch Heid' und Hagen,
 Mein Schatz hat 's Jagen so gern.
 Das Wild, das ich jage, das ist der Tod;
 Die Heide, die heiss' ich die Liebesnoth.
 Mein Schatz hat 's Jagen so gern.

My proffer'd ribbon pray entwine
 In those dear golden locks of thine,
 My band of fav'rite green.
 A crown of hope 'twill be for me,
 In this a pledge of love I'll see,
 And green I'll like still more.

The Hunter

But what by the brook will the sportsman do?
 Hence saucy intruder, 'tis no place for you,
 No prey to be found for gun, line, or bow,
 There's only for me a tame beautiful doe,
 And would you this delicate creature see,
 Your gun in the wood leave behind a tree,
 And keep in their kennel the loud yelping
 hounds,
 And lay by your horn with its deafening
 sounds,
 And shave from your chin all that horrid thick
 hair,
 Or my pretty doe you will terribly scare.

Still better, remove to your wood far away,
 And ne'er to this sojourn of happiness stray,
 What good are the fish 'mid the branches of
 green,
 And why in the brook should the squirrel be
 seen?
 Then saucy intruder, just keep to your place,
 No more show our glittering streamlet your
 face,
 Yet would you look well in my sweetheart's
 bright eyes,
 I'll tell you a service she greatly would prize,
 The wild boars at night from the forest repair,
 The plants in her garden uproot and tear,
 Destroying her neatly trimm'd flow'r beds and
 banks:
 Shoot them my fine fellow, and earn our
 thanks.

Jealousy and Pride

My darling brook, why all this rushing head-
 long whirl?
 The sportsman would'st o'er take, that pert
 and graceless churl?
 Turn back, good stream, turn back, and first
 the miller's maid,
 For her inconstant, weak, and wanton heart
 upraid.
 Did'st thou not mark how yestereve from her
 abode,
 She gaz'd so long intently up and down the
 road?
 When from the chase the jovial huntsman
 homeward goes,
 No prudent girl her glances from the window
 throws;
 When from the chase the jovial huntsman
 homeward goes,
 Go, brooklet, go, and tell her so. Yet of my
 woe
 Mention no trace, sketch not my pale and
 mournful face,
 But say: He fashions whistles from the taper
 reed,
 And gaily pipes to children dancing through
 the mead.

The Favorite Color

In green myself attiring,
 To please my love's desiring,
 My love likes green so well,
 I'll rest beneath a cypress tree,
 Or seek a grove of rosemary,
 My love likes green so well.

A hunter see me hieing,
 Across the meadows flying,
 My love likes hunting well,
 The game I follow death will prove,
 Alas! 'tis the hopeless pain of love,
 My love likes hunting well.

Grabt mir ein Grab im Wasen,
Deckt mich mit grünen Rasen;
Mein Schatz hat 's Grün so gern.
Kein Kreuzlein schwarz, kein Blümlein bunt,
Grün, alles grün so rings umher.
Mein Schatz hat 's Grün so gern.

Die böse Farbe

Ich möchte ziehn in die Welt hinaus,
Hinaus in die weite Welt;
Wenn's nur so grün, so grün nicht wär'
Da draussen in Wald und Feld!

Ich möchte die grünen Blätter all'
Pflücken von jedem Zweig,
Ich möchte die grünen Gräser all'
Weinen ganz totenbleich.

Ach Grün, du böse Farbe du,
Was siehst mich immer an
So stolz, so keck, so schadenfroh,
Mich armen wissen Mann?

Ich möchte liegen vor ihrer Thür,
In Sturm und Regen und Schnee,
Und singen ganz leise bei Tag und Nacht
Das eine Wörtchen Ade!

Horch, wenn im Wald ein Jagdhorn schallt
Da klingt ihr Fensterlein;
Und schaut sie auch nach mir nicht aus,
Darf ich doch schauen hinein.

O binde von der Stirn dir ab
Das grüne, grüne, grüne Band;
Ade, ade! und reiche mir!
Zum Abschied deine Hand!

Trock'ne Blumen

Ihr Blümlein alle, die sie mir gab,
Euch soll man legen mit mir ins Grab.
Wie seht ihr alle mich an so weh,
Als ob ihr wüsstet, wie mir gescheh'?

Ihr Blümlein alle, wie welk, wie blass?
Ihr Blümlein alle, wovon so nass?
Ach Thränen machen nicht Maiengrün,
Machen tote Liebe nicht wieder blühn.

Und Lenz wird kommen, und Winter wird
gehn,
Und Blümlein werden im Grase stehn.
Die Blümlein liegen in meinem Grab,
Die Blümlein alle, die sie mir gab.

Und wenn sie wandelt am Hügel vorbei
Und denkt im Herzen: Der meint' es treu!
Dann, Blumen alle, heraus, heraus!
Der Mai ist 'kommen, der Winter ist aus.

Der Müller und der Bach

(Der Müller)

Wo ein trues Herze in Liebe vergeht,
Da welken die Lilien auf jedem Beet.
Da muss in die Wolken der Vollmond gehn,
Damit seine Thränen die Menschen nicht sehn;
Da halten die Englein die Augen sich zu,
Und schluchzen und singen die Seele zur Ruh'!

(Der Bach)

Und wenn sich die Liebe dem Schmerz entringt.
Ein Sternlein, ein neues, am Himmel erblinkt;
Da springen drei Rosen halb rot und halb
weiss,
Die welken nicht wieder, aus Dornenreis.
Und die Englein schneiden die Flügel sich ab
Und gehn alle Morgen zur Erde hinab.

(Der Müller)

Ach Bächlein, liebes Bächlein, du meinst es
so gut,

The grave my woe shall cover,
With rushes green spread over,
My love likes green so well.
No ebon cross, no ruddy bloom,
But all things green shall clothe my tomb,
My love likes green so well.

The Hated Color

Away o'er mountain and field, away,
I would through the wide world roam,
But field and mount this odious green
Usurps as its native home.

I'd like to lay bare all branches where
But one green leaf appears,
I'd turn all the green grass deathly pale,
Bleach'd in these bitter tears.

That hateful tint, that wretched green,
Why leers it day by day
With proud, malignant, sneering mien,
On me, poor me in white array?

When tempests furiously rage around,
Before her door I would lie,
And tenderly sing from the snowspread ground
These last words only, Good Bye!

List, when the horn rings through the wood
Her window open flies,
And though for me she looks not forth,
To her I lift up my eyes.

Remove the ribbon green that once
So sooth'd this faithful heart,
Good bye, good bye, O let me press
Thy hand before we part.

Withered Flowers

O take these flow'rs that once she gave
And lay them all upon my grave;
They look at me so wistfully,
As if they knew what the end must be.

O flow'rs, why pale and wither'd yet?
My flow'rs, what makes you all so wet?
Alas, the flow'r will revive with the rain,
But no tears will recall dead love again.

For spring will come and winter will go,
And in the mead new flow'rs will blow,
And flow'rs will lie within my grave,
And they shall be those that once she gave.

But if she passed my grave, and knew,
For her heart should tell her: His love was
true,
Then up, my flow'rs, and bloom once more,
The spring has come, the winter is o'er.

The Miller and the Brook

(The Miller)

When true heart rejected lies bleeding in pain,
They say that the lilies can never bloom again,
The moon in a bank of cloud disappears,
That mortal man may not see her tears.
Their weeping eyes the angels close
And sing a tender requiem for the soul's
repose.

(The Brook)

And when the true heart o'er masters its pain
A new star appears in heav'n's high plain,
Then blossom three roses, half white and half
red,
That spring from the thorn bush and never
fade,
And their wings the angels then fold to their
side
And visit the earth at morningtide.

(The Miller)

Ah brook! you were always my own loving
friend,

Ach Bächlein, aber weisst du wie Liebe thut?
Ach unten, da unten die kühle Ruh!
Ach Bächlein, liebes Bächlein, so singe nur zu.

Des Baches Wiegenlied

Gute Ruh', gute Ruh'!
Thu die Augen zu!
Wand'rer, du müder, du bist zu Haus.
Die Treu' ist hier,
Sollst liegen bei mir,
Bis das Meer will trinken die Bächlein aus.

Will betten dich kühl
Auf weichen Pfühl
In dem blauen kristallinen Kämmerlein.
Heran, heran,
Was wiegen kann,
Woget und wieget den Knaben mir ein!

Wenn ein Jagdhorn schallt
Aus dem grünen Wald,
Will ich sausen und brausen wohl um dich her.
Blickt nicht herein
Blaue Blümelein!
Ihr macht meinem Schläfer die Träume so schwer.

Gute Nacht, gute Nacht!
Bis alles wacht,
Schlaf' aus deine Freude, schlaf' aus dein Leid!
Der Vollmond steigt,
Und der Nebel weicht,
Und der Himmel da oben, wie ist er so weit!

Records: Schubert: *Die Schöne Müllerin (The Maid of the Mill)*, sung by Gerhard Hüsch (baritone) and Hanns Udo Müller (piano).

TWO CONCERTS OF INSTRUMENTAL MUSIC

Lesson 32. Adventures in a Perambulator, by John Alden Carpenter. Apr. 30, 1936

Additional Material: The descriptive notes printed below are by Mr. Carpenter himself. (He is a business man by vocation, but one of our leading composers by avocation.) The first paragraph in each section is quoted from the preface to the score for the work; the second paragraph is from the musical analysis provided by Mr. Carpenter for the initial performance of the work by the Chicago Symphony Orchestra on March 19, 1915.

En Voiture!

Every morning—after my second breakfast—if the wind and the sun are favorable, I go out. I should like to go alone, but my will is overborne. My Nurse is appointed to take me. She is older than I, and very powerful. While I wait for her, resigned, I hear her cheerful steps, always the same. I am wrapped in a vacuum of wool, where there are no drafts. A door opens and shuts. I am placed in my perambulator, a strap is buckled over my stomach, my Nurse stands firmly behind—and we are off!

The first movement is in the nature of a short prologue, introducing the "principal characters," viz., "My Nurse," "My Perambulator," and "Myself." The themes representing these ideas reappear constantly throughout the composition in varying form. "My Nurse" announces herself promptly at the beginning of the first movement by means of two violoncellos, *soló* [alone]. This soon is followed by the first appearance of the "Perambulator" motive in the celesta and strings, over which, almost immediately, the first flute announces the ingenious idea, a descending scale, which stands for "Myself."

The Policeman

Out is wonderful! It is always different, though one seems to have been there before. I cannot fathom it all. Some sounds seem like smells. Some sights have echoes. It is confusing, but it is Life! For instance, the Policeman—an Unprecedented Man! Round like a ball—taller than my father. Blue—fearful—fascinating! I feel him before he comes. I see him after he goes. I try to analyze his appeal. It is not buttons alone, nor belt, nor baton. I suspect it is his eye and the way he walks. He walks like Doom. My Nurse feels it, too. She becomes less firm, less powerful. My perambulator hurries, hesitates, and stops. They converse. They ask each other questions!—some with answers, some without. I listen, with discretion. When I feel that they have gone far enough, I signal to my Nurse, a private signal, and the Policeman resumes his enormous Blue March. He is gone, but I feel him after he goes.

A few introductory measures, suggesting an interested and hurrying perambulator, are followed by the "Policeman" who makes himself known in flute and clarinets over a *pizzicato* [plucked string] accompaniment. After a short development this is followed by a sort of *Intermezzo* which is intended to suggest the conversation between the "Policeman" and the

But tell me, how fares it with love in the end?
Here, in the cool wave, love may lie at peace,
Sing on then, dear brook, sing on and never cease.

The Brook's Lullaby

Sound repose, sound repose,
Weary eyelids close.
Poor suff'ring wand'rer thou art at home.
True faith is here,
Then rest without fear,
Till the brook is all swallow'd in ocean's foam.

Cool, cool be thy bed
Soft to thy head
In the chamber of crystal blue.
Come ye pale nymphs
Of forest and spring,
To rock him and swing him, my boy fond and true.

And when horn and hound
Through the green wood sound,
I will wrap thee close round in my murm'ring stream.
Down on his sleep
Blue flow'rs do not peep,
You'll make my poor slumb'rer uneasily dream.

Till the last morning's light,
Good night, good night,
Out-sleep all thy joy and out-sleep all thy pain.
The full moon shines,
And the mist declines,
And the heavens above still so distant remain.

"Nurse"—the remarks of the former being voiced in a solo bassoon, and the responses of the latter in four solo violins, *divisi* [divided as to parts]. The conversation is interrupted by the "private signal"—sounded by a muted trumpet *fortissimo* [very loudly], over an agitated suggestion of the "Perambulator" theme in celesta and piano. The first part of the movement is then, in substance, repeated.

The Hurdy-Gurdy

Then suddenly there is something else. I think it is a sound. We approach it. My ear is tickled to excess. I find that the absorbing noise comes from a box—something like my music box, only much larger, and on wheels. A dark man is turning the music out of the box with a handle, just as I do with mine. A dark lady, richly dressed, turns when the man gets tired. They both smile. I smile, too, with restraint, for music is the most insidious form of noise. And such music! So gay! I tug at the strap over my stomach. I have a wild thought of dancing with my Nurse and my perambulator—all three of us together. Suddenly, at the climax of our excitement, I feel the approach of a phenomenon that I remember. It is the Policeman. He has stopped the music. He has frightened away the dark man and the lady with their music box. He seeks the admiration of my Nurse for his act. He walks away, his buttons shine, but far off I hear again the forbidden music. Delightful forbidden music!

There is no new material in this movement. Bits of familiar masterpieces are heard on the "Hurdy-Gurdy" (two xylophones and harp) with excited interjections by "Myself" and "Nurse." We all "dance together" to a little waltz based on the "Perambulator" theme. The remainder of the movement requires no analysis.

The Lake

Sated with adventure, my Nurse firmly pushes me on, and before I recover my balance I am face to face with new excitement. The land comes to an end, and there at my feet is the Lake. All my other sensations are joined in one. I see, I hear, I feel the quiver of the little waves as they escape from the big ones and come rushing up over the sand. Their fear is pretended. They know the big waves are amiable, for they can see a thousand sunbeams dancing with impunity on their very backs. Waves and sunbeams! Waves and sunbeams! Blue water—white clouds—dancing, swinging! A white sea-gull floating in the air. That is My Lake!

The only themes necessary to mention, as belonging to this movement, are the first, suggesting the "little waves," allotted to the flute, and another, suggestive of the large and amiable ones, which is heard in the strings and the horns.

Dogs

We pass on. Probably there is nothing more in the world. If there is, it is superfluous. *There IS*. It is Dogs! We come upon them without warning. Not one of them—all of them. First one by one; then in pairs; then in societies. Little dogs, with sisters; big dogs, with aged parents. Kind dogs, brigand dogs, sad dogs, and gay. They laugh, they fight, they run. And at last, in order to hold my interest, the very littlest brigand starts a game of "Follow the Leader," followed by all the others. It is tremendous!

The wood-wind bears most of the burden of furnishing descriptions of dogs, in various themes and snatches of themes, which it would not be of interest to quote. "Ach, Du lieber Augustin" may be detected in the *mêlée*, as well as "Where, O Where Has My Little Dog Gone?" A variation of the last is used toward the end of the movement as the theme of a short fugue in the wood-wind, suggesting dogs playing "Follow the Leader."

Dreams

Those dogs have gone! It is confusing, but it is Life! My mind grows numb. My cup is too full. I have a sudden conviction that it is well that I am not alone. That firm step behind reassures me. The wheels of my perambulator make a sound that quiets my nerves. I lie very still. I am quite content. In order to think more clearly, I close my eyes. My thoughts are absorbing. I deliberate upon my Mother. Most of the time my Mother and my Nurse have but one identity in my mind, but at night or when I close my eyes, I can easily tell them apart, for my Mother has the greater charm. I hear her voice quite plainly now, and feel the touch of her hand. It is pleasant to live over again the adventures of the day—the long blue waves curling in the sun, the Policeman who is bigger than my Father, the music box, and my friends, the Dogs. It is pleasant to lie quiet still and close my eyes, and listen to the wheels of my perambulator. How very large the world is! How many things there are!

A résumé of all the preceding "excitements." It may be worth while simply to call attention to the softened and broadened version of the original "Nurse" theme, which here represents "My Mother," and also the final *berceuse* [cradle song], which is made up in part of the "Child" theme over an accompaniment drawn from the "Perambulator" motive.

Records: Carpenter: *Adventures in a Perambulator*.

Lesson 33. La Mer, by Claude Debussy. May 7, 1936

Readings: B: Debussy, 361; Ewen: Debussy, by Paul Rosenfeld, 291-298.

Additional Material: Claude Debussy (1862-1918) was the leader of Impressionism in music, and the composer in whose works that movement reached its highest point of expression. An understanding of Impressionism is essential for a correct approach to Debussy's music.

In the last half of the nineteenth century there appeared parallel developments in painting, literature, and music, to which this term was applied. Like such movements as Romanticism this one is hard to define, partly because the various impressionistic composers, just like the romantic ones, often followed somewhat divergent paths. Perhaps a comparison of music and painting will illustrate Impressionism. An

impressionistic painting does not attempt to describe a detailed scene as much as to record the artist's personal reactions to that scene. In the same way, impressionistic music describes the mood induced by some object, not the object itself. For example, in the first section of *La Mer*. "From Dawn to Noon on the Sea," Debussy does not try to describe, at one point, the first glimpse of the sun's rays, and at the next moment, the passing of a boat containing three fishermen on their way to the day's work; that might have been the procedure of Richard Strauss, but it is not the way of an impressionist. Instead Debussy leaves absolutely no clue to the meaning of that section of his piece save its title. The picture he gives is vague and elusive; the music describes a mood, Debussy's reaction to the sea as it appeared to him at that period of the day, but not a detailed scene. As one might expect the music resulting from this artistic approach breaks away entirely from the harmonic and thematic rules of the past. It proceeds without stopping places, without definite development sections, wandering from one key to another without the customary formal procedure.

Later in life Debussy frequently wrote about his musical theories. In 1913 he stated: "Let us maintain that the beauty of a work of art must always remain mysterious; that is to say, that it is impossible to explain exactly how it is created. Let us at all costs preserve this magic peculiar to music, for of all the arts it is the most susceptible to magic." At another time he said: "No fixed rule should guide the creative artist; rules are established by works of art, not for works of art." Late in life he wrote that music "is a free art, gushing forth, an open air art, an art boundless as the elements, the wind, the sky, the sea! It must never be shut in and become an academic art." Again, "Music by its very nature is free. Every sound you hear around you can be reproduced. Everything that a keen ear perceives in the rhythm of the surrounding world can be represented musically. To some people rules are of primary importance. But my desire is to reproduce only what I hear. . . ." Music, he wrote, was not "to reproduce nature more or less exactly, but to receive the mysterious accord that exists between nature and imagination." Music was to express a beautiful illusion; if it became too definite it would become commonplace.

Debussy believed that "of all the arts, music is closest to nature. . . . To musicians only is it given to capture all the poetry of night and day, of earth and heaven, to reconstruct their atmosphere and record the rhythm of their great heart-beats." "Music is the expression of the movement of the waters, the play of curves described by changing breezes." He stated that the man who will "listen to the thousand sounds with which nature surrounds us," and will portray this in his music "will be a great man." Debussy wrote about nature with the same enthusiasm he composed music about it:

I had lingered in autumn filled landscapes, bound by the spell of ancient forests. The golden leaves, as they fell from the agonized trees, and the shrill angelus bell, bidding the fields take their sleep, sent up a sweet, persuasive voice that counseled complete forgetfulness. In solitary state the sun sank to rest. Not a single peasant was there to strike a stereotyped attitude in the foreground. . . . How far away were those discussions on art in which the names of great men sound like swear-words! Forgotten was the petty fever of first-night performances. I was alone and delightfully unconcerned. Never, perhaps, did I love music more than at this period when I never heard it mentioned. I saw it entire in its beauty and not in symphonic fragments or feverish and scrappy lyrics.

La Mer (The Sea) was begun in 1903 and completed two years later. At its first performance it did not attract much attention, but in January, 1908, when Debussy himself conducted the work several times in Paris, the audiences, made up largely of his violent opponents and enthusiastic supporters, exhibited strong reactions. At these concerts the listeners expressed themselves in that demonstrative manner so much more typical of Europeans than of Americans; at the conclusion of one performance there was a commotion lasting ten minutes in which hisses and applause were mingled, and the rivalry of the two factions almost reached the point of physical encounter. The following number on this particular program was a performance by Jacques Thibaud of the Bach *Chaconne*; in the midst of the violinist's solo the din arose again so that he had to stop playing. This controversy over *La Mer* is typical of the hostile reaction afforded many of Debussy's works preceding his acceptance as a great musician. At the present, however, this music is considered one of the best of Debussy's many masterpieces.

Debussy left absolutely no program or descriptive notes for *La Mer*. He gave titles to the sections of the work, but no more. These, in the original French and in translation are as follows: I. De l'aube à midi sur la mer" ("From Dawn to Noon on the Sea"), II. "Jeux des vagues" ("Sport of the Waves"), and III. "Dialogue du vent et de la mer" ("Dialogue of the Wind and the Sea").

Records: Debussy: *La Mer (The Sea)*.

CONCERTS OF OPERATIC AND CHORAL MUSIC

Lessons 34 and 35. Music from the Opera Faust, by Charles-Francois Gounod.
May 14 and 21, 1936

Readings: WWH: Gounod, 333 (335). Some of the readings for Lesson 21 on page 10 of this bulletin may be used again.

Additional Material: Gounod's *Faust*, one of the most famous and most frequently performed operas the world over, is based upon an episode from Goethe's tragedy of the same name, which in turn is a development of the many medieval legends about the mystical Dr. Faust. The story concerns the aged philosopher, Faust, who, tired of life and despairing of gaining happiness through further study, makes a compact with the devil, Mephistopheles, whereby he is to regain youth and is, in return, to forfeit his soul to the evil one. The texts for the various scenes are given below:

(Faust's study. Faust, alone. His lamp is almost out. He is seated before a table covered with books and parchments. An open book lies before him.)

Faust

No! In vain I interrogate with eager effort,
Still do Nature and the Creator withhold
Each ray of hope to guide and cheer me,
Or thought that could inspire me.
I with languor am sad and weary,
Without power to burst the dreary spell
Which to this dreary earth doth enchain me.
Naught can I see! naught can I find—naught!
(He closes his book and rises. Day is breaking.)

Day dawns already—the coming morn

Bids darkness fly.

(despairingly)

Another day breaks forth.

Oh, death, when wilt thou come,

And with thy wing enfold me?

Alas! death will not heed my call!

(Seizing a vase from the table)

Then why should I not strive to meet him?

Farewell, my final day, farewell!

No fears my heart assail;

On earth my days I number;

For this draught immortal slumber

Will secure me, and care dispell!

(He pours the contents of the vase into a crystal goblet. Just as he is about to raise it to his lips the voices of young girls are heard from without.)

Chorus of Maidens

Why thy eyes so lustrous

Hidest thou from sight?

The sun now is scattering

Beams of golden light;

The nightingale is warbling

Its carol of love;

Rosy tints of morning

Now gleam from above;

Flowers unfold their beauty

To the scented gale;

Nature all awakens,

Of love tells its tale.

Faust

Hence, empty sounds of human joys

Flee far from me.

O goblet, which my ancestors

So many times have filled,

Why tremblest thou in my grasp?

(He again raises the goblet to his lips.)

Chorus of Laborers

(outside)

The morn into the fields doth summon us,

The swallow hastes away!

Why tarry, then?

To labor let's away! to work let's on,

The sky is bright, the earth is fair,

Our tribute, then, let's pay to heav'n.

Glory to God!

Faust

O Lord!

But this God, what will he do for me?

(rising)

Will he return to me youth, love, and faith?

(with rage)

Oh, earthly pleasures,

Accursed be ye all!

Accursed be the fetters

Which keep me pinioned here!

Accursed be the fleeting hopes

Which fade e'en with the passing hour!

Vain dreams of love, of pomp and state,

Of pleasure, knowledge, prayer and faith,

I curse ye all!

My patience is at last worn out.

Come here, Satan, to me!

Mephistopheles

(appearing)

I am here! Have I surprised thee?

Thy call was heard by me.

A sword and plumed cap I wear,

A well-filled purse have I, and mantle rich;

In sooth, a comely knight am I!

Say, doctor, what wouldst thou with me?

Tell me—art thou afraid?

Faust

No.

Mephistopheles

Do you doubt my power?

Faust

Perhaps.

Mephistopheles

Then put it to the test!

Faust

Begone!

Mephistopheles

What! are these then your manners?

Now learn from me, when Satan comes,

Mortals may not use him as they like;

After you get what you want,

He will not be quite content,

If you try to turn him from your door!

Faust

What canst thou do for me?

Mephistopheles

All. Speak, let me know what you desire.

Would you have gold?

Faust

And what can I do with riches?

Mephistopheles

Good! I plainly see your object;

'Tis fame and glory!

Faust

More, far more!

Mephistopheles

Power, then?

Faust

No. I would have a treasure

Which contains all. I wish for youth!

Oh! I would have pleasure,

And love, and caresses,

For youth is the season

When joy most impresses.

One round of enjoyment,

One scene of delight,

Should be my employment

From day's dawn till night.

Oh, I would have pleasure,
And love, and caresses;
If youth you restore me,
My joys I'll renew!

Mephistopheles
'Tis well. All thou desirest I can give thee.

Faust
Ah! But what must I give in return?
Mephistopheles

'Tis but little:
In this world I will be thy slave,
But down below thou must be mine.

Faust
Below?
Mephistopheles

Below.
(Giving him a parchment)
Come, write. What! does thy hand tremble?
Whence this dire trepidation?
'Tis youth that now awaits thee; behold!
(He makes a gesture. The back of the stage is opened revealing Marguerite, sitting at her spinning wheel, spinning.)

Faust
Oh wonder!
Mephistopheles
Well, what say'st thou?

Faust
(taking the parchment)
I'll sign!
(He signs the parchment.)
Mephistopheles

'Tis done!
(Taking the goblet resting on the table)
I invite thee to empty a cup.
In which there is neither poison nor death,
But young and vigorous life.
(The vision disappears.)

Faust
Come!
Do I see her more?
Mephistopheles

Most surely.
Faust

When?
Mephistopheles
This very day!

Faust
'Tis well.
Mephistopheles

Then let us away.
Both
'Tis pleasure I covet,
'Tis beauty I crave;
I sigh for the rapture
Of heart and of sense.

The Kermesse (Fair) Scene
(One of the city gates. To the left, an Inn, bearing the sign of the god Bacchus.)

Students
Wine or beer, which you will!
So the glass quick you fill!
And replenish at our need:
At our bouts we drink with speed!

Now, young tipplers at the cask,
Don't refuse what I ask:
Drink to glory! drink to love!
Drain the sparkling glass!
(They touch glasses and drink.)

Citizens
On our saint-days and on Sundays
We love to talk of battles o'er;
But the fighting to the soldiers
Leave, with all its glory,
While we prefer in peace to sit,
Here by the gently flowing river,
See the boats pass, take our glass,
And tell a pleasant story!
(Citizens and soldiers go to the back of the stage. A group of young girls enter.)

Young Girls
Merry fellows come this way,
Yes, they now advance;

Let us then, our steps delay,
Just to take one glance.
(A second chorus of students enters.)
Second Chorus of Students
Sprightly maidens now advance,
Watch their conquering airs;
Friends, be guarded, lest a glance
Take you unawares.

Chorus of Older Women
(watching the students and the young girls)
Behold the silly damsels,
And the foolish young men;
We were once as young as they are,
And as pretty again.
(All join in the following chorus, each singing as follows:)

Matrons
(To the maidens)
Ye strive hard to please,
Your object is plain.

Students
Beer or wine, wine or beer,
Nought care I, with heart of cheer.

Soldiers
On, then, let's on;
Brave soldiers are we,
To conquest we'll on.

Citizens
Come, neighbor! In this fine weather
Let us empty a bottle together!

Maidens
They wish to please us, but 'tis in vain!
If you are angry, little you'll gain.

Young Students
They are bright little maidens, 'tis plain;
We'll contrive their favor to gain.
(All the groups depart.)
(Interior of the Church)

Marguerite
O heaven! Permit thy lowly handmaiden
To prostrate herself before thine altar.

Mephistopheles
No, thou shalt not pray!
Spirits of evil, haste ye at my call,
And drive this woman hence!

Voices of Invisible Demons
Marguerite!
Marguerite
Who calls me?

Voices
Marguerite!
Marguerite

I tremble!—oh heaven!
My last hour is surely nigh!

Mephistopheles
Remember the glorious days
When an angel's wings
Protected thy young heart.

To church thou camest then to worship,
Nor hadst thou then sinned against heaven.
Thy prayers then issued
From an unstained heart
And on the wings of faith
Did rise to the Creator
Hear'st thou their call?
'Tis Hell that summons thee!
Hell claims thee for its own!
Eternal pain, and woe, and tribulation,
Will be thy portion!

Marguerite
Heaven! What voice is this
That in the shade doth speak to me?
What mysterious tones are these?

Religious Chorus
When the last day shall have come,
The cross in heaven shall shine forth,
This world to dust shall crumble.

Marguerite
A heavy weight my breast o'erpowers,
I can no longer breathe!

Mephistopheles
Nights of love, farewell, ye days of joy, adieu!
Lost, lost for aye art thou!

Marguerite and the Religious Chorus
Heav'n! hear thou the prayer
Of a sad, broken heart!
A bright ray send thou
From the starry sphere
Her anguish to allay!

Mephistopheles
Marguerite, lost, lost are thou!
The Death of Valentine
Valentine

(supported by those around him)
Marguerite, give ear awhile:
That which was decreed hath duly come to
pass.
Death comes at its good pleasure:
All mortals must obey its behest.
But for you intervenes an evil life!
Those white hands will never work more;
The labors and sorrows that others employ,
Will be forgotten in hours of joy.
Darest thou live, ingrate?
Darest thou still exist?

Go! Shame overwhelm thee!
Remorse follow thee!
At length thy hour will sound.
Die! And if God pardons thee hereafter,
So may this life be a continual curse!

The Chorus
Terrible wish! Unchristian thought!
In thy last sad hour, unfortunate!
Think of thy own soul's welfare.
Forgive, if thou wouldst be forgiven.

Valentine
Marguerite! Marguerite!
In rags thou'lt one day die!
Though I die by your hand,
Yet I die like a soldier!
(He dies.)

The Chorus
God receive thy spirit!
God pardon thy sins!
Mephistopheles
Away! leave us this spot.
The dawn hath appeared:

Record: Gounod: Scenes from *Faust*: Act I, Kermesse and Soldier's Chorus;
Church Scene; Death of Valentine; Prison Scene.

Lesson 36. A Concert of Choral Music. May 28, 1936

This broadcast will consist of selections from an album of records made by the
Choir of the Dijon Cathedral in France. Announcements regarding this program will
be made in the course of the broadcasts.

Lessons 37 and 38. Excerpts from *Die Walkure*, by Richard Wagner. June 4 and 11, 1936

Readings: WWH: Wagner, 149-153 (150-154), 258 (259), Wagner's Operas, 306-314
(308-316); B: Wagner, 260; Ewen, Wagner, by M. C. Colles, 205.

The texts for the vocal scenes are printed below. The first of these is the Wotan-
Fricka duet from the second act.

Wotan
(perceiving Fricka's approach)
The old complaints!
the old annoys!
No peace! needs I must meet them.
Fricka
Where thou wand'rest in these wilds
thy very wife to avoid,
even here
I seek thee out.
that right to me thou may'st render,
Wotan
Thy harass, Fricka
Fain would I hear.
Fricka
Well I know Hunding's need;
his voice for vengeance is raised:

Hear'st thou not the fiery chargers.
As with sonorous hoof they paw the ground?
(endeavoring to drag Faust with him)
Haste ye, then,—perchance there yet
Is time to save her!

Marguerite
O heaven, I crave thy help!
Thine aid alone I do implore!
(kneeling)
Holy angels, in heaven bless'd,
My spirit longs with ye to rest!
Great Heaven, pardon grant, I implore thee,
For soon shall I appear before thee!

Faust
Marguerite! Follow me, I implore!
Marguerite
Holy angels, in heaven bless'd,
My spirit longs with ye to rest!
Great Heaven, pardon grant, I implore thee,
For soon shall I appear before thee!
(Noise outside.)

Faust
O Marguerite!
Marguerite
Why that glance with anger fraught?
Faust

Marguerite!
Marguerite
What blood is that which stains thy hand!
Away! thy sight doth cause me horror!
(Falls.)

Mephistopheles
Condemned!
Chorus of Angels
Saved, Christ hath arisen!
Christ is born again!
Peace and felicity
To all disciples of the Master!
Christ is born again!
*(The prison walls open. The soul of Mar-
guerite rises towards heaven. Faust gazes
despairingly after her, then falls on his
knees and prays. Mephistopheles turns
away, barred by the shining sword of an
archangel.)*

the queen of wedlock
hath weighed his 'quest
and wends straight
to stir thee to scourge
those rash recreants twain,
who wreaked a husband this wrong.

Wotan
What hath wrought
of wrong this pair,
allured by Spring into love?
Their passion's fury
had frenzied them:
who mastereth Love by Law?
Fricka
How foolish and fond are thy words!
as knewest thou not, forsooth,

that for the blessed
conjugal bond,
discarded thus, I'm complaining!

Wotan

Unholy
are to me oaths
which oust Love from his own;
and prithe
expect not from me
that my might should hold
where thine own is helpless;
for when strong spirits are rampant
I rouse them ever to strife.

Fricka

Deemest thou righteous
adul'trous love?
Extend then thy license
and treat as holy
the troth plighted between
a twin-born licentious pair.
My heart and my sense
with horror consume:—
bridal embrace
of sister and brother!
When was it allowed
that love should exist 'twixt relations?

Wotan

Now:—know it at last:
accept the shame
which hath shaped itself,
though ne'er seen was the like till today,
that these are true lovers
learn well from me;
to milder views then revert!
If aught of bliss
follows e'er on thy blessing
then smile in lenient love
on Siegmund and Sieglinda's troth.

Fricka

(bursting out into violent wrath)

Dawned on us the end
of the Aesir eternal
when thou these vagrant
Volsungs begattest?
I speak straightly—
touched is thy soul?
Esteem'st thou no more
thy mightiest subjects
disdained are all things
that once were exalted,
unloosened the ties
thine own wisdom established;
lightly leav'st thou
thy hold of Heaven,
that unheld and haughty may flourish
this froward and sinful pair,
thine unfaithfulness' sensual fruit!

O why mourn thus
e'er virtue and vows
thou hast vilely slighted thyself?
Thine own true wife
full oft hast thou wronged;
never a depth
and never a height
where thy heart longed not
lustful to rove;
while of change there lacked not to charm
thee.

thou gav'st no heed to my grief.

Sorrow I bore
when thou did'st forsake me,
leading to battle
the barbarous maidens
of shameless mother
born to thy blood
for avoided so was thy wife
that thy Valkyrie set,
with Brünnhilde herself,
who thy voice obeys
at my potent disposal were placed.

But now that another
name takes thy fancy,
thou wand'rest wolf-like
through woodlands as "Volsung,"—
now basely deigning

to such degradation
a pair of pitiful
mortals to get thee,
with these whelps of a wolf
thou wishest to humble thy wife.—
O finish thy work!
fill up the cup!
let them trample me in their triumph!

Wotan

(quietly)

Thou tak'st me not
when I would teach thee,
now may'st thou conceive a case
demanded never till now.

Statutes only
canst thou understand;
but my full thoughts must heed
the things hitherto strange.
One thing mark thou!—
We need a man
who finds not heaven's protection,
who dieth from heavenly ties;
then a charge he
alone may achieve,
which, though fain to the godhead,
the gods to effect are refused.

Fricka

With lying spirit
wouldst thou delude me!
What help divine
could heroes e'er shape us
which to their gods were gainsaid,
by whose grace alone they may speed?

Wotan

And their courage fearless
count'st thou for nought?

Fricka

Who breathes this courage in them?
Who brightens the face of the faint?

Beneath thy shield
strong do they seem,
by thee bestirred
they strive in the fight:
thou—prickest these mortals,
whom thus to me thou applaud'st.

Again with falsehood
wouldst thou befool me,
with new contrivance
seeking to trick me;
but for this Volsung
in vain dost thou plead:
through him I strike at thee,
for through thee only he dares.

Wotan

In sorrow drooping
deserted he lived:
my shield sheltered him ne'er.

Fricka

Then shelter now withhold.
Have back the sword
upon him bestowed.

Wotan

The sword?

Fricka

Yes, the sword,—
the marvellous
magical sword
which the god his son hath given.

Wotan

Siegmund has won it
himself in his need.

Fricka

Thou shapedst him the need
and the notable sword.
Dar'st thou deny it,
when night and day
I have followed thy feet?
For him struckest thou
that sword in the stem;
thou didst guard for him
the glorious blade:
be this gainsaid not,
that but by thy subtle
schemings he found the prize.
(Wotan makes a gesture of wrath.)

With bondsmen
no sov'reign does battle,
the monarch scourges his minion:
against thine my strength
properly strives,
but Siegmund I punish as slave.
(*Wotan turns gloomily away.*)

This slave thou holdst
wholly and closely,
to his caprice
must thy consort submit?
Shall he this shame
and infamy shape me,
to varlets a scoff—
to villians a scorn?
Sure ne'er my husband could suffer
so heinous a slight to his queen?
Wotan

(*gloomily*)

What requir'st thou?

Fricka

Cast off the Volsung.

Wotan

(*with choked voice*)

I give him his vent.

Fricka

But thou—favor him not,
when to fight calls th' avenger's voice.

Wotan

I'll—favor him not.

Fricka

Look on me fairly,
lie not to me!

The Valkyrie vow to recall!

Wotan

The war-maiden works untaught.

Fricka

Not so! 'tis thy will
she accomplishes now:
recall her from Siegmund's side!

Wotan

(*after a violent inward struggle*)

At the end of the opera comes the magnificent scene known as Wotan's Farewell and the Magic Fire Music.

Wotan

Farewell, thou bravest,
rarest of maids!
Thou, my heart's treasure,
idol and pride,
farewell! farewell! farewell!
Must I forsake thee
and now may never
my soul send thee greeting:
shalt thou no more, then,
near me go riding,
nor bring me mead to cheer me;
must I then lose thee,
O, my belov'd,
thou laughter and light in my sorrow:—
for thee will I kindle
burning red beacons
that never for bride had yet flamed!
Ruddy the fire
shall glow round the rock;
with raging and roaring
taunting the coward;
who fears shall flee from
Brünnhilde's bed:—
for he alone frees her, the bride,
who's freer than I, the god!
O, eyes aglow with delight,
that oft I tenderly wooed,
when lust of strife
a kiss had won thee,
when, gently opening,
thy maiden lips
the heroes' praises would sing;

I cannot defeat him;
he found my sword!

Fricka

Remove then its magic,
or bid it to break:
shieldless send him to fight.
(*She hears on the heights above the Valkyrie's
call shouted by Brünnhilde, who then ap-
pears on the rocky path with her horse.*)
Here wendeth thy warlike maid:
comes her call to my ears.

Wotan

(*Aside, sadly*)

I made her for Siegmund to mount.

Fricka

Thy eternal spouse's
high reputation
today she holdeth dear!
If laughed at in scorn,
unscreened and forlorn,
gone were the glory of gods.
Let today my dues
with daring and wit
be won by the mettlesome maid.—
This Volsung fell to my honor,
confirm as my victim by oath.

Wotan

(*Throwing himself upon a rocky seat in utter
dejection and inward rage*)

Take my oath!

(*Fricka strides towards the back; there she
meets Brünnhilde and pauses a moment be-
fore her.*)

Fricka

(*To Brünnhilde*)

Wotan doth

wait for thee:

let him inform thee

how the lot is to fall!

(*Fricka mounts her car and drives quickly
off.*)

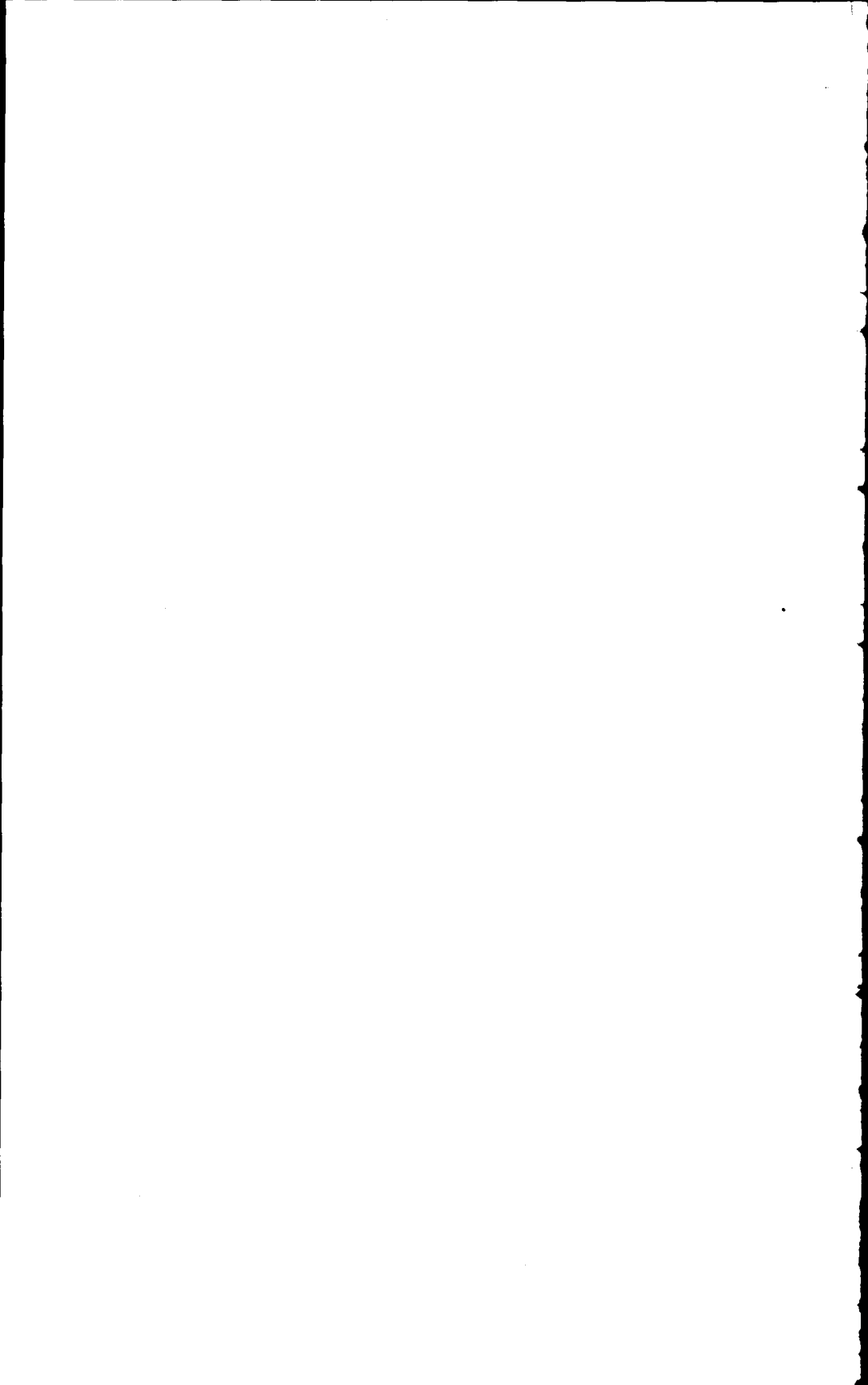
O, dear eyes that oft in the storm
would beam and brighten my way,
when hope and passion
my heart set longing
for earthly rapture
and bliss of loving,
with wild wishing and dreading:
a parting kiss
take ye tonight,
as I bid farewell
to light and bliss!
Your starry-bright glances
keep for the man:
on me luckless immortal
ye are closing for ever!
For thus—doth
the god thee renounce:
thus kissing thy godhead away.
Loge, hear!
Lend me thine ear!
As at first thee I found,
a fiery flame,
as thou erst didst escape me,
a-leaping and glowing:
As thou wast bound,
bind I thee now:
Arise, flaring and glowing,
ring round the whole mountain with fire!
Loge! Loge! Arise!
Who from my spear-point
shrinks in terror,
shall never the flame defy!

*Records: Wagner: Excerpts from Die Walküre: Fricka-Wotan Duet from Act II,
Ride of the Valkyries, Wotan's Farewell, and the Magic Fire Music.*

RECORD LIST

This list includes the titles, composers, performers, manufacturers, and prices of all the records used on the broadcasts. Listing is by composer. The following code is used: C—Columbia, HMV—His Master's Voice (the English firm corresponding to the Victor in the United States), V—Victor.

- Balakireff*. Tamara. Four sides. Orchestra of the Paris Conservatory conducted by Piero Coppola. Two 12" records. V-11349-50. \$1.50 each.
- Brahms*. Trio in E Flat Major, Opus 40. Eight sides. Rudolf Serkin (piano), Adolf Busch (violin), and Aubrey Brain (French horn). Four 12" records. Victor Set M-199. \$8.00.
- Carpenter*. Adventures in a Perambulator. Seven sides. (Eighth side has Mozart—Marriage of Figaro Overture.) Minneapolis Symphony Orchestra conducted by Eugene Ormandy. Four 12" records. Victor Set M-238. \$8.00.
- Debussy*. La Mer. Six sides. Orchestra of the Paris Conservatory conducted by Piero Coppola. Three 12" records. Victor Set M-89. \$4.50.
- Dvorak*. Quartet in G Major, Opus 106. Eight sides. Prague String Quartet. Four 12" records. Victor Set M-195. \$8.00.
- Gounod*. Act I of Faust. Four sides. Georges Thill (tenor), and Fred Bordon (bass) with the Chorus and Orchestra of the Paris Opera conducted by Eugène Bigot. Two 12" records. C-7266M-7M. \$1.50 each.
Kernesse and Soldier's Chorus from Faust. Two sides. Chorus and Orchestra of the Paris Opera. One 12" record. C-7201M. \$1.50.
Church Scene from Faust. Two sides. Maryse Beaujon (soprano), and Fred Bordon (bass) with the Chorus and Orchestra of the Paris Opera. One 12" record. C-7306M. \$1.50.
Death of Valentine and Conclusion of Prison Scene from Faust. Two sides. Maryse Beaujon (soprano), and Georges Thill (tenor), and Fred Cambon (bass-baritone) with the Chorus and Orchestra of the Paris Opera conducted by Philippe Gaubert. One 12" record. C-9091M. \$1.50.
- Hageman*. Do Not Go, My Love. One side. (For reverse see Kramer.) Rose Bampton (contralto). One 10" record. V-1607. \$1.50.
- Haydn*. Symphony No. 43, in F Sharp Minor (Farewell Symphony). Six sides. London Symphony Orchestra conducted by Sir Henry J. Wood. Three 12" records. Columbia Set 205. \$4.50.
- Horsman*. The Shepherdess. One side. (For reverse see Purcell.) Conrad Thibaud (baritone). One 10" record. V-1679. \$1.50
- Kramer*. Swans. One side. (For reverse see Hageman.) Rose Bampton (contralto). One 10" record. V-1607. \$1.50.
- Liturgical Music of the Catholic Church. This album includes music by Aichinger, Des Près, Jean IV of Portugal, Mauduit, Palestrina, and Vittoria. Ten sides. The Choir of the Dijon Cathedral. Five 12" records. Victor Set M-212. \$10.00.
- Moussorgsky*. A Night on the Bare Mountain. Two sides. Colonne Symphony Orchestra conducted by Paul Paray. One 12" record. C-68305D. \$1.50.
- Mozart*. Duet in B Flat Major, K. 424. Four sides. Simon Goldberg (violin) and Paul Hindemith (viola). Two 12" records. Columbia Set 212. \$3.00.
- Purcell*. Passing By. One side. (For reverse see Horsman.) Conrad Thibaud (baritone). One 10" record. V-1679. \$1.50.
- Schubert*. Die Schöne Müllerin (The Maid of the Mill). Sixteen sides. Gerhard Hüsch (baritone) and Hanns Udo Müller (piano). Eight 12" records. HMV Subscription Album. (Imported.) \$20.00.
- Seaver*. Morro Rock. One side. (Reverse has By a Lonely Forest Pathway, by Griffes.) Alexander Kisselburgh (baritone). One 10" record. C-189M. \$.75.
- Wagner*. Excerpts from Die Walküre. Eight sides. Philadelphia Symphony Orchestra with Lawrence Tibbett (baritone) conducted by Leopold Stokowski. Four 12" records. Victor Set M-248. \$8.00.
Fricka-Wotan Duet from Act II, Scene I of Die Walküre. Four sides. Emmi Leisner (soprano) and Friedrich Schorr (bass) with the London Symphony Orchestra. Two 12" records. V-7742-3. \$1.50 each.
- Instruments of the Orchestra Records: Strings and Wood-winds. One 10" record. V-20522. Brass and Percussion. One 10" record, V-20523. \$.75 each.



ANNOUNCEMENT BULLETIN
UNIVERSITY OF MINNESOTA

Farm and Home Week



WELCOME, Farmers
and Homemakers

—W. C. COFFEY

UNIVERSITY FARM,
ST. PAUL

January 6 to 11

VOL. XXXVIII

No. 50

NOVEMBER 14, 1935

Entered at the post-office in Minneapolis as second-class matter, Minneapolis, Minn. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 12, 1918.

WHAT FARM AND HOME WEEK OFFERS

Farm and Home Week might well be likened to a big cafeteria. A cafeteria sets before the customer a great variety of foods from which he makes his choice. Similarly, Farm and Home Week presents the visitor with a mammoth program of lectures and demonstrations and allows him to select each hour the one he most desires to attend. Actually about 10 times as many classes are given during the week as any one person could take in, meaning that for each hour you can spend at the short course you will be sure to find something exceptionally worthwhile and interesting to you.

Classes.—These are the lectures and demonstrations that give you information about your particular problems in farming, home-making, or community affairs. During two hours each forenoon and three hours each afternoon, these classes will be going on in a dozen different places at once. Your program lists them all, and you take your choice. One hour you may attend a class in animal husbandry and the next hour one in beekeeping, horticulture, crops and soils, poultry, home economics, county AAA administration, or any one of several other lines.

Assemblies.—These are the meetings that bring the entire short course crowd together in one big group. This year assemblies will be held each morning, noon, and evening. There will be no classes during these general meetings. Programs will include addresses on subjects of broad public interest by outstanding speakers, group singing and recreation, motion pictures and one-act plays, banquets, and other entertaining and inspirational features.

Special Activities.—These include the annual meetings of many farmers' organizations, including the Minnesota Farm Bureau, the Minnesota Crop Improvement Association, the Minnesota Livestock Breeders Association, and many smaller statewide breed and other organizations. Other special activities are the statewide one-act rural play contest, the annual state seed show, and the recognition of premier seed growers. Short course classes and general programs are closely coordinated with these special activities.

All in all, the whole big program clicks off smoothly through the week. Each visitor gets free a booklet giving the entire program so he or she can have full choice of the many offerings.

Short Course Is Free.—There are no fees charged for any of the short course instruction, and registration is also free. The only necessary expense for attending the short course is for room, board, and travel. All entertainment features are free, except for moderate food charges when necessary.

ENTERTAINMENT AND INSPIRATION

Dean Coffey's half hour will be a new daily feature. Each morning the dean will meet with the short course group for an informal half hour's chat on some problem connected with daily life and living. These talks will be in the same vein as the inimitable Sunday Morning Talks which have endeared Dean Coffey to School of Agriculture students for years.

Another brand new delight will be the "Old Fashioned Singing School," conducted from 6:15 to 7:00 each evening except Friday.

Monday night will bring the second annual old-time party, dance, and social mixer. Brand new, this year, will be the livestock show and program on Thursday night. Friday night will feature another farmers and homemakers supper. Motion pictures,

THURSDAY, JANUARY 9, 1936

FORENOON

Cooperative marketing	Selecting the best sows
Building repair	Handling packaged bees
Managing the sheep flock	Cow testing aids dairy progress
Improving dairy cattle	Using Minnesota apples
The corn borer (motion picture)	4-H project work
Fruit diseases and insects	Special music contests
Outfitting the home shop	Conducting orderly meetings
Controlling poultry parasites	Producers and AAA programs

AFTERNOON

The farmer and his creamery	Brood diseases of bees
Modern farm equipment	Modern hatching methods
Planning hog production	Hybrid corn performance
Some new crop varieties	Treating seed grain
Valuable wild animals	Dairy breed meetings
Correct dressing for middle age	White grubs (illustrated)
Berry growing and marketing	Child care and training
Well organized 4-H club	Orcharding in Minnesota
Success with purebred sheep	"Make-up" for one-act plays
Feeding hogs for profit	New AAA programs

FRIDAY, JANUARY 10, 1936

FORENOON

The changing farm program	New ways in pasture management
Farm machinery (motion picture)	Handling livestock diseases
New slants on animal breeding	Making turkey profits
Diseases of cattle	Wintering bees
Flowers and flower arrangements	Controlling crop insects in 1936
Successful 4-H demonstrations	Community meals
Farm law—checks, notes, bills	Growing flowers, flower shows
Long-time farm adjustment	Community extension planning

AFTERNOON

Farm prices, farm outlook	Farm conveniences (motion picture)
Soil erosion and irrigation	Alfalfa on sandy land
Beekeeping records	Knowing weeds and their habits
Soybeans for emergency hay	Farm income from game
Forage crop diseases	Trapnesting turkeys
Dairy cattle feeding	Time savers for the home
Choosing patterns for home sewing	Question-box on gardening
Garden flowers and house plants	Recreation in 4-H programs
Rural dramatics demonstration	Music for rural youth
Planning 1936 farm program	Farm arithmetic—field to kitchen

TRAVEL AND EXPENSES

Convenient railroad or bus service to the Twin Cities is available from almost anywhere in the state and round-trip fares are low.

In many counties share-expense auto trips are being arranged by county extension agents, Farm Bureau units, or local Farm and Home Week attendance committees.

Necessary expenses at the short course will be light. Food at reasonable cost can be had at University Farm. Assistance in locating rooms will be given through the Housing Bureau, Room 105A, Administration Building. All classes, entertainment, and other educational features of the short course are free.

You may receive your mail at the University Farm postoffice by having it addressed to Box 53, University Farm, St. Paul.

When you arrive for the short course, register in Room 100, first floor, Administration Building.

For further information, or to have a copy of the complete program booklet mailed to you, write L. A. Churchill, University Farm, St. Paul.

community singing and group recreation, special music, one-act plays, readings, addresses—all through the week.

OLD-TIMERS WELCOME

Comfortable lounging room for Ten-Year Club members, Master Farmers, Master Farm Homemakers, and other short course old-timers. Ten-Year members' recognition at Friday night supper.

"AGGIE" SCHOOL ALUMNI

Special for alumni of the School of Agriculture will be the SAUM Hour Tuesday, 4:20 to 5:20 p.m. Supt. J. O. Christianson will discuss "The School of Agriculture's Part in Minnesota Agriculture." A dinner in the party dining room will follow.

MINNESOTA FARM BUREAU DAY

Tuesday, January 7. State Farm Bureau convention in session at University Farm. Statewide male quartet contest in evening.

OTHER ASSOCIATION MEETINGS

Tuesday, January 7—Ten-Year Club, Master Farmers

Wednesday, January 8—Horse breeders, Minnesota Crop Improvement Association

Thursday, January 9—Swine breeders, Sheep breeders, Spotted Poland China breeders, Breeders of Shorthorn, Aberdeen Angus, Milking Shorthorn, Guernsey, Jersey, Brown Swiss, Red Polled, and Ayrshire cattle.

Joint banquet, Dairy Club and Livestock Breeders Association, West Hotel, Minneapolis, 6:30 p.m.

Friday, January 10—Minnesota Livestock Breeders Association

STATEWIDE RURAL PLAY CONTEST

Finals of the third annual Statewide Rural One-Act Play Contest. Winning casts from nine districts will battle it out for the state trophy, Tuesday, Wednesday, and Thursday afternoons, 4:30 to 6:00.



1935 State Champion Play Cast from Goodhue County

STATE SEED SHOW

One of the Week's outstanding exhibits, sponsored by the Minnesota Crop Improvement Association. Prizes for corn, small grains, flax, grass, and legume seeds. Wednesday, January 8, the association's annual state convention will be held, followed by the annual crop improvement banquet in the evening, recognizing the 1936 class of Minnesota Premier Seed Growers.

SPECIAL CONFERENCES

Four special conferences, each made up of lectures and demonstrations relating to some special interest or activity of rural people, will be presented during the Week. Separate descriptions follow.

RURAL YOUTH

This conference proved very popular when tried out for the first time last year. This year an even stronger program has been arranged by a committee of young people working with Miss Charlotte Kirchner, an outstanding young people's leader. This conference will run Wednesday through Friday, taking up games, recreation, music, dramatics, community leadership and organization, and round table discussions of youth problems.

COMMUNITY LEADERSHIP

Regular classes open only to delegates from community organizations, such as farmers' clubs, Farm Bureau units, Grange chapters, Parent-Teacher groups, etc. Runs four days, Tuesday through Friday, under the direction of A. E. Engebretson. Topics: Planning community extension work programs, essentials of leadership, conducting rural music programs, handling rural plays. Special instructor—J. R. Batchelor, specialist in music and dramatics, National Recreation Association, Chicago.

FOUR-H CLUB LEADERSHIP

Provides four days' special training for local leaders of 4-H clubs, Tuesday through Friday. Topics: Principles and methods of leadership, organizing clubs and arranging programs, dramatics and music in 4-H club work, conducting 4-H demonstrations, supervising 4-H project work. Course directed by T. A. Erickson, state 4-H leader, assisted by Mr. Batchelor and members of state 4-H staff.

AGRICULTURAL ADJUSTMENT

Dr. Andrew Boss will direct this conference for AAA county officers and committeemen. It will run two days, Thursday and Friday. Up for discussion will be the new programs for wheat, rye, and corn-hog producers; producers' views on adjustment programs; farm prices and the agricultural outlook; long-time adjustment problems, and other such subjects.

FARMING AND HOMEMAKING "CLASSES"

All told, the Week's "classes" will include perhaps 250 or more separate lectures and demonstrations. Most of them will deal with practical problems in home economics, including buying for the family, home management, food preparation and nutrition, clothing,

canning, child care and training, household equipment and furnishings, education and family life, or in agriculture, including animal husbandry, dairy husbandry, poultry, crops and soils, farm engineering, agricultural economics, horticulture, insect control, agricultural education, and plant and animal diseases.

DAILY SUBJECT CALENDAR

Following are some of the subjects to be treated in the lectures and demonstrations of the week. Only about half the topics for each day are listed. All topics, with the speaker, hour, and place each will be given will be shown in the complete program booklet you will get free when you register.

MONDAY, JANUARY 6, 1936

FORENOON

Registration. No classes. (General Assembly at 12:30, Auditorium)

AFTERNOON

Soil erosion and its control	Handling the cream separator
Federal soil erosion program	Japanese beetle (motion picture)
Farm butchering demonstrations	Homemaking in Mexico
Beekeeping in Minnesota	Today's homemaking job
Raising dairy calves	Pruning, grafting demonstrations
Growing trees and shrubs	Common poultry diseases

TUESDAY, JANUARY 7, 1936

FORENOON

Minnesota land use problems	Dairy outlook and management
Farm land values	Rodent control (lecture with movies)
Livestock judging demonstrations	Swine parasites
Beginning with bees	Meat canning demonstration
Crop rotation systems	Conducting rural music
Home tree planting	New objectives in 4-H work
Rural community organizations	Public group leadership
Farm contract law	Vitamins for poultry

AFTERNOON

No classes. Everyone to attend Minnesota Farm Bureau program.

WEDNESDAY, JANUARY 8, 1936

FORENOON

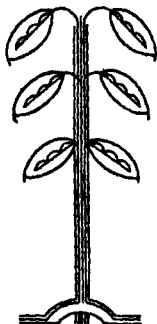
Long-time farming plans	Farm tractors—use, care, costs
New facts on horse feeding	Pastures and pasture crops
Developing strong bee colonies	Ox warbles and horse bots
Barley problems	Refinishing furniture
Using roughage for cattle	4-H project work
Harmful wild animals	Job of community leaders
Potato growing problems	Parliamentary law for elections
Problems of rural youth	Question-box on poultry

AFTERNOON

Farm credit and records	Standard-bred poultry
Solving farm lease problems	Minnesota's weed program
What farm electricity costs	Will 1935 wheat grow?
Farmstead wiring	Dairy judging contests
Colt breaking demonstration	Insects of stored grain
Keeping stallions fit	Vegetable garden insects
Minerals in the diet	Public health problems
All about farm gardening	Recreation in 4-H program
Games for young people	Breeding high-laying hens
Purchasing feeder cattle	Staging rural plays
Getting along with people	Raising beef calves
Summer beekeeping problems	Rural community education

BULLETIN OF
UNIVERSITY OF MINNESOTA
DEPARTMENT OF AGRICULTURE

Homemakers Short Course



JANUARY 6-11, 1936

UNIVERSITY FARM, ST. PAUL

VOL. XXXVIII

NO. 51

NOVEMBER 19 1935

Entered at the post-office in Minneapolis as second-class matter, Minneapolis Minn. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 12, 1918.

Welcome, Minnesota Homemakers

As you pick up this program, you are on the threshold of 1936. How full of promise, how rich in possibilities, the New Year seems! But what a challenge it presents to the homemaker who aspires to make the most of each fleeting opportunity! Fortunate, indeed, will be the homemaker who fortifies herself with the latest and best in home economics information. Such knowledge will not only help her to meet problems as they arise, but will give her confidence and enthusiasm. It is a delight, therefore, for us to invite you to attend the home economics program of the 1936 Farm and Home Week.

Monday afternoon's program will set the stage for the Week's activities. It will point out the function and place of the home and the family in our present society and show some of the responsibilities and problems of homemakers in making a comfortable, healthful, and satisfying home. The social hour will acquaint you with members of the home economics faculty and new friends.

On succeeding days, the programs will deal with home problems and offer you plans and techniques for solving them. The problems of home furnishing, child care and development, family nutrition, clothing, canning and proper methods of cooking foods, and home and community life, will be considered in a direct and concrete manner. University faculty members will present the lectures, demonstrations, and exhibits. Talks will appeal to both young and mature homemakers, rural and city. Illustrative material and other devices will be used to make each hour interesting and entertaining, as well as educational.

Every homemaker is welcome. We hope you can come and bring friends.

—WYLLE B. MCNEAL, *Chief*
Division of Home Economics

Afternoon

Minnesota Farm Bureau Day meeting in Auditorium, Administration Building. No Home Economics program.

Wednesday, January 8

Home Economics Exhibits, see last page.

Forenoon

- 9:15- Reconditioning and Refinishing Furniture,
11:05 MISS VETTA GOLDSTEIN

Afternoon

MISS ALICE BIESTER, Chairman

- 1:30 Minerals in the Diet, MISS ALICE BIESTER
2:30 Topic and speaker to be announced
3:30 Public Health Problems, DR. WILLIAM A.
O'BRIEN, University medical staff

Thursday, January 9

Home Economics Exhibits, see last page.

Forenoon

- 9:15- Minnesota Apples at Work, MISS ALICE
11:05 CHILD

Afternoon

(See Horticulture Program, General Program Booklet.)

MISS LUCY STUDLEY, Chairman

- 1:30 Correct Dressing for Middle Age, MISS
MARGARET BREW
2:30 The Child-Centered Home, DR. ESTHER
MCGINNIS, Institute of Child Welfare
3:30 Topic and speaker to be announced

Friday, January 10

Home Economics Exhibits, see last page.

Forenoon

DR. JANE LEICHSENRING, Chairman

- 9:15 Community Meals, MRS. BLANCHE AGRELL
10:15 Flowers and Flower Arrangements, MRS. EDNA
FOWLER MATHIESON

Afternoon

(See Horticulture Program, General Program Booklet.)

MISS HARRIET GOLDSTEIN, Chairman

- 1:30 Time-Saving Devices, MISS LUCY STUDLEY
2:30 Pattern Selection for Home Sewing, MISS
ETHEL GORHAM
3:30 The Adolescent's Diet, DR. JANE M. LEICH-
SENRING

The Program Will Be Free

There is no charge for the home economics program, either to register or to attend the lectures and demonstrations. Meals may be had at the University Farm cafeteria.

When you register at the Administration Building, you will receive a complete Farm and Home Week program, listing the agricultural classes and short course general meetings, any of which you may attend.

HOME ECONOMICS PROGRAM

All activities listed are in Room 203, Home Economics Building, unless otherwise specified. All speakers are members of the Home Economics staff, unless otherwise identified.

Monday, January 6

Registration, Administration Building, Room 100

There will be no home economics program in the forenoon, but everyone is invited to the General Assembly at 12:30 in the Auditorium, Administration Building. Similar noonday assemblies Tuesday, Wednesday, Thursday, and Friday.

Afternoon

MISS WYLLE McNEAL, Chairman

- 1:30 The Homemaker and the Present Order, MISS WYLLE McNEAL
- 2:30 Minnesota Housing, Speaker to be announced
- 3:30 Travel Talk—Mexico, MISS HARRIET GOLDSTEIN
- 4:20 Social Hour, Fireplace Room

Tuesday, January 7

Forenoon

- 9:15-
- 11:05 Canning Meat, MRS. KATHRYN NILES

HOME ECONOMICS EXHIBITS

In Home Economics Building

Wednesday, Thursday, and Friday

8:30 a.m. to 5:00 p.m.

Home Crafts.....Room 110

MISS MILDRED VREDENBURG

Table Setting.....Fireplace Room

MISS RUTH SEGOLSON

What Story Will the Garment Tell?

Fireplace Room

MISS ETHEL PHELPS

Food Buying.....Fireplace Room

MISS HEDDA KAFKA

Comparative Food Values.....Fireplace Room

MISS HOPE HUNT

MISS EVA DONELSON

The Bulletin of the University of Minnesota

Instructions for Registration of New Students Entering the Freshman Class

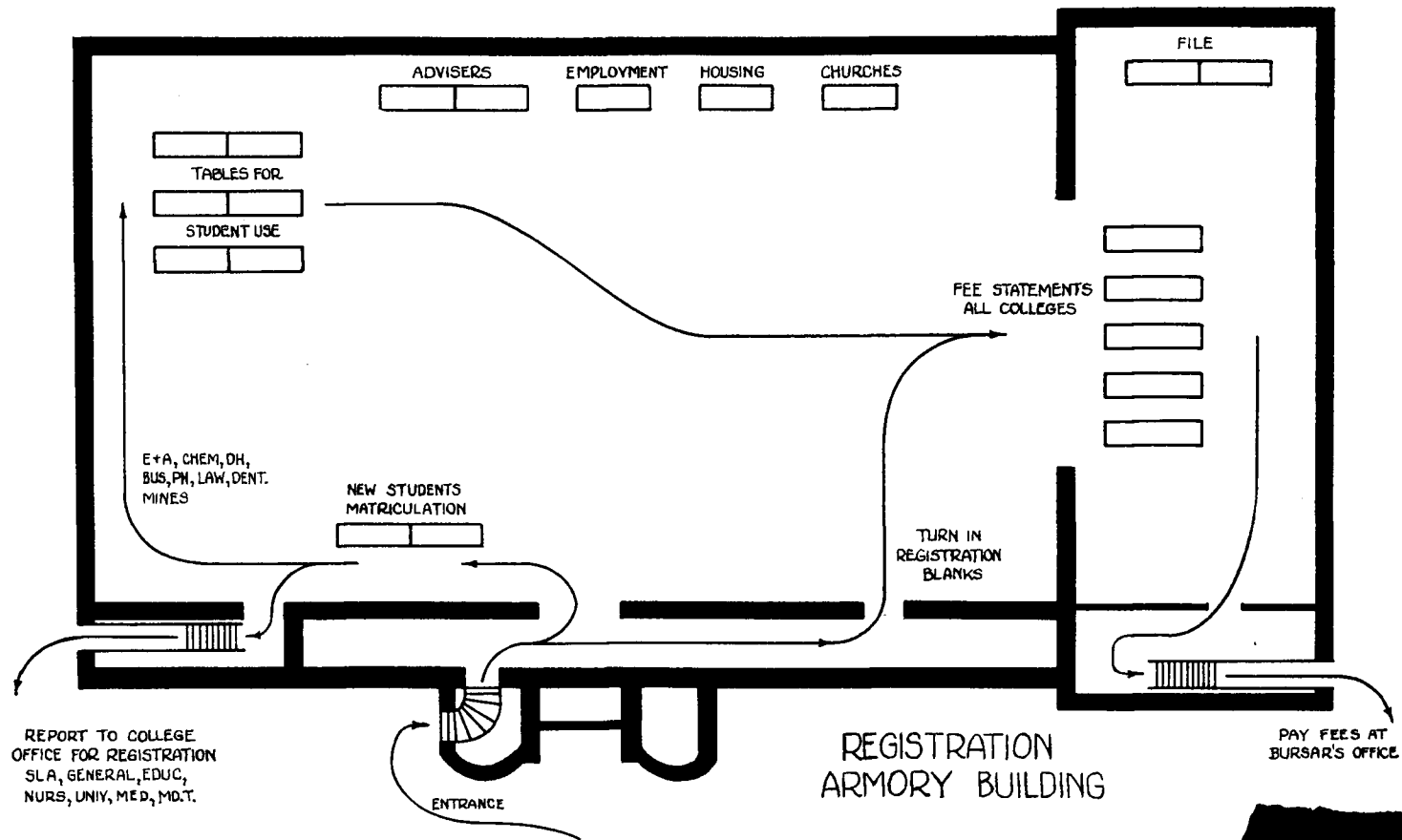
*Winter Quarter, 1935-36
Friday-Saturday, January 3-4, 1935*



Vol. XXXVIII No. 53 November 30, 1935

*Entered at the post-office in Minneapolis as second-class matter
Minneapolis, Minnesota*

*Accepted for mailing at special rate of postage provided for in section 1103,
Act of October 3, 1917, authorized July 12, 1918*



INSTRUCTIONS

COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS, COLLEGE OF EDUCATION, AND COLLEGE OF PHARMACY FRESHMEN:

A. Before Coming to the University

1. Student should have written the college aptitude test and English theme. Usually during the senior year in high school.
2. Student should have requested his high school principal to send his credentials to the Board of Admissions, University of Minnesota.
3. Students should have received admission certificate, aptitude test card, and English assignment card. Test and assignments cards will not be required if the admission certificate shows tests to have been taken and specifies the English assignment.

B. After Arrival at the University

COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to the University Armory, 17th Street at University Avenue, for matriculation. Present your admission certificate, aptitude test card, English assignment card, and physical examination appointment slip. You will be given a registration blank, a combined class schedule, and census cards.
3. Report to 113 Folwell Hall to make out your winter quarter registration with the help of an adviser. Your registration blank must be approved by one of the advisers.
4. Report to 106 Folwell Hall to have your registration blank tallied.
5. Report to a fee statement table in the University Armory to turn in your registration blank and census cards. You will be required to present your admission certificate. You will be given a statement of your winter quarter fees.
6. Report to Bursar's Office, Administration Building, and pay fees before 12:00 noon, Saturday, January 4. Fees may be paid by mail and should be post-marked on or before January 4 to avoid late fees. When paying by mail, enclose your fee statement (all three copies) and your check or money order for the exact amount payable to the University of Minnesota. Envelopes should be addressed to the Bursar, University of Minnesota, Minneapolis, Minn.
7. Report to classes Monday, January 6. Receipts for payments received by mail will be placed in the post office box assigned, the number of which will be posted in the basement of the Administration Building about the third day after mailing. Students should save their fee receipts throughout the quarter and have them available to present to instructors and others upon request.

COLLEGE OF EDUCATION FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to the University Armory, 17th Street at University Avenue, for matriculation. Present your admission certificate, aptitude test card, English assignment card, and physical examination appointment slip. You will be given a registration blank, a Combined Class Schedule, memorandum of year's registration, and census cards.
3. Report to your major adviser for registration. Department major advisers' names and offices are listed on your memorandum of year's registration. Your registration blank must be approved by an adviser.
4. Report to Checking Desk outside 208 Burton Hall. Make an appointment to take the educational psychological examination which is required of all students entering the College of Education.
5. Report to Tally Desk, 106 Folwell Hall (unless registration blank was stamped tallied at Checking Desk).
6. Report to fee statement table in the University Armory to turn in your registration blank and census cards. You will be asked to present your admission certificate. You will receive a statement of your winter quarter fees.
7. Report to Bursar's Office, Administration Building, and pay fees before 12:00 noon, Saturday, January 4. Fees may be paid by mail and should be post-marked on or before January 4 to avoid late fees. When paying by mail, enclose your fee statement (all three copies) and your check or money order for the exact amount payable to the University of Minnesota. Envelopes should be addressed to the Bursar, University of Minnesota, Minneapolis, Minn.
8. Report to classes Monday, January 6. Receipts for payments received by mail will be placed in the post office box assigned, the number of which will be posted in the basement of the Administration Building about the third day after mailing. Students should save their fee receipts throughout the quarter and have them available to present to instructors and others upon request.

COLLEGE OF PHARMACY FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to the University Armory, 17th Street at University Avenue, for matriculation. Present your admission certificate, aptitude test card, English assignment card, and physical examination appointment slip. You will receive two census cards which should be filled out at the tables for student use in the north-east corner of the Armory.
3. Report to fee statement table in the Armory to turn in your census cards and receive a statement of your winter quarter fees. You will be asked to present your admission certificate.
4. Report to Bursar's Office, Administration Building, and pay fees.
5. Report to 101 Pharmacy Building for registration. You will be asked to present your paid fee receipt before registering. Registration and payment of fees should be completed before 12:00 noon, Saturday, January 4, to avoid late fees.

COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS, GENERAL COLLEGE, SCHOOL FOR DENTAL HYGIENISTS, SCHOOL OF NURSING, COLLEGE OF ENGINEERING AND ARCHITECTURE, SCHOOL OF CHEMISTRY, AND SCHOOL OF MINES AND METALLURGY FRESHMEN:

A. Before Coming to the University

1. Student should have written the college aptitude test. Usually during senior year in high school.
2. Student should have requested his high school principal to send his credentials to the Board of Admissions, University of Minnesota.
3. Student should have received his admission certificate and aptitude test card. Aptitude test card not required if admission certificate shows test to have been taken.

B. After Arrival at the University

COLLEGE OF AGRICULTURE, FORESTRY, AND HOME ECONOMICS FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to 203D Administration Building, University Farm, for registration. Present your admission certificate, aptitude test card, and physical examination appointment slip.
3. Pay fees at Cashier's Office, University Farm, before 12:00 noon, Saturday, January 4, to avoid late fees.

GENERAL COLLEGE FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to the University Armory, 17th Street at University Avenue, for matriculation. Present your admission certificate, aptitude test card, and physical examination appointment slip. You will receive a registration blank and census cards.
3. Report to 200 Westbrook Hall for registration. Your registration blank must be approved by an adviser.
4. Report to one of the fee statement tables in the Armory to turn in your registration blank and census cards and receive a statement of your winter quarter fees. When you turn in your registration blank, you will be asked to present your admission certificate.
5. Report to Bursar's Office, Administration Building, and pay fees before 12:00 noon, Saturday, January 4. Fees may be paid by mail and should be post-marked on or before January 4 to avoid late fees. When paying by mail, enclose your fee statement (all three copies) and your check or money order for the exact amount payable to the University of Minnesota. Envelopes should be addressed to the Bursar, University of Minnesota, Minneapolis, Minn.
6. Report to classes Monday, January 6. Receipts for payments received by mail will be placed in the post office box assigned, the number of which will be posted in the basement of the Administration Building about the third day after mailing. Students should save their fee receipts throughout the quarter and have them available to present to instructors and others upon request.

DENTAL HYGIENE FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to the University Armory, 17th Street at University Avenue, for matriculation. Present your admission certificate, aptitude test card, and physical examination appointment slip. You will receive two census cards which should be filled out at the tables for student use in the northeast corner of the Armory.
3. Report to one of the fee statement tables in the Armory to turn in your census cards and receive a statement of your winter quarter fees. You will be asked to present your admission certificate.
4. Report to Bursar's Office, Administration Building, and pay fees.
5. Report to 106 Medical Sciences Building for registration. You will be asked to present your paid fee receipt before registering. Registration and payment of fees should be completed before 12:00 noon, Saturday, January 4, to avoid late fees.

SCHOOL OF NURSING FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to the University Armory, 17th Street at University Avenue, for matriculation. Present your admission certificate, aptitude test card, and physical examination appointment slip. You will receive census cards.
3. Report to 125 Medical Sciences Building for registration.
4. Report to one of the fee statement tables in the Armory to turn in your registration blank and census cards and receive a statement of your winter quarter fees. When you turn in your registration blank, you will be asked to present your admission certificate.
5. Report to Bursar's Office, Administration Building, and pay fees before 12:00 noon, Saturday, January 4. Fees may be paid by mail and should be post-marked on or before January 4 to avoid late fees. When paying by mail enclose your fee statement (all three copies) and your check or money order for the exact amount payable to the University of Minnesota. Envelopes should be addressed to the Bursar, University of Minnesota, Minneapolis, Minn.
7. Report to classes Monday, January 6. Receipts for payments received by mail will be placed in the post office box assigned, the number of which will be posted in the basement of the Administration Building about the third day after mailing. Students should save their fee receipts throughout the quarter and have them available to present to instructors and others upon request.

COLLEGE OF ENGINEERING AND ARCHITECTURE, SCHOOL OF CHEMISTRY, AND SCHOOL OF MINES AND METTALLURGY FRESHMEN:

1. Report at 8:30 a.m. Friday, January 3, to the Students' Health Service, University of Minnesota Hospitals, for physical examination.
2. Report to the University Armory, 17th Street at University Avenue, for matriculation. Present your admission certificate and physical examination appointment slip and receive census cards which should be filled out at the tables for student use in the northeast corner of the Armory.

3. Report to one of the fee statement tables in the Armory to turn in your census cards and receive a statement of your winter quarter fees. You will be asked to present your admission certificate.
4. Report to Bursar's Office, Administration Building, and pay fees.
5. Report to college office for registration. You will be asked to present your paid fee receipt before registering. College offices:

College of Engineering and Architecture	.....	133 Main Engineering Building
School of Chemistry	.....	127 Chemistry Building
School of Mines and Metallurgy	.....	103 Mines Building

Registration and payment of fees must be completed before 12:00 noon, Saturday, January 4, to avoid late fees. College of Engineering and Architecture and School of Chemistry freshmen should have their physical examination, obtain their fee statements, and pay their fees on Friday, January 3, and report to their college office on Saturday morning, January 4, for registration.

READ THE FOLLOWING ITEMS CAREFULLY—THEY MAY SAVE YOU UNNECESSARY DELAY AND INCONVENIENCE.

- a. You are strongly advised to take the required tests and obtain your admission certificate before coming to the University.

If you did not write the tests and theme in high school, arrange to come to the University before the registration period begins, if possible, to write these tests. Appointments for the tests may be made at 310 Northrop Memorial Auditorium.
- b. If you do **not** have your admission certificate, but one has been issued to you, a duplicate may be obtained at Windows 18-20, Registrar's Office, first floor, Administration Building.
- c. If you have **not** received an admission certificate, but **have** taken the tests and written the theme, and have had your credits forwarded from the last school attended, present your receipts for the tests to the Board of Admissions, Windows 18-20, Registrar's Office, first floor, Administration Building, for an admission certificate.
- d. If you have **lost your aptitude test card**, a duplicate may be obtained in Room 310 Northrop Auditorium.
- e. If you need to write the college aptitude test, English placement test, and English theme (either the first two tests or all three), report to 133 Physics Building, Friday, January 3, at 9:30 a.m.

If you have taken the college aptitude test and need only to write the English theme, report to 136 Physics Building, Friday, January 3, at 9:00, 10:00, or 11:00 a.m.
- f. If these tests are not written before coming to the University, some delay must be expected due to the time necessary for scoring the tests, reading the theme, and classifying you for your English course. As soon as you have completed the tests, you may receive your admission certificate, but **BEFORE** you report to the Armory and **not less than twelve hours** after the theme has been written, you must report to 219 Folwell Hall for your English classification.
- g. If you received an English classification card by mail and need a duplicate, report to Room 219 Folwell Hall.
- h. If you wish special advice before proceeding with your registration, members of the faculty will be available for consultation in the University Armory, and the Committee on Vocational Counseling will be available in Room 310 Northrop Auditorium.

PLEASE NOTE ESPECIALLY

Do not report to the Armory without the credentials referred to in the instructions on the preceding pages.

Do not report to the Registrar's Office for an admission certificate until after you have written the tests and at least 12 hours have elapsed to permit of their being scored.

Do not report for your program for the fall quarter without your card for assignment in English.

Do not report for your assignment in English until you have written the college aptitude test, the English placement test, and the English theme, and at least 12 hours have elapsed to permit the English classification to be made.

DURING REGISTRATION DAYS BULLETINS AND GENERAL INFORMATION MAY BE OBTAINED AT THE TICKET BOOTH, EAST ENTRANCE (17th AVENUE) ADMINISTRATION BUILDING.

R. M. WEST, Registrar

The Bulletin
of the University of
Minnesota

School of Business Administration
Announcement of Courses for the Year
1935-1936.



Vol. XXXVIII

No. 54

December 4 1935

Entered at the post-office in Minneapolis as second-class matter
Minneapolis, Minnesota

Accepted for mailing at special rate of postage provided for in section 1103.
Act of October 3, 1917, authorized July 12, 1918

SCHOOL OF BUSINESS ADMINISTRATION

ADMINISTRATION

Lotus D. Coffman, Ph.D., LL.D., President
Russell A. Stevenson, Ph.D., Dean of the School of Business Administration
John J. Reighard, M.A., C.P.A., Assistant Dean of the School of Business Administration
Rodney M. West, B.A., Registrar and Secretary of the School of Business Administration
Frederic B. Garver, Ph.D., Chairman of the Curriculum Committee
Alvin H. Hansen, Ph.D., Chairman of the Graduate Committee
Harry J. Ostlund, B.A., Chairman of the Students' Work Committee

FACULTY

Roy G. Blakey, Ph.D., Professor of Economics
Darrell H. Davis, Ph.D., Professor of Geography
George Filipetti, Ph.D., Professor of Economics and Business Administration
Frederic B. Garver, Ph.D., Professor of Economics
Alvin H. Hansen, Ph.D., Professor of Economics
William L. Hart, Ph.D., Professor of Mathematics
Herbert Heaton, M.A., M.Com., Litt.D., Professor of Economic History
Oscar B. Jesness, Ph.D., Professor of Agricultural Economics
Arthur W. Marget, Ph.D., Professor of Economics and Finance
Bruce D. Mudgett, Ph.D., Professor of Economics and Statistics
Donald G. Paterson, M.A., Professor of Psychology
J. Warren Stehman, Ph.D., Professor of Finance
Russell A. Stevenson, Ph.D., Professor of Accounting
Roland S. Vaile, M.A., Professor of Marketing
Warren C. Waite, Ph.D., Professor of Agricultural Economics
Dale Yoder, Ph.D., Professor of Economics and Personnel Administration
Jeremiah S. Young, Ph.D., Professor of Political Science
Eugen Altschul, Ph.D., Visiting Professor of Economics
Ernest A. Heilman, Ph.D., Associate Professor of Accounting
Edwin C. Johnson, Ph.D., Associate Professor of Agricultural Economics
Charles A. Koepke, M.S. (M.E.), Associate Professor of Industrial Engineering
John J. Reighard, M.A., C.P.A., Associate Professor of Accounting
Clare L. Rotzel, B.C.S., C.P.A., Associate Professor of Accounting
Arthur M. Borak, Ph.D., Assistant Professor of Economics
Ralph Cassady, Ph.D., Assistant Professor of Marketing
Ernestine C. Donaldson, M.A., Assistant Professor of Secretarial Training
Richard Hartshorne, Ph.D., Assistant Professor of Geography
Richard L. Kozelka, Ph.D., Assistant Professor of Economics and Statistics
Walter R. Myers, Ph.D., Assistant Professor of Economics and Finance

Harry J. Ostlund, B.A., Assistant Professor of Accounting
Emerson P. Schmidt, Ph.D., Assistant Professor of Economics
John P. Dalzell, B.A., LL.B., Lecturer in Business Law
Howard P. Longstaff, Ph.D., Lecturer in Psychology
Benjamin W. Palmer, M.A., LL.B., Lecturer in Business Law
Victor G. Pickett, B.S., Lecturer in Economics
Arthur R. Upgren, B.A., Lecturer in Economics
Edward D. Allen, M.A., Instructor in Economics
Ingvald W. Alm, B.S. in Bus., Instructor in Economics and Accounting
Francis M. Boddy, B.B.A., Instructor in Economics
Helen G. Canoyer, M.A., Instructor in Economics and Marketing
Richard H. Crawford, B.A., Instructor in Economics and Business Administration
Edward G. Eriksen, M.A., Instructor in Economics and Accounting
Harold G. Fraine, Com.E., Instructor in Economics
Erwin A. Gaumnitz, Ph.D., Instructor in Economics and Statistics
Richard A. Graves, M.A., Instructor in Economics and Insurance
Harold M. Haas, M.B.A., Instructor in Economics and Marketing
Norma K. Henry, B.S. in Bus., Instructor in Secretarial Training
Albert Henwood, M.A., Instructor in Accounting
Oscar E. Heskin, M.A., Instructor in Economics
Reuel I. Lund, M.A., C.P.A., Instructor in Economics and Accounting
Laurence R. Lunden, B.A., Instructor in Economics and Editor of the *Financial and Investment Review*
Oswald Nielsen, Ph.B., Instructor in Economics and Accounting
Tillman M. Sogge, M.A., Instructor in Economics
Herbert Tout, M.A., Instructor in Economics
Nina L. Youngs, B.A., Instructor in Accounting and Statistics
John K. Langum, B.A., Assistant in Economics
Edmund A. Nightingale, B.B.A., Assistant in Economics

GENERAL INFORMATION

ESTABLISHMENT

The School of Business Administration was officially established by vote of the Board of Regents of the University at a meeting held on June 18, 1919. This action was taken in recognition of the need for training in business comparable to that in law, engineering, and the other professions. Some courses in business had been offered as a part of the general program in economics. It had become evident, however, that a curriculum with a professional objective was essential. The establishment of such a school had been recommended by business organizations, firms, and individuals in the state. Their advice and co-operation from the start have aided greatly in placing the school upon a high professional level.

PURPOSE

It is the aim of the School of Business Administration to afford thorough training to those preparing to enter business in positions of responsibility. The school offers instruction of professional grade in the basic principles of management. It also affords an opportunity for more intensive training in certain specialized fields such as accounting, advertising, banking, foreign trade, personnel management, merchandising, traffic, secretarial training, statistics, insurance, and industrial administration.

In order to insure a broad training in basic principles, a considerable part of the work consists of required courses in the major phases of management. All students are expected to secure a sufficient acquaintance with the problems of production, marketing, finance, and personnel administration to enable them to view management in its broader aspects. The remainder of the work is devoted to more intensive studies in certain specialized lines of business for which a student has demonstrated particular aptitude.

Business is becoming more dependent upon the use of scientific methods in the solution of problems which have developed as a result of recent trends in industry and commerce. The further development in large-scale administration which is likely to occur in the future will increase the importance of the technical equipment of the manager in his scientific approach to business problems. Accounting and statistics constitute the basic tools of the quantitative measurements essential to the analysis of these business problems. These subjects, therefore, are given a prominent place in the curriculum. Principles of accounting and the elements of statistics should usually be completed before admission to the school.

In addition to these subjects, it is essential for a student to have obtained a substantial training in other fields of study, particularly in economics. Supplementary courses in other social sciences are required in order that the student may have a clear understanding of the relationship of business to the more general interests of the community. The school aims to include with its professional training a well-rounded university education.

Every modern business unit conducts its operations in a complex, but organized, business and economic world. Its contacts with the legal, financial, banking, transportation, governmental, and labor institutions with which it must deal call for a special understanding of the organization of these fields in their relation to the business enterprise. This need is met by a special group of courses required in each sequence in the School of Business Administration. This core group, comprising courses in business law, corporation finance, money and banking, transportation, public finance, public utilities, advanced accounting, business statistics, production management, labor problems, and economics, forms the nucleus around which the various sequences are built and constitutes the foundation for the specialized professional training in business administration which the school provides.

LOCATION AND EQUIPMENT

The University of Minnesota is well situated with respect to education for business. With the business districts of the Twin Cities on either side, the opportunities for observing business processes and for effective field work and research are unsurpassed. The cordial support of business organizations and individual concerns in the Twin Cities is a large factor in making the resources of the metropolitan district available for developing and presenting subject-matter in every field of study covered. Equally valuable is the support of business men throughout the state. The close contact which members of the faculty have with the business of the Northwest greatly enhances the opportunities that students in the School of Business Administration enjoy. Co-operation with the College of Agriculture, Forestry, and Home Economics brings the School of Business Administration in contact with the agricultural background of many business problems. This co-operation is especially exemplified in the joint provision in the two schools for work in agricultural economics. Co-operation with Engineering, Law, and various departments of the College of Science, Literature, and the Arts is also an important factor in bringing many viewpoints to bear upon the business problems with which the student has to deal.

The library and laboratory facilities of the University contribute effectively to the success of the work which the School of Business Administration is undertaking.

LABORATORY TRAINING ON THE CO-OPERATIVE PLAN

Arrangements have been made for a limited number of students to secure laboratory experience in business establishments. Under the co-operative plan, students are employed for definite periods of time during their university course. Students in the Accounting Sequence, for example, are placed in the offices of certified public accountants during the winter term of the senior year. They are taken on by the accounting firms as regular employees during that period, and are paid salaries in accordance with the class of work performed. The work done by these students covers a considerable part of the general practice of an accounting firm including general auditing, income

tax procedure, and the preparation of accounting reports. The students return to the University at the beginning of the spring term and complete their course by the end of the following summer term.

Similar arrangements have been made with some of the manufacturing, mercantile, and financial establishments of the Twin Cities. Students are given an opportunity in each of these positions to work in several departments in order to gain a knowledge of the business as a whole. A system of routing has been worked out in each case which enables the student to learn the details of business practice. Experience gained from these co-operative positions supplements the training in principles obtained in the classroom. It affords a form of laboratory work under actual business conditions which could not be duplicated on the campus.

ADMISSION TO THE SCHOOL OF BUSINESS ADMINISTRATION

For admission to the school, a student must have satisfied the requirements of one of the two-year prebusiness courses, either in the College of Science, Literature, and the Arts, the College of Agriculture, Forestry, and Home Economics, or the College of Engineering and Architecture.

Students entering from other colleges and universities of recognized standing are admitted with the consent of the dean, provided the credits which are presented for admission and approved are substantially equivalent to those of the prebusiness sequences of the University. Provision is made for satisfying deficiencies in certain required courses in accounting, statistics, and money and banking when applicants for admission have not had these courses. In general ninety credit hours are a necessary minimum for admission.

SPECIAL STUDENTS

A limited number of high school graduates who have reached the age of twenty-four and can furnish evidence that they have had successful business experience in an executive capacity may be admitted as special students. If later they decide to become candidates for a degree they must complete the requirements for admission.

STUDENTS IN OTHER SCHOOLS OR COLLEGES OF THE UNIVERSITY

Regularly enrolled students in other schools or colleges of the University may be admitted to such courses in the school as are authorized by the faculties of the School of Business Administration and the school or college concerned. Such students are urged to select their business subjects in accordance with a definite plan, and as far as possible to complete a systematic course of business study.

Registration in courses in Business Administration is not open to students of other schools or colleges of the University without special permission, except for those courses which are announced in the bulletin of the school or college concerned.

ADVANCED STANDING

Appropriate credit may be given for work of a similar character done in other approved colleges and universities, but no student may become a candidate for a degree who has not completed the senior year under the faculty of the School of Business Administration.

CREDITS

Requirements for graduation are expressed in credit hours, indicating amount of work done, and in honor points, indicating grade of work. Honor points are computed as follows: Each credit hour with the grade of A carries three honor points; each credit hour with the grade of B, two honor points; each credit hour with the grade of C, one honor point. The grade of D carries no honor points and for a grade of F, or failure, one honor point for each credit hour is subtracted from the total earned.

STUDENTS' WORK COMMITTEE

Students who fail to earn the same number of honor points as credits are failing to make progress toward a degree and are considered as showing unsatisfactory scholarship. The Students' Work Committee co-operates in advising all such students and adjusting the program of work in each case. If these measures are not effective in improving the quality of scholarship, the committee may require the student to withdraw his registration even though he may be receiving passing grades. It is expected that students will meet the requirements imposed with the same professional spirit and measure of precision demanded in well-regulated business houses, and students who fail to come up to this standard will not be recommended for the degree.

No regular student will be permitted to elect more than seventeen hours of work in any one quarter unless he receives special permission by petition to the Students' Work Committee.

MILITARY SCIENCE AND TACTICS

Students who have completed the Basic Course, R.O.T.C., may be selected for advanced work by the professor of military science and tactics. Those who pursue the Advanced Course are required to sign an agreement with the Government to continue the two years' course to completion. This includes attendance at a training camp, held normally during the summer following the first year's advanced work. The camp is conducted free of cost to the student, and in addition, while actually in camp, the student receives the pay prescribed for the seventh grade in the army. Students pursuing the Advanced Course are also furnished a special uniform and receive a fixed allowance per day. The total government compensation for the two years' advanced work amounts to something over \$200. Students who satisfactorily complete the Advanced Course will be commissioned in the Officers' Reserve Corps of the United States Army. This course carries twelve credits with one additional credit for every five honor points in excess of one honor point per credit.

GRADUATION HONORS

The degree of bachelor of business administration "with distinction" is awarded to any student who has maintained a scholarship record of at least two honor points per credit in the curriculum of the school, as well as in all prebusiness work, and who in addition has either (1) submitted a thesis showing unusual attainment on a topic on business administration or economics, or (2) satisfied a faculty committee in an oral examination that he possesses unusual ability and originality. A candidate for graduation honors must meet the scholastic requirements at the time that he gives notice of his candidacy, which must be not later than the beginning of the second quarter prior to graduation. He must have completed at least three fourths of the work in his curriculum (one quarter of which must be in residence at the University of Minnesota) and must maintain his scholastic standing. The faculty committee will determine in consultation with the candidate whether he will be permitted to elect an examination or a thesis in order to qualify for graduation honors. In the latter case the thesis must be submitted in final form not later than four weeks before graduation.

REGISTRATION

Before any student may register in the School of Business Administration a complete record of his college work must be approved by the dean's office. The procedure is as follows:

Students transferring from other colleges of the University.—Each pre-business sophomore should fill out a "Notice of Change of College" form at the general information window in the registrar's office during his last quarter in the Junior College. The registrar will then send a transcript of his work to the dean's office of the School of Business Administration and will notify the student as to his status after the grades for the quarter have been recorded.

Students transferring from other institutions.—Each student must submit a transcript of his work done in the other institution to the university examiner. One copy of the "Record of Advanced Standing" will then be sent by the registrar to the dean's office of the School of Business Administration and another will be sent to the student informing him of his status in the school.

ADVISERS

Upon entering the school each student is assigned to a member of the staff who will act as his adviser throughout his two years. All registrations and changes of registration must receive the approval of this major adviser. The student is urged to consult with his adviser on any problems concerning his courses or future plans. It is desirable for him to become well acquainted with his adviser so that recommendations for placement opportunities that may arise either preceding or following graduation may be made on a more personal basis.

DEGREES

Bachelor of Business Administration

Candidates who have met the conditions for entrance, having satisfactorily completed the work covered in one of the prebusiness courses at the University of Minnesota, should normally be able to qualify for the degree of bachelor of business administration at the end of two full academic years of study in the school.

This period of time may be shortened by not more than one academic quarter by the granting of quality credits (maximum, fifteen credits) that is, for each five honor points in excess of one honor point per credit hour, a quality credit will be granted as applicable to the number of credit hours required for the degree. Quality credits earned while the student is enrolled in the School of Business Administration serve to replace elective credit hours but may not be applied as credit hours in required core group or sequence courses.

The degree of bachelor of business administration is conferred on students who have been granted a minimum of ninety credits in the School of Business Administration with at least one honor point per credit. The candidate must have completed the required courses set forth in some one of the various sequences. In addition he must pass the comprehensive examination covering the core group of courses.

Master of Science in Business

Students who have completed the course of study required for the degree of bachelor of business administration or its equivalent may enroll in the Graduate School and become candidates for the degree of master of science in business. Emphasis will be laid on individual work under the direction of particular members of the faculty rather than upon class instruction, and the student must present evidence of at least six months of successful experience in a responsible business position.

EMPLOYMENT OF STUDENTS AND GRADUATES

An effort is made to find positions for those students and graduates who have made good scholastic records. Every year a number of representatives of large business organizations visit the school for the purpose of interviewing seniors for possible placement in their companies following graduation. Provision is made for the students to interview these representatives and the school attempts to assist in every way possible in the actual placement work.

The school also receives frequent requests for placement of its alumni. Graduates are urged to register at the dean's office if they wish to be considered for any employment opportunities that might arise and to keep that office informed as to their correct address. Communications concerning employment should be addressed to the School of Business Administration.

FEES

Tuition fees (per quarter)	
Residents of Minnesota	\$30.00
Nonresidents	40.00
Credit hour tuition fee (unclassified students, auditors, and others carrying less than full work)	
Residents of Minnesota	2.75
Nonresidents	3.75
Incidental fee (per quarter)	6.00
Matriculation deposit‡ (first quarter only)	
Men	15.00
Women	5.00
Special fees	
Secretarial Training*	2.50
Examination for removal of condition	1.00
Examination for credit (after the first 6 weeks in residence)	5.00
Special examination	5.00
Chemistry deposit	5.00
Graduation fee	7.50

Penalty Fees

A penalty fee for late registration, late change of registration, or late payment of fees shall be \$2 prior to the day classes begin, on and after which the penalty increases at the rate of \$1 per day, provided that no student shall pay more than \$10 of penalty in any given quarter.

For information concerning living expenses, students are referred to the Bulletin of General Information.

The School of Business Administration does not encourage students to enter entirely without funds. The intensive work required in the school will make it highly desirable for a person to devote all of his time and energy to his studies.

STUDENT ORGANIZATIONS

Associated Students of Business Administration

All activities and interests of the students are centralized in an organization known as the Associated Students of Business Administration. This organization includes all students registered in this school and functions actively through a board of directors which represents the general student body. The board supervises such activities as the School of Business Administration Book Exchange, the annual School of Business Administration banquet, and school elections.

Beta Gamma Sigma

A chapter of the national honorary business fraternity, Beta Gamma Sigma, is located at the University. Members are selected chiefly on the basis of scholarship. Students (both men and women) who have completed

* Required of all students who register for one or more of the following courses: Economics 32, 33, 34, 37, 38, 39, 40, 41, 42.

‡ Such charges as may be incurred for lockers, library penalties, laboratory breakage, etc., will be deducted from the amount of this deposit and the balance will be refunded by mail upon graduation or after the beginning of the first quarter the student fails to return to the University.

two terms' work in the school are eligible. Election of new members takes place in the spring for juniors and in the fall for seniors. Total membership is limited to 10 per cent of the seniors and 2 per cent of the juniors enrolled in the school.

Beta Alpha Psi

Beta Alpha Psi, national accounting fraternity, has a chapter at the University of Minnesota and holds elections semiannually. Selection of members is based on scholarship in accounting and special interest in this field. To be eligible students must have completed at least two courses in advanced accounting.

University Business Women's Club

This is an organization of business, prebusiness, and commercial education women. Its purposes are to form direct contacts with business problems through addresses by successful business men and women and visits to business establishments and to bring together in a social way university women interested in business.

SCHOLARSHIPS AND AWARDS

American Bankers' Association Loan Scholarship

The American Bankers' Association has allocated two loan scholarships of \$250 each to the University of Minnesota. These loan scholarships are available to students majoring in banking and finance. Applications are made to a committee on which there is representation from the Bankers' Association.

Wayne E. Butterbaugh Scholarship Memorial Loan Fund

It is the purpose of this fund to contribute to the development of scholastic work in the field of traffic management and the funds are available to students who have indicated a special interest in this field. Loans are made in accordance with the general university regulations.

F. D. Lindquist Loan Fund

The sum of \$500 is available as a loan to students in the School of Business Administration in need of financial assistance.

Minneapolis Women's Advertising Club Scholarship Loan Fund

The funds were obtained through lecture courses conducted by the Minneapolis Women's Advertising Club in co-operation with the University Business Women's Club. The loan scholarships, which are restricted to senior women in the School of Business Administration, are awarded in the spring of the junior year to cover the expenses of the senior year. All awards are made on the basis of scholarship, character, and need.

Alpha Kappa Psi Tablet

A tablet was presented to the school in 1926 by Alpha Kappa Psi, professional commerce fraternity, which maintains a chapter at the University. This tablet is placed in a prominent position in the corridors of the School of Business Administration Building. According to the terms of the gift, each year the names of the three senior students who have done the most to promote the interests of the School of Business Administration are to be inscribed on the tablet. The committee of award consists of three faculty members to be selected by the dean, a representative from each of the professional fraternities, a representative of the University Business Women's Club, and one student chosen from the general student body by the other student members of the committee.

Delta Sigma Pi Key

A key is awarded each year to the man who has maintained the highest average in scholarship during his entire four-year course. This key is presented by the professional commerce fraternity, Delta Sigma Pi, which maintains a chapter at the University. The announcement of this award is made on Cap and Gown Day. All men receiving their degrees during the preceding academic year are considered for the award.

Minneapolis Women's Advertising Club Scholarship

The Minneapolis Women's Advertising Club awards a scholarship of \$50 annually to the senior woman in the School of Business Administration who has maintained the highest scholastic average throughout her junior year and two quarters of her senior year. The award is made during the spring quarter by a committee headed by the dean of the school and announcement of it is made on the annual Cap and Gown Day. All women who have been graduated during the preceding academic year are considered for the award.

COURSES OF STUDY

GENERAL REQUIREMENTS

I. To be eligible for admission to the School of Business Administration, the student must present ninety (90) credits, in addition to credits given for physical education, earned in a recognized college or university with one honor point per credit or a smaller number of earned credits which, together with quality credits, will total a minimum of ninety (90). One quality credit is granted for every five honor points in excess of one honor point per credit.

Quality credits earned in the Junior College may be applied only toward the ninety credits required for admission to the School of Business Administration. In other words, a student who has a surplus of honor points above the number required to complete ninety credits may not apply these for credit in the School of Business Administration. Any excess credits, however, other than quality credits, may be applied toward electives in the School of Business Administration.

The credits for admission shall be earned in the following groups:

A. Required Credits:

1. Freshman Composition (Comp. 4-5-6), Freshman English (Eng. A-B-C), or exemption from requirement.
2. Nine credits in mathematics or *one* of the following laboratory sciences: botany, chemistry, physics, zoology, geology.
3. Nine credits in *one* of the following social sciences: geography, history, political science, sociology.*
4. Ten credits in the Principles of Economics (Econ. 6-7).

B. Elective Credits:

Sufficient elective credits must be obtained to complete the minimum of ninety (90) credits required for admission.

It is recommended that prebusiness freshmen take

- Introduction to Economics (Econ. 1)
- Elements of Money and Banking (Econ. 3), and
- Elements of Statistics (Econ. 5).

Candidates for admission to the School of Business Administration should note that

1. Certain Junior College courses in economics are prerequisites for advanced courses in economics and business administration required of all students in the School of Business Administration—the core group of courses.
2. Certain courses, mainly in other departments, are required in special sequences the student may follow in the School of Business Administration. These courses are set forth below and should preferably be included in the elective courses offered for admission.
 - (1) Prerequisite courses to the core group of courses:
 - Elements of Money and Banking (Econ. 3)
 - Elements of Statistics (Econ. 5)§
 - Elements of Accounting (Econ. 20)¶
 - Principles of Accounting (Econ. 25-26)

* Social Statistics (Soc. 45) not accepted in fulfillment of this requirement.

§ Credit not granted in Econ. 5 to students who have had Social Statistics (Soc. 45) or Econ. 14.

¶ Students who have had a high school course or experience in bookkeeping will be admitted to Econ. 25 by passing a placement test. For other students Elements of Accounting (Econ. 20) is a prerequisite to Econ. 25.

Students who do not elect the above courses during the freshman and sophomore years will be required to take Money and Banking (B.A. 57), Elementary Accounting: Combined Course (B.A. 62), and Statistics Survey (B.A. 70) during the first quarter in residence in the School of Business Administration.

- (2) Major Business Administration sequences requiring specific Junior College courses in other departments:
- a. Accounting: Mathematics of Investment (Math. 20), (prereq. Math. 8)
 - b. Advertising: General Psychology (Psy. 1-2)
 - c. Foreign Trade: General Psychology (Psy. 1-2); 9 credits in political science; reading knowledge of a foreign language
 - d. Finance: Mathematics of Investment (Math. 20), (prereq. Math. 8)
 - e. General Business: Geography of Commercial Production (Geog. 41)
 - f. Industrial Administration: (See Bulletin of the College of Engineering and Architecture)
 - g. Insurance: General Psychology (Psy. 1-2); Mathematics of Investment (Math. 20), (prereq. Math. 8)
 - h. Merchandising: General Psychology (Psy. 1-2)
 - i. Personnel Management: General Psychology (Psy. 1-2)
 - j. Secretarial Training: General Psychology (Psy. 1-2); Secretarial Training: Typewriting (Econ. 32-33)
 - k. Statistics: Trigonometry (Math. 6); Commerce Algebra (Math. 8)
 - l. Department Store Training: General Psychology (Psy. 1-2); Secretarial Training: Typewriting (Econ. 32-33)

II. Students who wish to prepare for some branch of business which relates to agriculture, such as the marketing of farm products, farm finance, farm implements, farm real estate, country merchandising, and the like, will find it to their interest to include courses in agriculture as part of their prebusiness training. This may be arranged by registering in the College of Agriculture, Forestry, and Home Economics and taking the following courses:

1. Ten or twelve credits in General Inorganic Chemistry (Chem. 1-2-3)
2. Six credits in Types and Breeds of Livestock (Animal Husbandry 10-11)
3. Nine credits in Rhetoric (Rhet. 1-2-3)
4. Ten credits in General Botany (Bot. 1 and election from Botany 2, 5, 7, 12, 21, 22)
5. Three credits in Rural Economics (Ag. Econ. 8)
6. Five credits in Elements of Dairying (Dy. Husb. 1)
7. Three credits in Agricultural Engineering (Ag. Eng. 13, 28, 31, or 37)
8. Eight credits in Principles of Economics (Ag. Econ. 1-2)
9. Nine credits in General Zoology (Zool. 14-15-16)
10. Three credits in General Farm Crops (Agron. 1)
11. Three credits in Elements of Accounting (Econ. 20)*
12. Six credits in Principles of Accounting (Econ. 25-26)
13. Five credits in Mathematics (Math. 5 or 8)
14. Three credits in Fruit Growing (Hort. 6) or Vegetable Growing (Hort. 32)
15. Five credits in Farm Finance (Ag. Econ. 50)
16. Six credits in Psychology (Psy. 1-2)
17. Sufficient work from the following list to make a minimum of 102 credits:
 - a. Five credits in Argumentation (Rhet. 11) or Public Speaking (Rhet. 22)
 - b. Five credits in Agricultural Physics (Ag. Eng. 23)
 - c. Five credits in Commerce Algebra (Math. 8) or applied mathematics
 - d. Five credits in General Bacteriology (Bact. 41)

* Students who have had a high school course or experience in bookkeeping will be admitted to Econ. 25 by passing a placement test. For other students Elements of Accounting (Econ. 20) is a prerequisite to Econ. 25.

- e. Fifteen credits in Agricultural Biochemistry and Soils (Ag. Biochem. 4, and either 5 or 6 and Soils 6)
- f. Two credits in Mechanical Drawing (Ag. Eng. 3)

A standing of one honor point for each credit is required for admission to the School of Business Administration.

Students considering the above group of courses should consult the bulletin of courses in agriculture for further particulars. See Combined Class Schedule.

III. Students who expect to engage in administrative work in manufacturing industries should take their prebusiness work in the College of Engineering and Architecture. The following prescribed program* for the freshman and sophomore years must be completed prior to registration in the course in Industrial Administration in the School of Business Administration. A minimum of 97 credits is required for admission to the school for this course.

FRESHMAN YEAR

FALL		WINTER		SPRING	
	Credits		Credits		Credits
M. & M. 11 College Algebra	5	M. & M. 12 Trigonometry	5	M. & M. 13 Analytic Geometry	5
Chem. 4 General Inorganic Chemistry	4	Chem. 5 General Inorganic Chemistry	4	Qualitative Analysis	5
or		or		Rhet. 6 Rhetoric	3
Chem. 14 General Inorganic Chemistry	5	Chem. 15 General Inorganic Chemistry	5	Draw. 3 Descriptive Geometry	3
Rhet. 4 Rhetoric and Composition	3	Rhet. 5 Rhetoric and Composition	3	M.E. 11, 12, or 13 Shop Practice	2
Draw. 1 Engineering Drawing	3	Draw. 2 Engineering Drawing	3	P.M. & P.H. 2 Hygiene and First Aid	0
M.E. 11, 12, or 13 Shop Practice	2	M.E. 11, 12, or 13 Shop Practice	2		18
G.E. 11 Orientation	0	G.E. 12 Orientation	0		
	17 or 18		17 or 18		

SOPHOMORE YEAR

FALL		WINTER		SPRING	
	Credits		Credits		Credits
M. & M. 91 Calculus.....	4	Phys. 23 Heat	3	M. & M. 84 Technical Mechanics	5
Phys. 3 Mechanics and Sound	3	Phys. 24‡ Heat Lab.....	1	Phys. 43 Electricity	3
Phys. 4‡ Mechanics and Sound Lab.	1	Econ. 3 Elements of Money and Banking	5	Phys. 44‡ Electricity Lab.	1
Econ. 8 General Economics	3	Econ. 9 General Economics	3	Econ. 5 Elements of Statistics	5
M.E. 17 Machine Shop	2	Econ. 20 Elements of Accounting	3	Econ. 25 Principles of Accounting	3
M.E. 70 Mechanical Tech.	1		15		17
	14				

* See Bulletin of College of Engineering and Architecture for description of courses.

‡ A fee of \$2 a quarter is charged for this course.

IV. Students may follow specially arranged five-year programs in engineering and business and obtain a degree in chemical, civil, electrical, or mechanical engineering and a degree in business administration. These combined programs give full preparation for both the technical and the management phases of the selected fields. For description of these programs see page 26.

JUNIOR AND SENIOR YEARS

The work of the junior and senior years is taken in the School of Business Administration, where stress is laid upon the adaptation of the student's curriculum to his future plans. In order to make this aim effective, every student is assigned to an adviser who makes a study of his needs and helps him to frame a program.

The programs of study summarized below will therefore be varied as each particular case dictates. In some cases the student will be advised to elect subjects in other schools and colleges of the University in order to obtain a well-rounded preparation for his prospective career.

THE CORE GROUP

The following courses constitute a core of material which should be covered by all students. In addition to these courses, there are certain required subjects in the various sequences. Unless an exception is specifically noted in connection with a sequence, all courses listed in this group will be required.

Exceptions may be made in individual cases upon petition approved by the adviser and the chairman of the Students' Work Committee.

JUNIOR YEAR

	Credits
Business Law (B.A. 51, 52, 53).....	9
Money and Banking: Advanced Course (B.A. 142).....	3
Advanced General Accounting (B.A. 139).....	3
Corporation Finance (B.A. 155).....	3
Survey in Marketing (B.A. 77)*.....	3
Transportation: Services and Charges I (B.A. 71).....	3
Business Statistics (B.A. 112).....	3
Report Writing (B.A. 100).....	1
Production Management (B.A. 89).....	3
	—
	31

SENIOR YEAR

	Credits
Advanced General Economics (B.A. 101-102).....	6
Labor Problems and Trade Unionism (Econ. 161).....	3
Elements of Public Finance (B.A. 58)†.....	3
Economics of Public Utilities (B.A. 165).....	3
	—
	15

* Required of those who have not received credit in Business Organization: Marketing (Econ. 2).

† Public Finance (Econ. 191-192) (6 cred.) may be substituted for Elements of Public Finance as a core group requirement.

COMPREHENSIVE EXAMINATION

Candidates for the degree of bachelor of business administration from the School of Business Administration are required to pass a comprehensive examination covering the content of the core group of courses. This examination will usually be taken in the final quarter of residence.

I. GENERAL BUSINESS

Advisers, Mr. Mudgett, Mr. Cassady, and Mr. Schmidt

This sequence is recommended to those persons who desire a well-balanced training in the important fields of business education, or for those who have not decided upon a specialized field of study. The sequence includes the courses required of all juniors and seniors in the School of Business Administration (see Core Group above) and, in addition, Geography of Commercial Production (Geog. 41) (to be taken preferably in the junior year), Cost Accounting (General Survey) (B.A. 130), Business Policy (B.A. 109), and Business Cycles (Econ. 149).

A student taking his degree in the General Business Sequence has available a considerably wider range of electives than is the case in the specialized sequences. These electives offer to the student the opportunity of pursuing an interest in fields associated with his general training, in the social or natural sciences, or in the arts. It is desirable that sufficient electives be taken in a given field to familiarize the student with something more than an introductory course. The following are suggested as fields for election and the courses within these fields may be arranged to meet the needs of individual students:

Anthropology	Journalism
Botany	Mathematics
Economics and Business Administration	Modern Foreign Languages
English Literature, Composition, Speech	Philosophy
Geography	Political Science
Geology and Mineralogy	Psychology
History	Sociology
	Zoology

II. ACCOUNTING

Advisers, Mr. Reighard, Mr. Heilman, and Mr. Alm

The program in accounting is designed to meet the needs of those persons who are preparing for public accounting, the teaching of accounting, or for positions as accountants in financial or business establishments. Commerce Algebra (Math. 8) and Mathematics of Investment (Math. 20) are Junior College prerequisites for this sequence. Students in this sequence are not required to take Advanced General Accounting (B.A. 139).

SCHOOL OF BUSINESS ADMINISTRATION

JUNIOR YEAR

	Credits
Core group requirements	28
Cost Accounting (B.A. 132)	5
Accounting Practice and Procedure (B.A. 138)	5
Accounting Practice Laboratory (B.A. 92)	1
Electives	6
	45

SENIOR YEAR

	Credits
Core group requirements	15
Auditing and Public Accounting (B.A. 135)	3
Business Cycles (Econ. 149)	3
Business Policy (B.A. 109)	3
Tabulating Equipment Laboratory (B.A. 91)	1
Three of the following:	
Cost Accounting Methods (B.A. 133)	} 9
Income Tax Accounting (B.A. 134)	
Internal Auditing and Accounting Control (B.A. 136)	
Senior Topics Course: Accounting (B.A. 181-182A)	
Practice Course (B.A. 183)	
Electives	11
	45

RECOMMENDED ELECTIVES

	Credits
Income Tax Accounting	3
Internal Auditing and Accounting Control	3
Senior Topics Course: Accounting	3
Practice Course	3
Cost Accounting Methods	3
Finance Management	3
Personnel Administration	3
Commercial Policies	3
Fire and Marine Insurance	3
Casualty Insurance	3
Office Organization and Management	3
Investments	3
Theory of Statistics	6
Economic History	3 to 9

III. ADVERTISING

Adviser, Mr. Vaile

The program in advertising is designed to prepare students for work either in advertising agencies or in advertising departments of merchandising establishments. Special emphasis is placed on the use of advertising in constructive merchandising. For those especially interested in copy writing, additional work in English composition is recommended. For those especially interested in illustration and layout, work in freehand drawing is recommended. The courses in textiles and in color and design are recommended to those interested in department store advertising.

Students interested in newspaper advertising should consult the Department of Journalism in the College of Science, Literature, and the Arts. The

Department of Journalism offers courses in preparation for professional work in the advertising departments of (1) the daily newspaper, (2) the weekly newspaper. Attention is also given to advertising in specialized magazines, such as trade and class publications.

Students interested in the commercial art side of advertising may apply to the University College where a special program can be arranged.

General Psychology (Psy. 1-2) is a Junior College prerequisite for this sequence.

JUNIOR YEAR

	Credits
Core group requirements	31
Psychology of Advertising (Psy. 56).....	3
Advertising (B.A. 88)	3
Introduction to Reporting (Jour. 13)*‡.....	3
Editing for Nonmajors (Jour. 41)‡.....	3
Newspaper and Magazine Articles (Jour. 69)‡.....	3
Electives	0
	—
	46

SENIOR YEAR

	Credits
Core group requirements	15
Graphic Arts (Draw. and Desc. Geom. 64, 65, 66).....	6
Advanced Advertising Procedure (B.A. 194-195-196).....	3
Senior Topics Course: Marketing (B.A. 182C).....	3
Advertising and Newspaper Typography (Jour. 55)‡.....	3
Electives	14
	—
	44

RECOMMENDED ELECTIVES§

	Credits
Advanced Writing	6
Application of Color and Design	6
English and American Literature.....	3 to 15
Freehand Drawing	6
Public Speaking	6
Sales Management	3
Senior Topics Course: Marketing.....	6
Social Psychology	3
Textiles	3

IV. AGRICULTURAL BUSINESS

Adviser, Mr. Jesness

This line of specialization is intended for students in the College of Agriculture, Forestry, and Home Economics who wish to prepare for some branch of business which relates to agriculture, such as the marketing of farm products, farm finance, farm implements, farm real estate, country

* To be taken in the sophomore year when possible.

‡ A fee of \$1 a quarter is charged all students registering for journalism courses with the exception of Journalism 5. In addition a laboratory fee of \$1 for Journalism 41 and \$1 per credit for Journalism 55 is charged.

§ Permission may be obtained by individual students to substitute one from this list of electives for Production Management (B.A. 89) in the core group.

merchandising, and the like. The student should also take supplementary courses in technical agriculture. It is recommended that as many as possible of these be taken during the prebusiness years. During the junior and senior years students in this sequence are registered jointly in the College of Agriculture, Forestry, and Home Economics and the School of Business Administration. One hundred ninety-two credits are required for graduation from this course.

JUNIOR YEAR

Substitutions may be made for Corporation Finance (B.A. 155), Survey in Marketing (B.A. 77), Production Management (B.A. 89), and Business Statistics (B.A. 112) in the core group requirements for students in this sequence.

	Credits
Core group requirements	19
Economics of Agricultural Production (Ag.Econ. 110-111).....	6
Principles of Marketing Organization (Ag.Econ. 40, 141).....	6
Agricultural Prices (Ag.Econ. 30).....	3
Market Prices (Ag.Econ. 131)	3
Electives	8
	—
	45

SENIOR YEAR

Substitutions may be made for Labor Problems and Trade Unionism (Econ. 161) and Economics of Public Utilities (B.A. 165), in the core group requirements for students in this sequence.

	Credits
Core group requirements	9
Agricultural Statistics (Ag.Econ. 90).....	5
Advanced Agricultural Statistics (Ag.Econ. 191).....	3
Methods of Price Analysis (Ag.Econ. 135).....	3
Advanced Farm Finance (Ag.Econ. 150).....	3
Land Economics (Ag.Econ. 170).....	3
Business Cycles (Econ. 149).....	3
Electives	16
	—
	45

RECOMMENDED ELECTIVES

A. Economics

	Credits
Business Statistics	3
Corporation Finance	3
Commercial Policies	3
Co-operative Organization	3
Business Policy	3
Labor Problems and Trade Unionism.....	3
Farm Management Organization	3
Farm Management Operation	3

B. Agriculture

The following courses are suggested for students who wish to prepare for business related to certain aspects of agriculture. Students interested in other specializations should consult their adviser.

- | | |
|--|---|
| <p>1. Dairy Products
 Agricultural Biochemistry
 General Bacteriology
 Dairy Bacteriology
 Dairy Products
 Market Milk</p> | <p>3. Seeds. These courses are in addition to those under 2.
 Principles of Genetics
 Farm Crops
 Special Crops
 Plant Breeding</p> |
| <p>2. Grain and Hay
 Forage Crops
 Grain Crops
 Grain and Hay Grading</p> | <p>4. Agricultural Implements
 General Physics
 Agricultural Physics
 Farm Machinery
 Mechanical Training
 Auto and Tractor</p> |

V. FINANCE

Adviser, Mr. Stehman

This sequence of courses is designed to meet the needs of persons who will ultimately secure connections with financial institutions such as banks and bond houses or with the financial departments of other concerns. Commerce Algebra (Math. 8) and Mathematics of Investment (Math. 20) are Junior College prerequisites for this sequence.

JUNIOR YEAR

	Credits
Core group requirements	31
Electives	14
	—
	45

SENIOR YEAR

	Credits
Core group requirements	15
Finance Management (B.A. 156)	3
Bank Administration (B.A. 147)	3
Investments (B.A. 146)	3
Foreign Exchange (B.A. 145)	3
Senior Topics Course: Finance (B.A. 181-182B)	6
Comparative Banking: British Systems (Econ. 124)	3
Business Cycles (Econ. 149)	3
The Securities Market (B.A. 148)	3
Electives	3
	—
	45

RECOMMENDED ELECTIVES

	Credits
Economic History	3 to 6
Advanced Farm Finance	3
Comparative Banking: European Systems	3
Comparative Banking: South American Systems	3
Cost Accounting (General Survey)	3
State and Local Taxation	3
Commercial Policies	3
Geography	5 to 9

VI. FOREIGN TRADE

Adviser, Mr. Blakey

This sequence is designed for persons who plan to associate themselves with exporting houses or with export departments of large manufacturing and mercantile establishments. Students following this sequence are required to have a reading knowledge of at least one foreign language. General Psychology (Psy. 1-2) is a Junior College prerequisite for this sequence.

JUNIOR YEAR

	Credits
Core group requirements	31
Geography of Commercial Production (Geog. 41).....	5
Foreign Exchange (B.A. 145).....	3
Advertising (B.A. 88)	3
Electives	3
	—
	45

SENIOR YEAR

	Credits
Core group requirements	15
Commercial Policies (Econ. 176).....	3
Foreign Trade (B.A. 177).....	3
International Law (Pol. Sci. 181-182)*.....	6
Business Cycles (Econ. 149).....	3
Electives	15
	—
	45

RECOMMENDED ELECTIVES

	Credits
A senior topics course	3 to 9
Finance Management	3
Economic History	3 to 6
Foreign Languages	
Comparative European Government	5
Personnel Administration	3
Advanced Personnel Administration	3
Economics of Agricultural Production.....	3
Fire and Marine Insurance.....	3
Advanced English Composition	9
Transportation: Services and Charges II.....	3

VII. PERSONNEL MANAGEMENT

Adviser, Mr. Yoder

This sequence is intended to meet the needs of prospective workers in personnel departments as well as others who may be interested in management as it affects employment, wages, hours, and related working conditions. General Psychology (Psy. 1-2) is a Junior College prerequisite for this sequence.

* Nine credits in political science are prerequisite for International Law.

COURSES OF STUDY

JUNIOR YEAR

	Credits
Core group requirements	31
Labor Movements (Econ. 162).....	3
Personnel Administration (B.A. 167).....	3
Advanced Personnel Administration (B.A. 168).....	3
Electives	5
	—
	45

SENIOR YEAR

	Credits
Core group requirements	15
Labor Legislation and Social Insurance (Econ. 164).....	3
Psychology in Personnel Work (Psy. 160).....	3
Vocational Psychology (Psy. 130).....	2
Senior Topics Course: Personnel Management (B.A. 180-181-182D)	9
Psychology of Individual Differences (Psy. 95-96).....	6
Electives	7
	—
	45

RECOMMENDED ELECTIVES

	Credits
Casualty Insurance	3
Introduction to Sociology	5
Theory of Statistics	6
Office Organization and Management.....	3
Abnormal Psychology	3
Scientific Management in Industry.....	3
Sales Management	3
Retail Store Management	3

VIII. MERCHANDISING

Adviser, Mr. Vaile

This sequence is designed to prepare the student for work in the merchandising department either of manufacturing, wholesaling, or retailing establishments. General Psychology (Psy. 1-2) is a Junior College prerequisite for this sequence.

JUNIOR YEAR

	Credits
Core group requirements	31
Psychology of Advertising (Psy. 56).....	3
Advertising (B.A. 88)	3
One of the following:	
Sales Management (B.A. 68).....	3
Retail Store Management (B.A. 69).....	3
Electives	5
	—
	45

SENIOR YEAR

	Credits
Core group requirements	15
Senior Topics Course: Marketing (B.A. 180-181-182C).....	9
Transportation: Services and Charges II (B.A. 72).....	3
Commercial Policies (Econ. 176).....	3
Business Cycles (Econ. 149).....	3
Electives	12
	45

RECOMMENDED ELECTIVES

	Credits
Advanced Writing	6
Application of Color and Design	6
Art History and Appreciation	3
Fire and Marine Insurance	3
Foreign Trade	3
Geography of Commercial Production	5
Marketing of Raw Materials	3
Personnel Administration	3
Textiles	3

IX. SECRETARIAL TRAINING

Adviser, Miss Donaldson

This sequence is designed for students who intend to become secretaries, office managers, correspondence supervisors, and chief file clerks. General Psychology (Psy. 1-2) and Secretarial Training: Typewriting (Econ. 32-33) are Junior College prerequisites for this sequence.

JUNIOR YEAR

	Credits
Core group requirements	31
Advanced Writing (Comp. 27-28)	6
Secretarial Training: Shorthand (Econ. 37-38-39)‡.....	9
Secretarial Training: Typewriting (Econ. 34)‡.....	1
Elective	0
	47

SENIOR YEAR

	Credits
Core group requirements	15
Office Organization and Management (B.A. 86).....	3
Secretarial Procedure (Econ. 40-41-42)‡.....	9
Senior Topics Course: Secretarial Practice (B.A. 180-181E).....	6
Electives	10
	43

‡ A fee of \$2.50 per quarter is charged all students who register for one or more of these courses.

RECOMMENDED ELECTIVES

	Credits
Life Insurance	3
Advertising	3
Investments	3
Economic History	3 to 6
Cost Accounting (General Survey).....	3
Personnel Administration	3
Geography of Commercial Production.....	5
Public Speaking	5 to 10
Psychology in Personnel Work.....	3
Psychology of Advertising	3
Business Cycles	3
Introduction to Sociology	5

X. INDUSTRIAL ADMINISTRATION*

Adviser, Mr. Filipetti

This sequence follows the two-year prebusiness curriculum given in the College of Engineering and Architecture. The program is designed primarily for students who expect to engage in purchasing, sales, employment, production control, or cost accounting work in manufacturing establishments.

Report Writing (B.A. 100) is not required in this sequence.

JUNIOR YEAR

	Credits
Core group requirements	30
Strength of Materials (M. & M. 85).....	4
Transportation: Services and Charges II (B.A. 72).....	3
Principles of Accounting (Econ. 26).....	3
Electives	5
	—
	45

SENIOR YEAR

	Credits
Core group requirements	15
Cost Accounting (General Survey) (B.A. 130).....	3
Personnel Administration (B.A. 167).....	3
Senior Topics Course: Production Management (B.A. 180-181-182G)	9
Business Cycles (Econ. 149).....	3
Tabulating Equipment Laboratory (B.A. 91).....	1
Electives	11
	—
	45

RECOMMENDED ELECTIVES

The students may divide the time available for electives between Groups A and B.

A. General and Business

	Credits
Economic History	3 to 6
Finance Management	3
Theory of Statistics	6
Geography of Commercial Production	5
Casualty Insurance	3
Fire and Marine Insurance.....	3
Senior Topics Course: Marketing (B.A. 180C).....	3

* A minimum of 187 credits is required for graduation from this sequence.

B. Engineering

	Credits
Contracts and Specifications	3
Estimating	3

XI. FIVE-YEAR COMBINED COURSES IN ENGINEERING AND BUSINESS ADMINISTRATION

Adviser, Mr. Filipetti

The School of Business Administration and the College of Engineering and Architecture offer five-year combined courses which enable a student to complete the requirements for the Bachelor's degrees in both engineering and business administration. For this purpose the School of Business Administration will accept seventy-four (74) credits in business subjects in conjunction with one of the regular engineering curricula to satisfy the requirements for the degree of bachelor of business administration as provided in the sequence which follows. Freshmen or other students considering this program should consult Mr. Filipetti.

SECOND YEAR

	Credits
General Economics (Econ. 8-9)	6
Business Law (Econ. 28)	3
	—
	9

THIRD YEAR

	Credits
Principles of Accounting (Econ. 29, 26)	6
Survey in Marketing (B.A. 77)	3
	—
	9

FOURTH YEAR

	Credits
Labor Problems and Trade Unionism (Econ. 161)	3
Personnel Administration (B.A. 167)	3
Cost Accounting (General Survey) (B.A. 130)	3
Statistics Survey (B.A. 70)	4
Business Statistics (B.A. 112)	3
Transportation: Services and Charges I (B.A. 71)	3
Money and Banking: Advanced Course (B.A. 142)	3
Elements of Public Finance (B.A. 58)	3
Production Management (B.A. 89)*	3
	—
	28

FIFTH YEAR

	Credits
Senior Topics Course: Production Management (B.A. 180-181-182G)	9
Business Cycles (Econ. 149)	3
Corporation Finance (B.A. 155)	3
Advanced General Accounting (B.A. 139)	3
Advanced General Economics (B.A. 101-102)	6
Economics of Public Utilities (B.A. 165)	3
Tabulating Equipment Laboratory (B.A. 91)	1
	—
	28

* Elementary Industrial Engineering (M.E. 83), 3 credits, may be substituted.

XII. STATISTICS

Adviser, Mr. Mudgett

This sequence is designed for students who intend to become statisticians for business firms or associations. The student will be required to take the core group of courses required of all juniors and seniors in the School of Business Administration with the exception of Labor Problems and Trade Unionism (Econ. 161), Production Management (B.A. 89), and Transportation: Services and Charges I (B.A. 71), for which suitable courses in mathematics may be substituted.

JUNIOR YEAR

	Credits
Core group requirements	25
Theory of Statistics (Econ. 113-114).....	6
Analytic Geometry (Math. 30).....	5
Investments (B.A. 146)	3
Electives	6
	—
	45

SENIOR YEAR

	Credits
Core group requirements	12
Senior Topics Course: Statistics (B.A. 180-181-182F).....	6-9
Cost Accounting (General Survey) (B.A. 130).....	3
Calculus I and II (Math. 50, 51).....	10
Business Cycles (Econ. 149).....	3
Tabulating Equipment Laboratory (B.A. 91).....	1
Electives	7-10
	—
	45

RECOMMENDED ELECTIVES

	Credits
Calculus III	5
Mathematical Theory of Statistics.....	9
Logic	5
Foreign Exchange	3
History of Economic Ideas.....	3

It is advisable, wherever possible, for the student who intends to take the Statistics Sequence, to take Analytic Geometry (Math. 30) during the sophomore year, thereby giving opportunity to take Calculus I and II (Math. 50, 51) as a junior and either Calculus III (Math. 52) or Mathematical Theory of Statistics (Math. 121-122-123) as a senior.

XIII. TRAFFIC AND TRANSPORTATION

Adviser, Mr. Schmidt

This sequence is designed for those persons who wish to prepare for traffic work with shippers and carriers. A sufficient number of general courses are included to meet the needs of those who expect to obtain executive positions involving only an incidental amount of traffic work.

JUNIOR YEAR

	Credits
Core group requirements	31
Geography of Commercial Production (Geog. 41).....	5
Trade Routes and Trade Centers (Geog. 102).....	3
Commercial Policies (Econ. 176).....	3
Sales Management (B.A. 68).....	3
	—
	45

SENIOR YEAR

	Credits
Core group requirements	15
Transportation: Services and Charges II (B.A. 72).....	3
Cost Accounting (General Survey) (B.A. 130).....	3
Fire and Marine Insurance (B.A. 60).....	3
Senior Topics Course: Traffic and Transportation (B.A. 181-182I)	6
Foreign Trade (B.A. 177).....	3
Electives	12
	—
	45

XIV. INSURANCE

Adviser, Mr. Graves

This sequence is recommended to those who expect to enter one of the several branches of the insurance business or who plan to associate themselves with insurance departments of banking, commercial, or industrial organizations. The courses offered provide adequate academic preparation for those who plan to take the examinations for the certificate of chartered life underwriter, which is granted to those who satisfy the requirements of the American College of Life Underwriters. General Psychology (Psy. 1-2), Commerce Algebra (Math. 8), and Mathematics of Investment (Math. 20) are Junior College prerequisites for this sequence.

JUNIOR YEAR

	Credits
Core group requirements	31
Life Insurance (B.A. 59).....	3
Fire and Marine Insurance (B.A. 60).....	3
Advertising (B.A. 88).....	3
Psychology of Advertising (Psy. 56).....	3
Electives	2
	—
	45

SENIOR YEAR

	Credits
Core group requirements	15
Casualty Insurance (B.A. 61).....	3
Investments (B.A. 146).....	3
The Securities Market (B.A. 148).....	3
Senior Topics Course: Insurance (B.A. 182H).....	3
Business Cycles (Econ. 149).....	3
Electives	15
	—
	45

RECOMMENDED ELECTIVES

	Credits
Social Psychology	3
Sales Management	3
State and Local Taxation.....	3
Economic History	6
Personnel Administration	3
Introduction to Sociology	5

XV. DEPARTMENT STORE TRAINING

Adviser, Mr. Cassady

This sequence is designed for those who plan to become junior executives in merchandise institutions, either in selling or nonselling departments. Actual store experience and broad foundation training in art and in home economics are offered in addition to courses in business administration.

Arrangements will be made for candidates in this sequence to spend one quarter in each of the junior and senior years in full-time work in one of the co-operating department stores, for which they may receive a total of four credits. The time will be divided between selling and nonselling departments. Students will be paid for their work by the co-operating stores at the usual rate for regular store employees engaged in similar work.

The credits necessary for graduation may be earned in two years including summer quarters, or the time may be extended into a third year. Students in this sequence need not take Transportation: Services and Charges I (B.A. 71), Production Management (B.A. 89), and Report Writing (B.A. 100). General Psychology (Psy. 1-2) and Secretarial Training: Type-writing (Econ. 32-33) are Junior College requirements for this sequence.

JUNIOR YEAR

	Credits
Core group requirements	24
Textiles (H.E. 4)	3
Application of Color and Design (H.E. 56-56A).....	6
Art History and Appreciation (H.E. 150).....	3
Psychology of Advertising (Psy. 56).....	3
Advertising (B.A. 88).....	3
Practice Course (B.A. 183)	2
Elective	1

45

SENIOR YEAR

	Credits
Core group requirements	15
Retail Store Management (B.A. 69).....	3
Commercial Policies (Econ. 176).....	3
Business Cycles (Econ. 149).....	3
Drawing (either Art Ed. 7 or Arch. 21).....	2
Senior Topics Course: Marketing (B.A. 182C).....	3
Practice Course (B.A. 183)	2
Electives	14

45

RECOMMENDED ELECTIVES

Selected courses in art, composition, English and American literature, history, and psychology.

RELATED COURSES IN OTHER COLLEGES

- I. *Law and Business.*—Students desiring to combine business and legal training may earn the degree of bachelor of business administration by fulfilling the requirements for that degree (usually four years of collegiate work) and becoming candidates for the degree of bachelor of science in law by taking two years of work in the Law School. Students may qualify for the degree of bachelor of laws only by completing three years of work in the Law School. Candidates registered for the degree of bachelor of science in law who desire to earn the degree of bachelor of laws must change their registration from the two-year course prior to the completion of the second year.
- II. *Commercial Education.*—Students desiring to teach commercial subjects in high schools are advised to register for the course in commercial education in the College of Education. Students completing this course receive the degree of bachelor of science in education and meet the state requirements for teaching commercial subjects.
- III. The following course is given under the direction of the Department of Political Science, College of Science, Literature, and the Arts:
Diplomatic and Consular Service.—Students looking forward to this field of work should take a major sequence in political science and such additional work in economics, history, geography, languages, and law as may be prescribed by the major adviser or the committee in charge of the course. A fifth year of work to be taken in the Graduate School is also strongly recommended. Consult Mr. Quigley.

DESCRIPTION OF COURSES

INTRODUCTORY COURSE

Econ.1. Introduction to Economics. The growth of modern industrial society; the influence of mechanical inventions and the development of sources of power; the part played by business management in the utilization of capital, labor, and resources in the production and selling of goods; the origin and nature of modern social control. (5 cred.; fr. only; no prereq.)

ACCOUNTING

Econ.20. Elements of Accounting. The principles underlying bookkeeping and accounting. Sufficient practice in technical processes will be given to serve as a background for more advanced work. Preparation and analysis of statements. (3 cred.; 3rd qtr. fr., soph.; no prereq.)

Econ.25-26. Principles of Accounting. A course following Econ. 20 presenting the principles underlying the accounting statements, the accounts, principles of valuation, depreciation, and preparation and analysis of statements. (6 cred.; soph., jr., sr.; prereq. Econ. 20.)

Econ.29. Principles of Accounting. Purpose and principles of account classification; capital and revenue; accruals; valuation; depreciation; preparation and interpretation of balance sheets, income accounts, and other statements. Open to Engineering, Architecture, and Chemistry students only. (3 cred.; soph., jr., sr.; no prereq.)

B.A.62. Elementary Accounting: Combined Course. A combination of Econ. 20, Elements of Accounting, and Econ. 25, Principles of Accounting, for School of Business Administration students. (5 cred.; jr., sr.; no prereq.)

B.A.90. Accounting Laboratory for Commercial Teachers. Designed to give teachers of commercial subjects instruction and practice in the working of the type of practice sets commonly used in secondary schools and to give secretarial students familiarity with some of the common business papers and routines. Open only to secretarial and commercial education majors. (1 cred.; jr., sr.; prereq. Econ. 25.)

B.A.92. Accounting Practice Laboratory. A laboratory in advanced accounting and cost accounting designed to give practice in certain accounting techniques and tools, methods of calculation, uses of the slide rule, work sheets, and the handling of detailed cost accounting data. Open only to majors in accounting. (1 cred.; jr., sr.; prereq. B.A. 132 or concurrent.)

B.A.130. Cost Accounting (General Survey). A general survey of cost accounting from the point of view of the executive who must use cost information in the conduct of his business. (3 cred.; jr., sr., grad.; prereq. Econ. 25-26.)

- B.A.132. Cost Accounting. Cost accounting practices and procedures. (5 cred.; jr., sr., grad.; prereq. Econ. 25-26.)
- B.A.133. Cost Accounting Methods. Cost accounting as applied to specific industries and the construction of cost systems. (3 cred.; jr., sr., grad.; prereq. B.A. 130 or 132.)
- B.A.134. Income Tax Accounting. The legal and accounting principles involved in determining taxable net income and the computation of federal income taxes for corporations and individuals. (3 cred.; jr., sr., grad.; prereq. B.A. 138 or 139.)
- B.A.135. Auditing and Public Accounting. The principles and technical methods of professional auditing practice. Prevention and detection of fraud and errors in accounting records, auditors' working papers, financial exhibits, certificates, and reports. (3 cred.; jr., sr., grad.; prereq. B.A. 138 or 139.)
- B.A.136. Internal Auditing and Accounting Control. Accounting systems and methods as related to executive organization of routine procedures and the establishment of financial and budgetary control. (3 cred.; jr., sr., grad.; prereq. B.A. 138 or 139.)
- B.A.138. Accounting Practice and Procedure. A course in the practice and technique of accounting for students who intend to specialize in accounting. (5 cred.; jr., sr., grad.; prereq. Econ. 25-26.)
- B.A.139. Advanced General Accounting. A course intended particularly for the general student of business. Interpretation of accounts and statements, statement preparation, and analysis. Utilization of the statements by the executive. Accounting methods and statements in a number of business fields. (3 cred.; jr., sr., grad.; prereq. Econ. 25-26.)
- B.A.181-182A. Senior Topics Course: Accounting. Application of accounting theory, practice, and analysis to special fields of industry and finance. Term reports, solution of C.P.A. problems. (6 cred.; sr.)

ADMINISTRATION

- Econ.97,98,99. Honors Course in Economics. This course is offered to specially qualified students who are majors in economics and who wish to pursue a course of specialized reading and research. (Cred. ar.; jr., sr.; prereq. consent of major adviser.)
- B.A.97,98,99. Honors Course in Business Administration. This course is arranged for those students whose scholastic records are of such a character as to warrant encouraging them to carry on independent study in the field of business administration. (Cred. ar.; jr., sr.; prereq. permission of the dean.)
- B.A.109. Business Policy. This course is devoted to the study of problems of a general administrative character. Cases involving broad business policies are presented for class discussion and reports. These cases involve questions of valuation, budgetary control, industrial promotions, and combinations and reorganization. (3 cred.; sr., grad.; prereq. B.A. 101-102.)

B.A.183. Practice Course. Students engaged in outside work on the cooperative plan may register for the course for credit under the following conditions: The type of employment to be undertaken must be approved in advance by the major adviser. The student must register for the course at the beginning of the term during which the work is to be done. He may register on the credit hour basis and thus avoid the payment of full tuition fees for the term. Grades in this course are based upon a report from the student's employer and a formal written report presented by the student not later than the mid-term following his return to the University. Applications for positions on the cooperative plan and admission to the course may be made at any time at the dean's office. (Cred. ar.; jr., sr., grad.; prereq. consent of adviser.)

ADVERTISING

- B.A.88. Advertising. The course covers two important phases of advertising: (1) the place of advertising in business, (2) advertising procedure. Attention is given to planning an advertising campaign, including market research, appropriation, choice of media, scheduling, preparation of copy, and layout. (3 cred.; jr., sr.; prereq. Econ. 2 or B.A. 77, and Psy. 56.)
- B.A.194-195-196. Advanced Advertising Procedure. Problem or case work in (1) market research, (2) preparation of copy and layout. (3 cred.; jr., sr., grad.; prereq. B.A. 88.)

BUSINESS LAW

- Econ.28. Business Law. Business law arranged for engineers, including the law of contracts, suretyship, agency, partnership, corporations, negotiable instruments, conveyance patents, and riparian rights. Open to Engineering, Architecture, and Chemistry students only. (3 cred.; soph., jr., sr.; prereq. 6 cred. in economics.)
- B.A.51.* Business Law: Contracts. A discussion of the legal principles and laws of contracts. (3 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- B.A.52.* Business Law: Agency, Partnership, and Corporations. The laws of agency and a consideration of problems of organization in individual businesses, partnerships, and corporations. (3 cred.; jr., sr.; prereq. B.A. 51.)
- B.A.53.* Business Law: Negotiable Instruments. A discussion of the legal principles and laws of negotiable instruments. The case method is used in B.A. 51, 52, and 53. (3 cred.; jr., sr.; prereq. B.A. 51.)

COMMERCE

Econ.176. Commercial Policies. Theory of international commerce; protective tariffs, free trade, reciprocity, subsidies, preferential treatment, the open door, international finance, commercial treaties, foreign politics, and other governmental and organized efforts to affect trade. American problems emphasized. (3 cred.; jr., sr., grad.; prereq. Econ. 4, 6-7, or 83.)

* No credit will be allowed for B.A. 51, 52, or 53 until all three are completed.

B.A.177. Foreign Trade. Theories of international trade, character of United States foreign trade and the world market. Commercial organization and foreign trade financing, foreign shipments—export and import. Transportation and shipping problems, governmental regulation, and individual markets. (3 cred.; jr., sr., grad.; prereq. Econ. 176.)

ECONOMIC THEORY

Econ.6-7. Principles of Economics. A course in the fundamental principles of economics intended to serve as a foundation for advanced courses in business administration and economics. (10 cred.; soph., jr., sr.; no prereq.)

Econ.8-9. General Economics. Principles of economics with special emphasis upon their application to current problems such as money, banking, conservation, insurance, international commerce, monopolies, transportation, labor, socialism, public ownership, and finance. Open to Engineering, Architecture, and Chemistry students only. (6 cred.; soph., jr., sr.; no prereq.)

Econ.82.* Competition and Monopoly in Modern Industry. This course and Econ. 83 are offered for Senior College students who wish a general course in modern economics. The organization of modern industry; the effect of concentration of ownership on economic conditions; the effects of monopoly and monopolistic competition on prices; the general level of prices; inflation and control by the state. (3 cred.; jr., sr., no prereq.)

Econ.83.* The Inequality of Incomes. Theories of inequality; the earnings of land, labor, and capital. The unequal income of economic strata. Government interference for the modification of inequality; taxation; minimum wage laws; bonuses; controlled earnings. (3 cred.; jr., sr.; prereq. Econ. 82.)

Econ.84. Comparative Economic Systems. The modified system of individualism; state socialism; communism and the Russian experiment; fascism. (3 cred.; jr., sr.; prereq. Econ. 4, 6-7, or 83.)

B.A.101-102. Advanced General Economics. A study of some of the more important theoretical problems of economics: competitive and monopoly prices; equilibrium prices and costs; theories of valuation of producers' goods; capital earnings and interest rates; profits. (6 cred.; sr., grad.; prereq. Econ. 4, or 6-7.)

Econ.103-104. Advanced Economics: Competition, Monopoly, and Inequality of Incomes. An advanced course in economic theory, prices, and costs; the value theory. The distribution of wealth; causes and effects of inequality. The distribution of income; inequality; rent, wages, interest, and profits. (6 cred.; jr., sr., grad.; prereq. 20 cred. in soc. sci. including Econ. 4, 6-7, or 83.)

* This course may not be included as a part of the Senior College work required for a minor in economics in the College of Science, Literature, and the Arts.

- Econ.105. History of Economic Ideas: The Classical Economists. The development of the doctrines of classical economics by English and French writers from 1750 to 1850. Economic and political influences giving rise to doctrines of population, distribution, governmental interference. (3 cred.; jr., sr., grad.; prereq. B.A. 101-102 or Econ. 103-104 or consent of instructor.)
- Econ.106. History of Economic Ideas: The Critics of the Classical Economists. Leading critics of the classical school of economics are studied, especially such critics as (1) Karl Marx and Henry George who emphasized the dynamic aspects of economic life, (2) the nationalistic school, (3) the historical school, and (4) the modern institutionalists. (3 cred.; jr., sr., grad.; prereq. B.A. 101-102 or Econ. 103-104 or consent of instructor.)
- Econ.203-204. Seminar in Economic Theory. (6 cred.; grad.)
- Econ.215. Mathematical Economics. (3 cred.; grad.)

FINANCE

- Econ.3. Elements of Money and Banking. The basic principles of money and a description of the various types of financial institutions, their functions and relations to the whole economic organization. (5 cred.; 2nd qtr. fr., soph., upper classmen with consent of departmental adviser only; no prereq.)
- B.A.57. Money and Banking. Designed for students in the School of Business Administration who have not had an elementary course in this field. Principles of money and banking. Types and functions of financial institutions. (3 cred.; jr., sr.; no prereq.)
- B.A.58. Elements of Public Finance. Public expenditures, revenues, and debts. Special attention is given to tax principles, practices, and burdens. This is a condensed course given especially for School of Business Administration students. (3 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- Econ.124. Comparative Banking: British Systems. A study of the existing financial institutions of the various members of the British Empire with regard to development, functions, methods, and problems. Constant comparison is made with the American system. (3 cred.; jr., sr., grad.; prereq. Econ. 141 or B.A. 142.)
- Econ.125. Comparative Banking: European Systems. (3 cred.; jr., sr., grad.; prereq. Econ. 141 or B.A. 142.)
- Econ.127. Comparative Banking: South American Systems. (3 cred.; jr., sr., grad.; prereq. Econ. 141 or B.A. 142.)
- Econ.141. Monetary and Banking Policy. An advanced course in money and banking. Banking policy viewed from the social viewpoint, with primary reference to the problems of the Federal Reserve system. Selected problems in monetary policy; monetary reconstruction and monetary reform. (3 cred.; jr., sr., grad.; prereq. Econ. 3 and either Econ. 4, 6-7, or 83.)

- B.A.142. Money and Banking: Advanced Course. The problems of a central bank and theory of the value of money. Includes control of reserves, providing a scientific currency, regulation of credit, fluctuations of the general price level—their causes and possible reduction. (3 cred.; jr., sr., grad.; prereq. Econ. 3 and either Econ. 4 or 6-7.)
- B.A.145. Foreign Exchange. The drawing and handling of international bills of exchange of all kinds; relations of correspondent banks; acceptance accounts; calculation of bankers' buying and selling prices; investment, speculation, and arbitrage in exchange; exchange and the money market. (3 cred.; jr., sr., grad.; prereq. Econ. 3 and either Econ. 4 or 6-7.)
- B.A.146. Investments. A general survey of the external and internal factors influencing the prices of securities and of the principles of an investment policy for the needs of the average conservative investor. (3 cred.; jr., sr., grad.; prereq. B.A. 155.)
- B.A.147. Bank Administration. Designed for students intending to enter the field of commercial banking. Less emphasis is placed upon the routine of bank operation than upon the problems of the bank executive. The legal background is stressed throughout. (3 cred.; jr., sr., grad.; prereq. Econ. 3 and either Econ. 4 or 6-7.)
- B.A.148. The Securities Market. Emphasis is placed upon the problems of the large corporate investor. Consideration is given to technique of selection and supervision of securities in such institutions as banks, trust companies, insurance companies, and investment trusts. Some practice is afforded in analysis of securities. This course is recommended for students contemplating ultimate work as investment counselors, bond salesmen, analysts, or investment officers. (3 cred.; sr., grad.; prereq. B.A. 146.)
- Econ.149. Business Cycles. Analysis of factors involved in business fluctuations. Comparison of theories of the cause of prosperity and depression. Introduction to the statistical data and methods of business forecasting. (3 cred.; sr., grad.; prereq. Econ. 141 or B.A. 142.)
- B.A.155. Corporation Finance. Incorporation. The various types of corporate securities and their uses. Financial plans for industrial, utility, and other types of corporations. Financial affairs of an established business. General financial problems of the holding company, consolidations, mergers, and reorganizations. (3 cred.; jr., sr., grad.; prereq. Econ. 3 and either Econ. 4 or 6-7.)
- B.A.156. Finance Management. The duties of the financial manager of a modern business. The various sources from which capital may be secured, the best use of a company's funds, and special financial problems which arise in the typical business. (3 cred.; jr., sr., grad.; prereq. B.A. 155.)
- Econ.160. The Modern Corporation. A survey of the simpler financial activities and of the social problems of the corporate form of business organization. (3 cred.; jr., sr., grad.; prereq. Econ. 3 and either Econ. 4, 6-7, or 83.)

- B.A.181-182B. Senior Topics Course: Business Finance. Individual research and discussion of important current financial developments. (6 cred.; sr.)
- Econ.191-192. Public Finance. Public expenditures, revenues, and debts. Special attention is given to tax principles, practices, and burdens. (6 cred.; jr., sr., grad.; prereq. Econ. 4, 6-7, or 83.)
- Econ.193. State and Local Taxation. Main problems of state and local finance and proposed solutions therefor. (3 cred.; jr., sr., grad.; prereq. Econ. 191-192 or B.A. 58.)
- Econ.243-244. Seminar in Money and Banking. (6 cred.; grad.)

INSURANCE

- B.A.59. Life Insurance. The economic significance of life insurance. Types of policies and the analysis of the policy contract. Principles underlying the determination of premiums and reserves. Industrial, fraternal, and group insurance. (3 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- B.A.60. Fire and Marine Insurance. The fire risk and fire prevention. Fire insurance and insurance carriers. The standard policy. Methods of rate making. State regulation and supervision. Marine risks and insurance. (3 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- B.A.61. Casualty Insurance. A detailed study of the risks, insurance coverages, and policy provisions in the more important lines of casualty insurance. Accident and health insurance, employers' liability and workmen's compensation, automobile, robbery and theft, plate glass, and miscellaneous liability and damage types of insurance. (3 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- B.A.182H. Senior Topics Course: Insurance. Reports on selected problems in the field of insurance. (3 cred.; sr.)

LABOR AND PERSONNEL

- Econ.161. Labor Problems and Trade Unionism. A discussion of employment; hours; wages; types of unionism; policies and practices of labor organization; special emphasis upon economic implications of modern working conditions. (3 cred.; jr., sr., grad.; prereq. Econ. 4, 6-7, or 83.)
- Econ.162. Labor Movements. An interpretation of leading labor movements in Europe and the United States during the last century. (3 cred.; jr., sr., grad.; prereq. Econ. 161.)
- Econ.163. Economic Aspects of Population and Immigration. Population and immigration trends, economic interpretations of these trends with probable forecasts. Various population theories are studied. (3 cred.; jr., sr., grad.; prereq. Econ. 4, 6-7, or 83.)
- Econ.164. Labor Legislation and Social Insurance. A course dealing with the economic aspects of labor legislation, including minimum wage laws; hours legislation; factory acts; accident, health, old age, and employment insurance; mothers' pensions. (3 cred.; jr., sr., grad.; prereq. Econ. 161.)

- Econ.166. International Economic Problems. A survey of current problems including monetary stabilization; reparations; international debts; international capital movements; tariff barriers; international wage levels; and programs of international economic co-operation. (3 cred.; jr., sr., grad.; prereq. Econ. 4, 6-7, or 83.)
- B.A.167. Personnel Administration. Evaluation of managerial policies and devices for the control of personnel. Attention is directed especially to the determination of labor needs, methods of contacting workers, selective devices, training and safety programs, compensation. (3 cred.; jr., sr., grad.; prereq. Econ. 161.)
- B.A.168. Advanced Personnel Administration. Continuation of B.A. 167. Attention is directed especially to employment analysis and stabilization devices, pension and benefit plans, service functions of personnel divisions and personnel research. (3 cred.; jr., sr., grad.; prereq. B.A. 167.)
- B.A.180-181-182D. Senior Topics Course: Personnel Management. Discussion of personnel problems exemplified in cases, together with individual investigations of various phases of personnel administration. Special attention to actual conditions in the Twin City area. (9 cred.; sr.)
- Econ.248-249. Seminar in Unemployment and Business Cycles. (6 cred.; grad.)

MARKETING

- B.A.68. Sales Management. Organization and direction of a sales organization from the sales manager's point of view. Topics: sales organization; management of the sales force; sales planning and research; sales campaigns; selling methods; compensation of salesmen; supervision and control. Method: case studies. (3 cred.; jr., sr.; prereq. Econ. 2 or B.A. 77.)
- B.A.69. Retail Store Management. Location, organization, and layout. Buying and sales budgets and sales planning; stock control; sales promotion; interior and window display; store services; credits and collections; store operation, finance, and general policy. Method: lectures and discussions. (3 cred.; jr., sr.; prereq. Econ. 2 or B.A. 77.)
- B.A.77. Survey in Marketing. Introductory course for advanced students including description of (1) the marketing processes, (2) produce exchanges and speculation on these exchanges, (3) co-operative marketing institutions, and (4) market areas. The operation of supply and demand in marketing. Detailed reading on the marketing of several of the more important commodities. (3 cred.; jr., sr.; no prereq.)
- B.A.78. Marketing of Raw Materials. Fundamentally a course on the principles and techniques of production and price control. Readings, lectures, and discussions on (1) supply and demand conditions of the major raw materials, (2) evaluation of the several techniques of control which have been planned and attempted. Formal planning is considered. International aspect stressed. Reports by students on details of control devices. (3 cred.; jr., sr.; prereq. Econ. 2 or B.A. 77.)

- Econ.85. Economics of Marketing. A general course dealing with (1) the market functions, (2) the organization of marketing enterprises, (3) measures of efficiency in marketing, (4) the manager's administration of marketing. (3 cred.; jr., sr.; prereq. Econ. 4, 6-7, or 83.)
- B.A.180-181C. Senior Topics Course: Marketing. Selected topics in (1) market structure, (2) manufacturer's sales problems, (3) price policies, (4) trade association activities. (6 cred.; sr.)
- B.A.182C. Senior Topics Course: Marketing. Selected topics in retail store management, in co-operation with Twin City department store executives. (Open to students who have had B.A. 180-181C and with permission of the instructor to a limited number of other advanced students.) (3 cred.; sr.)
- Econ.206. Seminar in Market Prices. (3 cred.; grad.)

PRODUCTION

- B.A.89. Production Management. Location and layout of industrial plants; types of operating organization; shop personnel; standards of operation; purchasing and inventory control; routing, scheduling, and dispatching of product; scientific management; practical problems in production control. (3 cred.; jr., sr.; no prereq.)
- B.A.180-181-182G. Senior Topics Course: Production Management. Selected problems in management; studies in the technique of executive control in manufacturing enterprises; field research and surveys in the organization and methods of management of Northwest industrial concerns. (9 cred.; sr.)
- B.A.184. Scientific Management in Industry. A study of the origin and development of the movement to apply the methods of science to the management of industrial enterprises; the effects upon individual plant management and the influence upon "rationalization" in industrial society. (3 cred.; sr., grad.; prereq. Econ. 4 or 6-7.)

PUBLIC UTILITIES AND TRANSPORTATION

- B.A.71. Transportation: Services and Charges I. A survey of the rail, highway, and water transportation facilities, services, and rates, supplemented by lectures on current transportation problems. (3 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- B.A.72. Transportation: Services and Charges II. The principles, construction, interpretation, and use of rail, highway, and water classifications, rates and tariffs for the handling of freight, express, and mail shipments. The audit of transportation charges and the adjustment of rates, rules, and regulations. (3 cred.; jr., sr.; prereq. B.A. 71.)
- Econ.154. Public Utilities. A general survey of the economic characteristics and the legal position of public utilities. Special emphasis on methods of public regulation, valuation, and control of finances. (3 cred.; jr., sr., grad.; prereq. 20 cred. in soc. sci. incl. Econ. 4, 6-7, or 83.)

- B.A.165. Economics of Public Utilities. A general course on the economic aspects of government regulation of the finances, rates, and services of municipal public utilities. Economic characteristics, legal position, regulation, valuation, and government ownership are the principal topics covered. (3 cred.; jr., sr., grad.; prereq. Econ. 3 and either Econ. 4 or 6-7.)
- Econ.172. Economics of Transportation. An analysis of the economics of the leading methods of modern transportation: railway, waterway, truck and bus, pipe line, and airway. The relative advantages of each will be stressed and a careful account given of the regulation, taxation, and place of each type. (3 cred.; jr., sr., grad.; prereq. 20 cred. in soc. sci. incl. Econ. 4, 6-7, or 83.)
- B.A.181-182I. Senior Topics Course: Traffic and Transportation. Selected problems in the regulation and management of transportation agencies and in industrial traffic management. (6 cred.; sr.)

REPORT WRITING

- B.A.100. Report Writing. Lectures on sources of data on business conditions and industry, methods of gathering business data. Types, importance, and organization of business reports. Reports written by students are discussed in conference with staff members. (1 cred.; jr., sr.; no prereq.)

SECRETARIAL TRAINING

- Econ.32-33-34.‡ Secretarial Training: Typewriting. Keyboard technique, letter writing, secretarial procedure, dictating machine transcription. (3 cred.; 2nd qtr. fr., soph., jr.; prereq. consent of instructor.)
- Econ.37-38-39.‡ Secretarial Training: Shorthand. An elementary course in Gregg shorthand. A large vocabulary of high-frequency words is developed with emphasis placed upon dictation and transcription. (9 cred.; soph., jr.; prereq. Econ. 33 or consent of instructor.)
- Econ.40-41-42.‡ Secretarial Procedure. A vocabulary of frequent words and technical terms is developed for use in dictation and transcription. Students are trained in the secretarial procedure characteristic of various lines of business. (9 cred.; soph., jr., sr.; prereq. Econ. 34 and 39 or consent of instructor.)
- B.A.86. Office Organization and Management. The office as a producing unit; office organization, equipment, and layout; development of office standards and routines; relation of the office to operating divisions; scientific management of office work. (3 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- B.A.181-182E. Senior Topics Course: Secretarial Practice. Business correspondence; analysis and criticism of business letters; construction of single letters and series. Filing; organization and management of filing departments; a study of alphabetic, numeric, geographic, and subject filing, including charge, follow-up, and transfer systems. (6 cred.; sr.)

‡ A laboratory fee of \$2.50 will be required of students who register for one or more of the courses in secretarial training.

STATISTICS

- Econ.5. Elements of Statistics. Elementary concepts in statistical method; averages, ratios, errors, sampling, index numbers, graphic representation, collection of material. (5 cred.; 3rd qtr. fr., soph., upper classmen with consent of departmental adviser only; no prereq.)
- B.A.70. Statistics Survey. The tools and devices which facilitate the use of business data are surveyed in this course. Statistical information is collected by questionnaires, consolidated into tables, summarized in averages, and illustrated by graphic devices. Current index numbers are compared in form and application. The logical interpretation and limitations of statistical data are stressed throughout the course. (4 cred.; jr., sr.; prereq. Econ. 4 or 6-7.)
- B.A.91. Tabulating Equipment Laboratory. The use of tabulating equipment in preparation of sales analyses and the laying out of production programs, in the keeping of perpetual inventory records and in making distributions of labor and overhead costs in cost accounting. (1 cred.; sr.; prereq. B.A. 112.)
- B.A.112. Business Statistics. Survey and criticism of methods used in analyzing time series, with special applications to the study of cyclical fluctuations of economic phenomena. (3 cred.; jr., sr., grad.; prereq. Econ. 5 or 14 or B.A. 70.)
- Econ.113-114. Theory of Statistics. An advanced course in statistical analysis, covering averages, dispersion, simple and multiple correlation, and the theory of sampling. A brief consideration of the theory of index numbers. (6 cred.; jr., sr., grad.; prereq. Econ. 5 or 14.)
- B.A.180-181-182F. Senior Topics Course: Statistics. Reports will be prepared by the students on topics selected by them in consultation with the instructor. The studies will be designed to illustrate and make use of statistical methods in current use in the analysis of business problems. (9 cred.; sr.)

COURSES IN OTHER COLLEGES REQUIRED IN CERTAIN SEQUENCES

AGRICULTURAL ECONOMICS

(See Combined Class Schedule, Agriculture, Forestry, and
Home Economics.)

- 30. Agricultural Prices.
- 40. Principles of Marketing Organization.
- 90. Agricultural Statistics.
- 110-111. Economics of Agricultural Production.
- 131. Market Prices.
- 135. Methods of Price Analysis.
- 141. Marketing Organization: Dairy and Poultry Products.
- 150. Advanced Farm Finance.
- 170. Land Economics.
- 191. Advanced Agricultural Statistics.

ARCHITECTURE

(See Bulletin of the College of Engineering and Architecture.)

- 21. Freehand Drawing.

ART EDUCATION

(See Combined Class Schedule, Education.)

- 7. Drawing from the Human Figure.

COMPOSITION

(See Combined Class Schedule, Science, Literature, and the Arts.)

- 27-28. Advanced Writing.

DRAWING AND DESCRIPTIVE GEOMETRY

(See Bulletin of the College of Engineering and Architecture.)

- 64. The Graphic Arts: Introduction.
- 65. The Graphic Arts: Printing and Layouts.
- 66. The Graphic Arts: Processes.

GEOGRAPHY

(See Combined Class Schedule, Science, Literature, and the Arts.)

- 41. Geography of Commercial Production.
- 102. Trade Routes and Trade Centers.

HOME ECONOMICS

(See Combined Class Schedule, Agriculture, Forestry, and Home Economics.)

- 4. Textiles.
- 56-56A. Applications of Color and Design.
- 150. Art History and Appreciation.

JOURNALISM‡

(See Combined Class Schedule, Science, Literature, and the Arts.)

- 13. Introduction to Reporting.
- 41. Editing for Nonmajors.
- 55. Advertising and Newspaper Typography.
- 69. Newspaper and Magazine Articles.

MATHEMATICS

(See Combined Class Schedule, Science, Literature, and the Arts.)

- 30. Analytic Geometry.
- 50. Calculus I.
- 51. Calculus II.

MATHEMATICS AND MECHANICS

(See Bulletin of the College of Engineering and Architecture.)

- 85. Strength of Materials with Laboratory.

POLITICAL SCIENCE

(See Combined Class Schedule, Science, Literature, and the Arts.)

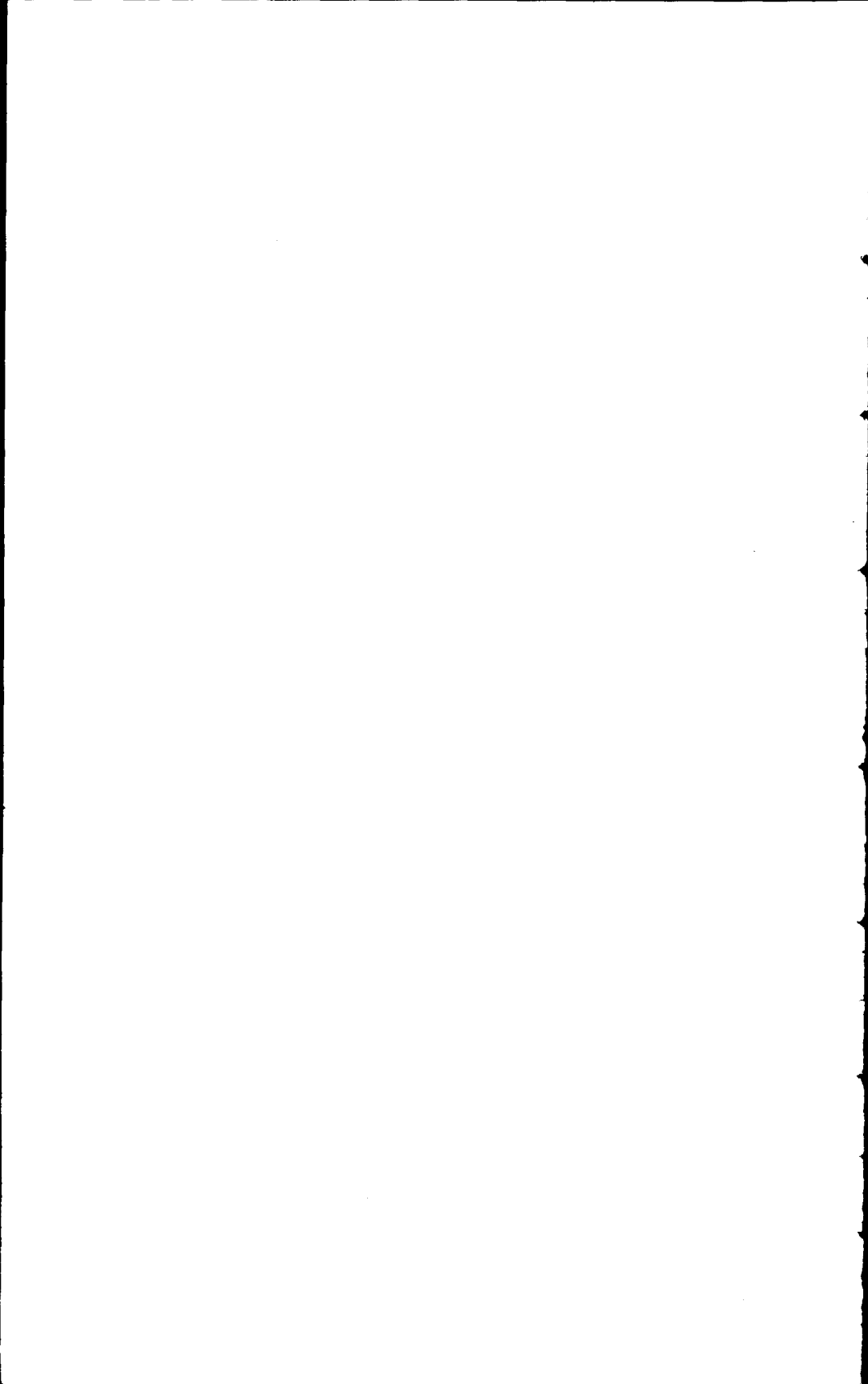
- 181-182. International Law.

PSYCHOLOGY

(See Combined Class Schedule, Science, Literature, and the Arts.)

- 56. Psychology of Advertising.
- 95-96. Psychology of Individual Differences.
- 130. Vocational Psychology.
- 160. Psychology in Personnel Work.

‡ A fee of \$1 a quarter is charged all students registering for journalism courses with the exception of Journalism 5. In addition a laboratory fee of \$1 for Journalism 41 and \$1 per credit for Journalism 55 is charged.



PROGRAM

Farm and Home We



University Farm, St. Paul

JANUARY 6-11, 1936

Vol. XXXVIII

No. 56

December 16 1935

Entered at the post-office in Minneapolis as second-class matter, Minneapolis, Minnesota. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 12, 1918.

OFFICERS

- LOTUS D. COFFMAN, president, University of Minnesota
W. C. COFFEY, dean and director, Department of Agriculture
L. A. CHURCHILL, in general charge, Farmers and Homemakers
Short Course
MRS. LEONA NELSON, assistant registrar, University of Minne-
sota
H. L. HARRIS, publicity, Department of Agriculture

THE COVER PICTURE

Dr. Andrew Boss inspects a sample of
Minnesota's new Thatcher wheat.

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INFORMATION

Where to Register—Room 100, Administration Building. There is no charge for registering and everyone is urged to register promptly. You will be supplied with a badge, which will indicate your registration and serve as a means of identifying you as a member of Farm and Home Week and admit you to all classes. Registration will aid in locating you in case of emergency and will place your name on the University Farm mailing lists to receive announcements of future short courses, new bulletins, etc.

Meals—Meals may be had at the University Farm cafeteria. During the noon hour a special plate luncheon will be served in addition to the regular cafeteria service. Serving hours: Breakfast, 7:30-8:30; dinner, 11:00-1:30; supper, 5:00-6:30. In addition, campus student organizations will serve luncheons in the college meat shop in the Livestock Building and in Haecker Hall.

Sleeping Rooms—Arrange for these through the Housing Bureau, Farm and Home Week headquarters, Room 105A, Administration Building.

Your Mail—You may get mail during the short course by having it addressed to you General Delivery, University Farm, St. Paul. The post office is on the first floor, Administration Building.

Information Desk—Information service will be available to all Farm and Home Week visitors on the first floor of the Administration Building. Some member of the staff, assisted by a service committee, will be on hand at all times to supply you with information concerning Farm and Home Week and to be of service to you in any way possible. Use this service to assist you in locating classes, or to assist you in any way it can.

Lost and Found—This department is conducted at the post office, Administration Building. Please leave there articles found, or inquire there in case of loss.

Where to Kick—The Farm and Home Week headquarters is open all during the week and will be glad to be of service in any way possible. Bring your complaints, suggestions, and criticisms to Room 105A.

Farm and Home Week Supper—This will take place Friday evening and is the only one of the five big evening entertainments for which there is any cost, a charge of 60 cents being necessary to cover expense for food. Tickets may be had in Room 105A or at the table near the entrance of the auditorium and should be purchased early. Only a limited number are available and there is always a big demand.

Farm Bureau Convention—Tuesday will be Farm Bureau Day at the short course. The day's program is given in full in this booklet and all short course visitors are invited. The

remainder of the annual Farm Bureau convention will be held at the Lowry Hotel on Wednesday and Thursday. For meetings of other organizations during Farm and Home Week, see schedule on page 31.

Old-Time Mixer—All visitors who register on Monday are cordially invited to an old-time mixer to be held on Monday evening in the gymnasium. This mixer is just what the name implies, a chance to get acquainted with other visitors to the short course and with staff members, a lot of entertainment and fun, and a good time for everyone. It is free to all visitors to Farm and Home Week.

Old-Fashioned Singing School—Conducted each evening except Friday from 6:15 to 7:00 in the Auditorium, Administration Building.

Ten-Year Club—The Ten-Year Club members will have as a meeting place this year Room 207, Administration Building. All members of the Ten-Year Club and others who have attended at least nine previous short courses are urged to make this room their headquarters and meeting place during Farm and Home Week. A meeting of this group will be held at 9:30 on Tuesday, January 7.

Grange Headquarters—The Grange will share Room 207, Administration Building, with the Ten-Year Club. Grange members from this state and other states will find this an ideal place to meet members from other chapters.

Free Bulletins—Arrange to get needed bulletins while you are at University Farm. A display will be located in the hallway on the second floor of the Administration Building. An attendant will assist you.

AAA Information—Bring your questions about the corn-hog plan or any other phase of Agricultural Adjustment to the AAA office, Room 200, Administration Building. Interesting charts will be on display.

State One-Act Play Contest—Winners from the eight districts in the state in the rural one-act play contest are scheduled to compete for the state championship on Tuesday, Wednesday, and Thursday, from 4:30 to 6:00. These contestants are winners over county winners from approximately twenty-five counties. It will be held in the auditorium and will be open to everyone.

Stay Over for Saturday—No program is scheduled for Saturday, January 11, but University Farm staff members will be in their offices to receive you for conferences on individual problems. Stay over and take advantage of this chance to talk about your farm or home problems with these specialists.

MONDAY

Assembly Programs

Forenoon

Administration Building, Auditorium

L. A. CHURCHILL presiding

- 12:30 Singing, led by J. R. BATCHELOR, National Recreation Association, Chicago
 Welcome to Farm and Home Week Visitors by DEAN W. C. COFFEY
 Cornet Duet by MR. and MRS. D. W. BOLAND
 Brass Quartet

Evening

- 6:15 Old-Fashioned Singing School, J. R. BATCHELOR in charge

Agricultural Gymnasium

- 8:00 Old-Time Mixer. (This program is open to all registered at Farm and Home Week. Come and get acquainted, have a good time, and start the week off right.)
 Group Recreation, led by J. R. BATCHELOR
 Music—Anderson Brothers' Old-Time Orchestra, Cambridge, and other musical numbers
 Refreshments

Subject Matter Meetings

Agricultural Economics

Agricultural Engineering Building

Room 107

- 1:30 The federal soil erosion program, R. H. DAVIS, U. S. Soil Conservation Service, La Crosse, Wis.
 2:30 Soil erosion by wind, G. H. NESOM
 Soil erosion by water, C. O. ROST
 3:30 Methods of control, H. B. ROE
 Farm management problems in erosion control, M. H. COHEE, U. S. Soil Conservation Service, La Crosse, Wis.

NOTE: All speakers listed in this program are members of the University Department of Agriculture staff unless otherwise identified.

Monday—Continued**Agricultural Engineering****Agricultural Engineering Building**

(Joint session with Agricultural Economics and
Crop Production and Improvement)

Animal Husbandry**College Meat Shop**

- 1:30 Demonstration—Slaughtering and dressing cattle under farm conditions
- 2:30 Demonstration—Slaughtering and dressing hogs under farm conditions
- 3:30 Demonstration—Slaughtering and dressing sheep under farm conditions

P. A. ANDERSON and members of the Meats Judging Team

Bee Culture**Administration Building****Room 307**

- 1:30 Relation of beekeeping to other phases of agriculture, M. C. TANQUARY
- 2:30 Pollen and nectar sources in Minnesota, J. D. HITCHCOCK
- 3:30 Conference on special problems

Crop Production and Improvement

(Joint session with Agricultural Economics and
Agricultural Engineering)

Dairy**Haecker Hall****Room 100**

- 1:30 Review of dairy experimental work in progress, Dairy Husbandry Staff
- 2:30 Raising dairy calves and heifers, T. W. GULLICKSON
- 3:30 How are you treating your cream separator and how is it treating you? H. MACY (Room 1)

Monday—Continued**Entomology and Economic Zoology****Administration Building****Room 301**

- 1:30 The Japanese beetle (Motion picture)
- 2:30 Queen of the underworld. Life cycle of ant lion. (Sound motion picture)
The farmers' friend. Butterflies. Moths. (Sound motion picture) (Auditorium)
- 3:30 Bark beetles and Norway pine. Board feet or bored timber. Fight western pine beetle. (Motion picture)

Home Economics**Home Economics Building****Room 203**

- 1:30 The homemaker and the present order, MISS WYLLE MCNEAL
- 2:30 Minnesota housing, speaker to be announced
- 3:30 Travel talk—Mexico, MISS HARRIET GOLDSTEIN
- 4:30 Social hour (Fireplace Room)

Horticulture**Horticulture Building****Room 102**

- 1:30 Propagation of trees and shrubs, L. E. LONGLEY
- 2:30 Pruning—demonstration and practice, W. G. BRIERLEY
- 3:30 Grafting—demonstration and practice, E. ANGELO
- 4:30 Tour of horticulture greenhouse—exhibiting ornamental plants and experiment work

Poultry**Veterinary Building****Room 102**

- 1:30 Probable profitable lines of poultry culture for 1936, A. C. SMITH
- 2:30 Demonstrations of some of the more common poultry diseases, B. S. POMEROY
- 3:30 What Minnesota's farm demonstration flocks demonstrate, CORA COOKE

❖ TUESDAY ❖

Assembly Programs

(The Assembly programs for 11 o'clock and for the afternoon and evening are joint sessions sponsored by the University Department of Agriculture and Minnesota Farm Bureau.)

Forenoon

Administration Building, Auditorium

F. J. BROWN presiding

8:30 Singing, led by J. R. BATCHELOR, National Recreation Association

Personal Thoughts on Living, DEAN W. C. COFFEY

A. J. OLSON, President, M. F. B., presiding

11:00 Community Singing, led by J. R. BATCHELOR

Invocation by F. RUTLEDGE BEALE

Address—Cooperative Relationships, F. J. BROWN

Report of Credentials Committee, J. L. MORTON, Chairman

Afternoon

H. M. SWORD, Vice-President, M. F. B., presiding

1:30 Music

President's Address, A. J. OLSON

Address—Why the Associated Women of the AFBF,
MRS. LILY D. SCOTT, Home and Community Chair-
man, Indiana Farm Bureau

Music

Address—The Farm Bureau Picture, EARL SMITH,
President Illinois Agricultural Association

Evening

6:15 Old-Fashioned Singing School, J. R. BATCHELOR in charge

DIRECTOR JOHN S. WISDORF, M. F. B., presiding

7:00 State Contest—County Farm Bureau Quartets

Recognition Awards, A. G. MERENESS

Movie

Tuesday—Continued

Subject Matter Meetings

Agricultural Economics

Haecker Hall

Room 109

- 9:15 Trends in farm land values, E. C. JOHNSON
 10:15 Land-use problems, R. I. NOWELL

Agricultural Engineering

Agricultural Engineering Building

Room 107

- 9:15 The concrete stave silo, D. G. MILLER
 The use of explosives in agriculture, N. A. KESSLER
 10:15 New practices in northern farm development, M. J. THOMPSON

Animal Husbandry

Center, Stock Pavilion

- 9:15 Demonstration—Judging sheep, P. A. ANDERSON
 9:45 Demonstration—Judging beef cattle, W. H. PETERS
 10:15 Demonstration—Judging hogs, E. F. FERRIN
 10:45 Demonstration—Judging horses, A. L. HARVEY

Bee Culture

Administration Building

Room 307

- 9:15 Beginning with bees, M. C. TANQUARY
 10:15 The life of the bee, J. D. HITCHCOCK

Community Leadership

Agricultural Gymnasium

- 9:15 Organization relationships in farm community, S. B. CLELAND
 10:15 How to start and conduct a rural music program, J. R. BATCHELOR, National Recreation Association

Crop Production and Improvement

New Field House

- 9:15 Crop rotation systems for different regions in Minnesota, A. C. ARNY
 10:15 Soil problems in relation to crop rotation, C. O. ROST

Dairy

Haecker Hall

Room 100

- 9:15 What is ahead for the dairy farmer? O. B. JESNESS
 10:15 Dairy herd management for 1936, J. B. FITCH

Tuesday—Continued**Entomology and Economic Zoology**

Administration Building

Room 301

- 9:15 Rodent control campaign (with motion picture), H. L. PARTEN
- 10:15 Parasites of swine, how they grow, and how they may be controlled (with motion picture), W. A. RILEY

4-H Leadership Conference

Agricultural Gymnasium

- 9:15 Joint session with community leadership group
- 10:15 New objectives in 4-H work, T. A. ERICKSON

Home Economics

Home Economics Building

Room 203

- 9:15-11:15 Canning meat, MRS. KATHRYN NILES

Horticulture

Horticulture Building

Room 102

- 9:15 Wild animals of the farm, their value and management, R. T. KING
- 10:15 Shelter and home tree planting, P. O. ANDERSON

Poultry

Veterinary Building

Room 102

- 9:15 How to keep the flock healthy during the fall and winter, B. S. POMEROY
- 10:15 How to provide vitamins that are essential in poultry feeding, E. A. JOHNSON

School of Agriculture

Old Dairy Building

Room 203

- 9:15 Parliamentary law: Public group leadership, P. A. SWENSON
- 10:15 Farm law: Contracts (Part I)—Agreements and subject matter, W. H. DANKERS
- 4:30 The School of Agriculture's part in Minnesota's agriculture, J. O. CHRISTIANSON (102 Administration)
- 5:30 Alumni dinner (Party dining room, Cafeteria Building)

❖ WEDNESDAY ❖

Assembly Programs

Forenoon

Administration Building, Auditorium

F. J. BROWN presiding

- 8:30 Singing, led by J. R. BATCHELOR, National Recreation Association
 Personal Thoughts on Living, DEAN W. C. COFFEY

Afternoon

F. W. PECK presiding

- 12:30 Address—Reciprocal trade agreements, A. H. HANSEN, Professor of Economics, University of Minnesota
 Cornet Solo—D. W. BOLAND, Instructor in music, School of Agriculture

Evening

Livestock Pavilion

W. H. PETERS presiding

- 7:00 An exhibit of animals from University Farm herds of purebred livestock, with explanations of breeding policies and management methods followed in their maintenance. Divisions of Dairy and Animal Husbandry
 Entertainment—College Students. Block and Bridle, Dairy Clubs
 Address—J. B. FITCH, Chief, Division of Dairy Husbandry
 Address—W. H. PETERS, Chief, Division of Animal Husbandry

Subject Matter Meetings

Agricultural Economics

Long-Time Farming Plans

Hoecker Hall

Room 109

- 9:15 Making the plan, W. P. RANNEY, JOHN DANKERS, farmer, Lake City
 10:15 Operating the plan, S. B. CLELAND, FREMONT ALBERS, farmer, Dundas

Wednesday—Continued**Operating Problems**

- 1:30 The use of credit on the farm, J. P. RIORDAN, General Agent, Farm Credit Administration, St. Paul
- 2:30 Solving some troublesome lease problems, G. A. POND
- 3:30 Setting standards of accomplishment in farming, G. A. SALLEE
Getting the facts that lead to profits, J. B. McNULTY
- 4:30 Roundtable on farm records, G. A. POND (311 Haecker Hall)

Agricultural Engineering**Farm Machinery Day****Agricultural Engineering Building**

Room 107

- 9:15 Tractor operating costs and practices, A. J. SCHWANTES
Experiences with my tractor, A. J. LIND, farmer, Winthrop
- 10:15 Proper care and servicing of the tractor, J. B. TORRANCE

Rural Electrification

- 1:30 Distribution costs and rates of electrical energy, CARROLL L. ELLIOTT
- 2:30 The national rural electrification program, BOYD FISHER, research technician, Rural Electrification Administration
- 3:30 Proper farmstead wiring, J. M. LARSON, Northern States Power Company
Energy requirements for farm operation, J. ROMNESS

Animal Husbandry**Horse Program****Center, Stock Pavilion**

- 9:15 Recent developments in horse feeding, A. L. HARVEY
- 10:15 Why horses get colic, W. L. BOYD
- 1:30 Demonstration—How to break a colt, HARRY LINN, Fieldman, Iowa Horse and Mule Breeders' Association
- 3:30 The effect of exercise, service, and feeding on the breeding ability of stallions, L. M. WINTERS
- 4:00 Business meeting, Minnesota Horse Breeders' Association

Beef Cattle Program**Room 3, Stock Pavilion**

- 9:15 How to make the best use of roughage in feeding beef cattle, W. H. PETERS
- 10:15 Mineral supplemental feeds for beef cattle, D. W. JOHNSON

Wednesday—Continued

- 1:30 Minnesota Shorthorn Breeders Association (Livestock Pavilion, West)
- 1:30 The important problems in fattening purchased cattle, GREGORY WAGNER, feeder, Mountain Lake
- 2:30 Raising beef calves at lowest possible cost under Minnesota farm conditions, W. H. PETERS
- 3:30 Visit to beef cattle barn and experimental cattle feeding shed to observe methods and experimental cattle, W. H. PETERS

Bee Culture**Administration Building****Room 307**

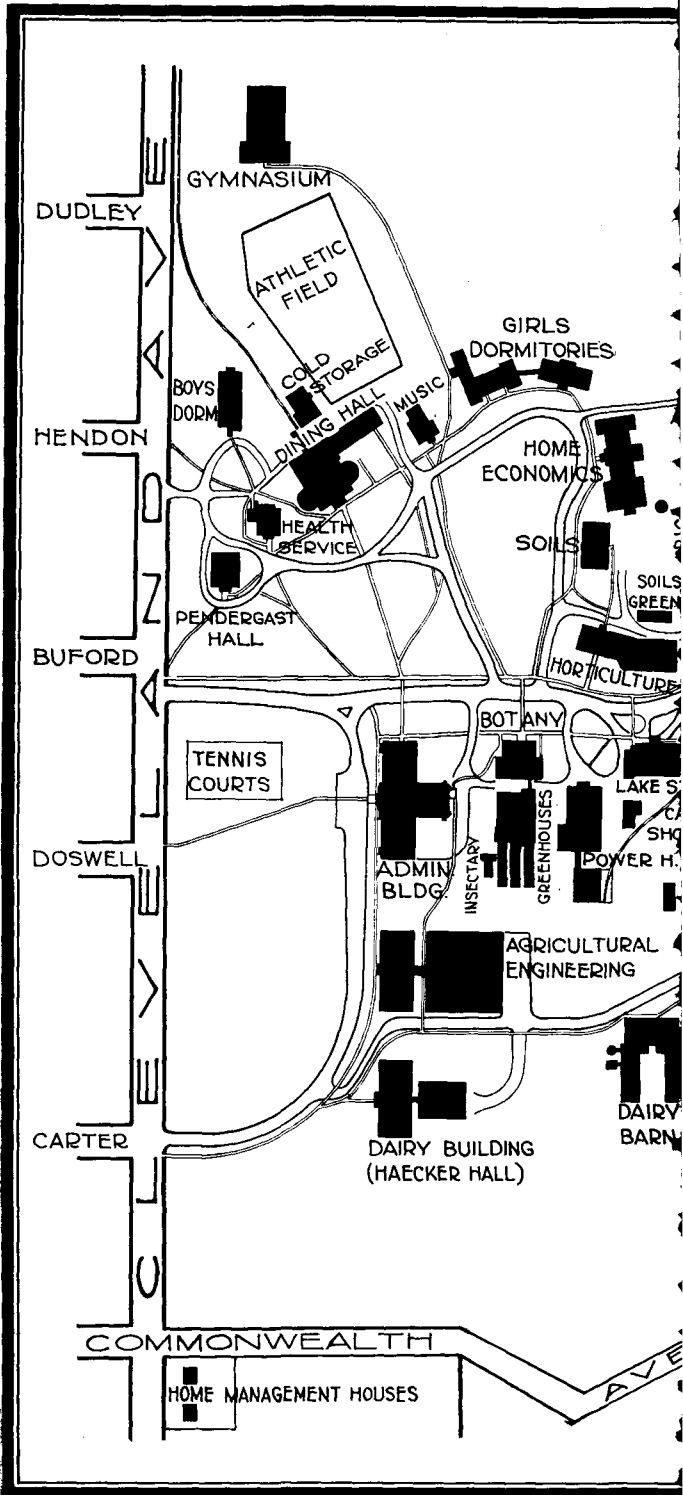
- 9:15 Starting the year right, M. H. HAYDAK
- 10:15 Important points in colony development, M. C. TANQUARY
- 1:30 Pollen and pollen substitutes, M. H. HAYDAK
- 2:30 Problems of summer management, J. D. HITCHCOCK
- 3:30 Conference

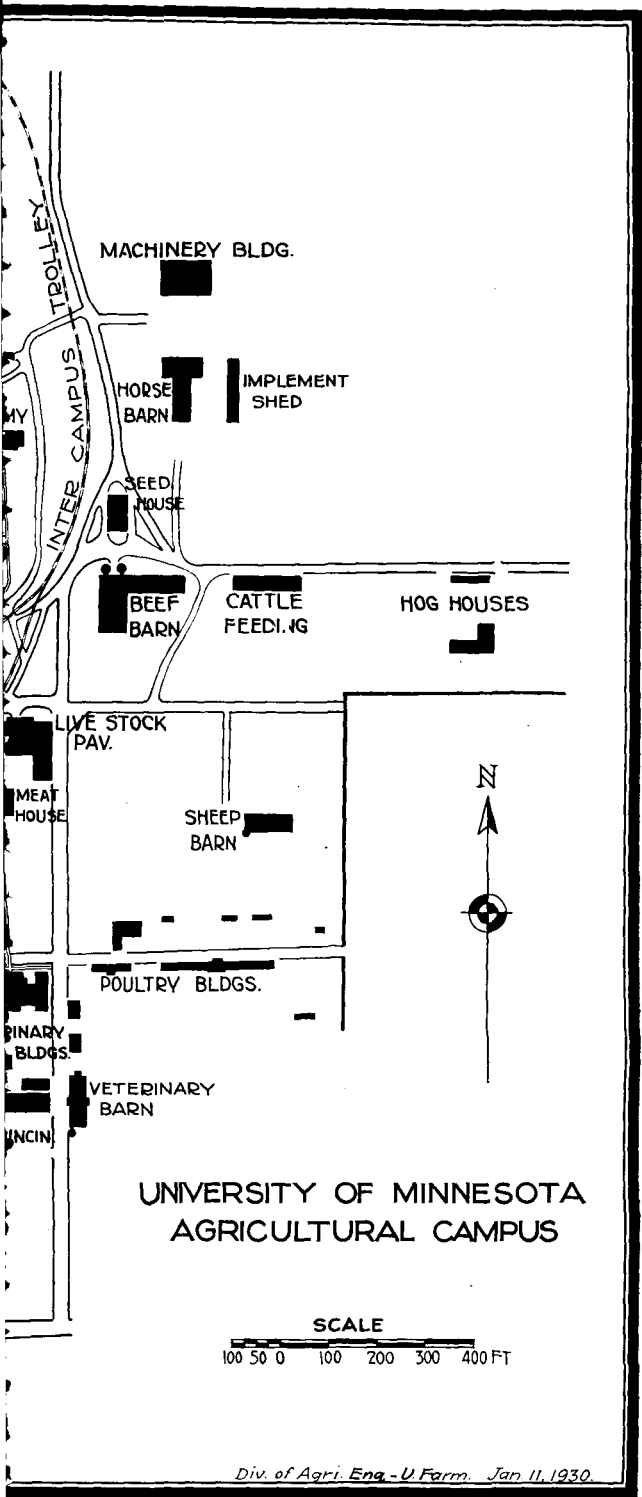
Community Leadership**Agricultural Gymnasium**

- 9:15 Preliminary discussion on "our job," S. B. CLELAND
- 9:45 Our job as community leaders, CHARLOTTE KIRCHNER, S. B. CLELAND, A. E. ENGBRETSON
- 10:45 Community Singing, J. R. BATCHELOR, National Recreation Association
- 2:30 A start in rural dramatics, AMY WESSEL, J. R. BATCHELOR

Crop Production and Improvement**Crop Improvement Day****New Field House**

- 9:15 Presidential address, EMIL WAGNER, President, Crop Improvement Association, Ada, Minnesota
- 10:15 The malting barley problem as seen by the grain trade, H. R. SUMNER, Executive Secretary, Northwest Crop Improvement Association
- The scab problem in barley, J. J. CHRISTENSEN
- 1:30 The new weed control program in Minnesota, H. K. WILSON
- The story of Thatcher wheat, H. K. HAYES
- 2:30 Germination studies on the 1935 wheat crop, E. R. AUSEMUS
- Lessons from the rust epidemic of 1935, E. C. STAKMAN
- 3:30 Crop Improvement Association meeting
- 6:30 Crop Improvement Association banquet, Leamington Hotel, Minneapolis





MACHINERY BLDG.

HORSE BARN

IMPLEMENT SHED

SEED HOUSE

BEEF BARN

CATTLE FEEDING

HOG HOUSES

LIVE STOCK PAV.

MEAT HOUSE

SHEEP BARN

POULTRY BLDGS.

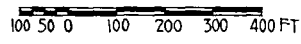
BINARY BLDGS.

VETERINARY BARN

ANCIN

UNIVERSITY OF MINNESOTA
AGRICULTURAL CAMPUS

SCALE



Wednesday—Continued**Dairy****Haecker Hall****Room 100**

- 9:15 The utilization of roughage in the dairy ration—pasture, silage, and hay, W. E. PETERSEN
- 10:15 Pastures and pasture crops, RALPH CRIM
- 1:30 Dairy products judging contest—open to both men and women, S. T. COULTER (Creamery, Haecker Hall)
- 2:30-5:30 Dairy cattle judging contest—open to both men and women. Winners will be announced at evening livestock show. (N. N. ALLEN, E. A. HANSON) (Dairy barn)

Entomology and Economic Zoology**Administration Building****Room 301**

- 9:15 Stable flies and their control. The ox warble. Horses and bots. (Motion picture)
- 10:15 Harmful wild animals of the farm and their control (motion picture), R. T. KING
- 1:30 Insects of grain and feed stored on the farm, H. H. SHEPARD
- 2:30 Life cycle, habits and control of plant lice or aphids (with motion picture and lantern slides), A. A. GRANOVSKY
- 3:30 Insect pests of vegetable garden, H. L. PARTEN (102 Horticulture Building)

4-H Leadership Conference**Agricultural Gymnasium**

- 9:15 Joint session with community leadership group
- 10:15 4-H project work, A. J. KITTLESON
- 2:30 Discussion hour—the well organized 4-H club, T. A. ERICKSON
- 3:30 Recreation in 4-H program, J. R. BATCHELOR, National Recreation Association

Home Economics**Home Economics Building****Room 203**

- 9:15-11:15 Reconditioning and refinishing furniture, MISS VETTA GOLDSTEIN
- 1:30 Minerals in the diet, MISS ALICE BIESTER
- 2:30 Subject and speaker to be announced
- 3:30 Public health problems, DR. WM. A. O'BRIEN, Associate Professor Pathology, University of Minnesota Hospitals

Wednesday—Continued**Horticulture****Potatoes****Horticulture Building****Room 102**

- 9:15 Potato investigations in the Red River Valley, T. M. McCALL
- 9:45 Consumer preferences in potatoes, W. C. WAITE
- 10:15 The weather and potato diseases, A. G. TOLAAS
- 10:45 A promising new seedling, F. A. KRANTZ

The Farm Garden

- 1:30 Adventures in home gardening, FLORENCE M. LANG
- 2:00 The culture of squash, pumpkins, and other vine crops, A. E. HUTCHINS
- 2:30 The culture of onions, carrots, rutabagas, and other root crops, F. A. KRANTZ
- 3:00 The culture of tomatoes, cabbage, spinach, and other salad and potherb crops, T. M. CURRENCE
- 3:30 Insect pests of the vegetable garden and their control, H. L. PARTEN
- 4:00 What to do about diseases in the home garden, R. C. ROSE
- 4:30 Tour of horticulture greenhouse—exhibiting ornamental plants and experiment work

Poultry**Veterinary Building****Room 102**

- 9:15 Present-day knowledge of fowl paralysis and leukemia—answers to questions you may wish to ask, R. FENSTERMACHER
- 10:15 General review of vital poultry questions received during the year, A. C. SMITH
- 1:30 How to develop a high egg producing strain of fowls, G. H. PABST, poultry breeder, St. Paul Park
- 2:30 Standard-bred flocks best for profit, H. A. NOURSE, President, American Poultry Association
- 3:30 Demonstration of standard-bred and production-bred fowls—Barred and White Plymouth Rocks, White Wyandottes, and S. C. White Leghorns, E. A. JOHNSON, A. C. SMITH

Rural Youth Group**Agricultural Gymnasium**

CHARLOTTE KIRCHNER presiding

- 9:15 Joint session with community leadership group
- 10:45 Inspiration for our groups, DEAN W. C. COFFEY

Wednesday—Continued

PHILIP BEHR presiding

- 1:30 Games to play, J. R. BATCHELOR, National Recreation Association
- 2:30 Discussion on organization methods, led by PAUL TAFF, Assistant Director of Extension, Iowa State College Roundtable.—organization methods

School of Agriculture

Old Dairy Building

Room 203

- 9:15 Parliamentary law: Electing your officers, P. A. SWENSON
- 10:15 Farm law: Contracts (Part II)—Parties and consideration, W. H. DANKERS
- 1:30 Rural community organization and education, J. O. CHRISTIANSON
- 2:30 Getting along with people, RALPH MILLER



THURSDAY

Assembly Programs

Forenoon

Administration Building, Auditorium

F. J. BROWN presiding

- 8:30 Singing, led by J. R. BATCHELOR, National Recreation Association
Personal Thoughts on Living, DEAN W. C. COFFEY

Afternoon

O. B. JESNESS presiding

- 12:30 Address—Progress in Cooperative Marketing, F. W. PECK, Director of Extension, University Farm
Men's Chorus

Evening

School of Agriculture Program

J. O. CHRISTIANSON presiding

- 7:00 Address—The School of Agriculture and the State of Minnesota, VICTOR CHRISTGAU, Director, Works Progress Administration, Minnesota
Music and entertainment by students of the School and staff members

Subject Matter Meetings

Agricultural Adjustment Administration

Auditorium

- 9:00-4:30 Instructions on the 1936 Corn-Hog contract, with explanations of procedure and administrative rulings, CLAUDE R. WICKARD, Chief, Corn and Hogs Section, AAA, Washington, D.C., and DEL S. DEHAAN, Field Representative, Corn and Hogs Section, AAA, Washington, D.C.

Thursday—Continued**Agricultural Economics****Cooperative Marketing****Haecker Hall****Room 109**

- 9:15 Livestock shipping associations and trucks, SYLVAN WARRINGTON
- 10:15 How successful is my cooperative, E. F. KOLLER
- 1:30 The farmer and his cooperative creamery, H. F. HOLLANDS
- 2:30 Examples of successful cooperatives in other states, W. B. SILCOX
- 3:30 Relearning cooperation, D. C. DVORACEK

Agricultural Engineering**Farm Building Day****Agricultural Engineering Building****Room 107**

- 9:15 Bringing the home shop up to date, C. H. CHRISTOPHERSON
- 10:15 Depreciation or repair of buildings, H. B. WHITE
- 1:30 The trend in modern farm equipment, C. E. WOODWARD, Editor, *Northwest Farm Equipment Journal*, Minneapolis
- 2:30 Exhibition: building construction, materials, equipment, machinery, and tractors, J. B. TORRANCE, C. H. CHRISTOPHERSON

Animal Husbandry**Hog Program****Center, Stock Pavilion**

- 9:15 Selecting the most profitable sows, E. F. FERRIN
- 10:15 Hogs as a factor in cattle fattening, GREGORY WAGNER, Feeder, Mountain Lake
- 11:00 Meeting of Minnesota Spotted Poland China Breeders' Association (Room 1)
- 1:30 Planning hog production on Minnesota farms, ANDREW BOSS
- 2:30 The importance of the right amount of fat on the market hog (illustrated with hogs), L. P. REEVE, Manager, Hog Buying Department, Geo. A. Hormel & Co., Austin
- 3:30 Feeding hogs for profit in 1936, H. G. ZAVORAL
- 4:00 Business meeting, Minnesota Swine Breeders' Association

Thursday—Continued**Sheep Program****West Room, Stock Pavilion**

- 9:15 Managing the farm flock for market lamb production,
W. H. PETERS
- 10:15 When are lambs fat and how to get them fat, P. A.
ANDERSON
- 1:30 Some essentials to success in breeding purebred sheep,
P. A. ANDERSON
- 2:00 Business meeting Minnesota Sheep Breeders' Association

Bee Culture**Administration Building****Room 307**

- 9:15 The nutritive value of honey, M. H. HAYDAK
- 10:15 Handling packaged bees, M. C. TANQUARY
- 1:30 The control of swarming, N. J. ELLINGSON
- 2:30 Brood diseases of bees, J. D. HITCHCOCK
- 3:30 Conferences

Community Leadership**Agricultural Gymnasium**

- 9:15 Discussion of "our job" as leaders see it, CHARLOTTE
KIRCHNER, S. B. CLELAND, A. E. ENGBRETSON
- 9:45 Discussion—planning community programs of work,
CHARLOTTE KIRCHNER
- 10:30 Special music contests, J. R. BATCHELOR, National Rec-
reation Association
- 2:30 Make-up demonstration—actual practice in make-up,
J. R. BATCHELOR, National Recreation Association,
AMY WESSEL

Crop Production and Improvement**New Field House**

- 9:15 Comparative yields of the newer crop varieties, F. R.
IMMER
- Seed treatment of the cereal grains, M. B. MOORE
- 1:30 Hybrid corn—its production and yield, I. J. JOHNSON
Some of the problems in corn breeding, C. W. DOXTATOR
- 2:30 The smut, root rot, and ear rot problems in corn, J. J.
CHRISTENSEN
- The certification of hybrid corn, R. F. CRIM
- 3:30 The production of pure seed in small grains, CARL
BORGESON
- Cleaning and preparation of seed for market, EMIL
WAGNER

Thursday—Continued**Dairy****Agricultural Engineering Building****Room 217**

- 9:15-11:15 Joint dairy breeds associations' meeting
The herd improvement association and dairy progress,
RAMER LEIGHTON
Improving our dairy herds, A. B. NYSTROM, Extension
Dairyman, U.S.D.A.
State breed associations and dairy cattle improvement
in Minnesota, H. R. SEARLES
- 1:30-4:30 Separate dairy breed association meetings. (Any-
one interested is cordially invited to attend any of
these meetings, whether a member of an association
or not.) See directory of meetings, page 31.
- 7:00 Banquet—Twin Cities Dairy Club and Minnesota Live-
stock Breeders' Association, West Hotel, Minne-
apolis

Entomology and Economic Zoology**Administration Building****Room 301**

- 9:15 The corn borer and what to do about it (motion picture)
Fight the corn borer with machinery (motion picture)
Old Jake wakes up (motion picture)
- 9:45 Shall we change our schedule of orchard spraying?
A. C. HODSON (102 Horticulture)
- 10:15 Fish tapeworms and some other parasites affecting man
(with motion picture), W. A. RILEY
- 1:30 Beneficial wild animals of the farm and their manage-
ment (motion picture), R. T. KING
- 2:30 White grub problem in Minnesota (with lantern slides),
A. A. GRANOVSKY
- 3:30 Mosquitoes. Malaria. (Motion picture)

4-H Leadership Conference**Agricultural Gymnasium**

- 9:15 Joint session with community leadership group
- 10:15 4-H project work, MILDRED SCHENCK
- 2:30 Discussion hour—the well organized 4-H club, H. A.
PFLUGHOEFT
- 3:30 Recreation in 4-H program, J. R. BATCHELOR, National
Recreation Association
- 6:00 4-H leaders' dinner (Cafeteria)

Thursday—Continued**Home Economics****Home Economics Building****Room 203**

- 9:15-11:05 Minnesota apples at work, ALICE CHILD
(See horticulture program)
- 1:30 Correct dressing for middle age, MARGARET BREW
- 2:30 The child-centered home, DR. ESTHER MCGINNIS, Institute of Child Welfare
- 3:30 Subject and speaker to be announced

Horticulture

(See Home Economics and Entomology programs)

Disease and Insect Pests of Fruit**Horticulture Building****Room 102**

- 9:15 Control of scab, C. J. EIDE
- 9:45 Shall we change our schedule of orchard spraying?
A. C. HODSON
- 10:15 Discussion and questions on pest control, J. D. WINTER
- 10:45 Fruit growing problems in the North, T. M. McCALL

Fruit Production

- 1:30 Raspberry growing, E. ANGELO
- 2:00 Successful strawberry practices, A. N. WILCOX
- 2:30 Fertilizers for berries, W. G. BRIERLEY
- 3:00 Cooperative marketing of berries, E. HARALSON
- 3:30 The future of orcharding in Minnesota, F. P. DANIELS
- 4:00 The best fruit varieties for Minnesota, W. H. ALDERMAN
- 4:30 Tour of horticulture greenhouse—exhibiting ornamental plants and experiment work

Poultry**Veterinary Building****Room 102**

- 9:15 Control of internal parasites, R. FENSTERMACHER
- 10:15 State control of infectious diseases, L. E. JENKINS
- 1:30 Modern methods in artificial incubation, GLEN RICHARDS, James Mfg. Co., Minneapolis
- 2:30 State poultry improvement plan, W. K. DYER, Executive Secretary, Minnesota State Poultry Improvement Board
- 3:30 Travelogue—what I have seen and learned lately, CLARA SUTTER, Poultry Field Editor of the *Farmer and Farm Stock and Home*, St. Paul

Thursday—Continued**Rural Youth Group****Agricultural Gymnasium**

BEULAH BOTALDEN presiding

9:15-11:15 Subject matter presentation for current year,
Extension staff members

MRS. ED. DICKMAN presiding

1:30 Rural dramatics, J. R. BATCHELOR, National Recreation
Association

2:30 Roundtable—what do we want in subject matter?

School of Agriculture**Old Dairy Building**

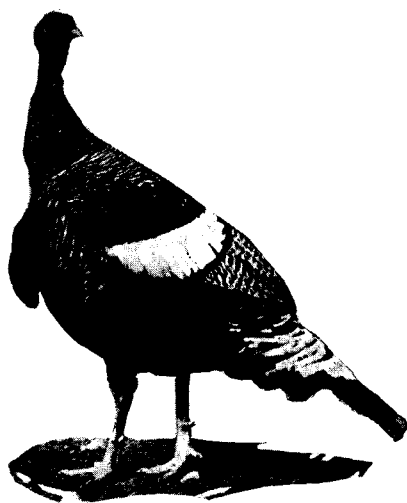
Room 203

9:15 Parliamentary law: Rules for orderly meetings, P. A.
SWENSON

10:15 Farm law: Agency—its relationship to the farm, W. H.
DANKERS

1:30 International relationships, J. O. CHRISTIANSON

2:30 Farm figuring—hay stacks, corn cribs, grain bins, and
cake tins, P. L. JOHNSRUD



❖ FRIDAY ❖

Assembly Programs

Forenoon

Administration Building, Auditorium

F. J. BROWN presiding

8:30 Singing, led by J. R. BATCHELOR, National Recreation Association

Personal Thoughts on Living, DEAN W. C. COFFEY

Afternoon

Administration Building, Auditorium

W. S. MOSCRIP, President of Livestock Breeders' Association, presiding

12:30 President's Address—W. S. MOSCRIP

Address—Disease as an economic factor in livestock production, DR. C. W. McCAMPBELL, Animal Husbandry Division, Kansas State College

Meeting will then adjourn to Livestock Pavilion to view University Livestock Exhibits

Recognition of Master breeders

Recognition of champions in Ton Litter, Lamb Production and Advanced Junior Sheep Projects

Business session

Report of secretary-treasurer

Election of officers

Evening

Cafeteria Building, Main Dining Room

5:45 Farm and Home Week Supper, W. C. COFFEY, Toastmaster. (This will be an informal gathering where farmers and homemakers will meet for a short program which should prove one of the highlights of the entire week.)

Community Singing, led by J. R. BATCHELOR

Violin Solo—MISS LUCILLE WENDT

Recognition of Ten-Year Club Members and Master Farmers and Master Farm Homemakers

Cornet Solo—D. W. BOLAND

Address—DR. W. A. O'BRIEN, Associate Professor Pathology, University of Minnesota Hospitals

Friday—Continued

Subject Matter Meetings

Agricultural Adjustment Administration

Auditorium

(Joint session with Agricultural Economics)

Agricultural Economics

Auditorium

- 9:15 Changes in Minnesota's future farm program, G. A. POND
- 10:15 Problems in long-time agricultural adjustment, O. B. JESNESS
- 1:30 The price situation, W. C. WAITE
- 2:30 The agricultural outlook, J. B. McNULTY
- 3:30 Planning the farm program for 1936, ANDREW BOSS

Agricultural Engineering

Agricultural Engineering Building

Room 107

- 9:15 Motion pictures on agricultural engineering subjects including manufacture and use of agricultural machines and tractors, soil erosion and irrigation demonstrations, farm conveniences, farm building planning and construction
- 1:30

Animal Husbandry

Center, Stock Pavilion

- 9:15 New developments in pasture crops and pasture management, W. H. PETERS
- 9:15-11:15 Cutting and storing meats for farm use (Meat Shop)
- 9:35 New practices in animal breeding and their value, L. M. WINTERS
- 10:15 The importance of health in livestock. What can we do to help rid this state of animal diseases? C. P. FITCH

Bee Culture

Administration Building

Room 307

- 9:15 Making increase, M. C. TANQUARY
- 10:15 Wintering bees in Minnesota, N. J. ELLINGSON
- 1:30 Determining your profit or loss in beekeeping, J. D. HITCHCOCK
- 2:30 Importance of young queens, M. H. HAYDAK

Friday—Continued**Community Leadership****Agricultural Gymnasium**

- 9:15-11:15 Actual practice in program planning, CHARLOTTE KIRCHNER, S. B. CLELAND, A. E. ENGBRETSON
- 2:30 Rural dramatics through actual presentation, AMY WESSEL, J. R. BATCHELOR, National Recreation Association

Crop Production and Improvement

(With Entomology and Economic Zoology)

Administration Building**Room 302**

- 9:15 Important injurious insects in 1935 and the forecast for 1936, A. G. RUGGLES
- 10:15 Insect pest control organization, T. L. AAMODT

New Field House

- 1:30 Soybeans as an emergency hay crop, R. F. CRIM
The value of soybeans in southern Minnesota, R. E. HODGSON
- 2:30 Ten years of alfalfa growing on sandy land, G. H. NESOM
The diseases of alfalfa and other forage crops, C. C. ALLISON
- 3:30 Weed identification and growth habits, A. H. LARSON
The forage and pasture grass problem, W. M. MYERS

Dairy

- 9:15 Changes in Minnesota's future farm program, G. A. POND (Auditorium)
- 10:15 Diseases and ailments of cattle—questions and answers, W. L. BOYD (100 Haecker Hall)
- 1:30 Conference hour on problems relating to dairy cattle feeding and management, Dairy Husbandry Staff (100 Haecker Hall)
- 2:30 The agricultural outlook, J. B. McNULTY (Auditorium)
- 3:30 Planning the farm program for 1936, ANDREW BOSS (Auditorium)

Entomology and Economic Zoology

(With Crop Production and Improvement)

Administration Building**Room 301**

- 9:15 Important injurious insects in 1935 and forecast for 1936, A. G. RUGGLES
- 10:15 Insect pest control organization, T. L. AAMODT
- 1:30 Income from wild animals on the farm (with lantern slides), R. T. KING
- 2:30 House plant insects, H. L. PARTEN
- 3:30 Beetles. Pond insects. Spiders. Aphids. (Motion picture)

Friday—Continued**4-H Leadership Conference****Agricultural Gymnasium**

- 9:15 Joint session with community leadership group
 10:15 4-H demonstration, AMY WESSEL
 2:30 Discussion hour—the well organized 4-H club, R. H. GIBERSON
 3:30 Recreation in 4-H program, J. R. BATCHELOR, National Recreation Association

Home Economics

(See horticulture program)

Home Economics Building**Room 203**

- 9:15 Community meals, MRS. BLANCHE AGRELL
 10:15 Flowers and flower arrangements, MRS. EDNA FOWLER MATHIESON
 1:30 Time-saving devices, LUCY STUDLEY
 2:30 Pattern selection for home sewing, ETHEL GORHAM
 3:30 The adolescent's diet, DR. JANE M. LEICHSENRING

Horticulture

(See Home Economics program)

Ornamental Horticulture**Horticulture Building****Room 102**

- 9:15 Lilies for Minnesota farms, L. E. LONGLEY
 9:40 Improving flower exhibits at the county fair, L. SANDO
 10:15 Fertilizing the farm flower garden, C. O. ROST
 1:30 Question box on garden problems, including insect pests, and diseases, HORTICULTURE STAFF, A. A. GRANOVSKY, LOUISE DOSDALL
 2:00 Annuals for quick results in the flower garden, L. E. LONGLEY
 2:30 Dahlia culture demonstrated, H. W. BARNES, President, Minnesota Dahlia Association
 3:30 Methods of propagating house plants—demonstration, L. E. LONGLEY, L. SANDO
 4:30 Tour of horticulture greenhouse—exhibiting ornamental plants and experimental work.

Poultry**Veterinary Building****Room 102**

- 9:15 Latest developments in the control of turkey diseases, R. FENSTERMACHER
 10:15 Rearing turkeys profitably for market, M. E. CHURCHWARD, turkey breeder, Forest Lake
 1:30 Pedigreeing turkeys with the trapnest, MRS. CLAUDE WRIGHT, turkey breeder, Aitkin
 2:30 Turkeys for profit, W. A. BILLINGS

Friday—Continued

Rural Youth Group**Agricultural Gymnasium**

THEODORE LARSON presiding

9:15 Possible subject matter for another year, Extension Staff Members

CHARLOTTE KIRCHNER presiding

1:30 Music for our program, J. R. BATCHELOR, National Recreation Association

3:30 The 1937 youth section. Roundtable

4:30 Summary

School of Agriculture**Old Dairy Building****Room 203**

9:15 Parliamentary law: Conducting a meeting, P. A. SWENSON

10:15 Farm law: Checks, notes, and bills, W. H. DANKERS

1:30 Personality adjustments, RALPH MILLER

2:30 Farm arithmetic—from the field to the kitchen, P. L. JOHNSRUD

DIRECTORY OF ASSOCIATIONS AND CONFERENCES**Meeting at University Farm**

Meeting	Day	Hour	Building
Aberdeen-Angus Breeders	Thurs.	1:30	217 Haecker
Ayrshire Breeders	Thurs.	1:30	201 Haecker
Brown Swiss Breeders	Thurs.	1:30	214 Haecker
Crop Improvement Assn.	Wed.	3:30	New Field House
Farm Bureau Federation	Tues.	11:00	Auditorium
Guernsey Breeders	Thurs.	1:30	100 Haecker
Horse Breeders	Wed.	4:00	Center Stock Pavilion
Jersey Breeders	Thurs.	1:30	210 Haecker
Livestock Breeders	Fri.	12:30	Auditorium
Master Farmers	Tues.	10:00	106 Administration
Milking Shorthorn Breeders ..	Thurs.	10:00	Room 3, Stock Pav.
Red Polled Breeders	Wed.	1:30	209 Haecker
School of Agriculture Alumni Supper	Tues.	5:30	Party Dining Room
Sheep Breeders	Thurs.	2:00	Stock Pavilion, West
Shorthorn	Wed.	1:30	Stock Pavilion, West
Spotted Poland China	Thurs.	11:00	Room 1, Stock Pav.
Swine Breeders	Thurs.	4:00	Stock Pavilion, Center
Ten-Year Club	Tues.	9:30	207 Administration

For information regarding the following short courses, write Dean W. C. Coffey, University Farm, St. Paul.

Creamery	January 9 to February 20
Editors	April or May
Ice Cream Manufacture	Fall of 1936 (offered alternate years)
Veterinary	July
Farm Structures	March 6 (1 day)
4-H Club Week	June
University of Scouting	August
Meat Dealers	Date to be announced
Horticulture	Date to be announced
Greenskeepers	Date to be announced

SEE THESE EXHIBITS

R. S. MACKINTOSH, chairman,
Short Course Exhibits Committee

Administration Building

First- and Second-Floor Hallways, Semi-Centennial pictures; enlarged photographs showing some of the work of the Agricultural Experiment Station
Third Floor, Museum of animals and insect collections—insects of economic importance, including household and those affecting health of man and animals

Agricultural Engineering Building

Rural electrification—installation, equipment
Farm implements and tractors of many makes
Farm buildings—plans, models, materials, and conveniences
Model farmstead. Belt lacing and rope splices
Big-team hitch arrangements
Testing machine—up to 100,000 pounds compression

Biochemistry Building

Second Floor
Industrial uses of farm products
Mounted animals showing results of lack of vitamins in diet

Field Crops Building

Minnesota Crop Improvement Association exhibit of corn, small grains, legumes, and grass seeds
Registered seed grains
Symptoms and control of cereal diseases, by Division of Plant Pathology

Forestry Building

Wood as a fuel
Damage to farm woodlots by grazing

Horticulture Building and Greenhouses

Room 8. Materials for winter bouquets
Grafting—cuttings

Haecker Hall

Dairy manufacture room—various machines used in processing dairy products
Effects on bones of deficiencies of minerals or vitamin D in rations of cattle

Soils Building

Soil survey maps and bulletins
Fertilizer samples for lawns, gardens, and farms
Facts about fertilizers and soil management
Testing of soils. Results of experiments

Veterinary Building

Museum of animal disease tissues