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## THE GENERAL COLLEGE

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## Objectives of General Education

### I. COMMUNICATION

To understand ideas through reading and listening, and to express one's own ideas effectively

### II. INDIVIDUAL ADJUSTMENT

To attain a balanced social and emotional adjustment through an understanding of human behavior and the experience of working cooperatively with others

### III. HEALTH

To improve and maintain one's own health and to partake intelligently in decisions of community health problems

### IV. FAMILY LIVING

To acquire the knowledge and attitudes contributing to a satisfactory family life

### V. CITIZENSHIP

To participate as a responsible, informed citizen in meeting the problems of American and international affairs

### VI. SCIENCE

To understand our natural environment, to appreciate the contributions of scientists to man's knowledge, and to recognize the implications of recent developments in science

### VII. CREATIVE EXPERIENCE

To realize the personal and social values of the arts and their worth as creative activities

### VIII. PERSONAL VALUES

To develop standards for the direction of personal and social conduct

### IX. VOCATIONAL ADJUSTMENT

To discover useful and satisfying life work suited to one's particular interests and abilities

### X. CRITICAL THINKING

To achieve the ability to think creatively and constructively

## GENERAL STATEMENT

The faith that higher education prepares young men and women to live fuller and more satisfying lives is one basic reason for the ever increasing numbers in our colleges today. The realization that higher education may also increase earning power has further caused expansion in college enrolments since 1900. Both are still important reasons in this period following a second world war.

But have colleges adequately met these desires for satisfactory living and greater earning power? After 1900, large numbers of those additional students did not finish even the first year. Over half dropped out before completing requirements for a degree. Why? Evidently their training had been neither satisfying nor very useful. Since freshman and sophomore courses were organized to lay foundations for more intensive and specialized study in the last two years of college, they were necessarily fragmentary. Such incomplete study gave students only confused and unrelated impressions, with little or no understanding of relationships to their own life activities as citizens, workers, individuals, and members of home and family groups.

### NEW PROGRAMS TO MEET NEW NEEDS

Drop-outs meant waste of human resources—and of taxpayers' money! Realizing this, several colleges and universities in the United States began to improve their programs by thinking first of all of the students who were coming to college. This was unusual. No longer would they try to make the student fit into the traditional college curriculum. The program of studies must instead adapt itself to the student. Remembering the excessive rate of dropping out, these curriculum-makers reduced the time to be spent in such programs to two years and called them "terminal" because they could be completed within that time.

Around the year 1930, several such experimental courses attracted widespread interest. Among them were those initiated by Bennington, Sarah Lawrence, and Stephens Colleges and by the Universities of Wisconsin, Florida, and Chicago. Every year since then more and more such programs, which aim to suit the program to the student, have become firmly established in our educational institutions.

Here at the University of Minnesota the General College also attracted national attention as a new educational unit. After much careful planning, its program was launched during the administration of President Lotus Delta Coffman, who said of it:

"I became interested in the establishment of the General College for two reasons: One, to provide an opportunity for the study of individual abilities, interests, and potentialities of a very considerable number of young people whose needs were not being met elsewhere in the University; and second, to experiment with a new program of instruction, a program which involves the revamping, reorganizing and re-evaluating of materials of instruction with a view to familiarizing students more with the world in which they are to live and which uses techniques of instruction which have not been regarded as pedagogically respectable in many colleges and universities."

## DIFFERENCES BETWEEN THE OLD AND NEW COURSES

What are the main differences between the usual college liberal arts curriculum and the new experimental program? Four major differences may be noted:

1. General College courses are planned to be *as complete as possible in themselves*. Because they are not merely introductions to later, more specialized courses in the same field, they are broad in range rather than narrow. Understanding of basic principles is the primary aim.

2. *Relationships within and among fields of knowledge* are emphasized, rather than an intensive study of small isolated areas. In a study of man as a living animal, for instance, there are continual comparisons of the human life processes and structures with those of the plant and animal world. But man is also studied as a thinking being—thinking with and about other living animals. Likewise, all the arts—painting, music, sculpture, architecture, drama, and the dance, are shown in relationship to each other as means of creative expression.

3. Completion of a *two-year planned program of studies*, rather than the traditional four-year sequence of courses, is recognized in the General College by the awarding of the degree of associate in arts by the University. This degree, while of relatively recent origin, is in general use by junior colleges and those universities which offer such two-year integrated programs.

4. Organization of courses is around *areas of life activities* as well as around broad subject-matter fields. Thus the class work is related as realistically as possible to common activities in modern American society. As a result of an intensive study of former University of Minnesota students, four major groupings have been made of basic problems which most young people meet and with which they need help. They are those which face a person who is seeking to adjust himself (a) as a worker, (b) as a responsible citizen, (c) as a member of a home and family group, (d) as an individual who may develop a balanced social and personal philosophy.

This preparation for everyday living in our present complex society is called *general education*. Thus, general education aims to develop common understandings, abilities, insights, and a greater appreciation of the personal and social activities of normal human living and participation in a democratic society.

## PURPOSES OF GENERAL EDUCATION

General education may perhaps be better understood in terms of what it tries to do than as mastery of subject-matter content. Ideally, its goals are attained through activities and experiences outside of regular courses as well as within them, and each individual will benefit in a varying degree. Though a few students may have partially reached some of these objectives in high school, complex modern living is making general education beyond the high school more and more necessary. A list of the objectives of general education is given on page 3.

## ALL-UNIVERSITY ADMINISTRATIVE AND TEACHING CONTACTS

Since the General College is one of the fourteen regular colleges of the University, its students participate in all-university activities. Its Advisory Committee, carefully selected by the University's president, represents varied points of view, contacts, and policies because its members are drawn from the faculties of other colleges: College of Science, Literature, and the Arts; School of Business Administration; College of Education; the Institute of Technology; and the College of Agriculture, Forestry, and Home Economics as well as from that of the General College itself.

To give its students broader university contacts through its instructors also, about one fourth of the General College courses are taught by staff members from other colleges and departments of the University. Most of the instruction, however, is given by the regular core staff, who (because they are particularly suited through training and experience to teach and coordinate a program of general education) act also as special advisers to General College students. Several members of this core staff offer courses in other colleges and departments, in addition to their work in this college.

To supplement their programs in the General College, students who do average or better class work may, if they wish, elect courses in other departments and colleges. Through this flexible combination program arrangement the better students may try out their interests and abilities in particular fields to prepare for transfer to four-year colleges. Others, who may have individual needs for specialized courses outside the General College, may also benefit by taking such a program. Those credits earned in combination courses may apply toward the associate in arts degree.

## CONTRIBUTIONS OF THE GENERAL COLLEGE

A brief review of the positive contributions made by the General College during its relatively short period of existence is impressive. It has championed and developed at a high level the idea of general education. Through research studies of young adults and of enrolled university students, the college has sought to determine the fundamental needs of living in our society and formed its curriculum around them. It has also developed an unusually flexible curriculum which provides opportunity for an investigation of occupational and personal interests and for trying out courses in other colleges of the University. It has provided direct preparation for certain occupations through several of its experimental vocational sequences. Its widely recognized counseling system provides scientific and friendly educational and vocational guidance.

Furthermore, several informal activities have been adopted by the entire University since their origin and effective use in the General College: the noon newsreels, music listening hours, the record lending library, and the art laboratory workshop. In its courageous self-appraisal the College is constantly assessing its strengths and weaknesses and is continually striving to improve its program. Finally, in spite of natural limitations, it has provided a two-year terminal general education needed at the college level.

# STUDENT SERVICES AND ACTIVITIES

## COUNSELING SERVICES

A student often enters college without a clear understanding of his personal aptitudes and with only vague plans for the future. The General College program helps him to know himself as an individual and to develop realistic goals in keeping with his abilities and interests. In addition, it starts him toward achieving such goals. This progress comes through the student's opportunity to explore a variety of subjects and to avoid committing himself to an inflexible program of vocational preparation at the beginning of his college career. Required courses and prerequisites are kept at a minimum so that a student may further pursue previous interests and develop new ones without delaying progress toward graduation or transfer.

In its attempt to help the student find himself, the General College offers many opportunities for personal assistance. Each student has a faculty adviser who is responsible for helping him understand university rules and policies, and plan an appropriate program. Final registration of a student each quarter, moreover, is complete only after consultation with and approval by his faculty adviser. In many other ways, the faculty adviser offers his assistance to the student whenever requested.

The General College also maintains a separate Counseling Office staffed by guidance specialists who devote their time primarily to the problems of the individual student. These counselors help a student with such specific problems as the choice of suitable vocational plans, improvement of study habits, and the development of social and emotional adjustment. Each student is strongly encouraged to make appointments with counselors in Room 100 Wesbrook Hall whenever he wishes to discuss educational, vocational, or personal problems. Among the helpful records available to the counselor about the student are the scores on the series of aptitude and interest tests given at the beginning of each quarter to every entering student. (These tests should not be confused with the Comprehensive Examination described on page 39.) Since registration in the General College is incomplete until these tests are taken, the student should appear for testing at the scheduled time (announced in classes, on the Wesbrook Hall bulletin boards, and in the Official Daily Bulletin in the *Minnesota Daily*).

In addition to the personnel services offered in the General College itself, the entire personnel resources of the University are available to the General College student. The special services and facilities of the Students' Health Service, the Speech Clinic, the Bureau of Student Loans and Scholarships, the Student Activities Bureau, the Housing Bureau, Employment Bureau, Student Counseling Bureau, Bureau of Veterans' Affairs, and the Program Consultants of Coffman Memorial Union are open to every university student. Counselors in the General College are glad to help him make the fullest use of these agencies.

## ACTIVITIES AND ORGANIZATIONS

In equipping a student to live the most satisfying college life possible, his academic work is of course of primary importance. But the student whose *only* contact with his college campus is through the hours he spends in classroom and library is foolishly failing to take advantage of a rich store of educational as well as recreational resources. The University of Minnesota believes so strongly in the real value of these out-of-class activities for all students in all colleges that it wishes to help students to know about them and actively participate in them.

Because there are so many thousands of students at the University of Minnesota with so many different kinds of interests and backgrounds, there is also a great variety of clubs, organizations, and activities—something to appeal to every kind of student. It makes little difference which groups a student chooses; the important thing is for him to have pleasure and profit in participating in something, for there is genuine educational value and vocational usefulness to be gained from working with other students as a member of some group or committee.

All student activities and groups on the campus are available to General College students on the same basis and in exactly the same way as to students who are freshmen and sophomores in any of the other colleges of the University. There are many ways in which new students may find out about these extra-curricular organizations and activities. Most of them are described in a special university bulletin called *New Students' Handbook*, a little volume well worth careful study. Additional information and help may also be obtained by talking to the program consultants who have offices on the second floor of Coffman Memorial Union; to the advisers in the Student Activities Bureau of the Office of the Dean of Students (Room 209 Eddy Hall); or by discussing interests and plans with one of the General College counselors (Room 100 Wesbrook Hall).

The student may also have a chance to find out about these activities from fellow students during the two-day registration-orientation program in which all new students participate before they enroll. And finally New Students' Week, an extensive and very carefully planned period of introductory events, parties, programs, exhibits, and opportunities for questions and discussions about all phases of campus life, is scheduled for the week just preceding the opening of classes in the fall. Every student who wants to get as much out of the University as possible should participate in the New Students' Week program. Such participation may lead to values more important than the few extra dollars saved by vacationing or working a week longer at the end of the summer.

In addition to the organizations and activities which are open to all students in all colleges, there are a few groups whose membership is limited to the students in a particular college or department. There are two such organizations for General College students.

One of these, the *General College Student Council*, is composed of about 15 members (two thirds of whom are freshmen) who are elected by their fellow students in the early fall. This council works on functions and topics of special concern to General College students in the best interests of the student group and provides a practical way in which faculty and students can exchange ideas and work out problems together. This group also selects two students to represent the General College on the All-University Congress, the most important student government group on the campus.

The other organization especially for General College students is the recognition society called *Beta Phi Beta*. Students are selected for membership in this society at the end of their first year in the college, and while the selection is based primarily upon academic achievement, it also depends upon college citizenship.

Thus by careful examination and choice of activities, a student in the General College may discover the organizations fitted to his interests and needs. Through active participation in them he can make his university life educationally satisfying, socially pleasant, and vocationally useful.



## GENERAL EDUCATION AND VOCATIONAL PREPARATION

Are all courses in the General College, then, merely "cultural"—without any practical value? Is there any opportunity for a student to prepare directly for earning a living?

Some General College courses have direct vocational applications and a broader purpose as well. Fundamentals of Typewriting and Beginning Shorthand, for example, are obviously suitable for any student who desires immediate preparation for general office work. Some other courses of a definitely practical nature are Business Writing, Practical Applications of Psychology, Report Writing, Problems of Business Transactions, Problems of Investment Transactions, Fundamentals of Mathematics, and Bookkeeping and Accounting Laboratory.

Most of the courses in the college, however, deal with broad general principles which will better prepare the student for any kind of job he may have. Courses of this type are Basic Principles of Oral Communication, Problems of Contemporary Society, Practice in Descriptive Writing, Our Economic Life, Income Management, Straight and Crooked Thinking, and Personal Adjustment. Such general education provides the balance, the perspective, and the deeper understandings which contribute to success on the job, *any job*, and provide an excellent foundation for specialized skills and knowledge which may be learned from technical training or experience on a job itself.

In addition to offering separate courses giving specific applications and those providing general background, the General College has set up experimentally a number of vocational sequences to prepare a student for a specific area of employment. These consist of a grouping of courses already available in this or other colleges of the University, plus practical courses with specific occupational application, which bind the sequence together to provide direct vocational training. Such programs, for example, are those in Retailing and Selling and General Office, which operate to insure practical experience through a cooperative arrangement between the college and business so that the student must complete a specified number of hours of store or office work while he is enrolled in the program.

It should be clearly understood that in adding these vocational sequences the General College is not duplicating the training offered by four-year professional schools at the University or by vocational schools. It is instead providing training for a different type and level of employment—training for subprofessional or technician types of work only. This training, when combined with broad general education, is entirely different from that offered by trade and vocational schools.

Below are outlined certain of these vocational sequences. They serve in some cases as tryouts of interests and abilities and in some instances as relatively complete vocational preparation in themselves. To help the student meet his comprehensive requirement (see page 36) the vocational sequences have been planned within the framework of the general comprehensive examination system. A general statement of the nature of each sequence is given first. This is followed by a list of the appropriate courses offered in the General College and those contributing courses which may be taken in other colleges by students demonstrating the required ability.

## Vocational Sequences

### AIR HOSTESS

This program provides a broad general background for young women wishing to prepare themselves for employment in air transportation. The program was planned in cooperation with airline officials and covers the general subjects desirable in preparing air hostesses and stewardesses.

Students interested in this program should be aware of standards set by the airlines. These standards vary, but generally they include the following: applicants must be unmarried, at least twenty-one and not more than twenty-eight years of age at the time they seek employment; between five feet, two inches and five feet, eight inches in height; have good vision without glasses, and no visible dental work. They must also have the personality characteristics which would enable them to qualify successfully for the social contact aspects of the work. A faculty committee will consider applicants for this program and base recommendations in part upon these requirements.

The college does not train students for employment by individual airlines. Therefore, students who complete the program of study will often find that certain airlines will desire to supplement this preparation with courses designed to acquaint prospective stewardesses with special company equipment and policies. In this connection it should be added that the college does not operate a placement service nor can it assure any individual graduate of employment as a stewardess. Graduates will receive the associate in arts degree and will be prepared for work with the major airlines.

**Required Courses**—Flight Problems; Flight Duties and Procedures; Elements of Physics; Human Biology (9 credits); Food Selection and Purchase; Oral Communication (6 credits); Practical Applications of Psychology; Human Development; Personal Adjustment; General Geography; First Aid; Writing Laboratory (9 credits); Physical Education (3 quarters).

**Suggested Electives**—Problems of Contemporary Society; Home Life Orientation; Elements of Geology; General Anthropology; Social Trends and Problems; Growth of American Democracy; Minnesota and the Upper Midwest; Literature Today; General Arts; Government Studies.

### BUSINESS

Many of the supervisory and managerial positions in business organizations are held by people who have attained promotions because they have rendered more than average service. The requirements for such success are twofold: (1) a person must possess some usable skill in order to obtain any sort of business position, and (2) once employed he must have the basic knowledge of business operations to recognize his opportunities and the discriminating judgment to make the best use of them. This sequence is planned to prepare the student to be immediately useful in a business office. He should develop the ability to orient himself quickly in any business situation, to grasp on-the-job training rapidly, and to give outstanding performance on his assignments. Thus he may become eligible for promotion to supervisory and managerial positions.

**General College Courses**—Problems of Business Transactions; Problems of Investment Transactions; Practical Applications of Psychology; Oral Com-

munication; Business Writing; Report Writing; Our Economic Life; Small Business Operation; Fundamentals of Typewriting; Fundamentals of Mathematics; Formation of Public Opinion; Related Physical Sciences.

**Courses in Other Colleges**—Econ. 22-23, Principles of Accounting; Econ. 28, Business Law; Psych. 3, Psychology Applied to Daily Life.

### COMMERCIAL ART

This sequence is planned to provide the fundamental subject matter upon which further specialization is based. It combines theoretical background with practical experience in design and execution, and familiarity with traditional and modern techniques. It may prepare students for work in commercial arts, fashion illustration, or textile or industrial design with some differences in program choices, depending on the exact nature of individual interests. Choices may be made from among the following courses depending upon the direction of specialization:

**General College Courses**—Art Laboratory; Art Today; Art in Business; Introduction to Commercial Art; Writing Laboratory; Practical Applications of Psychology; General Arts; Our Economic Life; Clothing Selection, Purchase and Care; Selecting and Furnishing a Home; Physical Science; Photography.

**Courses in Other Colleges**—Art 1, Introduction to Art; Art 4, 5, General Design; Art 20, Drawing and Painting I; Art 33, 34, Sculpture I: Modeling; Art 43, 44, 45, General Crafts: Materials and Techniques; Draw. and Des. Geom. 41-42-43, Technical Drawing; Draw. and Des. Geom. 44, Lettering; 45, Alphabets; H.E. 3 and 4, Clothing Construction; H.E. 21, 22, Color and Design; Arch. DP-I, Drawing and Painting; Arch. IHP-I, Illustration; Ind. Ed. 11, Special Class Woodwork.

### GENERAL OFFICE

Many responsible positions are available in small businesses and offices where the services of one or two people are required to record transactions, to meet the public, and to perform secretarial duties. These positions are found in the offices of doctors, dentists, lawyers, specialized retail stores, service enterprises, and authorized agencies. This sequence is designed to train a student to perform such duties as acting as receptionist, keeping records, sending out statements, receiving and making payments, typing and taking dictation, and acting as general office supervisor.

**General College Courses**—Fundamentals of Typewriting; Beginning Shorthand; Problems of Business Transactions; Business Writing; Practical Applications of Psychology; Introduction to Commercial Art; Problems of Contemporary Society; Oral Communication; Our Economic Life; Problems of Consumption Economics.

**Courses in Other Colleges**—Econ. 22-23, Principles of Accounting.

### LIBRARY TECHNICIAN

This sequence is designed to fill the need for trained nonprofessional library workers. At least half the work done in a library is not of a professional nature but requires knowledge of library techniques and processes. There is a rapidly-

growing tendency for work to be segregated into professional and non-professional categories. This sequence is aimed to train a student in these nonprofessional techniques and to give him some familiarity with the broad areas of organized learning. The sequence may also provide an opportunity to discover possible interests and aptitudes in Library Science as a profession. These courses may be used also as a beginning for professional training.

**Required General College Courses**—Library Orientation; Library Methods: Techniques I, Techniques II, Practice Work; Literature Today: Critical Standards in Reading, plus 9 additional credits in literature; 10 credits in physical science; Problems of Contemporary Society, plus 8 additional credits in social studies; Human Biology, 6 credits; Basic Principles of Oral Communication; Practical Applications of Psychology; Writing Laboratory: Practice in Descriptive Writing; General Arts; Art Laboratory; Fundamentals of Typewriting (or typing ability).

### PRACTICAL NURSING

Courses offered in the School of Nursing of the University and in the General College have been combined into a one-year program in practical nursing. The student registers for this program in the School of Nursing, and at the end of a calendar year she receives her certificate in practical nursing and is eligible to become a registered practical nurse in Minnesota. The 21 credits in General College courses and the 24 credits in the School of Nursing may be applied to meet half the credit requirements for the A.A. degree. Students who have already completed one year's work in the General College may subsequently enter the practical nursing program and qualify for both the certificate and associate in arts degree at the end of the second year, if other degree requirements are also met. Laboratory experience as indicated below is required in addition to the course work during the practical nursing year.

#### First year program through the School of Nursing

**Courses in the General College**—Individual Orientation; Human Biology (9 credits); Human Development; Food Selection and Purchase; Elective (3 credits).

**Courses in the School of Nursing**—P.N. 1, 2, 3, Elementary Nursing Care; P.N. 4A, Introduction to Practical Nursing; P.N. 4B, Introduction to Child Care; P.N. 4C, Introduction to Mother and Infant Care; P.N. 5, Nursing Care in Special Situations; P.N. 6, Care of the Home; P.N. 7, Personal and Vocational Relationships.

**Laboratory Experience**—General Medical, including housekeeping, 11 weeks; General Surgical, including housekeeping, 11 weeks; Pediatric, 7 weeks; Obstetric and Gynecological, including newborn, 10 weeks; Diet Kitchen, 2 weeks; Psychiatric, 2 weeks; Nursing Home, including observation with community health service, 2 weeks.

### PRE-MORTUARY SCIENCE

This sequence meets the legal requirement for one year of college work which is to be followed by one year embalming curriculum as taught through the General Extension Division.

**General College Courses**—Human Biology; Physical Science; Psychology; Art Laboratory; Music Today; Business Writing and Report Writing; Speech Laboratory; Problems of Contemporary Society; Clothing Selection, Purchase and Care.

### RECREATION ACTIVITY LEADERSHIP

The Recreation Activity Leaders Training Course is a four-year program leading to graduation from the College of Education with the B.S. degree but without a teaching certificate. The first two years may be completed in the General College by registering for the courses listed below. The curriculum is set up to prepare qualified individuals for recreation activity positions. The *Bulletin of the College of Education* describes the requirements in part as follows: "The program is set up for students who have special abilities in various fields of recreational activities, such as games and sports, music, handicrafts, drama, etc., which will be valuable to them as activity leaders. In addition, selection for the program is based on such attributes as personality, leadership ability, past experience in recreation, and possibility of success in recreation activity leadership. However, to be eligible for acceptance or continuance in the curriculum the student must maintain a C average in all work completed in the University of Minnesota." Complete details concerning Plan II of the four-year program may be found in the *Bulletin of the College of Education*.

**Required Courses**—Group A: Natural Science, 18 credits required, including the following courses: Physical Science, up to 15 credits; Human Biology, 9 credits. Group B: Composition, Literature, Speech, 17 credits required (9 of which must be in writing), from among the following courses: Writing Laboratory; Oral Communication, up to 6 credits; Literature Today. Group C: Social Sciences, 24 credits, selected from among the various offerings in this field, such as Problems of Contemporary Society, Social Trends and Problems, General Geography, Historical Biography, etc. Group D: Psychology, 5 credits, Practical Applications of Psychology. Group E: Recreation Theory, 9 credits required, as follows: Phys. Ed. 11A,B,C, Survey of Recreation Activities, 3 credits; Phys.Ed. 23A,B,C, Introduction to Recreation Leadership, 3 credits; Phys.Ed. 49, Social Aspects of Leisure, 3 credits. Group F: Recreation Skills, 19 credits required, from among the following: Music Today; Music Laboratory; Art Today; Art Laboratory; Phys.Ed. 4A,B,C, Fundamentals of Sports (men); or Phys.Ed. 1,2,3, College Program in Physical Education (women); Phys.Ed. 25, First Aid; Phys.Ed. 6C, Aquatics (men); Phys.Ed. 11, Aquatics (women).

### RETAILING AND SELLING

Approximately one out of every eight persons gainfully employed in the United States is engaged in distributive business. Opportunities in retailing and selling occur in every community and offer comparatively secure employment to the individual. While there are many non-selling jobs in retailing, the focal point of the business is the salesperson. This sequence is designed primarily to help him sell on a professional level. It combines a general background of college studies with specific training in the field of retail selling, the latter supplemented with internship in a local store during the second year. This cooperative work program is of

value to the student interested in a specific vocation and serves as a period of exploration of his real interests and aptitudes.

**General College Courses**—Retailing and Selling (15 credits); Practical Applications of Psychology; Practice in Descriptive Writing; Basic Principles of Oral Communication; Problems of Business Transactions; Problems of Investment Transactions; Our Economic Life: Problems of Consumption Economics, and Problems of Production, Finance, and Credit; Fundamentals of Typewriting.

Any desired five-credit courses and others generally offered in the afternoon must be completed during the freshman year. The student should discuss this requirement with his adviser and the instructor in Retailing; if this program is to be taken, careful plans should be made *at the beginning* of the freshman year.

**Other General College Courses Recommended**—Art Today; Art in Business; Introduction to Commercial Art; General Arts; Business Writing; Report Writing; Clothing Selection, Purchase, and Care; Income Management; Food Selection and Purchase; Current History; Healthful Living; Human Development; Personal Adjustment; Elements of Physics.

**Courses in Other Colleges**—Econ. 22-23, Elements of Accounting; Econ. 28, Business Law; H.E. 2, Introduction to Textiles (freshman year); H.E. 20, Introduction to Related Art; H.E. 56A-56B, Applications of Color and Design; Art 4-5, General Design.

## DESCRIPTION OF COURSES

### G.C.1A—INDIVIDUAL ORIENTATION. Fall, winter, and spring quarters.

This is a discussion course designed to help the student better understand himself and others, especially in appreciating how his behavior reflects his scale of values. Contributing information is drawn from such fields as psychology, philosophy, sociology, and anthropology, and the student applies the information to his own and others' behavior. 4 credits. Gamelin, West.

### G.C.2—VOCATIONAL ORIENTATION. Fall, winter, and spring quarters.

This combined recitation and laboratory course deals with the problem of making an appropriate vocational choice. Topics include the relationship between educational and vocational planning, analysis of one's vocational assets and liabilities, and methods of studying occupations and gaining employment. The student applies the techniques of vocational planning to his individual case through a series of written projects, the purpose of which is to help him develop a flexible and realistic plan for vocational life. 5 credits. Borow, Richardson.

### G.C.3—HOME LIFE ORIENTATION. Fall, winter, and spring quarters.

In order to emphasize the particular values of family life for the individual and for society, this course begins with a study of the biological, psychological, and sociological foundations of that family life. Early in the course emphasis is placed on the particular values of family life for the individual and for society. The effect of changing social and economic conditions on family living is developed. Much time is devoted to a study of adjustment and human relationships in the student's present and future home life. There is consideration of preparation for marriage and of those factors associated with success or failure in marriage. Later, problems of parenthood and the interrelations between home life and the job are emphasized. 5 credits. Anderson.

### G.C.4—PROBLEMS OF CONTEMPORARY SOCIETY. Fall, winter, and spring quarters.

Today, Americans are deeply concerned over the preservation of democratic society. They are weighing the future prospects of society in a world where one event follows another with breath-taking speed, in a world where crisis appears to be the normal way of life, and peace and security the abnormal way of life. Most Americans are determined that regardless of what the future may bring, democratic society shall be maintained. The aim of this course is to help students understand and appreciate the responsibilities of citizenship in a democratic society in a world of conflict. The relationship of the student to the social order in which he lives is stressed. Selected social, economic, and political problems are analyzed in their over-all relationships. Consequently, the usual separation of the sociologist, political scientist, economist, or historian in developing a topic is avoided. 5 credits. McCune.

### G.C.5—INDIVIDUAL STUDY. Fall, winter, and spring quarters.

A few second-year students who have demonstrated unusual interest and progress in a particular area of the General College program may register for individual study. The purpose is to give the student an opportunity to study a topic or problem more comprehensively than would ordinarily be possible within the framework of a particular course. The results of the student's study or investigation are presented in the form of a written paper or creative work.

To register for individual study, the student must have the recommendation of the faculty member who will direct his work, as well as specific approval by the college administration. The student must submit a written statement which outlines in a general way the nature and scope of his project. The exact amount of credit will be determined at the time his registration is approved. 1 to 5 credits. Arranged.

G.C.6A-6B-6C—RELATED PHYSICAL SCIENCES. Fall, winter, and spring quarters.

Related science shows the connection between a knowledge of the basic concepts of science and an appreciation of our modern world. In this course certain fundamental principles are selected from physics, chemistry, geology, and astronomy. These are studied with a view to the development of critical thinking about cause and effect in nature. By combining in one course elements from various branches of science, it is possible to bring several of them to bear on the solution of a single problem. Specifically, such problems as these are studied: atomic structure and its relation to the physical and chemical properties of matter, electricity and its applications in modern life, fuels which illustrate the principle of conservation of energy, the ways in which the chemical and physical forces of the earth have worked together to mold our present-day landscape, how we can study so distant an object as a star and how this study has contributed to our modern concept of the universe. Lecture-table experiments and various visual aids are used wherever practicable to illustrate the principles. *Students may not enter this sequence after the first quarter without permission of the instructor.* Neither will students who have had other college physical science courses be admitted at any time without permission of the instructor. 5 credits per quarter. Harris.

G.C.7A—PHYSICAL SCIENCE: ELEMENTS OF PHYSICS. Fall quarter.

Since the laws of physics are basic to all of the natural sciences, one must have a general understanding of them to appreciate fully what is happening in the physical world. This course includes a study of such major principles of physics as universal gravitation, with its many applications; and the concept of energy and its transformation into its many forms. These major principles are demonstrated in the many daily applications of energy to machines, in electrical appliances, in refrigeration, in the use of fuels to produce various forms of energy, and in the utilization of radiant energy. The atomic structure of matter, the structure of the atom, and the meaning of atomic energy (together with its importance to man) are discussed at some length. The methods used by scientists to get experimental facts are emphasized and demonstrated. This course is largely descriptive, although the ability to use elementary algebra and plane geometry is very helpful. 5 credits. Rassweiler, Vaughan.

G.C.7B—PHYSICAL SCIENCE: ELEMENTS OF LIGHT AND ASTRONOMY. Winter and spring quarters.

The general principles of light will be studied insofar as they have application to optical instruments: simple lenses, binoculars, and refracting and reflecting telescopes. In the six weeks devoted to astronomy, some of the principles of 7A are demonstrated. The fact that so many people confuse astronomy (the science of the heavenly bodies) and astrology (fortune-telling by the stars) makes this course of particular importance in general education. Man's place in the universe is made most vivid here. The earth, moon, sun, and other members of the solar system provide many examples of orderliness, and by studying these we get the answer



to many questions concerning time, the calendar, the seasons, and the changing skies. Some of the finest examples of man's ability are demonstrated by studying what he has learned from rays of light that come to us from the distant stars. Frequent trips to the observatory are made. 5 credits. Appel.

G.C.7C—PHYSICAL SCIENCE: ELEMENTS OF CHEMISTRY. Winter quarter.

The fundamental principles of both inorganic and organic chemistry are studied in this course. Many of the basic laws of the physical world that are a part of G.C.7A are applied here to the study of the atmosphere, atomic structure, the periodic system of the elements, and to chemical activity. The principle of conservation of matter is brought out through the balancing of simple chemical equations and the calculation of reacting weights. Examples are chosen largely from common reactions of daily life, such as those involving acids, bases, and salts. The organic chemistry in this course is limited largely to the petroleum hydrocarbons, their alcohol and acid derivatives, and fuels. Fuels and the carbon cycle are studied to illustrate the principle of conservation of energy. Lecture-table experiments are performed to demonstrate the principles discussed. 5 credits. Harris.

G.C.7D—PHYSICAL SCIENCE: ELEMENTS OF GEOLOGY. Fall and spring quarters.

In a study of the history and structure of the earth, the local environment is used to clarify such subjects as the earth's crust (rock types and how they are formed, weathering processes, erosion), the work of wind and water, glaciers, and mountain-making. The historical phase treats the age of the earth, geological history, and fossils. General aspects of conservation are indicated throughout, in order to give the student a better appreciation of the intelligent use of such natural resources as coal, soil, iron, and oil. Culturally, this course should enable the student to understand and enjoy the surface features of the land as he travels. 5 credits. Harris.

G.C.7EX\*—SOUND IN MUSIC AND SPEECH. Spring quarter.

In this course a study is made of the various musical instruments, including the human voice and electronic tone producers. Attention is given to the best methods of recording speech and music in modern sound systems and to the treatment of rooms and auditoriums for good listening as well as for soundproofing. The course stresses the science of sound in its relation to everyday experiences. 3 credits. Rassweiler.

G.C.8—FUNDAMENTALS OF MATHEMATICS. Fall, winter, and spring quarters.

In reviewing the fundamental operations of arithmetic and algebra, the student also extends his knowledge to ratio, proportion, and variation; to construction and use of formulas; and to the use of measured data and their expression by scientific notation. Special stress is laid on the solution of stated problems which involve systems of equations and quadratic equations. Throughout the course the topics are selected for their usefulness to the student in his other college work and in his after-college life. Students registered in this course must pass a placement test in order to remain in the class. Prerequisite: one year of elementary algebra. 4 credits. Benenson, Rassweiler, Vaughan.

\* An X following a course number indicates an exploratory course.

**G.C.10A†—HUMAN BIOLOGY: FUNDAMENTAL SIMILARITIES IN THE LIVING WORLD.** Fall and winter quarters.

A study of the variety and relationship of living organisms serves to illustrate the general principles of biology. Special emphasis is given to man's place in the world of living organisms. Man's embryonic development, heredity, racial characteristics, and evolution are considered. Films and demonstration laboratories supplement the lectures. 3 credits. Cieslak.

**G.C.10B—HUMAN BIOLOGY: HOW THE LIVING MACHINERY IN MAN WORKS.** Winter and spring quarters.

This course deals with the body functions of man. The activities of cells, organs, and systems are studied from the point of view of both normal and abnormal physiology. Prerequisite: G.C.10A. 3 credits. Cieslak.

**G.C.10C—HUMAN BIOLOGY: HEALTHFUL LIVING.** Fall and spring quarters.

The preservation and improvement of health is emphasized in this course. Such topics as cause and prevention of disease, dieting, care of skin and hair, pregnancy, mental health, medical costs, and public health are considered. 3 credits. Cieslak.

**G.C.11A—BASIC WEALTH: NATURAL RESOURCES—THEIR ECONOMIC UTILIZATION AND CONSERVATION.** Fall quarter.

Natural resources of the earth, such as lands, forests, water, and minerals, are basic to our economic welfare. How long these resources will last depends upon the wisdom with which they are utilized, upon a knowledge of the potential supply, the present rate of utilization, the sources of waste, and the possible methods of increasing the expected period of use of each resource. The course aims primarily to teach principles of economic utilization and conservation of natural resources and to point out the role of these resources in the economic welfare of the nation. 3 credits. Kommedahl.

**G.C.11B—BASIC WEALTH: THE ECONOMIC UTILIZATION AND CONSERVATION OF PLANT LIFE.** Winter quarter.

Man depends, directly or indirectly, upon plants for food, fibers, many structural materials, drugs, and raw materials. The density of population and the mode of life of the people are largely determined by the types of plants which are capable of being grown in the different soils and in the different climates of the world. The purposes of this course are to point out the ways in which man uses plants, to outline the methods by which he can overcome the limitations of nature and thus increase production, and to discuss the methods of conservation, plant protection, and plant improvement through scientific procedure. 3 credits. Wilcox.

**G.C.11C—BASIC WEALTH: THE ECONOMIC UTILIZATION AND CONSERVATION OF ANIMAL LIFE.** Spring quarter.

This course includes a study of the origin, domestication, improvement, and distribution of farm animals. It deals also with the uses and economic importance of products secured from farm animals in world commerce. The student learns the value of birds, wild animals, bees, and aquatic life to man. 3 credits. Peters and staff from College of Agriculture, Forestry, and Home Economics.

† A fee of \$1 per quarter is charged for this course.

**G.C.12—NATURE STUDY.** Spring quarter.

The course is designed for anyone who wishes to discover how plants and animals are related to each other and to their environment. The student will learn of living associations of the many organisms about him: their social, parasitic, and predatory habits; their life histories, defenses, behavior, and conservation. The principles of interpretation should enable him to extend his knowledge of nature throughout future years. The biological phases of nature are emphasized through lectures, discussions, films, and field trips. 3 credits. Cieslak.

**G.C.14—FOOD SELECTION AND PURCHASE.** Winter quarter.

This course deals with the everyday problems of food selection and purchase, with emphasis on the needs of college students. Individual problems of securing adequate and satisfying food on a moderate budget receive major consideration. Included is a study of diet, factors which influence individual requirements, and the nutritive value of different foods. Food selection in the restaurant, meal planning in the home, and common marketing problems are discussed, as are food fads and fallacies, faulty advertising, and the effect of different methods of food preparation upon nutritional values. 3 credits. Nymon.

**G.C.15—CLOTHING SELECTION, PURCHASE AND CARE.** Spring quarter.

Problems involved in the choice and care of men's and women's clothing are examined in this course. A study is made of clothes in general and in relation to oneself, the individual ensemble, the wardrobe as a whole, and the cost of clothing. Simple methods of fiber identification, construction, and finishing processes, and also the importance of proper care of clothing based on a knowledge of fabric information are studied. Attention is given to judging the value of labels and advertising, differences in quality of fabrics and garments, and the differences of workmanship in ready-to-wear garments. 3 credits. Arranged.

**G.C.16—SELECTING AND FURNISHING A HOME.** Fall quarter.

The choice of a place in which to live and the selection and arrangement of appropriate house furnishings are considered in this course. Based upon present-day conditions and situations, it begins with a discussion of housing to meet the needs of individuals and families from the point of view of setting standards for living arrangements and of learning to select house plans which will meet these standards. Attention is given to the house in relation to the needs of the owner, his income, and the neighborhood. The fundamental principles of color and design are applied to consideration of the exterior of the house and to the interior furnishings. The aspects of cost, utility, convenience, and comfort are included in the discussion of planning and furnishing the home. 3 credits. Myren.

**G.C.17—INCOME MANAGEMENT: INDIVIDUAL AND HOUSEHOLD BUYING.** Spring quarter.

The financial policy of the individual and the family, the needs which must be met by income, personal and family budgeting, and record-keeping are studied. There is discussion of general problems of consumer buying, characteristics of a satisfactory market from the standpoint of the buyer, advantages and disadvantages of different types of retail stores, and judging the quality of goods. Consideration is also given to the influence of advertising on consumer selection, the meaning and value of labels, guarantees, seals, and stamps of approval. Sources of consumer information are evaluated. Attention is given to problems arising from

a highly organized market less intimately concerned with individual needs than formerly, and the increasing high-pressure salesmanship and advertising. A study is made of the interrelationship between family well-being and careful consumption in the home and of the interdependence of family consumption and the national economy. 2 credits. Kafka.

G.C.18A—PRINCIPLES OF CHILD CARE. Fall and spring quarters. *Not offered.*

G.C.18B—PRACTICE IN CHILD CARE. Spring quarter. *Not offered.*

G.C.19A—PROBLEMS OF BUSINESS TRANSACTIONS. Fall and winter quarters.

It is the purpose of this course to help the individual make wise judgments in the spending of his money. This requires a quantitative understanding of the ways in which business is done. For this reason a study is made of problems in banking; wages and salaries; the setting of prices, profits, and business costs; risk insurance; taxes; and living costs. The material is developed to make possible the solution of real business problems with no mathematical skills other than arithmetic. The individual is provided with a general and active understanding of business transactions. 4 credits. Rassweiler.

G.C.19B—PROBLEMS OF INVESTMENT TRANSACTIONS. Winter and spring quarters.

This course helps the individual to make wise judgments in the investment of his money in savings, real estate, and durable goods. This requires a quantitative understanding of the credit structure, of the ways in which money earns interest, and of the ways in which interest is charged. For this reason a study is made of practical problems in savings accounts, annuities and their application to installment buying, financing of real estate, amortization of loans, depreciation and insurance, and of stocks and bonds. The material is developed in such a way as to make possible the solution of the complex though common financial problems with no mathematical skills other than arithmetic. The student is provided with an understanding of investment transactions and also with the knowledge and skills which will help him to take an active part in such transactions. Prerequisite: G.C.19AX or permission of instructor. 4 credits. Rassweiler.

G.C.21—GENERAL ARTS. Fall, winter, and spring quarters.

What are the general arts? How do they arise from our daily lives? How do they affect our understanding of any one art, such as the movies, music, painting, sculpture, literature, ballet, architecture, radio, and speech? This course provides a searching study into that area which is common to all the arts. It is designed to show the student interested in music, the plastic and graphic arts, the dramatic arts, or literature how his favorite art is closely related to the other arts. 3 credits. Hill.

G.C.22A,22B,22C‡—ART TODAY. Fall, winter, and spring quarters.

*Students who plan to take only one quarter of Art Today are advised to register for G.C. 22A. Both of the other courses depend upon the work in the preceding course or courses, and students entering in later quarters may find themselves handicapped if they do not have the first quarter's information.*

Since an understanding of art depends upon a grasp of relationships, this course explains materials and methods used by modern artists in many fields—architecture,

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

industrial art, and commercial design, as well as painting, sculpture, and the graphic processes. While emphasis is upon contemporary art forms, present trends are discussed in relation to the great art of the past. The course work consists of illustrated lectures, discussion, laboratory work, and field trips. Students may enroll for one, two, or three quarters. *No special abilities are required.* 3 credits per quarter. Arranged.

G.C.22X‡—ART IN BUSINESS. Spring quarter.

This course is primarily designed for students going into retailing and selling, who would like a general knowledge of art principles as applied to such aspects of business as window display, store layouts, and magazine and newspaper layouts. The student will have experience in planning elementary layouts and window displays. Field trips will be taken to develop critical understanding of the business arts. No prerequisite. 3 credits. Arranged.

G.C.23A‡‡—ART LABORATORY. Fall, winter, and spring quarters.

In giving the student actual experience in art production, laboratory work covers the same material presented in Art Today. The problems may be selected according to individual needs and interests. One student may elect to work throughout the quarter on one project, such as a house design or clay modeling; another may wish to try a variety of projects. Readings, lectures, field trips, and discussions develop from the problems met in the laboratory. This course may be repeated for a total of no more than 9 credits. *No special skills are necessary.* Each section is limited to 25. 3 credits per quarter. Duncan.

G.C.23B-C-D‡‡—INTRODUCTION TO COMMERCIAL ART. Fall, winter, and spring quarters.

Emphasis in this course is placed on the processes of design, lettering, graphic expression, and commercial processes which are fundamental to commercial art. A student should have some previous art experience before entering the course; some work in Art Laboratory will satisfy this requirement. The student may get special permission from the instructor for admission. Since this is a sequence course, it is recommended that a student take the quarters in sequence. Prerequisite for 23B: 23A; for 23C: 23B. 3 credits per quarter. Arranged.

### MUSIC TODAY

To understand the drive that lies behind music one must discover a basic reason for the need of music. Therefore there is in this course a study of the elements of which music is made: rhythm, melody, harmony, and tone color. There is also an investigation of the problems of organization in the entire field of musical activity. The examples are drawn chiefly from local concerts and important radio broadcasts whenever applicable. *No special ability or previous musical knowledge is required for registration in G.C. 24A, 24B, or 24C.* Students may enter any quarter.

G.C.24A‡—MUSIC TODAY: BASIC LISTENING SKILLS. Fall quarter.

During the first quarter the groundwork is laid for basic listening skills. The raw materials from which music is made are investigated and studied. This includes a survey of the composer's materials—tone, harmony, orchestration, instruments—but only to the extent that an understanding of them helps the listener to understand music better. The fundamentals of composition are also studied so that

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

‡‡ A fee of \$2 per quarter is charged for this course.

the listener may gain a knowledge of the principles of form and design as these appear in music. This leads directly to the study of the organization of the symphony, the sonata, the other larger instrumental and vocal forms and the smaller forms used in vocal and instrumental music. 2 credits. Hill, Yohe.

G.C.24B‡—MUSIC TODAY: OPERA. Winter quarter.

The second quarter emphasizes the relation between music and theater. A survey is made of the many kinds of music in this group: music for the dance, especially the ballet; musical backgrounds for radio and television shows; the use of music in the motion picture; opera. This last subject, opera, is purposely designed to show that when music and theater are combined wisely a great art form can be achieved. Many examples, some of them almost complete performances on phonograph records, are played from the great Italian operatic comedies and the historically important operatic tragedies of the nineteenth century. Modern opera and other new experiments in the music of the theater are also studied. 2 credits. Hill, Yohe.

G.C.24C‡—MUSIC TODAY: RELATION OF COMPOSER TO LISTENER.  
Spring quarter.

The third quarter, besides being a summary of the two earlier quarters, is especially concerned with the relation of the composer to the listener. Although this course is neither a history of music course nor a study in biographies, attention is given to important music developments since the Greek civilization and to the great names in music. The emphasis is always on the music, however, so this is the quarter when examples of the well-known composers are played. The list of composers includes, among others, Debussy, Ravel, Copland, Brahms, Sibelius, Strauss, Chopin, Schumann, Schubert, Beethoven, Mozart, Haydn, Bach, and Palestrina. 2 credits. Hill, Yohe.

G.C.25A,25B,25C‡—MUSIC TODAY. Fall, winter, and spring quarters.

Students who have a special interest in music should register for this course rather than for G.C.24A, 24B, or 24C. All three quarters call for a considerable background in listening to music. Several quarters in the 24A,B,C series with grades above C are an ideal background. Students should not register for this course unless they are already familiar with the principal composers and their music. During the first quarter, 25A, a study of the composers from Brahms to the present day is made. This includes Debussy, Strauss, Sibelius, Stravinsky, and the other moderns. In 25B the study begins with the music of Beethoven and continues through the nineteenth century to Wagner and his music-dramas. In the third quarter, the music of the eighteenth century, especially that of Mozart and Haydn, is considered. Some of the principal composers before this era are observed, with several long examples from the vast output of Johann Sebastian Bach. The last part of the quarter is given over to a new approach to the music of today with an attempt made to evaluate the new music and to note, if possible, some of its tendencies. 3 credits. Hill.

G.C.25D‡—MUSIC LABORATORY. Fall, winter, and spring quarters.

This is a course especially for those students who have never had musical training of any kind and who wish to explore the possibilities of direct musical experience through choral singing. Students with some musical training may also benefit from the course because it will help them to organize what they already know

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

and to achieve more significant experiences in music. Better listening habits and judgments may be formed through an understanding of the materials of music. Thus, sound evaluation of musical performance and interpretation are constantly emphasized. There is a study of the composer's materials—basic theory, notation, and music writing; and the elements of singing, with considerable practice in group and choral work. Students may learn the necessary background materials and fundamental techniques for participation in other choral organizations. This course may be repeated for a total of no more than six credits. 2 credits per quarter. Yohe.

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G.C.26A†††—PHOTOGRAPHY. Fall, winter, and spring quarters.

The student receives instruction in the use of cameras, primary studies in optics, film and paper emulsions, and similar topics. There is actual darkroom work so that by the end of the quarter the student is acquainted with ordinary darkroom techniques, including film developing and paper printing. Enrolment limited. 3 credits. Arranged.

G.C.26B†††—PHOTOGRAPHY. Spring quarter.

This course is primarily for those who have had previous instruction in photography (such as in 26A), but it is also advised for those who have worked in photography by themselves and who already know the principles of development and printing. Among the topics treated are negative after-treatment, including intensification and reduction; negative and print spotting and retouching; toning; and principles of portraiture and lighting. Prerequisite: G.C. 23A and grade of B in 26A, or practical experience and permission of instructor. Enrolment limited. 3 credits. Arranged.

G.C.27—INTRODUCTION TO LEISURE TIME ACTIVITIES. Fall quarter.

In order to explore the possibilities of recreation within leisure, it is necessary to develop first an understanding of the leisure problem and then a philosophy of recreation. Thus the course is divided into five units: the meaning of leisure, the philosophy of recreation, the process of building an interest, a survey of recreation activities, recreational opportunities on the Minnesota campus. 3 credits. Giles.

G.C.28‡—FILM AND DRAMA. Fall quarter.

As forms of theatrical art, both the motion picture and the stage are important social forces as well as forms of entertainment. Topics such as the history of motion pictures, film acting, mechanics of motion pictures, literary sources of film stories, the animated cartoon, and the documentary film are discussed with example films of various types shown in class. The legitimate stage and allied forms of theatrical art are also discussed, with examples whenever possible. 3 credits. Graham.

G.C.29AX—LIBRARY ORIENTATION. Fall quarter.

This course offers a brief history of libraries, their place and activity in society, and their various types today. The organization and personnel activities are presented through a study of the general and special services which libraries supply. Local field trips make firsthand observation possible. This course is required for those taking the library-technician sequence but is also open to other students with permission of instructor. 4 credits. Methven.

‡ A fee of \$1.50 is charged for this course.  
 ††† A fee of \$5 is charged for this course.

**G.C.29BX—LIBRARY METHODS: TECHNIQUES I.** Winter quarter.

This is a laboratory course in methods used to obtain library materials; and the business procedures necessary for their ordering, receipt, preparation for use, and for their maintenance. Such materials include records, slides, pictures, films, clippings, pamphlets, magazines, and books. Training is provided in the elementary cataloging processes. The enrolment is limited to students in the library-technician sequence. Prerequisite: G.C.29AX. 5 credits. Methven.

**G.C.29CX—LIBRARY METHODS: TECHNIQUES II.** Spring quarter.

This laboratory course explains the techniques and methods of the circulation, reference, and service departments. It also includes study of nonprofessional publicity activities and preparation for work at public desks at several service points. Prerequisite: G.C.29AX and BX. 5 credits. Methven.

**G.C.29DX—LIBRARY METHODS: PRACTICE WORK.** Spring quarter.

To provide a basis for choice of permanent employment, 100 hours of work are required in local libraries, selected according to the individual student's needs. Experience includes work in both public and non-public departments as a practical supplement to Library Methods 29BX and 29CX above. Prerequisite: G.C.29AX and BX. 3 credits. Methven.

**G.C.30A—LITERATURE TODAY: THE INDIVIDUAL IN LITERATURE.**

Fall, winter, and spring quarters.

Since literature is a reflection of our beliefs and feelings, it is important to see how it interprets life for us. Lectures and reading of modern short selections (articles, essays, short stories, poems and plays) are arranged according to related topics about everyday living which may help the student to better awareness of his own reactions to today's problems. The student is encouraged to realize how reading may help to clarify and to increase his understanding and enjoyment of actual experience. 3 credits. Appel, Kivits.

**G.C.30B—LITERATURE TODAY: CRITICAL STANDARDS IN READING.** Fall, winter, and spring quarters.

The purpose of the course is to guide the student in his selection of reading materials, to develop his critical faculty and taste, and to improve his understanding of what he reads. American life and writing of the past quarter of a century are revealed through contemporary novels and nonfiction. To help the student understand and enjoy modern writers better, the course presents some techniques, materials, ideas, and styles characteristic of modern literature, some critical standards, and some ways of selecting reading material through libraries and book reviews. Each student reads new books, short stories, book reviews, and critical essays and submits written exercises in which he analyzes, interprets, and evaluates what he has read. Prerequisite: G.C.30A, 30C, or 30D. 3 credits. Bechtle, Wright.

**G.C.30C—LITERATURE TODAY: THEMES IN CURRENT LITERATURE.** Fall winter, and spring quarters.

Four or five books of fiction, drama, or non-fiction are the texts of this course and are studied intensively both as interpretations of life and society and as specimens of literary art. They offer a variety of subject matter and styles, and each is a representative book by a prominent present-day author, serving as an introduction



to his work. Comparisons are made with other authors who have dealt with similar themes or used similar techniques. Most of these books are available in inexpensive reprint editions. 3 credits. Draxten.

**G.C.30D—LITERATURE TODAY: AMERICAN IDEALS IN LITERATURE.** Fall, winter, and spring quarters.

To improve understanding in the field of human relations, examples of American literature are selected to reflect man's struggle to preserve his right to life, liberty, and the pursuit of happiness. Lectures and class discussions concern the understanding and appreciation of the contributions of minority groups. Literature is presented as a timely interpretation of individual shortcomings and accomplishments. 3 credits. Sheldon.

**G.C.30E—LITERATURE TODAY: AN INTRODUCTION TO WORLD LITERATURE.** Fall, winter, and spring quarters.

Human nature and personality have remained basically uniform in every period of history. In our changing world it is fitting that we realize how world peoples from the earliest times have sought to understand and solve essentially the same problems of living that we face today. Therefore, the readings in world literature have not been selected simply because their authors are ancient or foreign but because their ideas are vital today for all nations. 3 credits. Appel, Hensley.

**WRITING LABORATORY**

Composition is taught in terms of the student's current and future needs, though of course the necessity for a basic foundation is recognized. Work in the courses is supplemented by general lectures and discussions, so that each student becomes acquainted with the techniques of the various types of writing. Special emphasis is placed upon understanding standards of usage in contemporary speech and writing. All writing is done under supervision in the writing laboratory. Usually, problems of grammar, spelling, or punctuation which the student encounters are worked out individually with the instructor, not included as formal class content. Enrollment in each section is limited to 30. 3 credits per quarter.

Students who have had no Writing Laboratory work must register in sections numbered G.C.31A. Then they should enroll in G.C.31B before registering for the other writing courses.

**G.C.31A—PRACTICE IN DESCRIPTIVE WRITING.** Fall, winter, and spring quarters.

"Write what you mean" is the by-word of this course, which shows how to give vividness, life, and color to writing. Here, the use of specific instead of general words teaches the student to write exactly what he means and to re-create scenes and moods through vivid word-pictures. During the quarter, the student writes papers describing scenes from direct observation and from memory; then he progresses to longer incidents and character sketches. 3 credits. Arranged.

**G.C.31B—ORGANIZATION IN WRITING.** Fall, winter, and spring quarters.

Organizing ideas clearly and forcefully is necessary in a world depending more and more upon interpretation of written expression. Therefore the student in this course is helped to clear his mind of fuzzy thinking and to organize his papers so that his thoughts, ideas, beliefs, and opinions are as clear to others as to him. He

is encouraged not only to question, analyze, and evaluate what he thinks and reads but to present his opinions in critical, purposeful writing. During the quarter the student writes papers developed by example, by comparison and contrast, and also exercises such as letters to the editor, editorials, and arguments. 3 credits. Arranged.

**G.C.31C—REPORT WRITING.** Fall, winter, and spring quarters.

Because some college courses and business positions require the writing of reports, the student in this course is given experience in selecting and organizing reference material. He reads textbook excerpts and reproduces the ideas in his own words. After careful consideration of general techniques each student writes a paper based on library reference reading. The actual writing is done under supervision. Some attention is given to methods of note-taking from lectures as well as from printed material. 3 credits. Arranged.

**G.C.31D—BUSINESS WRITING.** Fall, winter, and spring quarters.

Business situations serve as a basis for writing clear, concise, forceful, and carefully planned business letters. Not intended as specialized business training for stenographers, this course aims to give information and practice in the kinds of business letters with which the ordinary citizen finds himself concerned—letters of inquiry, complaint or claim, adjustment, order, sales, and application. Especially emphasized are current form, good tone, and clear, concise language. 3 credits. Arranged.

**G.C.31E—INDIVIDUAL WRITING.** Fall, winter, and spring quarters.

This course aims to provide an opportunity for creative writing to students who desire to get some experience under direct guidance, criticism, and supervision. The type of writing he wishes to undertake will be determined by each student individually on the basis of conferences with the instructor. Enrollment is limited, and may be completed only upon recommendation of a member of the writing laboratory teaching staff and with the consent of the instructor of the course. 3 credits. Appel.

### ORAL COMMUNICATION

General College speech courses are planned to acquaint students with certain basic problems of communication, to help them understand the function of speech in human affairs, and to afford opportunities for developing greater skill in everyday expression of ideas.

**G.C.32A‡—BASIC PRINCIPLES OF ORAL COMMUNICATION.** Fall, winter, and spring quarters.

Through observation, study, personality analysis, and participation in various speech activities, this course is planned to aid the student in developing a favorable emotional adjustment to the speech situation and to show him the close relationship between individual personality and speech behavior. 3 credits. Halvorson, Olson, Unes.

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

G.C.32B‡—PRACTICAL APPLICATIONS OF SPEECH. Fall, winter, and spring quarters.

The student is given directed work in practical speaking activities to help him develop his ability to communicate effectively his various everyday experiences. Through classroom speaking and occasional out-of-class assignments (pantomime; interview; critical discussion of books, movies, plays; evaluation of educational and vocational experiences; oral reading; group discussions) the student is guided in the controlled use of the audible and visible modes of communication. Prerequisite: 32A. 3 credits. Halvorson, Olson, Unes.

G.C.32C‡—SPEECH ORGANIZATION. Fall, winter, and spring quarters.

Through the development of reflective thinking and through the understanding of the scientific method, the student learns to organize logically and communicate effectively his ideas concerning current social, political, and economic issues. Prerequisite: 32A. 3 credits. Halvorson, Olson, Unes.

G.C.32D‡—GROUP DISCUSSION. Fall, winter, and spring quarters.

Special emphasis is placed on discussion as a democratic speech form. By participating in classroom projects, the student is given experience in using effective discussion techniques in the cooperative solution of current issues. Prerequisite: 32A. 3 credits. Halvorson, Olson, Unes.

G.C.33A‡—SPEECH STUDIO—Fall, winter, and spring quarters.

This is an appreciation course covering the general field of radio broadcasting. It includes a short history of world broadcasting, organization and operation of the typical American broadcasting station, and an analysis of radio programming. Emphasis is given to the voice element of radio speech. The course is designed to promote critical listening, to afford active participation in speech arts (script writing, announcing) and to afford laboratory opportunity to develop greater skill in broadcasting techniques. 3 credits. Halvorson.

G.C.33B‡—SPEECH STUDIO. Spring quarter.

This course acquaints the student with the various aspects of radio broadcasting available to him as an active citizen in a typical radio community. Assignments include the writing and presentation of community appeal speeches, interviews, community round tables, and organizational speeches (religious, political, educational, social). Prerequisite: 33A. 3 credits. Halvorson.

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G.C.34A—FLIGHT PROBLEMS. Winter quarter.

This course has a two-fold purpose. It is designed to provide students wishing to become air stewardesses with general background information concerning commercial air transportation in the United States. Such topics as history of air transportation, airline operation, and aircraft familiarization are studied. Special attention is also given to certain details of aircraft operation with which stewardesses should be familiar. These include theory of flight, meteorology, navigation, and civil air regulations. Prerequisite: G.C.7A and approval of committee. 5 credits. Koester.

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

G.C.34B—FLIGHT DUTIES AND PROCEDURES. Spring quarter.

Detailed consideration is given to in-flight duties and procedures of the airline stewardess. Topics covered include use of cabin equipment, meal services, control systems, and illness and accident procedures. Particular stress is placed upon developing good stewardess-passenger relationships. Much of the technical work will be of the laboratory type, and classes will be supplemented by field trips. Prerequisite: 34A. 5 credits. Jansen.

G.C.37—SOCIAL TRENDS AND PROBLEMS. Fall, winter, and spring quarters.

In a study of social change and interaction it is necessary to understand the major trends which are affecting American life. The student is helped to see the impact of culture, conflict, religion, economic changes, population trends, and family status upon individual problems and development of personality. Special references to the state and the local community are made in considering illustrations and operations of social institutions and processes. 5 credits. Cox.

G.C.38—GENERAL GEOGRAPHY. Fall, winter, and spring quarters.

This course introduces students to the field of geography which is concerned with the description and interpretation of both natural and cultural (man-made) landscapes. Special attention is given to climate, landforms, and soils as they affect the economic activities of man, throughout the world as well as locally. The importance of map study is also stressed. 5 credits. Jennings.

G.C.39—GENERAL ANTHROPOLOGY. Fall and winter quarters.

As the study of man and his ways of life, anthropology differs from other sciences which study man in its broader concern with him as a physical and social being, with his behavior in the past and in the present in all parts of the world. To understand man as a physical being, the student learns about man's place in the animal kingdom, his relation to the higher primates, and his evolution. To see him as a social being the student learns of man's behavior in social groups and studies the development of human culture through economic, family, social, and political groups. 3 credits. Winchester.

G.C.40A—INTRODUCTION TO PHILOSOPHY. Fall and spring quarters.

This course is designed to aid students in working out an intelligent view of life with which to meet the problems presented by (1) the world of modern science, and (2) modern society. The following topics are included in the readings and class discussions: Can we arrive at an all-inclusive point of view? Does human life have any meaning? The function of philosophy; the nature and existence of God; the nature of the universe; the problem of knowledge; the meaning of right and wrong; "natural" rights; man as a social and political being; the significance of history and what we can learn therefrom. 3 credits. Arranged.

G.C.40B—STRAIGHT AND CROOKED THINKING. Winter quarter.

In contemporary life man is faced with practical problems that require straight thinking; he is also called upon to determine the value of arguments presented to him by the newspaper and the radio. The penalties for faulty thinking are perhaps more far reaching today than they have ever been. Therefore, this course is concerned with an analysis of common errors and fallacies in thinking and the study of valid methods for drawing conclusions from evidence. 3 credits. Arranged.

**G.C.40CX—RELIGIONS IN MINNESOTA.** Spring quarter.

For students wishing to discover and understand religious similarities and differences in American life, this course presents some of the sects and denominations found in Minnesota—their history, present organization, and beliefs—through lectures, discussion, and field visits to churches and synagogues. Students are helped to become aware of the important role of religion in culture, politics, education, and human relations. 3 credits. Allen.

**G.C.41—PRACTICAL APPLICATIONS OF PSYCHOLOGY.** Fall, winter, and spring quarters.

Psychology is concerned with human activity. Because every person is influenced by the behavior of other people, this behavior is studied for its practical significance. The aim of this course, then, 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?" 5 credits. Longstaff, MacCorquodale.

**G.C.42A—HUMAN DEVELOPMENT.** Fall and winter quarters.

To achieve the understanding of one's self and of others that is required by participation in a democratic society, some knowledge of the development of all humans is necessary. This course presents a general outline of human development through childhood, adolescence, and early maturity by surveying physical growth, learning and development of emotional life, adjustment, and skills. Principles of mental hygiene are stressed, particularly as they relate to the learning process. 3 credits. Templin.

**G.C.42B—PERSONAL ADJUSTMENT.** Winter and spring quarters.

Building upon G.C.42A, this section of the course deals with the individual's effective adjustment. The origin and nature of attitudes and complexes are discussed in their relation to social pressures in society. Attention is given to the psychology of personal and social conflict and to personal and group morale. Prerequisite: G.C.42A. 3 credits. Templin.

**G.C.43A—BACKGROUND OF THE MODERN WORLD.** Fall and spring quarters.

Covering a span of approximately 450 years (from 1500 to the present) this course offers students some idea of the development of the world in which they live. To achieve this end, the historical developments in the Western and Eastern hemispheres are discussed and analyzed as parts of an interdependent world civilization. While retaining politics as the most obvious thread, considerably more emphasis is placed on art, science, economics, religion, and philosophy. Man is presented not only as a citizen but important also as a worker, worshiper, artist, and thinker. Approximately half of the course deals with the late nineteenth and twentieth centuries: 5 credits. Gluck, McCune.

**G.C.43B—HISTORICAL BIOGRAPHY.** Fall, winter, and spring quarters.

This course is intended to make great movements of the past, knowledge of which is essential for thorough understanding of contemporary affairs, become vivid and real through the study of notable men and women whose lives illustrate and illuminate their times. The course begins with the Renaissance and the Refor-

mation, and ends with the early years of the twentieth century. The lectures and readings will deal, among others, with Calvin, Catherine the Great, Newton, Franklin, Bismarck, Queen Victoria, the Curies, and Wilson. 3 credits. Moen.

**G.C.44A—FORMATION OF PUBLIC OPINION.** Fall quarter.

Modern techniques designed to shape attitudes, to influence public opinion, to affect social values, and to exert leadership, include powerful media of mass appeal. The techniques employed to transmit visual and auditory impressions by newspapers and magazines, by radio, motion pictures, and advertising are examined. Special attention is given to the propaganda devices of civic, economic, racial, political, and other groups, and to the analysis of these groups and their social objectives. The relationships of pressure groups to propaganda are explored through study of a number of campaigns to sway public opinion. Enrolment limited. 3 credits. Ford.

**G.C.44B—CURRENT HISTORY.** Fall, winter, and spring quarters.

This course, which may be repeated for a maximum of six credits, follows no definite pattern with respect to subject matter or methods employed in instruction. It is constantly adapted to the changing headlines of the day and attempts by a fusion of contemporary readings with background sources to intensify the student's alertness to the news and to fortify his ability to judge current events in proper perspective. 2 credits. deVeau.

**OUR NATION AND COMMUNITY**

In these days of rapid change, of uncertainty, and of crises, it is well sometimes to pause and consider how "We, the people of the United States" came to be what we now are; in other words, to weigh our historical heritage. This is the purpose of the four following courses. The emphasis is on probing into the past to throw light on the present. Each student is encouraged to participate as a responsible, informed citizen in meeting the problems of American and international affairs. Each course may be taken independently, but together they are planned to provide a comprehensive background of information and understanding of present problems.

**G.C.45A—THE GROWTH OF AMERICAN DEMOCRACY.** Fall, winter, and spring quarters.

With twentieth-century America as the frame of reference, this course follows the struggle toward a more genuine and inclusive democracy from the Revolution through the critical periods of our history. It follows the efforts of the American people, their leaders, and their parties to meet the problems which arise when men and women of many nationalities, diverse sectional and economic interests, and varying political convictions assume the responsibility of building a strong, prosperous, and highly-principled nation. Attention is directed to the ways in which Americans in the past have met (or failed to meet) issues similar to those facing the country today with respect to political and economic democracy, and the part which America may play in world affairs. 5 credits. Stout.

G.C.45B—AMERICAN ECONOMIC AND SOCIAL DEVELOPMENT. Fall, winter, and spring quarters.

This course involves a more thorough and comprehensive study of the development of American economic and social institutions from colonial times to the present, emphasizing the forces that have created our contemporary economic and social structure and man's attempts to solve the problems that have arisen. The correlation between the past and modern America is stressed in surveying such fields as travel and transportation, commerce, agriculture, labor, the growth of industry, business cycles, and social reform. 3 credits. deVeau.

G.C.45C—MINNESOTA AND THE UPPER MIDWEST. Winter and spring quarters.

The essential purpose of this course is to give students an understanding of the life of their state in its setting of time and place. Minnesota is understood as more than land and people and institutions; for these are bound together and given meaning by the past. This past runs from the colorful days of explorers, voyageurs, and fur traders down to the commonwealth of today with all its complex conditions. The course attempts to show how the state and its people have come to be what they are and what changes in problems and points of view have marked the transition of Minnesota from a pioneer to a modern commonwealth. The local scene and a local approach are used, but the relations of the state to the broader region and to the nation and world are also stressed. 5 credits. Stout.

G.C.45D—COMMUNITY PROBLEMS. Fall, winter, and spring quarters.

Here is a course organized as a functional approach to the social sciences. It provides opportunity for a limited number of students actually to observe and participate in contemporary society and its problems. Specifically, students study intensively some of the social problems of the Twin Cities area. For example, they may explore such fields as housing, interaction of farm and city in this area, intercultural contributions, local government, economic conditions, or education. Enrolment is limited to selected students who have done above-average work in social science courses. Admission is by permission of instructor only. No student may take the course for more than one quarter. 3 credits. McCune, Stout.

#### GOVERNMENT STUDIES

One of the major objectives of a program of general education is to stimulate in students an interest in participating as responsible and informed citizens in meeting the problems of American and international affairs. Popular government rests upon the principle that it is every citizen's business to see that his community is well governed. The scope of influences in domestic and foreign affairs has expanded and intensified so that political decisions touch everyone directly, constantly, intimately, and inescapably. The three following courses in government studies are designed to equip the potential citizen with an understanding of his relationship to his government, of its functions and problems, and of outstanding issues in its international relationships.

G.C.46A—THE AMERICAN CITIZEN AND HIS GOVERNMENT. Fall quarter.

The American citizen today has reason to be profoundly concerned with the nature of his government, for it vitally affects him in every aspect of his life.

America has learned that self-government by a free people demands effective and enlightened citizenship which in turn demands an intelligent understanding of the nature, structure, and operations of our government. In this course the student examines his American government in all its aspects: the Constitution, political parties, individual rights and liberties, public opinion, nominations and elections, Congress and the state legislature, the Presidency and the nature of public administration, and the courts. 3 credits. Demetriou.

G.C.46B—THE FUNCTIONS AND PROBLEMS OF GOVERNMENT.  
Spring quarter.

Throughout the entire life of a citizen—from the day a public official records his birth until his will is probated in the courts—he is being served in a thousand different ways by his government. Effective citizenship requires that one understand the nature of these services and the problems which a free people encounter in governing itself. In this course the functions of government are described and analyzed against the background of constantly changing social and economic conditions. Some of the functions studied are foreign affairs, education, services to business, agriculture and labor, social security, and taxation and finance. 3 credits. Potter.

G.C.46C—INTERNATIONAL RELATIONS. Winter quarter.

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. This course serves as an introduction to the field of contemporary international relations, the policies of the great powers today, nationalism, internationalism, Europe and the postwar settlement. 3 credits. Mills.

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G.C.47A‡—FUNDAMENTALS OF TYPEWRITING. Spring quarter.

This beginning course is planned to give the student proficiency in the essentials of typewriting, with special emphasis on technical operations, accuracy in writing, and the touch method. From the very beginning special drills are given not only of the alphabetical characters and capital letters but also of figures and typographical signs. In a short time, therefore, the student acquires the ability to type the usual kind of general material accurately. Details of the course include the following: knowledge of the typewriter parts; keyboard drills; word, phrase, and sentence drills; position of typist; spacing used with punctuation marks; short speed drills; carbon copies; and some practice in letter writing. 1 credit. Newcomb.

G.C.47BX—BEGINNING SHORTHAND. Spring quarter.

Suitable materials are presented to give the student an elementary working knowledge of procedures in the *Gregg Shorthand Manual*. Drills and dictation are given in class to develop skill in the taking and reading of shorthand notes. Enrolment limited. 2 credits. Newcomb.

‡ A fee of \$2.50 per quarter is charged for this course.



G.C.47CX—BOOKKEEPING AND ACCOUNTING LABORATORY. Winter quarter.

The purpose of this course is to provide the student with the fundamental skills necessary to keep records and to prepare summaries of them for distribution enterprises. It also provides the student with an understanding of the reasons for keeping these records and the uses to which they are put. The student undertakes to keep the books and to prepare financial statements for a distributive business. This project will include basic bookkeeping, the balance sheet, profit and loss statement, credit transactions, and adjustments. Many bookkeeping and accounting problems will be introduced. Class discussion will clarify the relationship between the operation of the business and the records being kept. 3 credits. Arranged.

#### OUR ECONOMIC LIFE

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. G.C.48A and 48B attempt to answer some of the questions raised by these relations and to explain how business enterprise functions. They are not intended to be trained courses for business, but to give an understanding of this system and of the relation it bears to the individual members of society. Enrolment limited.

G.C.48A—PROBLEMS OF CONSUMPTION ECONOMICS. Fall quarter.

A descriptive and analytical study is made of many personal and pressing questions we, as makers of income and consumers of goods and services, have about our economic life. The course does not deal in formal and abstract statements of economic principles, but rather with the application of those principles as they affect the consumer. Among the subjects discussed are these: what consumption is; the origins and personal distribution of money income and purchasing power; planes of living; "ideal" standards of living; and possibilities for improvement in the plane of consumption. 3 credits. Canoyer.

G.C.48B—PROBLEMS OF PRODUCTION, FINANCE, AND CREDIT. Winter quarter.

This course surveys our more important economic institutions and continues with a brief analysis of the underlying principles of production, finance, and credit. Prerequisite: G.C.48A. 3 credits. Arranged.

G.C.48C—PRINCIPLES OF BUSINESS OPERATION. Spring quarter.

Intended especially for those who plan to own and operate some form of small business, this course briefly studies the principles and practice of organizing, locating, financing, and managing small business enterprises. Prerequisite: 5 credits in economics. 3 credits. Arranged.

#### RETAILING AND SELLING

Instruction correlated with practical store experience is offered, with salesmanship receiving the greatest emphasis. In addition, through study of other phases of retailing, students are helped to understand and to perform retailing operations. *The required internship of 180 hours of work experience* in a local store involves both selling and non-selling activities. Assigned laboratory meetings include demonstrations, reports, group discussions, and observation trips into a variety of distributive businesses. Speakers from local stores, related businesses, and consumer

groups provide current information and business contacts of importance. Since the course is open only to sophomores, it is particularly important that the student plan his freshman preparatory year thoughtfully. A suggested first-year schedule in preparation for this sequence should include psychology, writing laboratory, speech, mathematics, and economics. All desired courses offered during the afternoon hours (especially 5-credit courses) must be completed in the freshman year, since the actual work experience will fill the student's afternoon hours in the second year. Therefore, he should early discuss these requirements with his adviser and the instructor of the course.

**G.C.49A—SALESMANSHIP.** Fall quarter.

Discussion topics are salesmanship, personnel policies, store system, consumer credit, stock control, distributive vocations. 5 credits. Determan.

**G.C.49B—STORE ORGANIZATION.** Winter quarter.

During this quarter the student learns the historical background of retailing, types of retail outlets, store organization, non-selling activities in merchandising. Prerequisite: G.C.49A or permission of instructor. 5 credits. Determan.

**G.C.49C—RETAIL STORE PROMOTION.** Spring quarter.

Building upon the previous quarters, the discussion in the spring quarter covers display, advertising, and store services; selling through promotion; trends in retailing; merchandise research, labeling, and standardization; consumer education; co-ordination of retail store activities. Prerequisite: G.C.49B or permission of instructor. 5 credits. Determan.

## INFORMATION FOR STUDENTS

**Admission**—Admission to the General College requires graduation from an accredited high school or satisfactory performance on university entrance tests. It does not require any specific pattern of high school subjects. Thus the General College, which offers a two-year program leading to the associate in arts degree, is open to any student admitted to the University. A student may enter either directly from high school, or he may transfer from another college. If he transfers to the General College from some other college within the University, he must have the approval of both colleges concerned. A transfer student is finally admitted only on recommendation of the transfer-in committee of the General College, a committee which interviews all incoming applicants for transfer.

**Advanced Standing**—A student entering the college with credits earned at another college may present an official transcript of these credits to the assistant dean, who will evaluate them. A veteran beginning his college work should inquire before or during registration in Room 108 Westbrook Hall concerning advanced standing from military service.

**Opportunity to Improve Scholastic Standing**—Very frequently a high school graduate applying for admission to a four-year college within the University finds he does not meet the scholastic standard necessary for admission to that particular college. This student may if he so desires enter the General College and by satisfactory achievement remove the deficiency so that he can transfer to the college of his choice. While in the General College an individual may conclude that his first choice of colleges was not a proper choice for him. He may learn through actual tryouts in courses and through help from counselors that some other college will better serve his needs. Another student may find that two years of general education supplemented by vocational training either in college or on a job may best suit his needs. Still another may in a year's time establish a scholastic record that will make possible transfer with advanced standing to the four-year college of his choice. In any case the General College provides an opportunity for these students to continue their education, to receive counseling help with their educational problems, and to progress toward the degree of associate in arts.

**Requirements for the Degree of Associate in Arts**—The associate in arts degree is awarded in recognition of the successful completion of two years of planned work in the General College. The specific requirements which must be fulfilled before the degree is awarded are as follows:

1. The passing of 90 credits of work, exclusive of physical education activities
2. Satisfactory performance as measured by a comprehensive examination (see page 39)
3. The completion of three quarters of physical education
4. A final medical examination by the University Health Service a few weeks before commencement (Announcement of the time of this examination will be made in the Official Daily Bulletin in the *Minnesota Daily* prior to the date of commencement.)

In most instances a student should plan his program so that he will be automatically meeting degree requirements as the work progresses. Normally the student should plan on completing 45 credits of course work during each of the two academic years in residence. This should be done even though he plans to transfer to another college at the end of three or more quarters, since ordinarily no college will approve transfer of less than the equivalent of one academic year of work. *A student should plan to complete the physical education requirement during the first year.*

**Comprehensive Areas and Examinations**—The courses in the General College program are grouped into broad fields of related content called comprehensive areas. A comprehensive examination covering all of these areas is administered to determine a student's level of attainment on admission, and subsequent performance in attaining the objectives of general education. (See list of general objectives on page 3.)

*Each General College student must take this comprehensive examination first when he enters the college; a second time at the end of three quarters' residence in the college; and a third time when a candidate for the A.A. degree. A student who does not take this examination as required is not permitted to re-register. For detailed information concerning comprehensive areas and examination, see page 39.*

**Transfer to Other Colleges in the University**—The majority of General College students work toward the two-year degree of associate in arts and then leave college to find jobs. There are, however, a number of students who plan to transfer to another college after completing one year of work in the General College or after completing two years of work and qualifying for the associate in arts degree. Students who transfer from the General College into other colleges of the University usually receive full credit for General College work completed.

Each college in the University sets up its own minimum requirements for admission by transfer from the General College. These standards are set in the best interests of the students and of the University. Any student who meets these standards may transfer. There are some variations in the specific transfer requirements set by the various colleges, but as a general rule a B average in General College course work and a superior record on the comprehensive examination are necessary. In addition to the requirements just stated, the receiving college will generally ask that the student take some courses in his chosen curriculum prior to transfer. This can be done through the arrangement known as a combination program, which is discussed in the next section. Application for transfer is seldom considered for a student who has completed less than 45 credits while in the General College.

Advanced standing granted upon transfer from the General College to some other college within the University is determined by the receiving college and is not the same for all colleges. The College of Science, Literature, and the Arts grants full credit for work completed in the General College; and group requirements for the Senior College of Science, Literature, and the Arts can be met by a proper selection of General College courses. Other colleges allow varying amounts of credit for General College courses.

Any student who plans to transfer should discuss his plans with a counselor in Room 100 Wesbrook Hall two or three quarters in advance of the actual transfer. Questions concerning the requirements of the receiving college, needed course work, and suitability of choice must be cleared up early or the student will probably find that he has missed the opportunity to prepare adequately for the transfer. Actual transfer procedure must be started in Room 100 Wesbrook Hall, where counselors will give assistance and further instructions concerning transfer procedures. Counselors will also summarize the student's record and make a recommendation to the administration of the receiving college, where the final decision is made.

**Combination Programs**—Many General College students register for courses in other colleges in addition to their General College courses. Such an arrangement, whereby a student registers both for courses in the General College and in a college other than his own, is known as a combination program. A combination program is of particular importance to the student who plans to transfer to another

college, since it gives him an opportunity to try the work in the other college before making the final change. Furthermore, it gives both the student and the receiving college an opportunity to see what he can do in that particular kind of work. A second important use for a combination course is to supplement a program in general education with specific courses of a specialized nature not available in the General College curriculum.

Ordinarily a request to take a combination program is approved only after completion of at least one quarter of work. Approval is based upon the student's grades for the previous quarter. He must have an average above the 50th percentile in his General College courses. He must also have grades of at least C in the course work taken outside the General College if he is to continue the combination program. Credits earned through such a combination program are applicable toward the A.A. degree. Registration for a combination program requires approval of a counselor in Room 100 Wesbrook Hall after the student's adviser has signed the registration blank.

**Adding or Canceling Courses**—A student may add a course to his program during the first calendar week of classes each quarter only by written permission of his faculty adviser. To add a course after that time requires written permission of the student's faculty adviser and the instructor concerned, and final approval by the assistant dean. Addition of courses later than the first week of classes is not advisable and should be done only in exceptional circumstances.

Courses may be canceled without grade at any time during the first six calendar weeks of classes each quarter only with the written permission of the student's faculty adviser. After the first six weeks written permission of the faculty adviser and the instructor concerned and the final approval of the assistant dean are necessary in order to cancel a course. Such cancellation may be reported without grade if the work is passing to that date, but will be reported with grade of failure if the work is unsatisfactory. **Merely dropping out of a class does not constitute an official cancellation.** Changes in programs should of course be made only after careful consultation with a faculty adviser.

**Course Examinations**—Examinations are the chief means by which achievement in course work is judged. Therefore, a student is expected to prepare adequately for examinations and to take them at the regular time announced by his instructors.

When it is impossible for a student to take a scheduled test other than a final examination, he must consult the instructor about making up the work as soon as possible. Whether or not a make-up examination is justified is decided by the instructor.

**Grades**—Letter grades A, B, C, D, F, or I and percentile ranks for individual courses will be sent to each student at the end of each quarter.

A percentile rank is a number indicating the level of a student's achievement in relation to the achievement of others in a particular class. It indicates specifically the per cent of the students in the class whose performance was exceeded by that of the student concerned. Thus a percentile rank of 62 indicates that the student has done better than 62 per cent of that particular class but less well than the other 38 per cent.

The grade of I (Incomplete) is a temporary grade indicating that a student has a satisfactory record in work completed and (for justifiable reasons satisfactory to the instructor) was unable to complete the work of the course. If the grade of I was recorded because the student did not take the final examination, then the student may apply to take a make-up examination at the beginning of the next

quarter that he is in residence. Make-up examinations for the removal of incompletes are given on the third Saturday of each quarter, unless that day or the preceding day is a holiday. The exact time and room schedule will be announced in the Official Daily Bulletin of the *Daily*. Any make-up examination not taken on or before the announced day will be considered as a special examination, for which the University requires the payment of a five-dollar fee.

In the few instances when a student seems to have a legitimate reason for asking further time for preparing reports, papers, or for the final examination, arrangements should be made (in writing) with the instructor in advance of the examination period. The penalty for failure to hand in special papers, term reports, and other assignments is in the hands of each instructor. Ordinarily, an F grade may be removed or a grade raised only by repeating the course.

**Probation and Drop from College**—A student failing to make satisfactory progress in his course work may be placed on probation. Such probationary action severely limits participation in student activities and athletics; and it automatically revokes eligibility for combination programs, application for transfer, and student-loan provisions. Any registration for a subsequent quarter made while the student is on probation is to be considered as tentative only, subject to cancellation if his work remains unsatisfactory. A student may be continued on probation at the discretion of the Students' Work Committee or may be dropped from the college and the University.

**Student Responsibility for Notices**—There are two methods that the University and college use to contact students throughout the school year. The Official Daily Bulletin is published in the *Minnesota Daily* and contains information which the student is required to know. This includes announcements of the University and college procedures including examinations, registration announcements, and deadline for payment of fees. Notices involving an individual student are sent directly to his post-office box in the basement of Coffman Memorial Union. An individual student is held responsible for notices affecting him that appear in the Official Daily Bulletin, as well as those that are sent directly to his university post-office box.

*The student should regularly collect his mail from his post-office box, since he may be dropped from the University for non-attention to official notices.*

*The student is also held responsible for the information contained in this bulletin. He must become familiar with all the materials presented herein and then keep the bulletin available for easy reference concerning the many problems that may arise.*

**Students' Work Committee**—This committee is made up of representatives from the administrative, counseling, and teaching staffs. Its main function is to consider the problems of individual students in those cases in which the application of the existing rules would not be wise. A student may wish to carry an abnormally heavy load of course work or to undertake an unusual type of project. In either of these cases or in connection with other problems the student may, upon the advice of his adviser, submit a petition to be considered and acted upon by the Students' Work Committee.

## COMPREHENSIVE AREAS AND EXAMINATIONS

The courses in the General College are grouped into seven areas, each of which is closely related to an important aspect of human experience. These areas are: Personal (Individual and Vocational) Orientation; Home Life Orientation; Social-Civic Orientation; General Arts; Literature, Speech and Writing; Biological Science; and Physical Science. These areas, together with the courses that contribute to them, are outlined at the end of this section. A student is strongly encouraged to build his college program upon carefully selected course work in a majority of these areas rather than in just one or two.

In order to see that each student is actually getting a general education, the General College requires him to take a comprehensive examination three times during his two years in the college. This comprehensive examination covers the seven areas of knowledge mentioned in the above paragraph and outlined fully at the end of this section. This comprehensive examination is different from the aptitude-test battery described on page 7. Both are required. By giving this examination, the college is able to check on how well the objectives of general education stated on page 3 are being achieved. Satisfactory scores are the assurance of both the college and the student that the associate in arts degree stands for a general education.

Each student takes the comprehensive examination for the *first* time when he enters the college. The results are very helpful in identifying the major areas of general education in which he is strong, average, or weak compared with other entering freshmen. With the help of his adviser, the student may study his examination scores and select courses which will assist him to build a firmer background in areas in which he is deficient. The examination is taken a *second* time after the student has completed three quarters of work in the General College. The results of this testing are valuable in determining whether the student has been making normal progress and in identifying gaps and weaknesses in his general education which still remain to be eliminated if he is to earn the associate in arts degree. The comprehensive examination is taken for the *third* time when the student applies for the associate in arts degree. Normally this is at the end of his sixth quarter, by which time he should have earned a minimum of 90 credits. In order to qualify for the degree, the student must earn satisfactory scores in at least five of the seven parts of the comprehensive examination. Unless he satisfies this requirement, the student is not awarded the degree even though he may have earned 90 or more credits.

In the outline which follows, each of the last four areas (General Arts; Literature, Speech and Writing; Biological Science; and Physical Science) consists of a group of courses obviously related in terms of their subject matter or content, and therefore these groups do not require further explanation.

In each of the first three areas, however, there is an important, and much less traditional, central idea which determines the course groupings. This new idea is based on recognition of the fact that every individual, if he is to reach satisfactory adulthood, must somehow solve these major problems: he must learn to understand himself and develop a personally satisfying philosophy of life; he must choose a vocation in which he can work satisfactorily; he must learn how to maintain an enjoyable family life; and he must acquire the knowledge and skills necessary for effective participation as a citizen in his community and the world of which it is a part. There is a good word to describe this process of "getting to know yourself, understanding the situation in which you find yourself, knowing why you are there and what you are going to do about it." That word is *orientation*. The

person who is *oriented* to a situation, a problem, or a field of knowledge is a person who "knows what the score is." The many courses in the General College which contribute to a student's increasing understanding and solution of the problems of living are grouped into *orientation areas*; and there is one such area for each of the major aspects of life adjustment—Personal (Individual and Vocational) Orientation, Home Life Orientation, Social-Civic Orientation.

## COMPREHENSIVE AREAS

### Personal Orientation

**Core Courses: G.C.1—Individual Orientation**

**G.C.2—Vocational Orientation**

Other courses that will be of considerable value to a student in his own orientation are:

- |  |   |
|--|---|
| 27—Introduction to Leisure Time Activities | 40CX—Religions in Minnesota             |
| 40A—Introduction to Philosophy             | 41—Practical Applications of Psychology |
| 40B—Straight and Crooked Thinking          | 42A—Human Development                   |
|  | 42B—Personal Adjustment                 |

### Home Life Orientation

**Core Course: G.C.3—Home Life Orientation**

Other courses that are of particular value in preparation for family living are:

- |  |   |
|--|---|
| 10B—Human Biology: How the Living Machinery in Man Works | 18A—Principles of Child Care            |
| 10C—Human Biology: Healthful Living                      | 18B—Practice in Child Care              |
| 14—Food Selection  | 19A—Problems of Business Transactions   |
| 15—Clothing Selection                                    | 19B—Problems of Investment Transactions |
| 16—Selecting and Furnishing a Home                       | 42A—Human Development                   |
| 17—Income Management                                     | 42B—Personal Adjustment                 |

### Social Civic Orientation

**Core Course: G.C.4—Problems of Contemporary Society**

Other courses that may contribute to a student's understanding of social relationships and to his effectiveness in the community are:

- |  |  |
|--|--|
| 37—Social Trends and Problems                | 45D—Community Problems   |
| 38—General Geography                         | 46A—Government Studies: The American Citizen and His Government    |
| 39—General Anthropology                      | 46B—Government Studies: The Functions and Problems of Government   |
| 43A—Background of the Modern World           | 46C—Government Studies: International Relations                    |
| 43B—Historical Biography                     | 48A—Our Economic Life: Problems of Consumption Economics           |
| 44A—Formation of Public Opinion              | 48B—Our Economic Life: Problems of Production, Finance, and Credit |
| 44B—Current History                          |  |
| 45A—Growth of American Democracy             |  |
| 45B—American Economic and Social Development |  |
| 45C—Minnesota and the Upper Midwest          |  |



**General Arts****Core Course: G.C.21—General Arts**

The purpose of the core course in this group is to relate the various arts and add meaning to all of the following courses:

- |  |   |
|--|---|
| 15—Clothing Selection                  | 30A—Literature Today: The Individual in Literature        |
| 16—Selecting and Furnishing a Home     | 30B—Literature Today: Critical Standards in Reading       |
| 22A-B-C—Art Today                      | 30C—Literature Today: Themes in Current Literature        |
| 22X—Art in Business                    | 30D—Literature Today: American Ideals in Literature       |
| 23A—Art Laboratory                     | 30E—Literature Today: An Introduction to World Literature |
| 23B-C-D—Introduction to Commercial Art |   |
| 24A-B-C—Music Today                    |   |
| 25A-B-C—Music Today                    |   |
| 25D—Music Laboratory                   |   |
| 26A-B—Photography                      |   |
| 28—Film and Drama                      |   |

**Literature, Speech, and Writing**

- |   |   |
|---|---|
| 30A—Literature Today: The Individual in Literature        | 31B—Writing Laboratory: Organization in Writing |
| 30B—Literature Today: Critical Standards in Reading       | 31C—Writing Laboratory: Report Writing          |
| 30C—Literature Today: Themes in Current Literature        | 31D—Writing Laboratory: Business Writing        |
| 30D—Literature Today: American Ideals in Literature       | 31E—Writing Laboratory: Individual Writing      |
| 30E—Literature Today: An Introduction to World Literature | 32A-B-C-D—Oral Communication: Speech Laboratory |
| 31A—Writing Laboratory: Practice in Descriptive Writing   | 33A-B—Oral Communication: Speech Studio         |

**Biological Science**

- |   |  |
|---|--|
| 10A—Human Biology: Fundamental Similarities in the Living World                 | 11B—Basic Wealth: The Economic Utilization and Conservation of Plant Life  |
| 10B—Human Biology: How the Living Machinery in Man Works                        | 11C—Basic Wealth: The Economic Utilization and Conservation of Animal Life |
| 10C—Human Biology: Healthful Living   | 12—Nature Study  |
| 11A—Basic Wealth: Natural Resources—Their Economic Utilization and Conservation |  |

**Physical Science**

- |  |  |
|--|--|
| 6AX-BX-CX—Related Physical Sciences                  | 7D—Physical Science: Elements of Geology |
| 7A—Physical Science: Elements of Physics             | 7EX—Sound in Music and Speech            |
| 7B—Physical Science: Elements of Light and Astronomy | 8—Fundamentals of Mathematics            |
| 7C—Physical Science: Elements of Chemistry           |  |

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