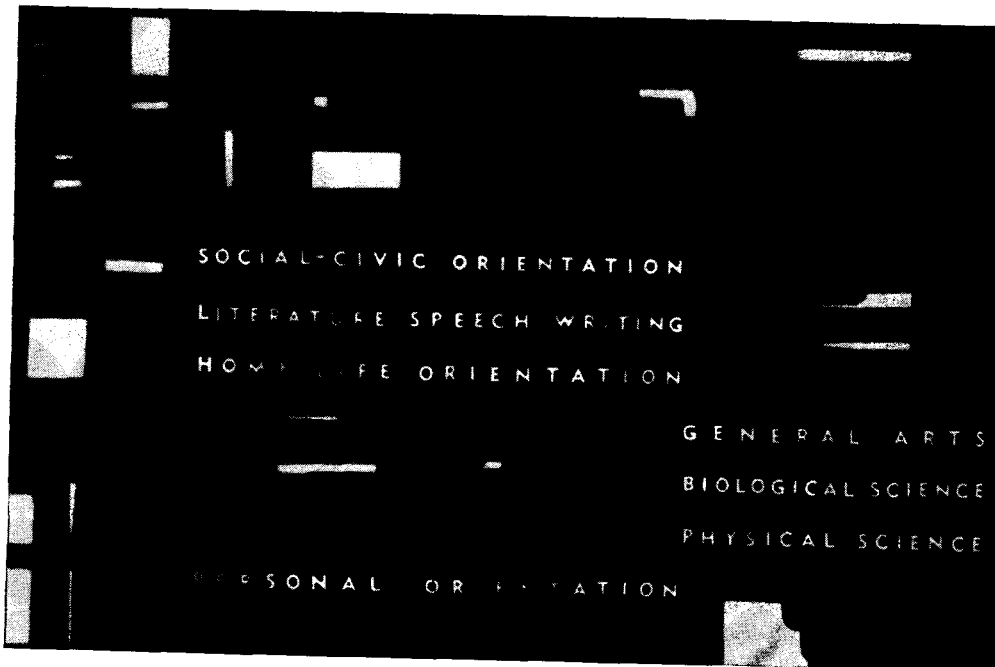


4/20/57

Bulletin of the

UNIVERSITY OF MINNESOTA



The General College 1957-1959

How To Use This Bulletin

This bulletin contains information about the General College. Prospective students should read it carefully and keep it at hand for ready reference. It is divided into the following parts:

Section 1, General Information, describes the reasons why the College was established and the nature of its program of general education.

Section 2, Student Services and Activities, describes the counseling and advisory services through which students can get individual help in program planning and with personal, educational, and vocational problems.

Section 3, General Education and Vocational Preparation, presents the relationship of general education courses to vocational competence, and contains descriptions of several specific vocational programs in the College.

Section 4, College Regulations, presents the requirements for admission, advanced standing, graduation, transfer to other colleges, and similar matters about which students must keep themselves informed.

Section 5, Comprehensive Areas and Examinations, indicates the special comprehensive examination requirement which all students in the General College must meet. It also shows the seven areas into which the related courses of the curriculum are grouped.

Section 6, Description of Courses. Students should read these course descriptions carefully in planning their programs.

In addition to this bulletin, the student should consult the *Bulletin of General Information* which tells about the University as a whole. In making out class schedules at registration time, students must consult the *Class Schedule*, which is printed each quarter and which gives the hours, days, and place of class meetings.

Copies of all bulletins of the University may be obtained through the Office of Admissions and Records in the Administration Building.

Explanation of Symbols

A sharp mark appearing in the parenthetical statement which follows each course description means that the student must obtain the consent of the instructor before attempting to register for the course.

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

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THE GENERAL COLLEGE

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THE GENERAL COLLEGE

Section 1. General Information

The General College is one of the regular undergraduate colleges of the University of Minnesota. Its program is made up for the most part of courses in the field of general education. It awards the associate in arts degree to students who complete 2 years of study. Courses taken in the General College may be used as the first 1 or 2 years of liberal arts preparation for students who wish to transfer to a 4-year college of the University and who demonstrate that they can meet the competition within a 4-year program.

Students planning to enter the University sometimes make application for admission to some other college but find that they are referred instead to the General College. In some instances these referrals are made when the student has not taken the required number of academic subjects in high school, so that he lacks the proper background for the traditional academic work in college. In other instances they are made when the student has received poor marks in high school or has a low standing on the college aptitude tests.

It has been discovered by the University through many years of study that these students have difficulty adjusting themselves to the fast pace of the vigorous scholastic competition in the 4-year and professional schools. The University therefore refers these students to the General College, where they will have the advantage of a well-developed and effective personnel and counseling service, and where they may become more gradually adjusted to the competition of college level work. If they demonstrate by superior performance their ability to meet such competition, they may, if they desire, transfer to the college of their original choice without undue loss of time or credit.

What are the reasons for the establishment of a 2-year college and what is the nature of its program?

Increasing numbers of young people are attending college today, and many more wish to attend but for some reason cannot do so. This interest in higher education is attributable to a number of factors. Chief among them is the faith that higher education prepares young men and women to live fuller and more satisfying lives. Other important reasons are the well-founded belief that higher education may increase one's earning power, and the realization that high school preparation is not extensive or intensive enough to prepare young people for many of the complex aspects of living in our modern world.

Not all students who have entered upon a college career, however, have been successful in completing the traditional 4-year program for a Bachelor's degree. Studies of liberal arts colleges show that fewer than half the entering freshmen remained through the senior year. Since freshman and sophomore courses have usually been organized to lay the foundation for more intensive and specialized study in the last 2 years of college, the courses taken during the first 2 years alone were often fragmentary and unrelated—unrelated to one another and to the daily activities of students. Such an incomplete program of studies provided neither very satisfying nor very useful learning, with little relevance to a student's immediate concern about the vital business of earning a living, establishing a home and family, participating in civic affairs, and developing his own personality and resources.

New Programs to Meet New Needs

In recent years much thought has been given to ways of avoiding the loss of time and money involved in drop-outs from the traditional curriculum. Constructive efforts have been devoted to devising courses and programs which would be more meaningful for all and more directly useful for those students who for one reason or another might remain in college for a shorter period, such as 2 years. Various attempts were made to develop programs of studies which would be tailored to the needs of increasing numbers of students attending college rather than forcing the students to fit the traditional curriculum of specialized subject matter.

Such broad and integrated courses, known as general education, would also provide suitable background for students who were continuing in a longer liberal arts or professional program.

The University of Minnesota, with its General College, was one of the pioneers in this movement which started in the 1930's. Other institutions which initiated new programs were Bennington, Sarah Lawrence, and Stephens Colleges, and the Universities of Chicago, Wisconsin, and Florida. At the present time, hundreds of colleges have instituted general education courses as a basic part of their offering, and the continuing trend toward general education is one of the most significant aspects of higher education in the United States today.

The General College of the University of Minnesota was started in 1932, after years of careful planning. President Lotus Delta Coffman, during whose administration it was launched, stated at the time that he was interested in the establishment of a General College for two main 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 new techniques of instruction.”

Nature of General Education 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. Emphasis is placed on the understanding of basic principles and applications as well as on subject matter content.

2. *Relationships within and among fields of knowledge* are emphasized, rather than intensive study of small isolated parts. 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 about himself and his relationship to other individuals and groups, to the creative arts, and to the world of nature and the universe about him. Topics in the social sciences are considered from various points of view, historical, political, social, and economic, rather than in one of these aspects only.

3. Completion of a 2-year *planned program of studies*, rather than the traditional 4-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 2-year integrated programs. The College of Science, Literature, and the Arts of the University also offers a similar 2-year degree.

4. Organization of courses is around *areas of life activities* as well as around broad subject-matter fields. Thus the classwork 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 for which they need preparation. They are those which face a person who is seeking to adjust himself (a) as an individual who desires to develop a balanced personal and social philosophy, (b) as a worker who faces many problems of adjustment to the work situation in addition to acquiring the necessary vocational skills, (c) as a prospective parent and establisher of a home and family, and (d) as a citizen who must participate in community activities and attempt to solve many complex problems on the local, national, and international levels. Thus, four of the courses listed and described in the following pages of this bulletin are: 1A, Individual Adjustment; 1B, Vocational Planning; 3A, Home Life: Marriage and Family Living; and 40, Problems of Contemporary Society. Groups of other courses related to these areas may also be found in Section 5.

Purposes of General Education

The purposes of general education are to develop an individual's intellectual abilities, introduce him to the cultural heritage, and prepare him for effective participation in our present complex society. It should contribute to a person's total efficiency both on the job and in other aspects of his living.

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 from these in 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.

The major objectives of general education were endorsed by the University Senate in May 1944 for the University as a whole. The following list is adapted from that statement of objectives. Specifically, a sound general education should enable the student to:

1. Develop a sense of personal integrity
2. Adjust to changing conditions of living
3. Grasp and express ideas effectively
4. Participate in civic affairs as an active and informed citizen
5. Understand our natural environment and the effect of science on human welfare
6. Appreciate cultural activities as a means to richer living
7. Safeguard personal and community health
8. Develop the ability to think critically and constructively
9. Prepare intelligently for a satisfying family life
10. Discover an appropriate and satisfying life work

All-University Relationships

To give its students broader university contacts through its instructors, about 10 per cent 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 co-ordinate a program of general education, act also as special advisers to General College students.

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 4-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. A more complete statement about combination programs may be found in Section 4 of this bulletin.

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 the idea of general education and developed it at an effective level. 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 has formed part of 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 continuing self-appraisal the College is constantly assessing its strengths and weaknesses and is continually striving to improve its program. Within the context of the University, it has also provided a 2-year terminal general education needed at the college level. In a comprehensive evaluation study of the College's program, it has been declared that "the General College has enriched and enlivened the life of the whole university," in addition to the wide influence its program has had in setting the theory, pattern, and practice of general education throughout the country.

Section 2. Student Services and Activities

Counseling Services

A student often enters college with only vague plans for the future. The General College program helps him to know himself as an individual and to develop goals in keeping with his abilities and interests. A student may

explore a variety of subjects, pursue previous interests, and develop new ones without delaying progress toward graduation.

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 to understand University rules and policies and to plan an appropriate program, and for approving his final registration each quarter. In many other ways, the faculty adviser offers his assistance to the student whenever requested.

The General College also maintains a staff of counselors—specialists who devote their time primarily to helping individual students. These counselors assist a student with such things as: vocational plans, study habits, social skills, and emotional adjustments. Each student is strongly encouraged to make appointments with counselors in 106 Nicholson Hall whenever he wishes to discuss educational, vocational, or personal problems.

Just before the beginning of each quarter, a 2-day orientation-registration program is participated in by students entering the General College for the first time. As one part of this 2-day program, students take a battery of special aptitude, interest, and personal adjustment tests. Students learn about their scores on these tests by asking for individual appointments with one of the college counselors. The counselor helps the student to compare his aptitudes and interests with those possessed by successful people in various kinds of occupations. In this way a student may increase his useful understanding of himself and plan his college program partly in relation to the type of occupation he hopes to enter, as well as in such a fashion as to achieve a well-rounded general education.

In addition to the counseling 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 University Health Service, Speech and Hearing Clinic, Bureau of Student Loans and Scholarships, Student Activities Bureau, Veterans' Counseling Center, and the program consultants of Coffman Memorial Union are open to every University student. Counselors in the General College are glad to help students make the fullest use of these agencies.

Activities and Organizations

Although academic work is of primary importance, 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 more about them and to participate in them.

Because there are a great many students at the University of Minnesota, all with many kinds of interests and backgrounds, there is consequently a great variety of activities. It makes little difference which groups a student chooses; the important thing is for him to have pleasure and profit from 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.

These activities are available to students in all colleges of the University. There are many ways in which new students may find out about extra-curricular organizations. Most of them are described in a special University bulletin called *The Moccasin*, 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 (106 First Temporary South of Mines building); or by discussing interests and plans with one of the General College counselors (106 Nicholson Hall).

The student will also find out about these activities from fellow students during the 2-day registration-orientation program in which new students participate before they enroll. And finally Welcome Week for new students, an extensive and carefully planned period of events and opportunities for discussions about all phases of campus life, is scheduled for the week just preceding the opening of classes in the fall. Participation in the Welcome Week program is practically certain to lead to values more important than any assumed to come from vacationing or working a week longer at the end of the summer.

Section 3. General Education and Vocational Preparation

The question has often been raised about the relationship of general education to preparation for earning a living. Are all courses in general education merely "cultural," without any practical value? What provision is made for the career interests which motivate many students to come to college?

The General College recognizes these vocational needs and is equipped to meet them in part. The making of an appropriate vocational choice and good occupational adjustment are furthermore among the legitimate goals of general education itself. Many courses in the College also have vocational applications, although they are not what is technically called vocational courses. For the most part they deal with broad, general principles, an understanding of which should enable the student to grasp the significance of an area of employment, rather than with the specific skills required by a particular job. The tool skills of reading, writing, listening, talking, and computing, for example, which are taught in general education courses have significance in nearly every job. Courses in psychology may actually succeed in improving the personality adjustments of young people and in providing increased skill in interpersonal relationships. In such ways courses of this sort have wide-ranging vocational values in addition to their obvious importance for other aspects of life and living. By judicious selection of courses in the College in combination with certain courses in other colleges, and a number of elective credits, a good preparation, therefore, may be secured for certain occupational areas which do not necessarily require professional level training.

This kind of training is suitable, for example, for many business occupations, especially in the sales and supervisory fields, in which many former General College students have found employment. The vocational sequences which prepare students for these occupations include courses in psychology, economics, accounting, retailing, salesmanship, government, mathematics, business letters and reports, and speech. Courses in areas such as art, music, photography, clothing selection, and food purchase contribute directly to skills and knowledge required in various other occupational fields.

It should be clearly understood that in adding vocational sequences the General College is not duplicating the work of 4-year professional schools of the University, nor is it attempting to duplicate the vocational work usually presented to those without college intentions. The General College

is providing training for a different type and level of employment from that which is the province of the 4-year and professional schools. The training outlined in these vocational sequences would prepare students for sub-professional or technician types of employment only. This training is in turn integrated with a broad general college-level education entirely different from the narrow range of specific skills taught by trade and vocational schools.

There is much evidence to support the idea that a broad and general education is the best foundation for specialized work, much of which may be learned on the job or through a brief period of supervised training. General education also provides a strong support to professional or specialized training. Such general education provides the balance, the perspective and the deeper understandings which contribute to success on the job, *any* job. Insofar as a worker more fully understands the significance of the specific operations he performs in the total pattern of business or industry, his own activities become more meaningful to him. It has been demonstrated by numerous studies that such understanding contributes to improved effectiveness and job satisfaction of the worker.

Furthermore, studies of the vocational adjustments of workers in industry show that among beginning workers who lose their jobs the lack of sufficient technical training is not nearly so often a cause of failure as is their inability to get along with fellow workers, inadequacies in their own personalities, or lack of ability to make adjustments to the nontechnical aspects of their jobs. For workers of all kinds, experienced as well as beginners, serious maladjustments, frustrating worries, and indecisions in the purely personal aspects of their lives are handicaps to their occupational competence. At the very least, these personal problems will interfere with work, and at the worst they may actually result in a complete breakdown on the job. Many employers are consequently coming to realize the potential value of a generally well-educated employee and to look for evidences of this among those they hire.

Important aspects of vocational preparation, therefore, include some realization of contemporary trends and problems in such areas as personal and family adjustment, modern technology, social-civic relations, and personal health. The study of these and other basic problems of normal human living is fundamental to the General College program.

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 applications, which bind the sequence together to provide direct vocational training.

VOCATIONAL SEQUENCES

Business

Promotions to supervisory and managerial positions in business organizations are usually obtained by rendering more than average service. Such success requires the possession of a usable skill to obtain a position and the broad knowledge of business operations that makes it possible to recognize opportunities and make the best use of them. This sequence is planned to provide this skill and knowledge.

General College Courses—Problems of Business Transactions; Problems of Investment Transactions; Psychology in Modern Society; Fields of Applied Psychology; Book-

keeping and Accounting Laboratory; Oral Communication; Business Writing; Principles of Small Business Operation; Problems of Consumption Economics; Problems of Finance and Credit; Art in Business; Introduction to Commercial Art; Applied Mathematics; Formation of Public Opinion; Physical Sciences; Practical Law; Photography; Salesmanship; Impact of Science and Technology on American History.

Dental Assistant

The General College and the School of Dentistry of the University jointly sponsor a program for the training of dental assistants. This program, which can be completed in 3 quarters, prepares young women to perform a variety of services in a dentist's office, such as checking appointments, keeping books, acting as receptionist, and assisting the dentist at the chair. There is a growing need for these services, and young women successfully completing the program should have little difficulty in securing employment.

Prospective dental assistants will register in the General College. Their work will consist of courses in the General College and in the School of Dentistry, combined with practical experience in assisting senior dental students and staff in the dental clinic. Credit earned during this year may be applied toward the credit requirement for the associate in arts degree if a student desires to continue in the General College for an additional year. Or, a student may complete a year of general education first and then choose the dental assistant program for her second year's work. A special leaflet describing the dental assistant program may be had upon request.

Complete details concerning this program and descriptions of courses offered in the Dental School may be found in the *Bulletin of the School of Dentistry*. Students wishing to enter this program must have approval from the office of the director of the program in the School of Dentistry.

General College Courses—Human Biology; Writing Laboratory; Oral Communication; Psychology in Modern Society; Bookkeeping and Accounting Laboratory.

Dental School Courses—Oral Anatomy; Chairside Assisting; Bacteriology; Pathology, Pharmacology, and Anesthetics; Prosthetics; Health Care; Dental Radiography; Office Management; Laboratory Procedures.

Practical Work—Assisting senior dental students and staff in crown and bridge, operative dentistry, oral hygiene and preventive dentistry, orthodontia, pedodontia, periodontia, radiology, and surgery, with opportunity for field work experience with dental public health program.

General Office

Many offices and small businesses require the services of a responsible person to record transactions, to meet the public, and to perform secretarial services. This sequence is planned to prepare the student for such positions in the offices of doctors, lawyers, service enterprises, and agencies.

General College Courses—Problems of Business Transactions; Bookkeeping and Accounting Laboratory; Applied Mathematics; Business Writing; Psychology in Modern Society; Art in Business; Problems of Contemporary Society; Oral Communication; Problems of Consumption Economics; Problems of Finance and Credit; Principles of Small Business Operation; Fields of Applied Psychology.

Courses in Other Colleges—Econ 32, 33, Beginning and Intermediate Typewriting (unless typing skill has been acquired in high school, business school, or otherwise).

Practical Nursing

Courses offered in the School of Nursing of the University and in the General College have been combined into a 1-year program in practical

nursing. The student registers for this program in the School of Nursing. At the end of the calendar year (4 academic quarters) she receives her certificate in practical nursing and is eligible to become a registered practical nurse in Minnesota. The credits in General College courses and the credits in the School of Nursing may be applied to partially meet the credit requirements for the A.A. degree. The additional credits could then be earned during a second year in the General College by those who want the A.A. degree. Students who have already completed 1 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. Details of the program in the School of Nursing, as well as further information about the practical nursing certificate, can be found in the *Bulletin of the School of Nursing*.

Recreation Activity Leadership

The recreation activity leaders training course is a 4-year program leading to graduation from the College of Education with the B.S. degree but without a teaching certificate. The first 2 years are completed in the General College. The curriculum is set up to prepare qualified individuals for recreation activity positions. It is for students who have special abilities in 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. 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 this program may be found in the *Bulletin of the College of Education* under the heading "Plan II. Recreation Activity Leaders Training Course."

Retailing and Selling

Approximately 1 out of every 8 persons gainfully employed in the United States is engaged in distributive business. Retail store jobs occur in every community and offer comparatively secure employment. This sequence is designed primarily to help one sell on a professional level and prepare for advancement in a retail store. It combines general education studies with specific training in the field of retailing and requires work in a store as part of the course work of the second year. A certificate is awarded to students who successfully complete the retailing and selling sequence.

General College Courses—Retailing and Selling (15 cr); Psychology in Modern Society; Writing Laboratory; Oral Communication; Problems of Business Transactions; Problems of Consumption Economics; Problems of Finance and Credit; Principles of Small Business Operation; Bookkeeping and Accounting Laboratory. (*At the beginning of the freshman year the student should discuss a 2-year plan of study with his adviser and the instructor in retailing.*)

Other General College Courses Recommended—Art in Business; Art Today; Introduction to Commercial Art; Business Writing; Clothing Selection, Purchase, and Care; Food Selection and Purchase; Selecting and Furnishing a Home; Current History; Healthful Living; Human Development; Elements of Physics; Practical Law.

Courses in Other Colleges—May be selected according to the student's ability and need.

Section 4. College Regulations

In this section the answers to the most common questions of students are set down. It is imperative that the following paragraphs be read carefully. Students who know the details of College procedure, the rules and regulations of the College, the degree requirements, and other information can more easily plan their own education; it will save trouble in the future; and it will be possible for them to get problems settled more quickly and satisfactorily. The dean and his associates are available for conference and request that students come for help to help themselves.

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. A student either may enter directly from high school or may transfer from another college. A transfer student is admitted only on recommendation of the transfer-in committee of the General College, a committee which interviews all incoming applicants for transfer.

Opportunity to Improve Scholastic Standing—Very frequently a high school graduate applying for admission to a 4-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 serve his needs better. Another student may find that 2 years of general education supplemented by vocational training either in college or on a job may suit his needs best. 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 2 years of planned work in the General College. Requirements to be fulfilled are as follows:

1. The passing of 90 credits of work
2. Satisfactory performance as measured by a comprehensive examination (see Section 5)
3. Final medical examination by the University Health Service a few weeks before commencement

Normally the student should plan on completing 45 credits of course work during each of the 2 academic years in residence. This should be done even though he plans to transfer to another college at the end of 3 or more quarters, since the college to which transfer is requested will normally wish to see what quality of work the student has been able to achieve while carrying a full program of courses.

Comprehensive Areas and Examinations—The courses in the General College 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

subsequently to determine performance in attaining the purposes of general education. (See list of general purposes in Section 1.)

Important Note—Each General College student *must* take this comprehensive examination, **first**, when he enters the college, a **second time** at the end of 3 quarters' residence in the College, and a **third time** when a candidate for the A.A. degree. The exception to the preceding statement is that any student who passes the comprehensive examination on his most recent taking is automatically exempt from further administrations of the examination. Passing means satisfying the comprehensive examination requirement for the A.A. degree. *A student who does not take this examination as required is not permitted to reregister.* For detailed information concerning comprehensive areas and examinations, see Section 5.

Transfer to Other Colleges in the University—The majority of General College students work toward the 2-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 1 year of work in the General College or after completing 2 years of work and qualifying for the associate in arts degree. Students who transfer into other colleges of the University usually receive full credit for General College work completed.

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 below. Application for transfer is seldom considered for a student who has completed less than 45 credits while in the General College.

Advanced standing credits are determined by the receiving college and are 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 many 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.

Students who plan to transfer should talk to a counselor in 106 Nicholson Hall 2 or 3 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.

Combination Programs—Many General College students register for courses in other colleges in addition to their General College courses. Such an arrangement 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 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 general education with specialized courses not available in the General College.

Ordinarily a request to take a combination program is approved only after completion of at least 1 quarter of work. Approval is based upon the student's grades for the previous quarter. Credits earned through such a combination program are applicable toward the A.A. degree.

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. Adding a course after that time is not advisable and requires written permission of the student's faculty adviser and the instructor concerned, and final approval from the office of the dean.

Courses may be canceled without grade at any time during the first 6 calendar weeks of classes each quarter only with the written permission of the student's faculty adviser. After the first 6 weeks, written permission of the faculty adviser and the instructor concerned and final approval from the office of the 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.

Grades—Letter grades A, B, C, D, F, or I and percentile ranks for individual courses will be made available to each student at the end of each quarter by the Office of Admissions and Records.

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. Thus a percentile rank of 62 indicates that the student has done better than 62 per cent of the students in that particular class but less well than the remainder.

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 by the end of the quarter. The work must be completed within the first 30 days of the next quarter in residence.

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 a 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 Committee on Student Scholastic Standing 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. Notices involving an individual student are sent directly to his local mailing address. An individual student is held responsible for notices affecting him that appear in the Official Daily Bulletin as well as those that are sent to him directly.

The student is also held responsible for the information contained in this bulletin. He should become familiar with all the materials presented in it and keep the bulletin available for easy reference.

Committee on Student Scholastic Standing—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. The student may, upon the advice of his adviser, submit a petition to be considered and acted upon by the Committee on Student Scholastic Standing.

Section 5. Comprehensive Areas and Examinations

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 2 years in the College, except in those cases when high-level performance results in exemption from the requirement after the first or second taking. This comprehensive examination covers seven areas of knowledge. Most of the courses in the General College are grouped into these seven areas as outlined on the following pages. Certain General College courses are vocational in nature and not covered in the comprehensive examination.

Each student takes the comprehensive examination for the **first time** when he enters the College. With the help of his adviser, the student should study his examination scores, identifying the areas in which he is strong, average, or weak compared with other entering freshmen. The examination is taken a **second time** after the student has completed 3 quarters of work in the General College. The results of this testing are valuable in identifying those areas which still remain to be strengthened 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 5 of the 7 parts of the comprehensive examination.

In the outline which follows, each of the last four areas (General Arts; Literature, Writing, and Speech; 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." This 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*, 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

Integrating Course:

2A—Psychology in Modern Society

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

1A—Individual Adjustment	4—Leisure Today
1B—Vocational Planning	5A—Functions and Problems of Philosophy
2B—Fields of Applied Psychology	5B—Functions and Problems of Logic
2C—Psychology of Human Development	

Home Life Orientation

Integrating Course:

3A—Home Life: Marriage and Family Living

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

2C—Psychology of Human Development	10B—How the Living Machinery in Man Works
3B—Food Selection and Purchase	10C—Healthful Living
3C—Clothing Selection, Purchase, and Care	19A—Problems of Business Transactions
3D—Selecting and Furnishing a Home	19B—Problems of Investment Transactions
3E—Income Management	

Social-Civic Orientation

Integrating Course:

40—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:

17A—Problems of Consumption Economics	45BX—Impact of Science and Technology on American History
17B—Problems of Finance and Credit	45C—Minnesota and the Upper Midwest
37—Social Trends and Problems	45D—Community Problems
38—General Geography	46A—The American Citizen and His Government: National
39—General Anthropology	46B—The American Citizen and His Government: State
43A—Background of the Modern World	46C—The Citizen and Local Government: Democracy in Action
43B—Historical Biography	46DX—The Citizen and World Affairs
43C—The Far East	
44A—Formation of Public Opinion	
44B—Current History	
45A—Growth of American Democracy	

General Arts

Integrating Course:

21—General Arts

The purpose of the integrating course is to relate the various arts and add meaning to all of the following courses:

3C—Clothing Selection, Purchase, and Care	23A—Art Laboratory
3D—Selecting and Furnishing a Home	23B—Introduction to Commercial Art
22A-B—Art Today	24A-B-C—Music Today
22D—Art in Business	25A—Choral Singing
	26A-B—Photography

Literature, Writing, and Speech

29A—Invitation to Literature I
 29B—Invitation to Literature II
 29C—American Literature
 29D—Reading Periodical Literature
 29E—Selecting and Reading Current Books
 29F—Reading Poetry

29G—Literature of the Theater
 30A—Reading Development
 30B—Fundamentals of Usage and Style
 30CX—Vocabulary Building
 31A-B-C-D-E-F—Writing Laboratory
 32A-B-C-D—Oral Communication
 33A—Radio Today

Biological Science

10A—Fundamental Similarities in the Living World
 10B—How the Living Machinery in Man Works
 10C—Healthful Living
 11A—The Economic Utilization and Conservation of Natural Resources

11B—The Economic Utilization and Conservation of Plant Life
 11C—The Economic Utilization and Conservation of Animal Life
 12—Nature Study

Physical Science

6A-B-C—Related Physical Sciences
 7A—Elements of Physics
 7B—Elements of Light and Astronomy
 7C—Elements of Chemistry
 7D—Elements of Geology

7EX—Elements of Modern Physical Science
 8A—Applied Mathematics
 8B—Applied Mathematics

Section 6. Description of Courses**PERSONAL DEVELOPMENT**

- 1A. Individual Adjustment.** The basic purpose of this discussion course is to help the student gain a better understanding and acceptance of himself and of others. Psychological concepts of personal and social adjustment are used in aiding each student to study his own personality development and adjustment. Class work and individual projects will be based to a large extent on the student's experiences, needs, and interests. (4 cr)
- 1B. Vocational Planning.** Deals with the factors in appropriate occupational choice and adjustment, the relationships between educational and vocational selection, and methods of studying occupations and gaining employment. Group discussion, personal counseling, outside interviews, and laboratory study are used. Written projects help the student to apply techniques of vocational planning to his individual case. (5 cr; not open to 1st qtr fr; prereq # or consent of counselor)
- 2A. Psychology in Modern Society.** An introduction to the science of human behavior. Examines the research methods which the psychologist uses in observing and drawing conclusions about behavior. Topics include the origin and development of behavior, an analysis of human motives, the place of emotion and conflict in human adjustment, how man learns from his environment, and how individuals differ in their psychological makeup. (5 cr)
- 2B. Fields of Applied Psychology.** A citizen's survey of some major applications of psychological principles to everyday affairs. The course examines the contributions of psychology to vocational guidance, learning efficiency, mental health, personnel selection and training in business and industry, the measurement and improvement of worker efficiency and morale, highway and industrial safety, crime, and consumer research and advertising. (5 cr; prereq 2A)
- 2C. Psychology of Human Development.** A general outline of human development through childhood, adolescence, and early maturity is presented by

surveying mental and physical growth, the learning of skills, and the development of emotional life and social adjustment. (3 cr)

- 3A. Home Life: Marriage and Family Living.** To emphasize the particular values of family life for the individual and for society, this course begins with a study of biological, psychological, and sociological foundations of the family. Much time is devoted to a study of adjustment and human relationships in the student's present and future home life. Preparation for marriage, factors associated with success or failure in marriage, and problems of parenthood are considered. (5 cr)
- 3B. Food Selection and Purchase.** Problems of food selection and purchase, with emphasis on the needs of adults to secure adequate and satisfying food. Factors which influence individual needs, the uses of nutrients, and nutritive value of various foods are studied. Standards of quality for individual food groups are also discussed. (3 cr)
- 3C. Clothing Selection, Purchase, and Care.** Problems involved in the choice and care of men's and women's clothing are examined. Methods of fiber identification, construction and finishing processes, and proper care of clothing based on a knowledge of fabric information are studied, with attention to judging the value of labels and advertising, differences in quality of fabrics and garments, and difference in workmanship in ready-to-wear garments. (3 cr)
- 3D. Selecting and Furnishing a Home.** The choice of a place in which to live and the selection and arrangement of appropriate home furnishings are considered. Attention is given to the house in relation to the needs of the owner, his income, and the neighborhood. The aspects of cost, utility, convenience, color, design, and comfort are included in the discussion of planning and furnishing the home. (3 cr)
- 3E. Income Management: Individual and Household Buying.** 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. The problems of raising material levels of living so that the family can provide a well-rounded and satisfying life for all its members are discussed. Sources of consumer information are evaluated. (2 cr)
- 4. Leisure Today.** To develop an understanding of the leisure problem and a philosophy of recreation, the course covers 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 campus. (3 cr)
- 5A. Functions and Problems of Philosophy.** Philosophy attempts to satisfy man's curiosity about the significance of human life and the ways in which man is knowingly related to his world. The course considers philosophy as synthesis and criticism. As synthesis there is a search, guided by the great thinkers of the past, for wholeness, unity, meaning and purpose in life. As criticism, the course examines the ways by which man seeks truth in the fields of science, common-sense, and religion. Problems considered are good and evil, freedom and determinism, appearance and reality, religious knowledge and the nature of man. (3 cr)
- 5B. Functions and Problems of Logic.** Man is faced with practical problems that require correct thinking; he must also determine the value of arguments presented to him by newspaper and radio. Penalties for faulty thinking may be far-reaching. 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 cr)

NATURAL SCIENCE AND MATHEMATICS

- 6A-B-C. Related Physical Sciences.** Exploration of some of the basic concepts and principles of physics, chemistry, geology, and astronomy reveals many relationships between the sciences and lays a foundation for understanding the

importance of science in modern life and the increasing interdependence of the sciences and the work of scientists. It leads to an appreciation of one's physical environment and affords practice in applying principles from several phases of the sciences to the solution of a single problem. With consent of the instructor, a student with sufficient background in science may be permitted to enter the course after the first quarter. (5 cr per qtr)

- 7A. Physical Science: Elements of Physics.** This study of fundamental physical principles selected from mechanics, heat, electricity, and modern physics aims to clarify the principles themselves, to apply them to common experience and devices, and to help the student to grasp something of the methods by which the principles were formulated. It should give the student a better appreciation of the world around him, and a greater ability to read current popular scientific writing with comprehension. (5 cr)
- 7B. Physical Science: Elements of Light and Astronomy.** The general principles of light are studied as they apply to optical instruments such as simple lenses, binoculars, telescopes; and for the information that light can give us concerning the composition, temperature, and motion of its source. The solar system provides many examples of orderliness, and a study of it reveals the answer to many questions concerning time, the calendar, and the seasons. The study of space beyond the solar system provides the opportunity to look backward in time as well as to observe the results of temperatures and pressures considerably beyond the range of usual experience. Observation of the sky is a necessary part of this course. (5 cr)
- 7C. Physical Science: Elements of Chemistry.** Fundamental principles and laws are selected for study from inorganic and organic chemistry, stressing applications of theories and their roots in experience. Such topics as classification of matter, reactions, elements, acids, bases, salts, electrical cells, gases, atomic and molecular structure, valence theory, organic chemicals from petroleum, polymers, and plastics are discussed with demonstrations. The student should gain an appreciation of chemical science and industry, and of the problems in evaluating current developments. (5 cr)
- 7D. Physical Science: Elements of Geology.** This course deals with the origin and interpretation of the surface features of the land. A consideration of Minnesota's 10,000 lakes leads to the study of the work of glaciers, water, and wind in sculpturing the earth's surface. Mountain-making, the common rock types and their origin, the age of the earth, and significance of fossils are briefly treated. (5 cr)
- 7EX. Physical Science: Elements of Modern Physical Science.** Basic principles of physics and chemistry are used to explore topics in modern science, such as: photo-electric effect; quantum theory; electromagnetic radiation including radio waves, infra-red light, visible light, ultra-violet light, and X rays; electron tubes; nuclear energy; and cosmic radiation. Current developments, applications, and activities in physical science will be an important part of the explorations. (3 cr; prereq some chemistry and some physics)
- 8A. Applied Mathematics.** This course is especially designed to meet the needs of students who want to use mathematics in developing a scientific or technical interest for themselves, in courses where mathematics is used as a tool, or in occupations requiring the use of mathematics with measurements. The most commonly useful mathematical skills are built up in a steady progression against a background of practical application. The problems provide a broad acquaintance with the language and nature of many fields. A study is made of measurement, calculation with measured data, use of the slide rule, formulas, and equations. (5 cr)
- 8B. Applied Mathematics.** (Continuation of 8A) This is based on the same objectives and general organization as 8A. Against the same background of practical application a study is made of derivation of formulas, strategy of problem solving, graphs, logarithms, and trigonometry. (5 cr; prereq 8A)
- 10A. Human Biology: Fundamental Similarities in the Living World.** A study of the variety and relationship of living organisms serves to illustrate the gen-

eral 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 cr)

- 10B. Human Biology: How the Living Machinery in Man Works.** The operational mechanisms of cells, glands, organs, and systems are integrated in the functioning of man's body as a dynamically balanced whole. (3 cr; prereq 10A)
- 10C. Human Biology: Healthful Living.** 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, leading causes of death, and public health are considered. (3 cr)
- 11A. Basic Wealth: The Economic Utilization and Conservation of Natural Resources.** Since the wise conservation and use of lands, forests, water, and minerals are basic to the economic welfare of the nation, emphasis is placed on studying the extent of the potential supply, present rates of utilization, sources of waste, and technological developments. (3 cr)
- 11B. Basic Wealth: The Economic Utilization and Conservation of Plant Life.** Since plants are important as sources of food, fibers, drugs, materials for manufacturing and building, as well as for enjoyment, the course emphasizes the role of plants in human welfare and progress, plant structure, crop production, and the leading economic plants. Attention is given to some of the methods used by man in meeting problems of production, plant improvement, and plant protection. (3 cr)
- 11C. Basic Wealth: The Economic Utilization and Conservation of Animal Life.** A study of the origin, domestication, improvement, and distribution of farm animals is included, as well as the uses and economic importance of products secured from farm animals and the economic value of wildlife. (3 cr)
- 12. Nature Study.** The nature of the relationships of living organisms in, on, and about man is expanded to the dynamics of large natural areas (biomes) in America. Concepts of domestication, food chains, adaptation, competition, and co-operation are developed in the laboratory and field. (3 cr)

BUSINESS STUDIES

- 16A. Bookkeeping and Accounting Laboratory.** This course provides the student not only with the fundamental skills necessary to keep records and to prepare summaries of them for distributive enterprises but also with an understanding of the reasons for keeping these records and the uses to which they are put. The student keeps books and prepares financial statements for a distributive business, and the class discussion clarifies the relationship between the operation of the business and the records being kept. (3 cr)
- 16B. Bookkeeping and Accounting Laboratory.** This course is a continuation of 16A. (3 cr; prereq 16A or #)

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. GC 17A and 17B attempt to answer some of the questions raised by these relations and to explain how business enterprise functions.

- 17A. Problems of Consumption Economics.** A study is made of questions about economic life which citizens have as makers of income and consumers of goods and services and about the application of economic principles as they affect the consumer. Topics include: what consumption is; the origins and

personal distribution of money income; opportunities for increasing the individual's share of national income; more intelligent use of the individual's income; and the role of the government. (3 cr)

17B. Problems of Finance and Credit. This course surveys our more important financial and credit institutions, giving special attention to problems of personal finance. (3 cr)

17C. Principles of Small Business Operation. 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. (3 cr)

Retailing and Selling

Instruction in retail store operation is offered in the three following courses. Classwork in lectures and laboratories is correlated with work experience. Internship in a local store of a minimum of 180 hours of work which may involve nonselling as well as selling activities is a requirement. Laboratory meetings include demonstrations, reports, group discussions, and store tours. Students enrolled in the courses are eligible for membership in the Minnesota Retailing Club, an organization of former students formed for the purpose of keeping abreast of recent developments in the field of retailing. The courses are planned for sophomores; therefore, it is important that students discuss freshman programs with the instructor in retailing and selling. All courses offered in the afternoon must be completed during the freshman year to allow time for the work requirement of the sophomore year.

18A. Retailing and Selling. Salesmanship, the customer, store personnel, systems and services, government regulations, distributive vocations. (5 cr)

18B. Retailing and Selling. Types of store organizations, buying, receiving, marketing, and storing merchandise, business statistics, resource information for the trade. (5 cr; prereq #)

18C. Retailing and Selling. Retail promotion, store location and interior layout, display, advertising media, public relations. (5 cr; prereq #)

18D. Salesmanship. Kinds of sales jobs, types of sales organizations, qualifications, and employment opportunities for salesmen are studied. Sales skills are observed in films and demonstrations. Students interview members of local sales organizations and develop sales planning portfolios for job selection, sales plans, and routine sales procedures. The course would be most useful if taken just before entering employment as a salesman. (3 cr)

19A. Problems of Business Transactions. Using no mathematical skills beyond arithmetic, a study is made of the methods used to solve problems connected with taxes, commissions, prices, discounts, loans, notes, and risk insurance. Through the solution and study of realistic, practical problems the student acquires useful skills and a basis for sound judgment to apply to the multitude of financial problems that he will face either as a householder or in business. (5 cr)

19B. Problems of Investment Transactions. Using no mathematical skills beyond arithmetic, a study is made of the methods used in connection with financial tables to solve problems connected with savings, insurance, installment buying, periodic payment loans, and depreciation. Through the study of realistic, practical problems the student acquires useful skills and a basis for sound judgment to apply to his savings, investments in real estate and durable goods, and life insurance. (5 cr; prereq 19A or #)

- 20A. Practical Law.** This course covers a study of courts and court procedure; contracts, their formation, operation, and discharge; law of sales of goods under the Uniform Sales Act; law of commercial paper under the Uniform Negotiable Instrument Law; nature and classification of real estate; deeds and conveyances; liens and mortgages; Torrens titles; joint tenancy and tenancy in common; wills; life, property, and automobile insurance. (5 cr)

GENERAL ARTS

- 21. General Arts.** 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 cr)

Art Today

The five courses in art are primarily directed toward the development of students who by participation become more understanding and appreciative of the need and role of art in our present-day society. As far as possible, the student is involved directly in the creative and practical problems identified with each area.

- 22A, 22B. Art Today.** This course explores and explains materials and methods used by modern artists in many fields—architecture, industrial art, and commercial design, as well as painting, sculpture, and the graphic processes. The emphasis is upon contemporary art forms. The course work consists of illustrated lectures, discussion, laboratory work, and field trips. (3 cr per qtr; students may enroll for 1 or 2 qtrs)
- 22D. Art in Business.** Work is designed primarily for students going into retailing and selling who would like a general knowledge of art principles as applied to the various aspects of business enterprise. Laboratory activity is provided to help the student develop critical understanding in planning store interiors and exteriors. Experiments in advertising, lighting, color, and display are undertaken. (3 cr)
- 23A. Art Laboratory.** Laboratory work aims to provide the student with a variety of art experiences. The problems may be selected according to individual needs and interests. Readings, lectures, field trips, and discussion develop from the problems met in the laboratory. (3 cr per qtr; may be repeated for a total of no more than 9 cr)
- 23B. Introduction to Commercial Art.** Emphasis 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 or may get special permission from the instructor for admission. (3 cr per qtr; may be repeated for a total of no more than 9 cr)

Music Today

To understand the drive that lies behind music one must discover a basic reason for the need of music. 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 24A, 24B, or 24C.* Students may enter any quarter.

- 24A. Music Today: Basic Listening Skills.** 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 the listener may gain a knowledge of the principles of form and design in music. (2 cr)

- 24B. Music Today: The Background of Contemporary Music.** The second quarter deals with the music of different periods, and helps the student to become familiar with the changes of style, form, medium, and composition techniques of each musical era. Extensive use is made of recordings, text readings, and attendance at public concerts on and off the campus. (2 cr)
- 24C. Music Today: Contemporary American Developments.** The third quarter is concerned with the many different facets of contemporary American music. This includes the development of the many different styles of jazz, American dance music, contemporary serious composers and their works, folk music, the American musical comedy, American opera, and music as used in radio, TV, and the movies. (2 cr)
- 25A. Music Laboratory: Choral Singing.** This course provides the opportunity for students who have had some previous musical training to further develop their knowledge of music notation, basic theory, and choral technique, and to experience music from the performer's standpoint, thus achieving a more significant appreciation of the art of music. (2 cr per qtr; may be repeated for a total of no more than 6 cr; prereq #)

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- 26A. Photography.** 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 to acquaint the student with ordinary darkroom techniques, film developing, and paper printing. (3 cr; enrollment limited)
- 26B. Photography.** This course is for students who have had previous instruction in photography or have worked in photography and know the principles of development and printing. It attempts to develop a personal photographic perception in the student through lectures in photographic history and contemporary trends in photography. There is intensive field work. (3 cr; enrollment limited; prereq 26A or practical experience and #)

LITERATURE, WRITING, AND SPEECH

Literature

The courses in literature have been designed to familiarize the student with his literary heritage, as well as with contemporary writings, in a variety of literary forms—poetry, novels, plays, stories, and periodical articles.

- 29A. Invitation to Literature I.** This course seeks to integrate life and literature and to relate the student's experiences to certain universal themes. Readings are grouped according to the following thematic arrangement: Man and Woman, Man and Spiritual Values, Man and Nature, Man and the Family. The student will read dramatic and forceful treatments of these themes in both ancient and modern literature. (3 cr)
- 29B. Invitation to Literature II.** This course also uses the thematic approach mentioned for 29A. The themes discussed here are as follows: I. Man and His Social Environment, with specific attention given to Man as a Citizen, Man as a Product of His Society, and Man as a Critic of His Society. II. Man and the Arts. (3 cr)
- 29C. American Literature.** The student will study American literature to find in it the picture of America which has emerged through 300 years of history and to consider the comments which perceptive literary minds have made upon American life and values. Thus the student may gain a certain illumination of his total national environment—the way people think and act in it—and

gain some understanding of the intimate relations between literature and social, economic, religious, and political matters. (3 cr)

- 29D. Reading Periodical Literature.** In order that the student may become familiar with periodical literature, he will study the history of periodical publications, prominent publishers, and various levels and types of magazines, and the special audiences which they serve. The student will make a detailed examination of different magazines, will be encouraged to acquaint himself with publications new to him, and will be asked to form comparative judgments. (3 cr)
- 29E. Selecting and Reading Current Books.** The purpose of this course is to acquaint the student with some of the aids to intelligent choice of current books for personal reading. He will learn the principal sources of book reviews as well as how to evaluate them, and he will be given an opportunity to investigate the function and purpose of the prominent book clubs. He will develop critical standards by analyzing books, one fiction and one nonfiction, in class, and he will choose a third for outside reading. (3 cr)
- 29FX. Reading Poetry.** In poetry is to be found man's highest artistic achievement in the use of language as well as the most distinguished statement of his aspirations. This course aims to help the student discover the pleasurable as well as the profitable in the reading of poetry and to introduce him to some of the methods of examination which serve to make poetry more meaningful. (3 cr)
- 29G. Literature of the Theater: Film and Drama.** This course is planned to help the student develop a greater appreciation and discrimination for the drama and the film both as art forms and as media of communication. Activities include not only the reading of various types of plays but also attendance at local films and plays. (3 cr)

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- 30A. Reading Development.** This course uses drill exercises, films, slides, and reading assignments to help the student improve reading speed and comprehension. It is not for those who need remedial reading but for students who read with average ability. Progress is measured by reading tests, charts of timed readings and exercises, and written assignments. *Students who fall below a stipulated score in the initial diagnostic test will not be allowed to continue.* (3 cr)
- 30B. Fundamentals of Usage and Style.** Intensive drill in usage, punctuation, and spelling is used, along with emphasis on such matters of style as subordination, parallel construction, tense consistency, and the placement of modifiers. (3 cr)
- 30CX. Vocabulary Building.** In order to expand the student's vocabulary and heighten his permanent interest in words, the course places emphasis upon exercises illustrating the Greek and Latin roots occurring most frequently in English and provides extensive training in the use of the dictionary. As a result, the student should function with greater confidence in his other college classes, and should generally improve his communication skills. (3 cr)

Writing Laboratory

In the writing laboratory, the student is taught to employ various forms of reading and writing as ways of exploring and dealing with experience. To achieve this end, the student will be expected to maintain those standards of composition appropriate to the forms of writing he undertakes. Much of the writing and reading proceeds under the guidance of an instructor in the laboratory. Students registering for courses in writing must first enroll in 31A. *Only* from among courses numbered GC 31 may a student select courses to meet the freshman composition requirement in other colleges.

- 31A. Writing Laboratory: Personal Writing.** To see why and how he uses language, the student studies its history and development, levels of usage and style, and becomes familiar with the dictionary's resources. To enrich his awareness of himself and of his relations with his friends and members of his family, the student will read and write descriptions, character sketches, incidents, autobiographies, and letters. (3 cr)
- 31B. Writing Laboratory: Organizing Ideas.** In developing skills of reading and writing commonly demanded in university classes, the student works with material taken from textbooks and periodicals. Emphasis will be upon detecting central ideas, discovering supporting details, interpreting charts and graphs, and generally developing vocabulary and comprehension. Students will study and write summaries, outlines, and expositions ranging from the instructional or process type to the essay type required in many examinations. (3 cr; prereq 31A)
- 31C. Writing Laboratory: Communicating in Society.** A study is made of those forms of communication which a citizen needs to participate more actively and perceptively in community life. Students will read, discuss, and write about the roles they play or expect to play in society; they will analyze and study the effects of propaganda and the mass media; and they will develop skills of persuasion and argumentation to perform more effectively as members of youth or community groups. (3 cr; prereq 31B)
- 31D. Writing Laboratory: Business Writing.** The student is given practice in writing the kinds of letters necessary for ordinary business transactions. Letters of inquiry, order, complaint or adjustment, and application are included. There is opportunity for discussion of business ethics and routine office procedure. *Final drafts of letters must be typed.* (3 cr; prereq 31A...31B advised)
- 31E. Writing Laboratory: Individual Writing.** Opportunity for creative writing is given under direct supervision. After studying the techniques of description and narration, the student may work on individual projects such as the short story, poetry, radio script, or personal essay or articles. (3 cr; prereq 31A, recommendation of a writing laboratory teacher, and #)
- 31F. Writing Laboratory: Research Writing.** To meet the demands of library research and research writing, the student will need to study intensively some aspect of a field of knowledge or experience which interests him. He will be introduced to the resources of the University library, required to collect information upon a subject of his own choosing, and asked to write a carefully organized and fully documented library paper. The entire project will proceed under the close guidance of the instructor. (3 cr; prereq 31B)

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.

- 32A. Basic Principles.** Work is planned to aid the student in developing confidence in speech situations. Through observation, study, personality analysis, and participation in various speech activities, the student is shown the close relationship between personality and speech behavior. (3 cr)
- 32B. Applications of Speech.** This course is planned to help the student improve his use of language so that he may communicate his ideas and feelings more effectively. Speech activities include retelling short stories, reading aloud, sharing personal philosophies, and discussing plays, books, and films. (3 cr; prereq 32A)
- 32C. Speech Organization.** The student is helped to gather materials, to select and organize these materials, and to develop them in a form appropriate to the audience and the occasion of the speech. (3 cr; prereq 32A)

- 32D. Group Discussion.** 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 co-operative solution of current issues. (3 cr; prereq 32A)
- 32E. Everyday Business Speech.** Practical experience is given in special forms of speech which are most often used in business and the professions. Speech activities include interviewing, recording on dictating equipment, conference speaking, and using parliamentary procedure. (3 cr; prereq 32A and #)
- 33A. Radio Today.** An appreciation course, covering the general field of broadcasting, designed to promote critical listening and a better understanding of the problems facing American radio today. Laboratory projects give the student opportunity to develop understanding and appreciation for radio procedures. (3 cr)

SOCIAL STUDIES

- 37. Social Trends and Problems.** A study of the major trends and areas of conflict in our social order, designed to increase the student's understanding of his society and to develop skills necessary to analyze social situations and evaluate proposed courses of action in the light of democratic values. (5 cr)
- 38. General Geography.** The earth and its inhabitants are described and interpreted in a regional framework. The inter-relationships between man and physical elements are presented. Emphasis is placed on obtaining an understanding of the physical earth, the distribution of population, man's culture and economies. Study of regional differences in the attitudes and behaviors of people attempts to provide an understanding of many world problems. (5 cr)
- 39. General Anthropology.** This course concentrates on those anthropological facts, concepts, and generalizations which contribute most to an individual's understanding of his life as a human being. The most pervasive influence in that life is culture. Consequently, except for a few sessions on the subject of race, the course is devoted to an exposition of the characteristics of culture. Illustrative material from both primitive and modern societies is studied. (3 cr)
- 40. Problems of Contemporary Society.** This course has a major purpose of analyzing selected social, economic, and political problems. It traces their influence for war or peace. It considers in some detail the forces which tend to corrode democratic processes and aims to foster understanding and appreciation of a citizen's responsibilities in a world of conflict. (5 cr)
- 43A. Background of the Modern World.** While offering students some idea of the historical development of the world in which they live, emphasis is upon the evolution of the political, economic, and social institutions of the major European nations during the modern period. (5 cr)
- 43B. Historical Biography.** Biography is individualized history. It is used in this course as an approach to the study of the history of certain periods or of certain countries. For example, the lives of Peter the Great, Catherine II, Alexander I, and Lenin are examined in connection with a study of modern Russian history. (3 cr)
- 43C. The Far East.** Recent events make it plain that the Far East is one of the most important parts of our world. Americans today must know more about the geography, people, religions, economics, governments, and foreign policies of Japan, China, Russian Asia, India, Pakistan, and Southeast Asia. The emphasis is on modern problems, with historical background as an aid to understanding. (5 cr)
- 44A. Formation of Public Opinion.** The scope, organization, and functions of newspapers, magazines, radio and television, motion pictures, and advertising are surveyed. Their techniques designed to shape attitudes, to influence public opinion, and to exert leadership are analyzed. (3 cr)

- 44B. Current History.** Subject matter and methods of instruction are constantly adapted to the changing headlines of the day, by a fusion of contemporary readings with background sources, so that the student's alertness to the news and ability to judge current events in proper perspective are intensified. (2 cr; may be repeated for a maximum of 6 cr)

Our Nation and Community

In these days of rapid change and crises, it is well to pause to weigh our historical heritage. The four following courses examine our past to throw light on the present. Each student is encouraged to prepare to become a responsible, informed citizen. Courses may be taken independently, but together they are planned to provide a comprehensive background of information and understanding for American and international affairs.

- 45A. Growth of American Democracy.** This course is intended to create a better understanding of and appreciation for American democracy. During the first week an effort is made to set up acceptable democratic criteria. The remainder of the quarter is devoted to studying selected problems in the development of American democracy and testing them against the originally determined standards. (5 cr)
- 45BX. Impact of Science and Technology on American History.** An analysis of colonial sources of power, tools, and processes leads into the study of the development of these crude technologies and their modification by applied science, ingenuity, and inventiveness into dominant characteristics of American culture. Their influence is traced in changing the way of living and making a living, of raising food and manufacturing commodities, of travel and transportation of goods, and of sending news and information from one place to another. (5 cr)
- 45C. Minnesota and the Upper Midwest.** To give better understanding of the problems of Minnesota citizens, these are presented against a background of regional scope. After a comprehensive survey of the ways in which people make their living, and brief review of political trends, careful study is given to the state government with its work in police power, transportation, education, conservation, and welfare. (5 cr)
- 45D. Community Problems.** This functional approach to the social sciences provides opportunity for a limited number of students to observe contemporary society and its problems through intensive study of some social problem in the immediate area. (1-3 cr; enrollment limited to selected students who have done above-average work in social science courses; prereq #)

Government Studies

Popular government rests upon the principle that it is every citizen's business to see that his community is well governed. Political decisions touch everyone directly, constantly, intimately, and inescapably. The four 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.

- 46A. The American Citizen and His Government: National.** The general principles, procedures, and problems of government at the national level are studied. Among the problems considered are federal-state relations; conduct of foreign relations; the relations of government to agriculture, labor, and business; taxation; and the relationship of the individual citizen and his government. (3 cr)
- 46B. The American Citizen and His Government: State.** In considering government at the state level special emphasis is put on problems pertinent to Minnesota, including taxation, education, constitutional revision, conserva-

tion, welfare, and the changing economic and social pattern of the state population. (3 cr)

46C. The Citizen and Local Government: Democracy in Action. To develop the student's understanding of the problems of the community and the role of the individual in solving them, participation in the work of a local organization is a requirement of the course. The class is conducted in part by discussion and student committee activities. Among the areas of community life selected for investigation are population and human relations, city politics, city finance, law enforcement, local labor and business relations, social welfare, education, and the city in the world community. (5 cr)

46DX. The Citizen and World Affairs. Basic problems in international relations are studied, such as war, defense, technological interdependence, international trade, foreign aid, ideological conflict, and international organization. Emphasis is placed on the realization of the importance of these issues in the life of the individual citizen, and the development of mature judgments concerning them. (5 cr)

49. Individual Study. Second-year students who have demonstrated unusual interest and progress in a particular area may register for individual study. The student studies a topic or problem more comprehensively than would ordinarily be possible in a regular course, and presents his work as a written paper or as creative work. Any student who is interested should see the associate dean in the College office to discuss regulations concerning registration for this course. (1-5 cr)

INDEX

Page		Page	
Administrative Officers	3	Literature, Writing, and Speech	25
Admission	14	Area	19
American Citizen and His Government	29	Logic, Functions and Problems of	20
Anthropology, General	28	Mathematics	20, 23
Applied Psychology, Fields of	19	Medical Examinations	14
Art in Business	24	Minnesota and the Upper Midwest	29
Art Laboratory	24	Music Laboratory	25
Art Today	24	Music Today	24-25
Background of the Modern World	28	Natural Science and Mathematics	20
Basic Wealth	22	Nature Study	22
Biological Science Area	19	Notices, Student Responsibility for	16
Board of Regents	3	Oral Communication	27-28
Bookkeeping and Accounting Laboratory	22	Our Economic Life	22-23
Business Studies	22	Our Nation and Community	29
Citizen and World Affairs	30	Personal Development	19
Clothing Selection, Purchase, and Care	20	Personal Orientation Area	18
Combination Programs	15	Philosophy, Functions and Problems of	20
Commercial Art, Introduction to	24	Photography	25
Community Problems	29	Physical Examination Requirement	14
Composition, Writing Laboratory	26-27	Physical Science	20-21
Comprehensive Areas and Examinations	14, 17-19	Area	19
Contemporary Society, Problems of	28	Practical Law	24
Counseling	8	Principles of Small Business Operation	23
Courses		Probation	16
Adding or Canceling	15	Problems of Business Transactions	23
Descriptions	19-30	Problems of Consumption Economics	22
Current History	29	Problems of Finance and Credit	23
Degree, Associate in Arts	14	Problems of Investment Transactions	23
Democracy in Action	30	Psychology in Modern Society	19
Dental Assistant Program	12	Public Opinion, Formation of	28
Faculty	3-4	Purposes of General Education	7
Far East	28	Radio Today	28
Food Selection and Purchase	20	Reading Development	26
Fundamentals of Usage and Style	26	Regulations, College	14-16
General Arts	24	Related Physical Sciences	20
Area	18	Relationship to Other Colleges	8, 15
General Education	6-7, 10	Retailing and Selling	23
General Geography	28	Salesmanship	23
General Information	5-8	Selecting and Furnishing a Home	20
Government Studies	29-30	Social-Civic Orientation Area	18
Grades	16	Social Studies	28
Graduation Requirements	14	Social Trends and Problems	28
Growth of American Democracy	29	Speech	27
Historical Biography	28	Student Scholastic Standing, Committee on	16
Home Life: Marriage and Family Living	20	Student Services and Activities	8-10
Orientation Area	18	Transfer to Other Colleges	15
Human Biology	21-22	Vocabulary Building	26
Human Development, Psychology of	19	Vocational Planning	19
Impact of Science and Technology on American History	29	Vocational Preparation	10-13
Income Management: Individual and Household Buying	20	Vocational Sequences	
Individual Adjustment	19	Business	11
Individual Study	30	Dental Assistant	12
Leisure Today	20	General Office	12
Literature	25-26	Practical Nursing	12
		Recreation Activity Leadership	13
		Retailing and Selling	13
		Writing Laboratory	26-27