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The General College

1961-1963



Nicholson Hall

Bulletin

of the UNIVERSITY of MINNESOTA

How to Use This Bulletin ¹²

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 Procedures, 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 Symbol

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.

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THE GENERAL COLLEGE

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The General College

Section 1. General Information - 12

Introduction - 10

Increasing numbers of young men and women are attending college today. Their interest in furthering their education is based largely upon the belief that college training can help them lead fuller and more satisfying lives, upon the well-documented knowledge that higher education may increase their earning power, and upon the understanding that to prepare them adequately for many of the complex activities and problems of the modern world some education beyond high school is desirable.

Numerous studies of various liberal arts colleges show that, for one reason or another, less than half of those who enter as freshmen finish the senior year. Furthermore, the courses they study are often fragmentary and unrelated—unrelated to one another, and unrelated to the daily activities and problems of student and adult life—because the curriculum set for freshmen and sophomores is usually intended to serve as a foundation for the more specialized and advanced studies of the last 2 years of college. Such incomplete courses of study may be neither satisfying nor very useful. They often have little relevance to a student's immediate concerns and his subsequent involvement in the vital business of establishing a home, participating in civic affairs, cultivating his own talents and personality, and earning a living.

A further consideration is that numerous studies of employment requirements have indicated that there are many occupations for which 1 or 2 years of education beyond high school are sufficient preparation.

Throughout the United States much thought, therefore, has been given to ways of devising programs of higher education useful to those who attend college for 1 or 2 years only. Attempts have been made to develop shorter programs designed to avoid the waste of time and money incurred by those who must withdraw from 4-year courses of study. These shorter programs frequently are directly geared to meeting the needs of those for whom the traditionally organized and specialized fields of subject matter are not suitable. In college circles, this trend is known as the general education movement, and it is one of the most significant aspects of higher education in the United States.

Moreover, many colleges today are attempting to restore some semblance of unity to their program of study for freshmen and sophomores. In earlier times it was possible to impose on all students a strict pattern of required subjects, because only the chosen few among the most academically competent attended college. But today a substantial proportion of the age group attends college, and a great variety of programs—liberal, vocational, specialized, and professional education—breaks down the unifying force of a standard curriculum. General education has been developed in the attempt to provide a basic unity to college education. This unity is to be attained no longer through a series of required courses, however, but rather in terms of desirable outcomes of learning which each student should attain as fully as possible in the light of his individual interests, aptitudes, and abilities.

With the establishment of the General College, in 1932, the University of Minnesota became one of the pioneers in the general education movement, joining such other institutions as Bennington, Sarah Lawrence, and Stephens Colleges, and

the Universities of Florida, Wisconsin, and Chicago. Later, hundreds of colleges installed general education courses as a basic part of their programs.

Purposes of General Education

Thus general education can be understood best if it is defined in terms of a number of major objectives rather than in terms of a certain amount of subject matter content to be mastered. These objectives have been endorsed by the faculty Senate of the University of Minnesota. The list below is adapted from that statement. Specifically, a sound general education should enable a student to:

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

The curriculum of the General College is composed, for the most part, of courses designed and taught for the purpose of achieving these general education objectives.

A few comments about the program of the General College should serve to explain general education further. Its purposes are in part similar to those of liberal education: to enable a student to cultivate his intellectual abilities, to acquaint him with his cultural heritage, and to prepare him for effective participation in society. The General College program differs from that of a liberal arts college, however, in a number of significant ways.

1. General College courses are planned to be as *complete as possible in themselves*. They are relatively self-contained because they do not serve primarily a pre-specialization function, and, for the most part, they draw content from a broader field than is customary in departmental introductory courses.

2. *Relationships within and among fields of knowledge are emphasized*, rather than stress upon intensive study of small, isolated segments. Courses are designed, for the most part, to present a synthesis of knowledge in the several fields of learning. Topics in the social sciences, for example, are considered from various points of view—historical, political, social, and economic—rather than from the point of view of one of these disciplines only.

3. Some of the courses are organized *in terms of life activities* to help students meet the numerous problems they will encounter as citizens, workers, members of a family, and individuals seeking a rational and balanced personal and social philosophy.

4. A conscientious attempt is made to relate General College courses to *contemporary problems and interests*. However, course coverage is decidedly not confined to shallow consideration of "current events." This contemporary emphasis is reflected in such course titles as Psychology in Modern Society, Art Today, Music Today, Contemporary Books and Periodicals, Problems of Business Transactions, Practical Law, Current History.

5. The General College program is deliberately arranged to give the student a maximum opportunity to explore a number of different educational fields or vocational aims. The absence of numerous prerequisites allows him to try a course without having to complete a number of preliminaries. The lack of sequences enables him to sample a single course in a field, and receive full credit for it. The elective curriculum permits him, in consultation with a faculty adviser, to choose courses which seem most pertinent to his individual aptitudes, needs, and interests.

6. The *associate in arts degree* is awarded when a 2-year, planned program of studies is completed. This degree is awarded by junior colleges, and by universities having 2-year curriculums. Two-year degree programs are offered also in the University's College of Science, Literature, and the Arts, and on the Duluth Campus.

The Role and Function of the General College

The General College of the University of Minnesota was established as a result of years of careful study. President Lotus Delta Coffman, during whose administration it was founded, stated that he had two major reasons for being interested in launching a General College:

“. . . 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.”

From its beginning, therefore, the General College has been charged with the responsibility of establishing and maintaining a program of study intended to meet the needs of special categories of students.

Often, students planning to enter the University make application for admission to one of its 4-year colleges only to find that they are referred instead to the General College. In some instances these referrals are made because the applicant has not completed a required pattern of subjects in high school. In other cases, applicants are referred to the General College because they received poor marks in high school, or because they have a low standing in college aptitude tests. In still other cases, students who have not made a definite educational or vocational choice may wish to explore a number of different fields.

These are some of the young people “whose needs were not being met elsewhere in the University.” Many years of study show that a large number of these students have difficulty adjusting themselves to the fast pace and vigorous scholastic competition found in the 4-year colleges and professional schools. They are therefore given the option of entering the General College, one of the regular undergraduate colleges of the University, where they can take advantage of a well-developed and effective personnel and counseling service, and where they may adjust gradually to college level work.

Thus, through the General College the University offers to every high school graduate in Minnesota an opportunity to further his education. If a student demonstrates by superior performance in the General College his ability to succeed in a 4-year or professional curriculum, he may transfer to another school or college of the University without undue loss of time or credit. If a student desires less than 4-year or professional education, he finds in the General College a 2-year, college-level, terminal program of general education specifically designed to meet his individual needs.

To supplement their programs in the General College, students who do better-than-average class work may elect courses in other departments or colleges. Students

may use this flexible combination program arrangement to further their interests and abilities in a particular field. Others, who have individual need for specialized courses outside the General College, may also benefit by this arrangement. Those who are preparing for transfer to another college may try themselves out and take specified prerequisite courses by means of such a combination program. Credits earned in this way in other colleges may apply toward the General College's associate in arts degree. (See Section 4 of this bulletin.)

For almost 30 years, the General College has "continued to experiment with a new program of instruction." A brief review of its educational achievements during this period is impressive. The General College has championed the idea of general education and developed it into a positive and effective force. Through research studies of young adults and University students, the College has sought to determine the fundamental needs of living in our society, and has formed its curriculum to take these needs into account. It has developed an unusually flexible course of study which provides opportunity for investigating occupational and personal interests, and for trying courses offered in other colleges of the University. It gives direct preparation for certain occupations through its vocational sequences. Its widely recognized counseling system offers scientific and friendly educational and vocational guidance.

Through continuing self-appraisal, the General College assesses its strengths and weaknesses and constantly strives to improve its program. A comprehensive evaluation study declared that "the General College has enriched and enlivened the life of the whole University," in addition to having had a decisive influence upon the theory, pattern, and practice of general education throughout the nation.



Section 2. Student Services and Activities

New students may be dismayed by the size of the University and bewildered by its complexities. They may have only vague plans for the future, and no definite notion of their own goals, abilities, and interests. The General College attempts to help students meet these and other problems in its orientation, advising, and counseling.

Orientation

The University's 2-day orientation and registration program gives the new student his first educational experience on the campus. Small group meetings provide opportunities to learn about the General College and its program. The results of a battery of tests, which are administered during this period, are used to assist the student and his counselor in educational and vocational planning. Two allied programs, Welcome Week and New Student Camps, are explained, and students are encouraged to participate in them. Last, but not least, the student registers for his first quarter classes.

Advising

Since the General College does not have required courses, it is important that each student work closely with an adviser in selecting a program which will be most suitable and useful to him individually. A faculty adviser is accordingly assigned to each student early in his first quarter of attendance. Throughout the remainder of his residence in the College the student will receive guidance from his adviser in matters relating to program planning and academic progress. The adviser is also alert to special needs of individual students and frequently refers them to the General College Counseling Office.

Counseling

The General College considers counseling a means of individualizing the educational process. Students are encouraged to think of counseling in this light and to avail themselves of this educational opportunity. The College maintains a staff of professionally trained counselors whose time is devoted to working with students on an individual basis. These counselors can assist the student in assessing his own interests, abilities, and aptitudes, thereby enabling him to establish realistic educational-vocational goals and to progress toward those goals. The counselor can also assist the student in the areas of study habits, social skills, and emotional adjustment. Whenever a counselor feels that a student might profit from the services of one or more of the special University agencies, such as the Health Service, Educational Skills Clinic, Speech and Hearing Clinic, or the Bureau of Student Loans and Scholarships, the appropriate referral is made.

Activities and Organizations

Although academic work is of primary importance, the student whose only experience of college life is through the hours he spends in classrooms and library is failing to take advantage of a rich store of educational and recreational resources. The University of Minnesota believes so strongly in the real value of these out-of-class activities that it wishes to help students to know more about them and to participate in them. There are many types of activities from which a student may select one or more which especially appeals to him, and in which he can participate

with pleasure and profit. There is genuine educational value and vocational usefulness to be gained from working with other students as a member of some group or committee. Most of these activities are described in a special University bulletin called *The Moccasin*, a little volume well worth careful study. Additional information and help may be obtained by talking to one of the General College counselors in 106 Nicholson Hall.



Section 3. General Education and Vocational Preparation

What is the relation between general education and earning a living? What provision is made in the General College for furthering the career interests that motivate many students to come to college?

There is much evidence to support the idea that a broad and general education is the best foundation for many kinds of jobs. More and more, employers are requiring some college work as a prerequisite for specialized training given outside of college. For example, individual companies state that they are looking for persons who can show that they have studied in a number of subject matter areas in college, rather than for those who have specialized in a narrow field. Specifications for certain government positions require that the applicant have previous work experience, but 1 or 2 years of college work is accepted as a substitute. Two years of general education is a specific requirement for admission to officer candidate training in the armed forces. The number of subjects a student attending a commercial business college must complete is substantially reduced if he already has a 2-year general education.

General education also complements professional or specialized training by providing the balance, perspective, and understanding that contribute to success in any job. Numerous studies prove that understanding the relation of his work to the total pattern of an industry or business contributes significantly to the worker's stability, effectiveness, and job satisfaction.

Furthermore, studies of the vocational adjustment of workers in industry show that, among those who lose their jobs, lack of sufficient technical training is not nearly so often the cause as inability to get along with fellow workers, personality defects, or failure to cope with nontechnical aspects of their work. For workers of all kinds, serious maladjustments, frustrating worries, and crippling indecision block occupational competence. At the very least, these personal problems interfere with work. In extreme cases, they result in complete breakdown on the job.

Important aspects of vocational preparation in a general education program, therefore, include some knowledge of contemporary trends in such areas as personal and family adjustment, modern technology, social-civic relations, and personal health. In fact, making an appropriate vocational choice is one of the legitimate goals of general education.

Many courses in the General College have vocational applications, although technically they are not specifically vocational in nature. For the most part, they deal with broad general principles rather than with the specific skills required on 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 contribute to personality adjustments of young people and provide increased skill in interpersonal relationships. 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 General College courses, in combination with certain courses in other colleges, a student may prepare for work in certain occupational areas which do not necessarily require professional level training.

Vocational Sequences

In addition to courses involving application to a work situation and those providing general background, the General College offers some vocational sequences designed to prepare a student in a specific area of employment. These sequences consist of groupings of courses already available in this or other colleges of the

University, plus practical courses which bind the sequence together to provide direct vocational training.

It should be clearly understood that in these vocational sequences the General College is not attempting to duplicate or compete with trade schools or the University's professional schools. Instead, the General College provides training for an intermediate type and level of employment. Its vocational sequences are planned to prepare students for semi-professional or technician types of employment. This training, in turn, is integrated with a broad, general, college-level education entirely different from the narrow range of specific skills taught by trade and vocational schools.

Business — 9

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. The series of courses which follow are planned to provide the required skill and knowledge. Additional courses may be selected in the light of individual comprehensive examination results and special interests and needs.

General College Courses—Problems of Business Transactions; Problems of Investment Transactions; Psychology in Modern Society; Fields of Applied Psychology; Bookkeeping and Accounting Laboratory; Oral Communication; Business Writing; Principles of Small Business Operation; Problems of Consumption Economics; Problems of Finance and Credit; Introduction to Commercial Art; Statistics; Practical Law; Salesmanship; Impact of Science and Technology on American History; Man in Society; Growth of American Democracy.

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; Statistics; Business Writing; Psychology in Modern Society; Man in Society; Oral Communication; Business Speech; Problems of Consumption Economics; Problems of Finance and Credit; Principles of Small Business Operation; Fields of Applied Psychology; Human Biology; Practical Law.

Students who do not already have minimum typewriting skills should arrange to enroll in a course in typewriting.

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 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.

Instruction in retail store operation is offered in the 15-credit sequence listed first below. 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 established for the purpose of keeping abreast of recent developments in the field of retailing. The 3 retailing courses, 18A, 18B, and 18C, are planned for sophomores; therefore, it is important that 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. All courses offered in the afternoon must be completed during the freshman year to allow time for the work requirement of the sophomore year.

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; Statistics.

Other Recommended Courses—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; Psychology of Human Development; Physics; Chemistry; Practical Law.

Dental Assisting

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 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 assisting program for her second year's work. A special leaflet describing the dental assisting program may be had upon request.

Complete details concerning this program and description of courses offered in the School of Dentistry 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.

Practical Nursing

Courses offered in the School of Nursing of the University and in the General College have been combined into a 4-quarter program in practical nursing. The student registers for this program in the School of Nursing. At the end of the calendar year 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 toward the credit

requirements for the A.A. degree. Additional credits could be earned during a second year in the General College by those who wish to qualify for the 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 the associate in arts degree at the end of the second year, if other degree requirements are met also. 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 may be completed in the General College. The curriculum is set up to prepare qualified individuals for recreation activity positions, such as community playground director, and is planned 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. 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."



Section 4. College Procedures

Many of the questions confronting all students involve routine procedures. Those who are familiar with the regulations described below will avoid unnecessary difficulty and will be able to settle many problems quickly and satisfactorily. The following paragraphs, therefore, should be read carefully.

Admission—Admission to the General College requires graduation from an accredited high school or satisfactory scores in University entrance tests. A specific pattern of high school subjects is not a requirement. Students may enter directly from high school or they may transfer into the General College from another college. Advance standing students, however, are admitted only on the recommendation of a college administrator who interviews each applicant. For admissions procedures consult the *Bulletin of General Information*.

Requirements for the Associate in Arts degree—The associate in arts degree is awarded upon successful completion of 2 years of planned work in the General College. Specific requirements are:

1. Ninety credits of passing work.
2. Satisfactory achievement as measured by a comprehensive examination.
3. A complete physical examination at the University Health Service a few weeks before commencement.

A maximum of 3 credits in nonprofessional physical education courses may be applied toward the A.A. degree.

Normally, 45 credits of course work should be completed during each of the 2 years. Students who are candidates for transfer to another college also should register for this number of credits, because the college they hope to enter will wish to see the quality of the record earned while carrying a full program of study.

Comprehensive Areas and Examinations—General College courses are grouped into broad fields of related content called comprehensive areas. A comprehensive examination, administered 3 times in the course of the 2-year period, measures the student's level of attainment in each of these areas and the degree to which he is achieving the purposes of general education.

Important Note—Each student in the General College must take this examination, *first*, when he enters the college, *a second time* at the end of 3 quarters in residence, and *a third time* when he is a candidate for the associate in arts degree. The exception to this regulation is that any student who passes the comprehensive examination, either the first or second time he takes it, is exempt from taking it again. *A student who does not take the examination as required is not permitted to re-register.*

For detailed information concerning comprehensive areas and examinations, see Section 5 of this bulletin.

Registration—Entering freshmen and students transferring from colleges outside the University register for their first programs of study during the orientation period described in Section 2. Each student will confer with his assigned faculty adviser when he registers for succeeding quarters.

Adding or Canceling Courses—During the first week of classes each quarter, a student may add a course to his program with the written approval of his adviser. After the first week of classes, a student may add a course to his program only with

the written permission of his adviser and of the instructor of the course, and final approval from the office of the dean. Students are strongly advised not to attempt to add courses after the first week of the quarter.

Courses may be canceled without penalty grade at any time during the first 6 weeks of the quarter. Written permission from the adviser is required before a course will be canceled. After the sixth week of the quarter, a course may be canceled (with written permission of the adviser, the instructor concerned, and the office of the dean) without penalty grade only if the student's work is satisfactory. If a student cancels a course in which he is not doing passing work, after the sixth week of the quarter, he will be given a grade of F for the course. *Merely dropping out of a class does not constitute official cancellation.*

Combination Programs—Many students register for courses offered in other colleges in addition to their General College courses. This arrangement is called a combination program. Courses taken in other colleges may be used to supplement a general education program with specialized courses not available in the General College. A combination program is useful to the student who hopes to transfer to another college, because it gives him and the college he hopes to enter an opportunity to discover how well he will perform in his proposed field.

A student may request permission to register for a combination program only after he has completed at least 1 quarter's work in the General College, and if his grades for the preceding quarter are satisfactory. Credits earned in courses taken in other colleges may apply toward the total required for the associate in arts degree.

Grades—Letter grades A, B, C, D, F, or I will be assigned in each course. A grade report will be made available to every student at the end of each quarter by the Office of Admissions and Records.

The grade of I (Incomplete) is a temporary grade which may be assigned when there is not sufficient information immediately available to permit the assignment of a permanent grade. An Incomplete which is not turned into a permanent grade or into a W (official cancellation with approval of the student's college) by the end of the sixth week of the next regular quarter of attendance shall become an F. Permission to complete the work must be obtained from the instructor, who may set a make-up deadline of less than 6 weeks.

Ordinarily, the grade of F may be removed, or a grade raised, only by repeating the course.

Probation and Compulsory Withdrawal from the College—A student failing to make satisfactory progress in his course work may be placed on probation. Probationary status severely limits participation in student activities and athletics, and it automatically revokes eligibility for combination programs, applications for transfer, and for student loans. Registration for a subsequent quarter made by a student while on probation is considered as tentative only and is subject to cancellation if his work remains unsatisfactory. A student may be continued on probation, or he may be compelled to withdraw from the College and from the University, at the discretion of the faculty Committee on Student Scholastic Standing.

Committee on Student Scholastic Standing—This faculty committee is composed of administrators, counselors, and instructors. Its main function is to consider cases or situations in which existing rules do not or should not be applied. A student may, upon the advice of his adviser, submit his request to the committee in the form of a petition. Petition forms are available in the college office.

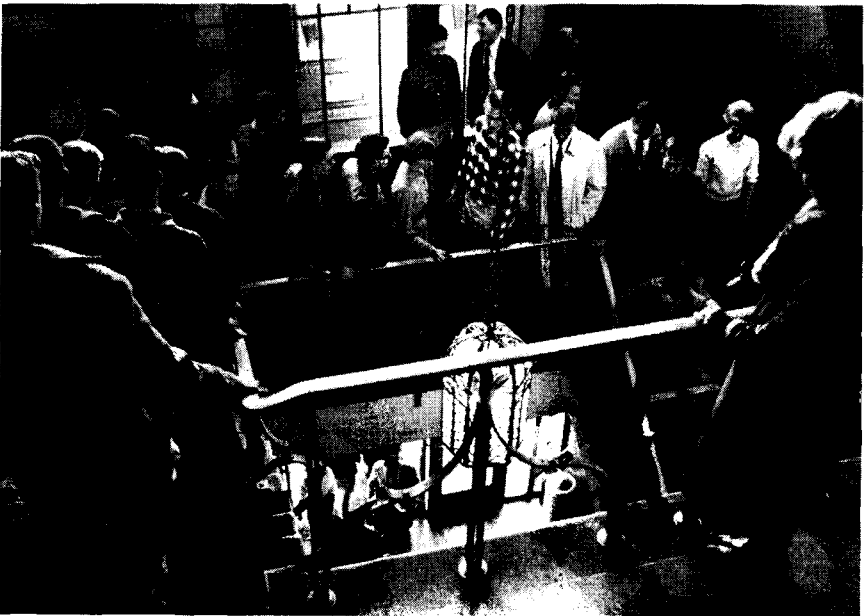
Transfer to Other Colleges of the University—Some students plan to transfer to another college after completing 3 quarters, or after qualifying for the associate in arts degree. The transfer requirements set by the different colleges of the University vary in their details. As a general rule, superior scores on the comprehensive examina-

tion and a B average in General College courses are necessary. In addition, students who plan to transfer are expected to register for combination programs in their chosen fields and to have completed at last 8 credits of C level work or better in the appropriate program before transfer. Applications for transfer submitted by students who have completed less than 45 credits are seldom considered.

Students who transfer to other colleges of the University usually receive full credit for General College work completed. The College of Science, Literature, and the Arts, for example, grants full credit for work of C grade or above completed in the General College, and General College credits can be used to satisfy the distribution requirements of that college. Other colleges allow varying amounts of credit for General College courses.

Those students planning to transfer should discuss the matter with a counselor in the General College office 2 or 3 quarters in advance, to make sure they plan adequately for the transfer. Students expecting to transfer at the end of 6 quarters must be sure that they have passed the comprehensive examination or have taken it 3 times.

Student Responsibility for Notices—Official notices to an individual student are sent directly to his local mailing address. All other notices, applying either to large groups of students, or to the student body as a whole, are printed in the Official Daily Bulletin of the *Minnesota Daily*. Students are held responsible for both kinds of notices. They are also held responsible for the information contained in this bulletin, which should be kept available for easy reference.



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 3 *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 below. 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. 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 examination.

In the outline which follows, a central idea determines the grouping in areas I, II, and III. These groupings recognize the fact that every person must attempt to solve the following 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. General College courses that contribute to understanding and meeting these problems are grouped into areas I, II, and III. Areas IV, V, VI, VII are composed of courses obviously related in terms of subject matter.

Comprehensive Areas

I. Psychology, Philosophy, and Personal Development

Integrating Course: 2A—Psychology in Modern Society

Other courses that will be of considerable value to a student in his 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 | 5C—Problems of Ethics |

II. Home Life Studies

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—Human Biology: How the Living Machinery in Man Works |
| 3B—Food Selection and Purchase | 10C—Human Biology: 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: Individual and Household Buying | |

III. Social Studies

Integrating Courses: **40—Problems of Contemporary Society**
41A-B-C—Man in 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 | 45B—Impact of Science and Technology on American History |
| 17B—Problems of Finance and Credit | 45C—Minnesota History |
| 38A—General Geography | 46A—Problems of National Government |
| 39—General Anthropology | 46B—Problems of State Government |
| 43A—Background of the Modern World | 46C—The Citizen and Local Government: Democracy in Action |
| 43B—Biography | 46D—Problems of International Relations |
| 43C—The Far East | |
| 44B—Current History | |
| 45A—Growth of American Democracy | |

IV. 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 |
| 22C—Creativity and Creative Personalities | 25A—Music Laboratory: Choral Singing |
| | 26A-B—Photography |

V. Literature, Writing, and Speech

- | | |
|---|--|
| 29A-B—World Literature I-II | 30A—Reading and Vocabulary Development |
| 29C—American Literature | 30B—Fundamentals of Usage and Style |
| 29D—Contemporary Books and Periodicals | 31A-B-C-D-E-F—Writing Laboratory |
| 29E—Reading Short Stories | 32A-B-C-D—Oral Communication |
| 29F—Reading Poetry | 33A—Oral Communication: Radio and Television Today |
| 29G—Literature of the Theater: Film and Drama | 33B—Oral Communication: Creative Speech Activities |
| 29H—Individual Reading in Literature | |
| 29I—Reading Novels | |

VI. Biological Science

- | | |
|---|---|
| 10A—Human Biology: Fundamental Similarities in the Living World | 10C—Human Biology: Healthful Living |
| 10B—Human Biology: How the Living Machinery in Man Works | 12—Nature Study |
| | 38B—Conservation and Utilization of Natural Resources |

VII. Physical Science and Mathematics

- | | |
|--|---|
| 7A—Physical Science: Physics | 7F—Physical Science: Historical Geology |
| 7B—Physical Science: Astronomy | 8A-B—Applied Mathematics |
| 7C—Physical Science: Chemistry | 9A—Statistics |
| 7D—Physical Science: Geology | |
| 7E—Physical Science: Modern Physical Science | |

Section 6. Description of Courses

Psychology, Philosophy, and Personal Development

As society becomes more complex, the need for a clearer understanding of human behavior—one's own behavior as well as the behavior of others—becomes more urgent. The need for planning and preparing for the individual role to be played in this society also assumes greater significance. Courses 1A through 5C contribute to this understanding and preparation.

- 1A. **Individual Adjustment.** The basic purpose 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 discussion 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 make-up. (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, law and crime, and consumer research and advertising. (5 cr; prereq 2A)
- 2C. **Psychology of Human Development.** A study of human behavior in terms of its origins and unfolding, and an introduction to the methods and techniques applicable to the scientific study of growth and development. The course is designed to provide an objective view of the complex individual as he functions in and interacts with a complex environment at various stages during the continuous process of physical and psychological development from conception through maturity. Special attention is given to the implications for the young adult of research findings in such major areas of interest as physical, emotional, personality, and social development. (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, and recreational opportunities on the campus. (3 cr)
- 5A. **Functions and Problems of Philosophy.** Through the study of the writings of great philosophers the student is confronted with certain of those fundamental questions which every man must ultimately answer for himself: "From the nature of the world as we experience it, can we infer the existence of God?" "What is the ultimate nature of reality?" "What is the nature and extent of human knowledge?" "What is the purpose of human life?" The student is given the opportunity to formulate and criticize his own answers to these questions. (3 cr)
- 5B. **Functions and Problems of Logic.** The student studies and attempts to apply the rules and procedures of sound argument and valid inference. He is shown the relationship of formal patterns of reasoning to such uses of ordinary language as argument, propaganda, and persuasion. He is also shown the manner in which formal logic is employed as a tool by the scientist and the mathematician. (3 cr)
- 5C. **Problems of Ethics.** The student is given an opportunity to discover and to analyze the presuppositions, principles, and standards which he employs in his attempts to do what is right and avoid doing what is wrong. He is asked to consider the nature and justification of moral judgments, the extent of individual moral responsibility, and the ethical foundations of democratic society. (3 cr)

Natural Science and Mathematics

Each course in the physical sciences provides a view of one of the major fields of science and attempts to familiarize the student with some of the fundamental principles and procedures on which that science developed and continues to expand. The biological science courses, organized as they are around the human being, are designed to give the student a more thorough understanding of himself as a living organism, his place in the whole realm of living things, and his responsibilities to himself and his community in healthful living. In mathematics, emphasis is on materials which will equip the student with basic ideas and skills, so that he may pursue with greater profit work or study in the fields of business, technology, or statistics.

- 7A. **Physical Science: 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 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: Astronomy.** A systematic study of the universe is made, beginning with the earth, and then proceeding to the study of the other planets in the solar system. We relate our solar system to the nearby stars of our galaxy, and also to the more distant galaxies of the universe. Emphasis is also placed upon the principles of light underlying the use of optical instruments by the astronomer. The following

list of topics is typical: proofs for the earth's rotation and revolution, the motion and the physical attributes of the sun, moon, and planets, measuring the distances of stars, spectral classification of the stars, theories of the evolution of the universe, and the operation of the telescope and the spectroscope. Observation of the sky through the University telescope is a class requirement. (5 cr)

- 7C. Physical Science: 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: 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)
- 7E. Physical Science: 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 physics and chemistry, one in college)
- 7F. Physical Science: Historical Geology.** This course is a search into the earth's past, using as tools the principles learned in physical geology. The search begins with the present and works backward in time toward "the beginning." The viewpoint is that of seeking the ancestors of present-day life and the causes of present-day features in and on the earth's crust. Emphasis is placed on problem solving and logical deductions from the facts rather than upon memorization of the facts. (5 cr; prereq 7D or Geol 1)
- 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 symbols of science. 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 course is based on the same objectives and general organization as 8A. Against the same background of practical application a study is made of equations, derivation of formulas, strategy of problem solving, graphs, and trigonometry. (5 cr; prereq 8A)
- 9A. Statistics.** An introduction to modern statistics. Emphasis is placed on understanding problem solving through statistical decision making. Topics covered include organization and presentation of data, summary statistics, sampling, probability, distributions, simple estimation, and tests of hypotheses. The data presented is from many areas to acquaint the student with the wide applicability of statistics. Attention is drawn to limitations of methods of presentation. The course requires a working knowledge of arithmetic skills. (5 cr)
- 10A. Human Biology: Fundamental Similarities in the Living World.** A study of the variety and relationship of living organisms serves to illustrate the general principles of biology. Special emphasis is given to man's place in the world of living organisms. Man's embryonic development, heredity, racial characteristics, and evolution are considered. Films and demonstration laboratories supplement the lectures. (3 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)
- 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

While several of the courses in this area are most appropriate for students considering careers in business or sales (see pages 12, 13 in Section 3, Vocational Sequences), others are equally desirable for all students. The individual in our modern society comes in almost daily contact with various business organizations and enterprises and, as a consumer, should have some familiarity with their operations.

- 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.** Continuation of 16A. (3 cr; prereq 16A or #)
- 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)
- 18A. Retailing and Selling.** (See page 12 for a detailed description of the vocational sequence in Retailing and Selling.) Through case studies, sales demonstrations, movies, text materials, interviews, and observation of salespeople, the student develops knowledge and skills required of retail salespeople. Attention is given to pertinent principles of persuasion and psychology, selling techniques, customer relations and services, merchandising information, government regulations, and credit. The student must be employed where suitable on-the-job training can be received and the supervisor can evaluate job performance. (5 cr; prereq #)
- 18B. Retailing and Selling.** The focus of attention is on problems and practices of retail management. Management skills are developed through the study of human relations and techniques of training and communication. Topics covered are retail organization, forms of ownership, store location, merchandising policies, merchandise control, financial control, buying, and pricing. Learning activities include field trips, individual and group projects, movies, speakers, written and oral reports, role playing, and case studies. The student must be employed where suitable on-the-job training can be received and the supervisor can evaluate job performance. (5 cr; prereq #)
- 18C. Retailing and Selling.** Retail sales promotion techniques and practices are studied with particular emphasis on the principles of store layout, interior and window dis-

play, principles and psychology of advertising, advertising media, and preparing and reproducing the advertisement. Activities include display card lettering, preparation of displays, making ad layouts, and store visits. The student must be employed where suitable on-the-job training can be received and the supervisor can evaluate job performance. (5 cr; prereq #)

- 18D. Salesmanship.** Kinds of sales jobs, types of sales organizations, qualifications, and employment opportunities for salesmen are studied. Sales skills are studied and then 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 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 the 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

The arts area offers a group of courses that broadens the student's appreciation for various art expressions, such as painting, sculpture, music, architecture, and photography. Whenever possible, the student is involved directly in the creative and practical problems identified with each area. The courses are designed to meet the needs and interest of the uninitiated as well as the experienced person in the arts.

- 21. General Arts.** This course provides an opportunity for the student to evaluate his attitudes and ideas relating to the arts. This is done through an examination of the basic similarities which underlie all art forms and through an investigation of the development of these art forms in terms of human needs. The arts concentrated on are painting, sculpture, music, architecture, and literature. General Arts is the core course of the arts area. (3 cr)
- 22A, 22B. Art Today.** This course deals with the role and importance of contemporary art and design in several and related fields such as architecture, painting, sculpture, photography, and industrial art. The student is challenged to exercise and develop his powers of observation, sensitivity, and judgment, and to communicate these in a thoughtful and intelligent manner. Course activity consists of discussion, illustrated lectures, explorative exercises, and gallery trips. (3 cr per qtr; students may enroll for 1 or 2 qtrs, in any sequence)
- 22C. Creativity and Creative Personalities.** This course is for the student who wants to study complex philosophic and aesthetic concepts involving creative processes, creative personalities, and creative products. Students will study a group of outstanding creative personalities of today who have made significant contributions in the fields of painting, sculpture, architecture, music, and literature. Course activity will consist of readings, discussions, creative explorations, and illustrated lectures. (3 cr)
- 23A. Art Laboratory.** Laboratory activity provides the student with the opportunity for creative experience in a number of art mediums. It is planned and operated to meet

may be repeated for a total of no more than 9 cr)

- 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 elements of music (tone, harmony, instruments, orchestra) from a nontechnical point of view, so that the listener will be able to understand the structure of music more thoroughly. The fundamentals of musical analysis are also studied, so that the listener may gain a knowledge of the principles of form and design in music. No previous musical knowledge or special ability is required for registration in 24A. (3 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. (3 cr)
- 24C. Music Today: Contemporary American Developments.** The third quarter is concerned with the many different facets of the American contribution to contemporary music. This includes the development of the different styles of jazz and folk song in America, their musical and sociological origins, and their progress since the beginning of this century. This course meets the needs of people who have little musical knowledge and training as well as those who have had some training. (3 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, may be repeated for a total of no more than 6 cr; prereq #)
- 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 developing 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 and Language

The courses in literature and language familiarize the student with his own literary heritage and introduce him to the literature of other cultures. Each course includes some contemporary writing. Through the literature courses, the student may enlarge his knowledge and understanding of man's experience and ideas, gain insight into himself and his personal relationships, and become more aware of the world in which he lives. He may also become a more appreciative and discriminating reader because of his literary study and thus may learn to select and evaluate his own recreational reading more thoughtfully. In addition, through the language courses, he develops some skill in reading a foreign language.

- 28A. French Language and Civilization.** In this course the student becomes acquainted with a language and a culture different from and yet in many ways like his own. Through lectures and outside reading, he studies the literature, government, politics, educational system, and customs of France. He thus develops a "feel" for the culture of another people and a knowledge of its contributions to American life. In recitation sections using a minimum of formal grammar, he gains some skill in reading French and thus gains an understanding of the French people through experience with their language. (5 cr)
- 28B. French Language and Civilization.** Continuation of 28A. (5 cr; prereq 28A or #)
- 29A. World Literature I.** This course seeks to integrate life and literature and to relate the student's experiences to certain universal themes concerning the personal relationships and spiritual values of mankind. The student reads both ancient and modern Oriental and Western literature in a variety of forms—poems, plays, short stories, novels, and essays. The reading emphasizes man's personal relationships. (5 cr)
- 29B. World Literature II.** The objectives of this course are the same as those of 29A. The student again learns to understand himself, other human beings, and his and their worlds. The reading emphasizes man's social relationships and his role as a citizen. (5 cr)
- 29C. American Literature.** In this course the student discovers what ideals, values, aspirations, and general spirit of the United States have been recorded by its writers. He can see the development of the democratic idea, the emerging social problems, the kinds of people who helped shape our country, and the matters that have interested and impressed them. He also becomes aware of the methods by which American writers have presented their thoughts and gets an interpretation and appreciation of various forms of American literature. (3 cr)
- 29D. Contemporary Books and Periodicals.** To learn to make an intelligent choice of current literature for personal reading, the student examines book reviews and their sources and learns about book clubs. He reads, analyzes, and evaluates both fiction and nonfiction in current books and magazines so as to understand the role contemporary writing plays in interpreting the world and to develop his own critical standards for reading. (5 cr)
- 29E. Reading Short Stories.** The student may enhance his appreciation of a popular form of leisure reading, the short story. He reads representative stories by outstanding American, British, and Continental writers. He sees how individual writers have used the short story to express in a concise artistic form their ideas about human experience. (3 cr)
- 29F. Reading Poetry.** The student learns how to read the oldest literary form—poetry—and to appreciate its perennial appeal. Through attention to the basic charm of rhythm and a study of the meanings, techniques, and varying effects of many kinds of poems, he may discover the satisfaction to be found in poetry and thereby enlarge his artistic experience. (3 cr)
- 29G. Literature of the Theater: Film and Drama.** This course helps the student develop a more discriminating appreciation of stage plays and films, both as art forms and as media of communication. The student reads several plays, including one by Shakespeare; sees films in class; attends local films and plays; and listens to or views radio or television dramas. (3 cr)
- 29H. Individual Reading in Literature.** For recommended students only, this course offers the student the chance to pursue his special reading interests. In consultation with his instructor, he draws up a reading list for the quarter which concentrates on his interest in, for example, the novel, contemporary poetry, or American naturalism. He reports on his reading orally and in writing, both in class and in conference. (3 cr; prereq cr in one other 29 course, recommendation of a literature teacher, and #)
- 29I. Reading Novels.** The student may increase his artistic appreciation of the dominant literary form, the novel, and thus become more discriminating in his choice of novels to be read at leisure. He reads 7 or 8 representative novels by American and European writers, considering them chiefly for the ideas, characters, and picture of so-

ciety which each gives. He also learns something of the technique and the history of the novel. (3 cr)

Reading and Writing Skills

The following two courses help the student acquire or review some basic skills used in reading and writing. In 30B, grammar and sentence structure are studied more intensively than in the writing laboratories; therefore a student may wish to take 30B before he takes 31A. The course in reading and vocabulary development, 30A, is useful for a student who feels he needs a better knowledge of words and greater reading speed and comprehension than he now has. Neither of these courses may be used to fulfill the freshman composition requirement in other colleges.

30A. Reading and Vocabulary Development. Drill exercises, films, slides, and reading practice help the student improve reading speed and comprehension. Progress is measured by reading tests, charts of timed readings and exercises, and by reading assignments. The course is not for those who need remedial work but for those who read with average ability. *Those who fall below a stipulated score in the initial diagnostic test will not be allowed to continue.* To further improve reading ability the student adds to his knowledge of words by memorizing and using Greek and Latin roots, prefixes, and suffixes, and by learning to use the dictionary. (5 cr)

30B. Fundamentals of Usage and Style. The work in this course includes intensive drill in grammar and punctuation. Attention is also given to matters of style, such as subordination, parallel construction, tense consistency, and the placement of modifiers. (3 cr)

Writing Laboratory

In the writing laboratory, the student will learn to use various forms of reading and writing as ways of exploring and dealing with experience. To achieve this end, he will be expected to maintain those standards of composition appropriate to the forms of writing he undertakes. Much of the writing and some of the reading is done in the laboratory. Students registering for courses in writing must enroll first in 31A, prerequisite for the other courses. *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 increase his awareness of himself, his surroundings, and his relationships with his friends and his family, the student reads and writes descriptions, character sketches, and autobiographic and historical narratives. He is encouraged to write clear, correct, and effective sentences and to overcome his own writing difficulties. He also learns about the dictionary and its resources, and briefly studies the history and development of language, its levels of usage and style. (3 cr)

31B. Writing Laboratory: Organizing Ideas. The student learns two things: how to organize ideas clearly and effectively in expository writing, and how to read at the level of comprehension required for success in university courses. From reading textbooks, he learns to detect central ideas and discover supporting details in a piece of prose and to utilize such patterns of organization in his own factual writing. The reading also develops his vocabulary. He writes summaries, outlines, and various pieces of explanatory writing. (3 cr; prereq 31A)

31C. Writing Laboratory: Communicating in Society. The student studies the role played by language in his own life, in the mass media of communication, and elsewhere in the society in which he lives. Through reading and listening he becomes aware of the various devices of propaganda and the methods of persuasion. In addition, he writes analyses of arguments of others and composes persuasive arguments of his own. (3 cr; prereq 31A, 31B)

31D. Writing Laboratory: Business Writing. The student practices the writing of letters necessary for ordinary business transactions, such as letters of inquiry, order, complaint, adjustment, and application. Assignments stress acceptable **business-letter**

form, clarity and economy of expression, and suitable tone. *Final drafts of letters must be typed.* (3 cr; prereq 31A...31B advised)

- 31E. Writing Laboratory: Individual Writing.** In this course, recommended students get a chance to work on individual writing projects. After study of the techniques of description and narration, they may write sketches, short stories, familiar essays, poems, or dramatic scripts as their interest directs them and the instructor permits. (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 study intensively some aspect of a field of knowledge which interests him. He will learn about the resources of the University library, collect information on a subject of his own choosing, and write a carefully organized and fully documented library paper. (3 cr; prereq 31A, 31B)

Oral Communication

General College speech courses are planned to acquaint students with certain basic principles of communication, to help them understand the importance of speech in effective living, and to give them opportunities to develop greater skill in communicating their ideas, feelings, and experiences in speech situations. To realize these goals, students follow a guided series of speaking assignments. Before taking other courses in oral communication (except 33A), students must have completed 32A or its equivalent.

- 32A. Oral Communication: Basic Principles.** The student is introduced to the basic principles of speech. By means of such assignments as an introduction, a demonstration, an argument, and a group discussion, he is given an opportunity to apply these principles. Through these classroom projects the student is helped to develop confidence in himself, to express his ideas clearly and effectively, and to listen critically. (3 cr)
- 32B. Oral Communication: Language and Speech Style.** Special emphasis is given to the problems of using voice, body, and spoken language clearly, vividly, and impressively in communicating ideas and feelings. Speech activities include retelling short stories, sharing personal experiences, reading aloud, and persuading by means of narration and description. (3 cr; prereq 32A)
- 32C. Oral Communication: Speech Organization.** Focus is on the problems of organizing and developing a speech, so that the student is helped to increase his skill in gathering and selecting material, organizing it into outline form, and developing it in a manner appropriate to the particular audience and occasion for the speech. Major assignments include a one-point speech, an oral report, a speech to convince, and a manuscript speech. (3 cr; prereq 32A)
- 32D. Oral Communication: Group Discussion.** This course concentrates upon the processes of group thinking, group discussion, and parliamentary procedure. It aims to help the student become a more effective leader or participant in discussion. Speech activities include participation in different types of group discussion and practice in using the principles of parliamentary procedure. (3 cr; prereq 32A)
- 32E. Oral Communication: Business Speech.** The student is given practical experience with those special adaptations of speech principles most often employed in business and the professions. An attempt is made to suggest the importance of honest thinking, personal integrity, and accurate communication in business and professional speaking. Speech activities include practice in the sales demonstration, the interview, the conference, the use of dictating and recording equipment, and the special forms of informative speaking. (3 cr; prereq 32A)
- 33A. Oral Communication: Radio and Television Today.** The student studies the nature, function, and purposes of radio and television broadcasting, and the development of these mediums to their present state. Standards are suggested which may lead the student to become a more discriminating and intelligent consumer of broadcasting. A few laboratory projects are provided to help the student appreciate the problems of radio and television production. (3 cr)

- 33B. Oral Communication: Creative Speech Activities.** The purpose of this course is to provide a creative outlet for the student. In any one quarter only one form of speech will be studied, but that form will be given concentrated, intensive treatment. Within the boundaries of the selected speech form, the activities of the course will be fitted to the interests of the students and the instructor. Since the content of this course will vary from quarter to quarter, it may be taken twice for credit. (3 cr; prereq 32A, recommendation of a speech teacher, and #)

Social Studies

The courses offered by the social studies division are intended to help produce thoughtful, informed, responsible citizens, and to prepare them to deal more effectively with today's social, economic, and political problems. All courses—regardless of title—cross subject-matter lines and consciously draw upon and utilize knowledge derived from other areas of learning. An effort is made to acquaint the students with the scope and methods of the social sciences and to use these methods in attempting to cope with the problems of our social order.

- 36. Contemporary Education.** Who should be educated? What should our schools teach? How can we best meet the increasing costs of education? Such critical issues as these are analyzed in this course in order to increase the student's understanding of the role of education in American society and to encourage informed participation in efforts to provide suitable educational opportunity for all. (3 cr)
- 37. Social Trends and Problems.** Some of the significant trends and areas of conflict in our social order are examined in order to increase the student's understanding of his society and to develop skills in analyzing social problems and evaluating the alternative courses of action in the light of democratic values. (5 cr)
- 38A. General Geography.** The earth and its inhabitants are described and interpreted in a regional framework. The interrelationships 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)
- 38B. Conservation and Utilization of Natural Resources.** Mankind is vitally concerned in gaining knowledge about the earth as a place in which to live and as a base for procuring the necessities of life. Nature provides a basic wealth of materials that can be utilized by man, but these resources must be used intelligently. These natural resources (land, soil, water, plants, animals, forests, minerals, and wildlife), their location, characteristics, and use by man are considered an essential part of the education of an American citizen. So intimately is the welfare of the human race associated with natural resources that every citizen should be informed concerning their utilization. (5 cr)
- 39. General Anthropology.** Concentration is 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 is from both primitive and modern societies. (3 cr)
- 40. Problems of Contemporary Society.** The major purpose is analyzing selected social, economic, and political problems, and tracing their influence for war or peace. Detailed study of the forces which tend to corrode democratic processes fosters an understanding and appreciation of a citizen's responsibilities in a world of conflict. (5 cr)
- 41A. Man in Society: His Personal Role.** A problems-oriented course stressing the role of the individual in our society. A limited number of problems affecting individual opportunity, such as education, segregation, and conflicting loyalties are examined in some depth. Alternative courses of action are analyzed and evaluated in the light of democratic values. (5 cr)

- 41B. Man in Society: His Organizational Role.** This course uses the same general approach as 41A, but applies it to the social, economic, and political organization of society. Problems such as class and status, unemployment, and responsibility in government are the issues studied in this course. (5 cr; prereq 41A)
- 41C. Man in Society: His International Role.** Problems relating to conflict in the world order are the basis for this quarter's work. The specific problems include population, resources, and technology; nationalism; and ideological and cultural conflict. (5 cr; prereq 41A...41B recommended)
- 43A. Background of the Modern World.** Dealing primarily with the history of modern Europe, three major themes are emphasized throughout: the nation state, industrialism, and modern science. The student learns how each of these originated in Europe, in what directions they have developed, and how they have spread to other parts of the world. (5 cr)
- 43B. Biography.** Studying the careers of persons who have profoundly influenced their times helps to illustrate and illuminate the history of a movement, a period, or a country. It introduces the student to a variety of fields of endeavor, and to biography as a form of historical writing. Course content may vary from quarter to quarter. (3 cr)
- 43C. The Far East.** It is plain today that Asia is one of the most important parts of our world. Americans must have greater understanding of the peoples and religions, governments and politics, geography and economies, foreign policies and national interests in this area. The emphasis is on the modern problems of Japan, Korea, China, India, Pakistan, and Southeast Asia, with historical background as an aid to understanding. (5 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)
- 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)
- 45B. 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 History.** The land, people, and institutions of Minnesota and the Upper Midwest are studied in the light of a history extending from the primitive and colorful life led by Indians, voyageurs, and explorers to the complexities and opportunities of today. The double purpose of the course is to show how Minnesota came to be what it is, and to trace the growth of governmental functions and the course of political struggles from pioneer times to the present. (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 #)
- 46A. Problems of National Government.** 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. Problems of State Government.** Although some attention is given to political theory, this course is designed to give the student a full and practical understanding of the actual operations of his state government, and of the ways and means by which citizens influence the making and execution of the laws. Consideration is given to the constitution, election procedures, the powers and responsibilities of the legislature, executive, and the courts, and to the problems of financing the growing number of services performed by the state. (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)
- 46D. Problems of International Relations.** The basic problems of international relations: war, conflict of ideologies, international trade, and international law and organization. Since authorities on international relations differ in their systems of analysis, the student learns and applies several of the more important analytical systems. He criticizes each approach and so develops a more mature approach of his own. (5 cr)

Individual Study

- 49. Individual Study.** Second-year students who have demonstrated unusual interest and progress in a particular area may register for individual study. The student works on 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. To receive permission to register for this course the student first must work out a plan for a project or paper; then have it approved by the instructor under whose supervision the work will be done. The written plan, together with the suggested amount of credit to be earned, must be presented to the Committee on Student Scholastic Standing for approval. (1-5 cr)

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