

## How to Use This Bulletin

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

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

*Section 2, Student Personnel 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 Morrill Hall.

## 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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|   |  |
|---|--|
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Robert Blanchard, M.A., Instructor  
Loree A. Brock, M.A., Instructor  
C. David Brookbank, M.A., Instructor  
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Theodore L. Campbell, B.S., Instructor  
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Fredric R. Steinhauser, Ph.D., Associate Professor



# THE GENERAL COLLEGE

## Section 1. General Information

### Admission to the General College

The General College is one of the regular undergraduate colleges of the University of Minnesota. It maintains a carefully planned program of general education. Graduates of accredited high schools in the state are eligible for admission on a selective basis, and non-high school graduates may be admitted similarly if they demonstrate sufficient academic ability on scholastic aptitude tests. The college awards the 2-year degree of associate in arts (A.A.) upon the successful completion of 90 quarter credits of work and acceptable performance on the college's general comprehensive examination. Credits earned in the General College may be transferred to other colleges offering generally comparable courses, if the student demonstrates by his performance in the General College that he can meet the competition in the 4-year college.

The policies and program of the General College are based upon the proposition that in a democratic society the state should provide the greatest possible variety of educational opportunities for the greatest possible number of persons.

Therefore, the General College seeks, within the framework of enrollment totals set by University policy, to open its doors to all who wish to be admitted, including persons who are not admissible to other institutions; who do not fit standard patterns of secondary school preparation; who are uncertain about educational goals; who do not appear to meet fitness criteria set in terms of high school scholarship or aptitude test scores; who possess ample talent but in fields not always recognized as academic; who may not be good prospects for a 4-year degree, but who are well above the general population in measured ability; and who eventually will hold good positions in business, industry, and the community. Access to higher education is very important to all of these persons.

### The Role and Function of the General College

The college is concerned about the distressingly high numbers of persons who are admitted to colleges and universities but who, for a variety of reasons, drop out long before completing a course of study. The education such persons receive is not very meaningful because it is incomplete, because traditional disciplines are rapidly dividing and expanding, and because introductory courses are becoming more and more oriented toward the professions and advanced work. Students who leave college after 2 or less years often are exposed only to unrelated prerequisites for courses they never study and professions they never enter.

The program of the General College grows out of these policies and concerns. Its aims are as positive and realistic as continuing and professional appraisals of student needs can make them. Its major characteristics are: courses concerned with behavioral outcomes; a free-choice curriculum; a comprehensive examination; a 2-year degree; and a carefully constructed system of counseling and advising students.

An objective common to General College courses is the development of skills and attitudes, in addition to knowledge and intellect, as pervasive outcomes of instruction. The college provides a free-choice curriculum, because it is not preparing students for special professions or future majors but wants them to explore untried

fields, pursue interests already established, or round out unbalanced courses of study. The comprehensive examination serves at once as a measure of preparation and progress, a guide for registration, and a standard for the degree. That degree, the associate in arts degree, is a goal to be achieved and evidence of a college program individually planned and successfully completed. In spite of the handicap of swollen enrollment, the college has developed techniques of counseling and advising, testing and record-keeping, which are widely copied in other institutions and which are of the kind that Conant calls the keystone in democratic education.

### *The Faculty of the General College*

Such a program, concerned as it is with new dimensions in education, requires an unusually capable and dedicated faculty. Of the 44 persons holding rank of assistant professor or above in the General College, two-thirds have doctorates, and most of those at the rank of instructor are working toward that degree. Probably no junior college faculty in the nation has comparable academic training or functions in such intimate relation with parent academic departments on a university campus. The college places great stress upon creative teaching and experimentation in methods of instruction. Many special textbooks, workbooks, and syllabi have been written; new kinds of laboratories, laboratory-classrooms, and studies have been used; and methods of ensuring student participation in large classes have been developed. A research co-ordinator is an official member of the faculty, and University computer services and skilled statistical advice all combine to aid the faculty in its long series of studies of curriculum development, guidance, motivation, teaching methods, and vocational training.

### *The Place of the General College in Higher Education Today*

The mission of the General College today is even more vital than it was in 1932. Professional schools are moving steadily toward serving a smaller proportion of an increasing student population. Liberal arts colleges are becoming more specialized in nearly every department. Knowledge is expanding and dividing at a dizzy rate. Rising entrance requirements are steadily shutting the door to the baccalaureate degree to more and more persons.

At the same time, the society of plenty has come into being, and the society of automation lies just ahead. The high school graduate finds it increasingly difficult to find employment promising any future advancement. Retraining for new jobs is the order of the day, because whole categories of jobs are disappearing. Our cities are learning bitter lessons in the dangers inherent in large groups of improperly educated and unemployable young men and women.

### *The Place of the General College in the University Today*

Granting that the needs of these young men and women must be served by continuing to develop a meaningful program of education beyond high school, should this development take place at the University? There are compelling reasons for answering this question in the affirmative for a substantial number of young persons.

The student body served by the General College is characterized by diversity of preparation, ability, outlook, and goals. Because the college is large, it has been able to develop a program having many facets. But in addition, it has always been able to register qualified students in courses taught in the other colleges of the University. Moreover, the students find especially valuable the libraries and laboratories, the cultural and educational events, the rich extracurricular life, and all the special services only a large university can afford to maintain.

Further, the state university by the very fact that it is the state university should stand in a position of leadership in all aspects of higher education. The General College has maintained its national position of leadership in large part because its students are an integral part of a larger body, its faculty an integral part of a larger faculty, and both share the intellectual stimulation which is part of the atmosphere of a university. More specifically, the sympathetic attention and direct co-operation of colleagues in other parts of the University have greatly assisted the work of the General College.

Minnesota may well be proud that its University is unique in establishing and supporting a college devoted to an important segment of youth which is usually brushed off or ignored. It is conserving human resources. Without the opportunity the General College offers, part of these resources would be largely wasted—wasted to our social life, to our economic life, to our democratic commonwealth. The welfare of our state is in direct ratio to the welfare of the people who inhabit it and who constitute, in fact, the state. As the one prospers and fulfills its potentialities, so does the other.

### Purposes of General Education

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.

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 to enable students to achieve these general education objectives. They 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 Liberal Arts and at the University of Minnesota, Duluth.





## **Section 2. Student Personnel 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, with the assistance of a faculty adviser, 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. 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.

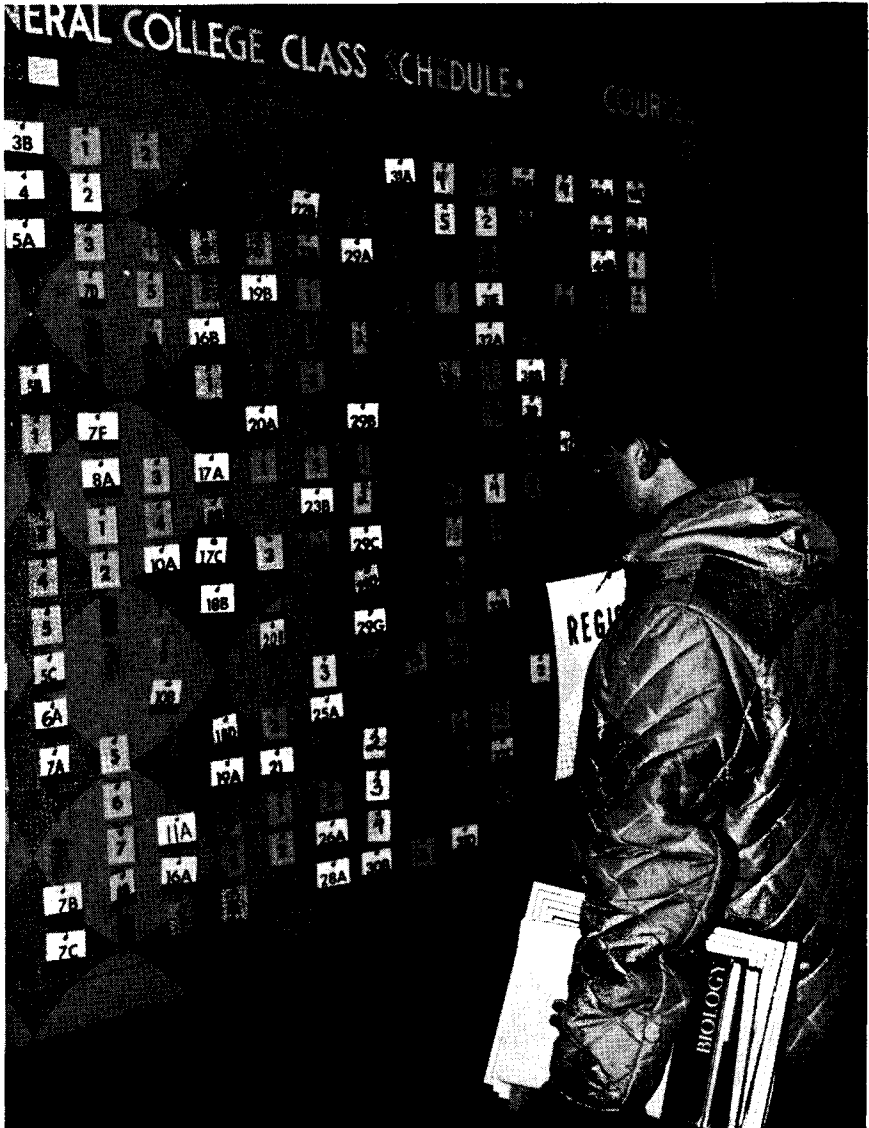
### **Counseling**

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 evaluating and understanding his potentialities and limitations, thereby enabling him to establish realistic educational-vocational goals and to progress toward these 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 appeal 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 10 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.

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 semiprofessional or technical 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.

### ***Dental Assisting***

The General College and the School of Dentistry of the University of Minnesota 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 descriptions 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**—Biology; Writing Laboratory; Oral Communication; Psychology; Accounting Fundamentals.

**Dental School Courses**—Oral Anatomy; Chairside Assisting; Bacteriology, Pathology, and Pharmacology; Prosthetics; 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.

### ***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 licensed 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 awarded by the General College. This is not to be confused with an associate in science degree in nursing. 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 of work in the General College and who subsequently enter the practical nursing program may 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."

### *Retailing and Selling*

Approximately one out of every eight 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 three 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.

**Recommended General College Courses**—Retailing and Selling (15 cr); Psychology in Modern Society; Fields of Applied Psychology; Food Selection and Purchase; Clothing Selection, Purchase, and Care; Selecting and Furnishing a Home; Functions and Problems of Logic; Statistics; Principles of Biology; The Human Body; Accounting Fundamentals; Problems of Consumer Economics; Problems of Personal Finance; Principles of Small Business Operation; Problems of Business Transactions; Practical Law; Art Today; Introduction to Commercial Art; American Literature; Writing Laboratory; Business Writing; Oral Communication; Man in Society; Problems of American Government.

### *Vocational Programs in Business*

For those students who intend to pursue careers in business, appropriate programs of instruction can be determined in consultation with an adviser or counselor. For example, a student interested in selling as a career might follow a program of study including specifically related courses, such as Salesmanship, Consumer Economics, Oral Communication, Financial Mathematics, and others. A student interested in a career as the manager of a small business enterprise might concentrate on courses such as Accounting Fundamentals, Business Transactions, Practical Law, Law in Society, and Retailing and Selling.

Other courses might be selected to provide general related knowledge or skills. Statistics, Oral Communication, Business Writing, Commercial Art, Fields of Applied Psychology, and many other courses could be used for this purpose.

The total program, therefore, would consist of a group of courses selected to provide specific job competencies, another group to broaden the student's perspective and help him to adjust to a career in a changing business world, and a third group of courses designed to help achieve the general education objectives listed on page 6 of this bulletin.



## 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, as long as the maximum permissible enrollment of the college is not exceeded. Advanced standing students, however, are admitted only on the recommendation of a college administrator who interviews each applicant. For admission 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 three 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* when he is completing from 35-50 credits, 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 program 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 and consent of the instructor. 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 beginning 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. In the General College numerical grades are also assigned to show the distribution of grades within the letters. This serves the same purpose as assigning plus (+) or minus (−) to a letter but has the added advantage of making an average easier to compute. The numerics are associated with the letter grades as follows:

| A      | B    | C       | D    | F    |
|--------|------|---------|------|------|
| 11, 10 | 9, 8 | 7, 6, 5 | 4, 3 | 2, 1 |

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.

**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 apply. A student may, upon 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, a B average in General College courses is necessary. In addition, students who plan to transfer are expected to register for combination programs in their chosen fields and to have completed at least 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 Liberal 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 2 or 3 quarters in advance, to make sure they plan adequately for the transfer.

**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 *three times* during his 2 years in the college, except in those cases when high-level performance results in exemption from the requirement after the first or second taking. This comprehensive examination covers seven areas 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* when the student is completing 35-50 credits 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 five of the seven 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 in areas I, II, and III. Areas IV, V, VI and 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           | 5A—Functions and Problems of Philosophy |
| 1B—Vocational Planning             | 5B—Functions and Problems of Logic      |
| 2B—Fields of Applied Psychology    | 5C—Problems of Ethics                   |
| 2C—Psychology of Human Development | 5D—Man's Religious Beliefs              |
| 4—Leisure Today                    |   |

#### 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        | 3E—Income Management: Individual and Household Buying |
| 3B—Food Selection and Purchase            | 10B—The Human Body: Structure, Function, Health       |
| 3C—Clothing Selection, Purchase, and Care | 19A—Problems of Business Transactions                 |
| 3D—Selecting and Furnishing a Home        |   |

**III. Social Studies**

Integrating Courses: **40—Problems of Contemporary Society**  
**41A-B—Man in Society**

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

- |  |  |
|--|--|
| 38A—General Geography                    | 44B—Current History                                      |
| 39—Introduction to Cultural Anthropology | 45A—Growth of American Democracy                         |
| 42A—Economic Perspectives                | 45B—Impact of Science and Technology on American History |
| 43A—Background of the Modern World       | 45C—Minnesota History                                    |
| 43B—Biography                            | 46A—Problems of American Government                      |
| 43C—The Far East                         | 46D—Problems of International Relations                  |

**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               |
|   | 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 |
| 29I—Reading Novels                            |  |

**VI. Biological Science**

- |   |                                      |
|---|--------------------------------------|
| 10A—Principles of Biology                       | 11A—Man and His Environment          |
| 10B—The Human Body: Structure, Function, Health | 11B—Utilization of Natural Resources |
|   | 12—Nature Study                      |

**VII. Physical Science and Mathematics**

- |                        |                            |
|------------------------|----------------------------|
| 6A—Weather and Climate | 7E—Modern Physical Science |
| 7A—Physics             | 7F—Historical Geology      |
| 7B—Astronomy           | 8A-B—Applied Mathematics   |
| 7C—Chemistry           | 9A—Statistics              |
| 7D—Geology             |                            |

## 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 5D 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 planning, and methods of studying occupations. 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. Topics include an analysis of research methods used in observing and drawing conclusions about behavior, the origin and development of behavior, human motives, the place of emotion and conflict in human adjustment, how man perceives his environment and learns from it, 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 the study of human affairs. The course examines the contributions of psychology, as a technology of behavior, to teaching and learning, vocational guidance, mental health, personnel selection and training in 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 developments. (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. Attention is also directed to the problems associated with the increasing proportion of older people in today's family. (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, con-

struction 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 differences 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 learns 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)
- 5D. Man's Religious Beliefs.** The student investigates the religious beliefs most influential in the world today, compares selections from the writings representing different religious beliefs, and develops an understanding of world religions. (3 cr)

### Natural Science and Mathematics

In one group of natural science courses, selected scientific principles are studied in the context of major, current problems that face our society. In another group, each course deals with fundamental principles in a separate scientific field, while also studying scientific procedures, applications, and relationships between phenomena observed in that field. In biological sciences emphasis is given to the human organism—its relationship to the whole living world, and its functioning in health and disease. Mathematics courses are aimed at better equipping the student for study or work in technology or statistics.

- 6A. Weather and Climate: Science in Context.** A study is made of physical factors that interact with the atmosphere to produce weather and climate. Special attention is paid to the interactions of land masses, bodies of water, and earth motion with the uneven atmospheric distribution of moisture and of energy from the sun. Problems of measuring and observing weather and atmospheric conditions, and applying such knowledge to weather forecasting and predictions of climatic changes are

studied. The ways in which weather regulates man's activities and his attempts to regulate the weather are considered throughout the course. (5 cr)

- 7A. 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. Astronomy.** A systematic study of the universe is made, beginning with the earth and proceeding to the study of the other planets in the solar system. Our solar system is related to the nearby stars of our galaxy and to the more distant galaxies of the universe. Emphasis also is placed upon the principles of light underlying the use of optical instruments by the astronomer. Topics include: proofs of the earth's rotation and revolution; the motion and 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 spectro-scope. Observation of the sky through the University telescope and visits to the planetarium are a part of the class activity. (5 cr)
- 7C. 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. 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 origins, the age of the earth, and significance of fossils are briefly treated. (5 cr)
- 7E. Modern Physical Science.** Basic principles of physics and chemistry are used to explore topics in modern science such as: electrical conduction, radioactivity, electro-magnetic radiation and how it is used to determine the structure of atoms, nuclei, molecules, and solids. Applications may include electron tubes, transistors, masers, lasers. Student projects are often undertaken. (3 cr; prereq physics and chemistry, one in college)
- 7F. Historical Geology.** Using the principles learned in physical geology, a search is made into the earth's past, starting with the present and working 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)
- 8A. Applied Mathematics.** This course is designed especially 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 are 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 only. (5 cr)

- 10A. Principles of Biology.** A study of the variety and relationships of living organisms illustrates the general principles of biology as they apply to man, animals, and plants. These principles are drawn from fields such as the study of cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms, evolution, and reproduction. Films and demonstration laboratories supplement the lectures. (5 cr)
- 10B. The Human Body: Structure, Function, Health.** Problems of physical, mental, and social health are related to the structure, function, and needs of the human body. The anatomy and physiology of the systems which constitute the human organism are studied. In studying the heart, for example, the instructor shows what it is, how it works, its importance to the over-all functioning of the body, what can go wrong with it, and summarizes what is known about keeping it on the job. (5 cr)
- 11A. Man and His Environment: Science in Context.** This course deals with the interdependence of man and his environment. It brings the biological sciences to bear on problems arising from man's changes in the balance of nature. After fundamental concepts of ecology have been developed, study centers around such topics as human evolution, population explosions, human migrations, reduction of forest and wildlife, contamination of food chains, pollution of water and atmosphere, nuclear fallout, and space ecology. (5 cr)
- 11B. Utilization of Natural Resources: Science in Context.** 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)
- 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 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. Accounting Fundamentals.** In this introduction to accounting principles, the student works on the recording of business transactions, special journals, accounts and the ledger, financial statements, and summarizing at the close of the fiscal period, with emphasis on the single proprietorship. The course also serves to develop basic record-keeping skills for those students who may not pursue careers in business. (3 cr)
- 16B. Accounting Fundamentals.** (Continuation of 16A) (3 cr; prereq 16A or #)
- 17A. Problems of Consumer Economics.** To understand our economic system from the viewpoint of the consumer, the student examines some of the more important aspects of the environment in which the consumer makes buying decisions. Topics include definition of consumption, expenditure patterns, buying considerations, consumer problems, and the roles of government and of business. (3 cr)
- 17B. Problems of Personal Finance.** This survey of the more important financial and credit institutions in our economy gives special attention to the problems of financial

planning for the individual household. Topics include budgeting, credit, savings and investment, insurance, taxes, and estate planning. (3 cr)

- 17C. Principles of Small Business Operation.** A study is made of the principles and practice of organizing, locating, financing, and managing small business enterprises. This course may be especially useful for those who plan to own or operate some form of small business. (3 cr)
- 18A. Retailing and Selling.** (See page 12 for more detailed information 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 18A or #)
- 18C. Retailing and Selling.** Retail sales promotion techniques and practices are studied with particular emphasis on the principles of store layout, interior and window display, 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. (3 cr; prereq 18B or #)
- 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; nature and classification of real estate; deeds and conveyances; Torrens titles; joint tenancy and tenancy in common; wills; life, property, and automobile insurance. (5 cr)
- 20B. Law in Society.** The aim is to develop a broad understanding of law as opposed to a limited knowledge of a body of facts relating to specific laws. Through the examination of corporation, negotiable instrument, bankruptcy, mortgage, and conditional sale contract laws, the student acquires an appreciation of the dynamic role of law in an ever-changing society. (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.** The student is given the opportunity 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, B. Art Today.** The student examines the role and importance of contemporary art and design in several and related fields such as architecture, painting, sculpture, photography, and industrial art. He is challenged to exercise and develop 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.** A study is made of the creative process and of several outstanding creative personalities of our time who have made significant contributions in such fields as painting, sculpture, architecture, music, and literature. Course activities will consist of creative exercises, discussions, readings, and illustrated lectures. (3 cr)
- 23A. Art Laboratory.** Laboratory activity provides the student with opportunity for creative experiences in a number of art mediums. It is planned and operated to meet the individual needs and interests of the student and provide him with the means to develop his creative awareness and ability. In addition to the laboratory activity there are assignments in reading, lectures, and gallery trips. (3 cr [may be repeated for a total of no more than 9 cr])
- 23B. Introduction to Commercial Art.** Emphasis is placed on the processes of design, lettering, graphic expression, and commercial processes which are fundamental to commercial art. A student should have some previous art experience before entering the course or may get special permission from the instructor for admission. (3 cr [may be repeated for a total of no more than 9 cr])
- 24A. Music Today: Music in Society.** Attention is focused on the functional role that music plays in society. Considered as a functional art, music is studied as it appears in religion, drama, the dance, and the concert hall. Students with or without previous musical training may register for this course. (3 cr)
- 24B. Music Today: Vocal Music and Its Texts.** In this quarter the student's attention is directed to the problems a composer faces when setting music to words. What are his intentions? His materials? How does the interaction of words and music affect the result? Musical types studied include folksong, popular song, hymn, chant, madrigal, art-song, and opera. (3 cr)
- 24C. Music Today: Music of the Twentieth Century.** This quarter is devoted to a consideration of all kinds of contemporary music, with special emphasis on the question: "How does 20th-century music reflect our present-day society?" Examples of American and foreign contemporary music are studied. (3 cr)
- 25A. Music Laboratory: The Materials of Music.** The student gets a first-hand acquaintance with the basic materials of music—its notation, its structure, its traditions, and the elements of musical composition. This is not a professional training course for music students, but it is one designed for individuals who seek a greater understanding of and insight into music by experiencing it from the performer's and the composer's point of view. Open to students with or without previous musical training. (3 cr)

- 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.** A course 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. 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.** 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. (3 cr)
- 29E. Reading Short Stories.** To enhance his appreciation of a popular form of leisure reading, the short story, the student 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.** The student develops an appreciation of stage plays and films, both as art forms and as media of communication. He reads several plays, sees films in class, attends local films and plays, and listens to or views radio or television dramas; and he learns techniques for reporting on what he sees and reads. (4 cr)
- 29I. Reading Novels.** To 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, the student reads seven or eight representative novels by American and European writers. He studies them chiefly for the ideas, characters, and picture of society 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. 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. 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. Neither of these courses may be used to fulfill the freshman composition requirements in other colleges.

- 30A. Reading and Vocabulary Development.** Reading films, slides, programmed learning texts, and reading and vocabulary exercises help the student enlarge his vocabulary, increase his reading speed, and expand his comprehension. Reading material varies from the level of the popular magazine to the college textbook. The student also learns how to use the dictionary efficiently. The course is not for students who need remedial work but for those who read with average ability. (5 cr)
- 30B. Fundamentals of Usage and Style.** The work includes intensive drill in grammar, spelling, 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. Some of the writing and 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 31 (except 31D) may a student select courses to meet the freshman composition requirements 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 biographic 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 and 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. 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 expository writing. (3 cr; prereq 31A)
- 31C. Writing Laboratory: Communicating in Society.** The student investigates 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 instructor 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 the 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 the 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 of 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, 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 media 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 recommended students. 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 instructor, 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.

- 38A. General Geography.** Topics covered include the philosophy and tools of the geographer, the Twin Cities, Minnesota, a comparison of the USSR with the United States, Japan, and a summary of world geography as illustrated by world patterns. Each topic is approached in terms of man and his culture, the varied physical environment, and the problems man faces in making a living. (5 cr)
- 39. Introduction to Cultural Anthropology.** The study of human culture is the central concern of the course. By the use of a whole-culture approach and the comparative method, the basic principles of anthropology are explored. The concepts of anthropology, as they apply to any cultural system, are emphasized. Facts from particular cultures serve as examples of these universal principles. The division of culture and personality (psychological anthropology) provides the viewpoint of the course. The goal is to understand a way of life in terms of the members who are living it before any attempt is made to assess the culture in terms of the context of world culture. (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.** 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. (5 cr; prereq 41A)
- 42A. Economic Perspectives.** This broad study of the American economy deals with its guiding principles and their application. Discussion of such topics as the federal reserve system, production and distribution, and the economic role of government, business, and labor has as its primary purpose the promotion of economic literacy in the student. (5 cr)
- 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 direction 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.** A study is made of some of the dominant characteristics and developments of traditional Chinese society and the changes that took place following the Western impact, as well as the continuing changes under communism. The comparative approach is used, so that the student may gain deeper insight into his own culture and some understanding of the nature of the revolution that is sweeping the emerging nations in the world. An analysis is made of the factors contributing to the rise of communism and its nature and challenge. (5 cr)
- 44B. Current History.** Analysis of current problem areas of the world, such as Latin America, Southeast Asia, Africa, the Soviet Union, or of domestic topics, such as analysis of national and state elections, labor-management disputes, forms the material for this course. Sharpening of the student's alertness to news media and his ability to make critical judgment of current events is another purpose. The topic selected for any quarter will vary with the instructor. (2 cr [may be repeated for a maximum of 6 cr])
- 45A. Growth of American Democracy.** In attempting to provide for better understanding of the problems faced by the United States in the world today, it is essential that citizens be made aware of the development of American political, economic, and social values nurtured in the United States historical background. Selected problems relating to various aspects of this development are considered, such as the political-economic conflicts of the revolutionary period, the struggle over the form of republican government and the locus of sovereignty of that government, and the United States' reaction to the industrial revolution. (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 American Government.** The general principles, procedures, and problems of government 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 with his government. (5 cr)
- 46D. Problems of International Relations.** Some of the basic problems of international relations—war, conflict of ideologies, developing nations, international trade, and international law and organization—are considered. Authorities on international relations differ in their systems of analysis. Therefore, the student learns and applies several of the more important analytical systems to the problems and thus develops a more mature approach of his own. (5 cr)

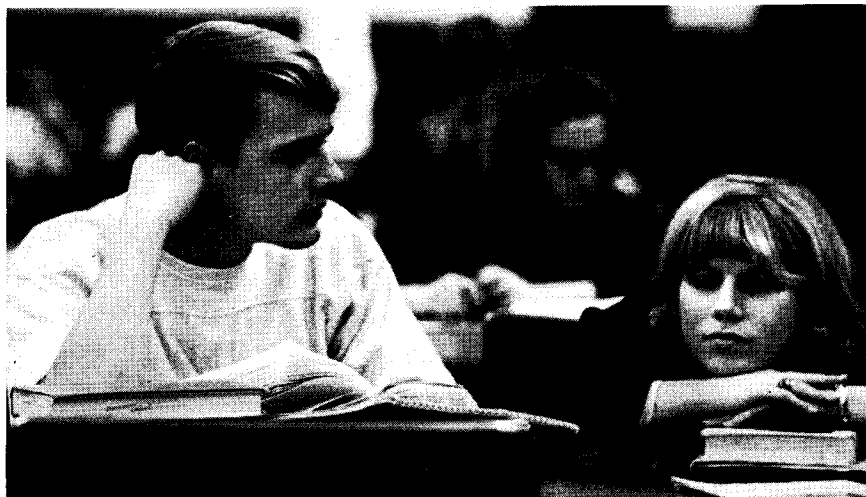
### Individual Study

- 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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