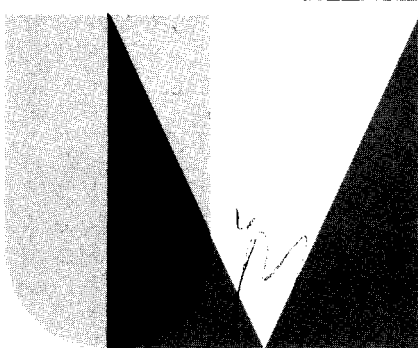
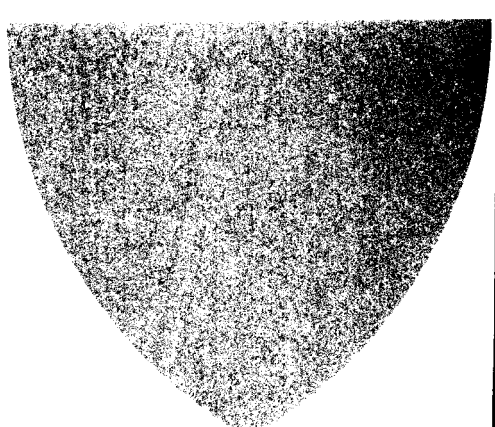
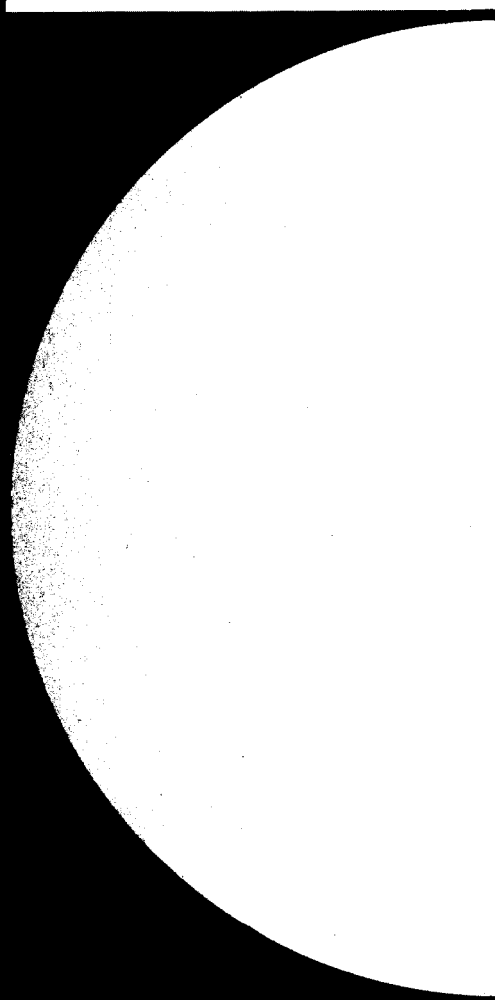


UNIVERSITY
MINNESOTA
BULLETIN



1967-69

GENERAL COLLEGE



How to Use This Bulletin

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

Section 1. General Information, explains admissions policy; the role and function of the General College; objectives of general education; general education and liberal arts education compared; the General College faculty and college teaching; the General College student body.

Section 2. General Education and Occupational Preparation, discusses relationships of general education courses and vocational competence; outlines such programs as dental assisting; recreation activity leadership; marketing; and occupational programs in general business.

Section 3. The Comprehensive Testing Program, summarizes the three basic purposes of the examination program in which all General College students must participate.

Section 4. Student Personnel Services, outlines the counseling and advisory services through which students can obtain individual assistance in program planning and help with personal, educational, and vocational problems.

Section 5. 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 6. Course Descriptions, should be read carefully when planning programs.

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.

Cover designed by George Runge

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GENERAL COLLEGE

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College Offices

Office of the Dean	106	Nicholson Hall
Student Personnel Services	10	Nicholson Hall
Registration Center	20	Nicholson Hall
Co-ordinator of Research	106	Nicholson Hall
Orientation and Advising	106	Nicholson Hall
Committee on Student Scholastic Standing	106	Nicholson Hall
Program for Prospective College Teachers	200	Nicholson Hall
Project Upward Bound	118	Nicholson Hall
Project for Higher Education for Low Income Persons	408	Johnston Hall

Division Offices

Division of Business Studies	139	Temporary South of Folwell
Division of General Arts	104B	Nicholson Hall
Division of Literature, Writing, and Speech	204	Nicholson Hall
Division of Natural Science and Mathematics	113	Folwell Hall
Division of Psychology, Philosophy, and Family Studies	30	Nicholson Hall
Division of Social Studies	404	Johnston Hall

GENERAL COLLEGE

Section 1. General Information

Admission to the General College

The General College, one of the long-established undergraduate colleges of the University of Minnesota, maintains a carefully designed program of general education. Any graduate of an accredited Minnesota high school, as well as a non-high school graduate who performs satisfactorily on scholastic aptitude tests, may apply for admission to this program. Enrollment is controlled, and applications are accepted according to a plan designed to produce a student body with a wide range of abilities and academic skills.

The college awards the 2-year degree of associate in arts (A.A.) upon successful completion of 90 quarter credits of work and acceptable performance in its comprehensive testing program (see page 22). Students may transfer General College credits to other colleges offering comparable courses if their performance in the General College indicates that they can meet the competition in the receiving college.

The admissions policies and educational 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 largest possible number of persons. In accordance with this principle the General College seeks, within the framework of controlled 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 have not completed

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standard patterns of secondary school preparation; who are uncertain about educational goals; who do not appear to meet academic fitness criteria set in terms of high school scholarship or aptitude test scores; who may not be good prospects for a 4-year degree, but who are above the general population in measured ability; and who eventually will hold important 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

Knowledge is expanding and dividing at a bewildering pace today. Liberal arts colleges are becoming highly specialized in nearly every department. Professional schools now serve a relatively small proportion of an ever-increasing student enrollment. Rising admission standards shut off more and more persons from attaining the baccalaureate degree.

At the same time, far-reaching economic and technological changes are taking place in the social order. Retraining for new work is the order of the day because whole categories of familiar jobs are disappearing or changing radically. The young high school graduate who lacks skills training or higher education has trouble finding employment with promise of future advancement. Bitter lessons are teaching our cities the dangers inherent in the presence of large numbers of improperly educated and unemployable youth.

Moreover, a distressingly high proportion of those who do enter our colleges and universities leave their classes, for a variety of reasons, long before completing systematic courses of study. The education such students receive in most 4-year colleges is not very meaningful because it is incomplete, because many curriculums are becoming specialized and fragmented, and because introductory courses are increasingly oriented toward graduate work and the professions. Students who leave college after 2 years or less often are exposed only to classes designed primarily as prerequisites for advanced courses they never study and professions they never enter.

Society acknowledges the importance of serving the needs of these young men and women, and of providing a meaningful program of education for them beyond high school.

The Objectives of General Education

The general education program of the General College grows out of a recognition of the insistent educational problems described above, and represents a socially constructive approach to some of them. The objectives of the program have been formulated in terms of a set of socially responsible human goals rather than in terms of requisite amounts of subject matter content to be mastered.

Paraphrasing a statement endorsed by the faculty Senate of the University of Minnesota, 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 ability to think critically and constructively.**

4. Grasp and express ideas effectively.
5. Participate intelligently in civic affairs.
6. Appreciate cultural activities as a means to richer living.
7. Understand our natural environment and the effect of science upon human welfare.
8. Promote healthful living.
9. Prepare intelligently for a satisfying family life.
10. Discover an appropriate life work.

These are the basic objectives of the 2-year general education program in the General College. This program also can be described in terms of five broad characteristics: (1) courses concerned with behavioral outcomes; (2) a free-choice curriculum; (3) a comprehensive testing program; (4) a 2-year degree; (5) a carefully designed system of counseling and advising students.

To elaborate, an objective common to individual General College courses—in addition to acquiring knowledge and fostering intellect—is that of developing functional skills and attitudes 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, rather, because it wants them to explore untried fields, to pursue interests already established, or to supplement previously unbalanced courses of study.* The comprehensive testing program serves at once as a tool for identifying individual students having special educational needs; a measure of the degree to which a given student can use, apply, relate, and interpret knowledge; and a means of describing the total college population at selected points in its progress through the college. The associate in arts degree is a goal to be achieved and evidence of a successfully completed, individually planned college course of study.

General Education and Liberal Arts Education

In some respects the aims of the General College are similar to those of many liberal arts colleges; to enable the student to cultivate his intellectual abilities, to acquaint him with his cultural heritage, and to prepare him for effective participation in society. However, the General College program differs from that of a conventional liberal arts college 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 a pre-specialization function and, for the most part, find their content beyond the narrow boundaries of specific subject matter disciplines in a manner not typical of introductory departmental courses.

2. The curriculum emphasizes *relationships within and among fields of knowledge* rather than intensive study of small, isolated segments. Many courses are designed 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 only one of these fields.

Section I

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*. This contemporary emphasis is demonstrated in such course titles as Man in 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 ample opportunity to *explore a number of different educational fields or vocational aims*. The absence of numerous prerequisites allows him to try most courses without having to complete a number of preliminaries. Furthermore, he may sample a single course in a field and receive full credit for it without being obligated to complete a course sequence that may extend over 2 or 3 quarters. The elective curriculum permits him, in consultation with a faculty adviser, to choose courses which seem most pertinent to his personal aims, needs, and values.

6. The *associate in arts degree* is awarded when a 2-year, planned program of studies has been completed. This degree is awarded by many junior colleges and by universities having 2-year programs. The associate in liberal arts degree, for example, can be earned in the University's College of Liberal Arts.

The mission of the General College may be summarized by stating that it is concerned with the conservation of Minnesota's human resources. Without the opportunity the college affords, many young people could not attend the University, and part of this most valuable resource would be largely wasted—a loss to our social life, to our economic life, and to our democratic commonwealth. The welfare of our state depends upon the well-being of the people who live in it, and who constitute, in fact, the state. As the one prospers and fulfills its potentialities, so does the other.

The General College Faculty and College Teaching

A program concerned with new dimensions in education requires an unusually capable and dedicated faculty. Two-thirds of the persons holding rank in the General College as assistant professors or above have Doctor's degrees, and a great many of the teaching assistants, teaching associates, and instructors are working toward that degree. Many General College teachers offer courses in other departments and colleges of the University. Several senior faculty members supervise the work of candidates for advanced degrees. Probably no junior college faculty in the nation has comparable academic training or functions in such close proximity to colleagues in related academic departments in the setting of a major university.

The General College places great stress upon creative and effective instruction. The faculty is continually engaged in research, much of it in fields relating to college teaching. Many textbooks and syllabuses have been written specifically for General College students. New kinds of studio, laboratory, and

tutorial courses have been developed. Materials in some classes are presented by means of video tape, closed circuit television, or programmed instruction. Ways of promoting student participation and effective learning in large classes are being systematically investigated.

The administrative staff of the college includes a co-ordinator of research who consults with faculty members, and whose office assists them in details of their investigations. University computer services and skilled statistical advice also are available to promote General College research. Some of the studies are published each year in the college-sponsored *General Education Sounding Board*, a journal with a national distribution.

This concern for high quality undergraduate instruction is demonstrated further in the unique College Teaching Internship Program. For years, Upper Division and graduate students in a number of fields have used General College classes, counseling services, and vocational sequences for purposes of observation and research as well as a means of obtaining required professional training. The interest of the faculty in research, the diversified curriculum, administrative centralization, and the fact that beginning college teachers are likely to be assigned to Lower Division courses with teaching responsibilities similar to those encountered here—all these considerations combined to suggest that the General College should develop a formal program for the training of prospective college teachers.

The program was adopted by the faculty in the spring of 1966, and it was launched, with the endorsement and support of the central administration of the University, at the beginning of the 1966-67 academic year.

The General College Student Body

The General College faculty is an integral part of a larger faculty; General College students are an integral part of a populous campus; and both faculty and students share the intellectual stimulation which is part of the atmosphere of a major university.

The student body served by the General College embraces individuals who are highly diverse in preparation, ability, outlook, and goals. Because the college is large, it has been able to build its own carefully planned, many-faceted program for this student body. But, in addition, it has always been able to arrange concurrent registration for its qualified students in courses taught in the other undergraduate colleges of the University. Every quarter a significant proportion of the General College student body transfers to one of the other undergraduate colleges on a full-time basis. For further information about transfer, see page 22.

Minnesota students find especially valuable the libraries and laboratories, the cultural and educational events, the rich extracurricular life, and all the special services maintained by a great university. Although academic work is of primary importance, the General College student whose sole experience of college life can be counted in classroom and library hours is failing to take advantage of a rich store of out-of-class activities.

One of these, the General College Student Board, offers the opportunity to work with fellow students and faculty advisers in a number of social services as well as recreational activities. Board members and General College representatives in the Minnesota Student Association (the all-University student

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governing body) are elected every fall quarter. Inquiries may be made in the college office, 106 Nicholson Hall.

Second-year students who are interested in working toward the associate in arts degree, and who need financial assistance, may apply for one of the Horace Taylor Morse General College Scholarships at the Bureau of Student Loans and Scholarships in 104 Westbrook Hall. Named for the late Dean Morse, who died in May 1966, after serving 25 years as dean of the General College, one of these awards is available every year.



Section 2. General Education and Occupational 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?

The older distinctions between education and work are breaking down. A rapidly changing society is demanding that increasing numbers of Americans continue their education after they enter the labor force, and employers both in the public and private sectors of the economy are assuming broader responsibility for promoting the continuing education and training of their employees. It is known, however, that the motivation and the ability of a person to continue his education with profit are dependent to an important degree upon the breadth and soundness of his previous schooling.

The evidence today is quite clear that individuals who have been too specifically and narrowly trained become obsolescent when their jobs become obsolescent. Their narrow work skills are not readily transferable to new occupations and they lack sufficient adaptability for further education. Behavioral scientists and learning specialists have reported, on the other hand, that an individual broadly trained in communication skills, in problem-solving strategies, and in techniques of inquiry and discovery can generalize his skills successfully to new learning experiences. In brief, the aim of much of education is to learn how to learn. In a dynamic economy, with its shifting duties and expectations, the value of such learning for vocational readiness and advancement is quite clear.

What is equally clear is that employers are recognizing the importance of broadly based post-high school education as a qualification for successful

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occupational experience. Many firms are asking for some college education as a prerequisite for entrance into positions which previously demanded only a high school diploma. Many federal and state civil service positions specify a minimum of 2 years of college as one condition of employability.

The General College is committed to this open-ended approach to the preparation of its students for occupational life. While some of its courses have fairly clear vocational application, most are not specifically vocational in nature. They deal, instead, with broader skills and principles which may be drawn upon and adapted in a variety of ways to the demands of numerous occupations. The tool skills of writing, listening, speaking, and computing, for example, which are taught in general education programs, have significance for nearly every job. Classes in psychology may contribute to the development of insight into interpersonal relations. Courses of this sort have wide-ranging implications for many aspects of living, including those of occupational life. By judicious selection of General College courses in combination with certain courses in other colleges of the University, a student may prepare for work in occupational areas which do not necessarily require professional level training.

Many of the college's courses which do have specific application to occupational life grew out of the expressed needs and interests of the students themselves. Examples are courses in principles of small business operations, retailing and sales, and accounting fundamentals. Usually, any student is eligible to enroll in any of these courses. Sometimes, however, a student with a definable vocational objective in mind will take such work as a part of a larger vocational sequence. The vocational sequences offered by the General College are explained and outlined below.

Occupational Sequences

These sequences consist of groupings of courses already available in this or other colleges of the University, plus practical courses which bind each sequence together to provide a pattern of occupational training.

It should be clearly understood that in these vocational sequences the General College is not attempting to duplicate the programs of the 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 occupations. This training, in turn, is integrated with the broad, college-level general education described above—a fact which serves to differentiate it from the teaching of specific work skills as found in many of the trade and vocational schools.

It should also be noted that the General College is currently engaged in exploring ways and means of furthering several new kinds of career training involving less than 4 years of formal education beyond high school. As appropriate programs are developed in co-operation with business, industry, and other institutions in the community, they will be described to advisers and students by means of separate announcements.

General Education and Occupational Preparation

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 requires registration for a calendar year, 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. The program meets the educational requirements for national certification by the American Dental Assistants Association.

General College Courses—Biology, Writing Laboratory, Oral Communication, Psychology, Accounting Fundamentals.

Dental School Courses—Oral Anatomy and Laboratory Procedures, Chairside Assisting, Microbiology, Oral Pathology, Prosthetics, Dental Therapeutics, Dental X-Ray, Office Management.

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.

Marketing

Retailing and Sales

Marketing occupations include those followed by proprietors, managers, or employees engaged primarily in the distribution of goods and services. The United States Department of Labor estimates that marketing occupations presently account for almost 25 per cent of the total labor force, and that this proportion is steadily increasing. Entry jobs are available in marketing on all levels. The purpose of the General College program, however, is to prepare students for entry at a level of responsibility commensurate with successful completion of a 2-year collegiate program. The present retailing and sales program combines general education with specific classroom occupational instruction and a co-ordinated internship requirement. A certificate is awarded by the University of Minnesota to students who successfully complete the sequence.

Instruction in general marketing and retail store operation is offered in a 15-credit, sophomore-year sequence. Class work in lectures and laboratories is correlated with work experience. The student must be employed in a suitable

Section 2

marketing position where on-the-job training is given and where the instructor-coordinator has the opportunity to work closely with the employer. The on-the-job experience may involve nonselling as well as selling activities. Laboratory meetings include demonstrations, reports, group discussions, and field experiences.

Students enrolled in the program 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.

Since the internship sequence is planned for the sophomore year, it is important that interested students begin their course planning early in their freshman year. Students should discuss a 2-year plan of study with their adviser and the instructor-coordinator in the Business Studies Division.

Recommended General College Courses—Retailing and Sales (15 cr), Psychology in Modern Society, Fields of Applied Psychology, Functions and Problems of Logic, Statistics, Introduction to Modern Business, Accounting Fundamentals, Consumer Problems, Problems of Business Transactions, Practical Law, Art Today, Writing Laboratory: Business Writing, Oral Communication, Man in Society, Problems of American Government.

Projected Sequences

Plans are now under way to expand our courses in marketing to include occupational training in fields other than retailing and sales. This expansion may ultimately include wholesaling, credit and finance, traffic and transportation, and other areas for which a demand exists and in which we have interested students. These programs also will require an internship with a Twin City business concern, as well as general and specific occupational education.

Occupational Programs in Business

For students who intend to pursue careers in business, appropriate programs of instruction can be determined in consultation with an adviser or counselor, and with assistance from faculty members of the Business Studies Division. For example, a student interested in finance and banking as a career might follow a plan of study including such specifically related courses as Introduction to Modern Business, Consumer Problems, Problems of Investment Transactions, Oral Communication, as well as specific projects undertaken through the Individual Study course. A student interested in a career as a manager of a small business enterprise might concentrate on courses such as Accounting Fundamentals, Problems of Business Transactions, Practical Law, Retailing, and Salesmanship.

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

The total program, therefore, would consist of one 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 designed to help achieve the general education objectives listed on page 6 of this bulletin.

General Education and Occupational Preparation

Recreation Activity Leadership

The recreation activity leaders training course is a 4-year program leading to graduation from the College of Education with the B.S. degree but without a teaching certificate. The first 2 years may be completed in the General College. The curriculum is set up to prepare qualified individuals for recreation activity positions, such as community playground director, and is planned for students who have special abilities in games and sports, music, handicrafts, drama, etc., which will be valuable to them as activity leaders. In addition, selection for the program is based on such attributes as personality, leadership ability, past experience in recreation, and possibility of success in recreation activity leadership. Complete details concerning this program may be found in the *Bulletin of the College of Education* under the heading "Plan II. Recreation Activity Leaders Training Course."

Section 3. Comprehensive Testing Program

The General College Comprehensive Testing Program has three purposes. The first is to identify students who have special educational needs not ordinarily met in a college curriculum; the second is to describe the educational development of the student population; and the third is to measure assimilation and integration of learning. A more complete description of each of the three purposes follows.

1. Diagnostic. Because of the wide range of abilities exhibited by General College students, it is helpful for advising purposes to determine the special areas of strength and weakness of each student. As a means of diagnosis, each student upon admission is required to participate in a test battery which includes, for example, measures of arithmetic and language skills and of abstract reasoning ability. In addition, if at some point during a student's residence there is reason to believe that he would benefit from the results of other special tests, he will be given the opportunity to take these tests.

2. Descriptive. This aspect of the Comprehensive Testing Program is designed to provide a total picture of the General College student population at all stages of educational development. Much of the data for this purpose is provided by tests taken prior to admission, such as the American College Testing and Minnesota Scholastic Aptitude Tests, and by tests given during freshman orientation. As a means of accumulating further descriptive data, the college may require the student to take other tests at various times during his residence. In addition to providing a complete description of the college population, the testing program will give the faculty an opportunity to evaluate the

Section 3

total program. Some special testing may take place in the course of regular classroom work.

3. Integrative. Education should not be described nor evaluated solely in terms of courses completed, credits counted, grades assigned, and degrees conferred. The mechanical indicators lose some of their luster when considered in the light of poorly constructed examinations, student "cramming," and the steady process of human forgetting.

The third purpose of the General College Testing Program, therefore, is to attempt to measure educational attainments in terms of more subtle, pervasive gains. Has a student learned *more* than the specific content of the course? Can he *use* knowledge? Can he *interpret* it? Can he *relate* information from several fields? Can he *apply* what he has learned when he attempts to solve new problems? This integrative phase of the Testing Program is based upon the belief that education is a continuous process in which any meaningful experience, academic or nonacademic in origin, has practical value, and in which interrelationships are continually being discovered.

The integrative phase of the Comprehensive Testing Program is vitally important to every student because it is part of the requirements for the associate in arts degree. This is true, in turn, because the tests of which it is composed attempt to evaluate outcomes relating directly to the fundamental purposes and basic design of the entire program.

As stated in Section 1 of this bulletin, one of the characteristics of the program of general education in the General College is that its individual courses emphasize relationships within and among fields of knowledge. Moreover, the curriculum as a whole is completely elective, with a minimum of prerequisites and sequences. The purpose of these liberal arrangements is to free the student from the prescribed patterns characteristic of mass education, and to encourage him to range widely in different fields of study or among a number of vocational objectives.

Phase 3 of the Comprehensive Testing Program draws its material from all of the subject matter divisions of the college: art, business, humanities, communication, the natural and social sciences. Its purpose is to measure the extent to which the student took advantage of his opportunity to broaden his perspective, strengthen his weaknesses, and attain the objectives of general education.



Section 4. Student Personnel Services

Consistent with its stated goals, the General College attempts to make the student's educational experiences both personal and meaningful. Outside of the classroom this is accomplished in large part by its Student Personnel Services of Orientation, Advising, and Counseling. Through co-ordinated efforts, these services provide opportunities for the student to become familiar with the University and college life, to establish realistic and satisfying educational and vocational goals, and to understand himself better.

Orientation

The University's 2-day orientation-registration program, in which all colleges admitting freshmen participate, gives the student his first educational experience on the campus. During this time freshmen meet in small groups to learn about the General College and the University. The student also selects his courses for the quarter and takes a battery of tests which can be used at a later time to assist him in his educational and vocational planning. Throughout the orientation-registration period, faculty members of the General College are available to help students. The University sponsors Welcome Week and New Student Camps in conjunction with this orientation program. General College students are encouraged to participate in these activities.

Advising

Early in his first quarter the student is assigned to a General College faculty adviser who works with him thereafter in planning a suitable program.

Since the General College does not require the student to take specific courses, the adviser plays an important role in helping the student plan a course of study designed to meet his individual needs. Advisers often suggest that a student work with a General College counselor when more extensive planning seems desirable.

Counseling

The General College considers counseling a means of individualizing the educational process. Because of this broad view, the College maintains a professional counseling staff and encourages all students to avail themselves of its services. While the counselor can be of assistance to students with immediate personal, family, educational and/or vocational problems, he can also help other students to become more effective personally and academically, to understand their potentialities and limitations, and to explore educational and vocational possibilities, and to deal with problems relating to study habits and techniques.

These are the major areas of concern to the counselors, and their time is devoted to working with students, individually and in small groups, who share these concerns. Whenever a counselor thinks that a student might profit from more specialized help, he may refer him to one or more of the all-University services such as the Student Health Service, the Reading and Study Skills Center, the Speech and Hearing Clinic, and the Bureau of Student Loans and Scholarships.

Section 5. 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.

Admissions—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 an explanation of the admissions policy of the college, see page 5; for admissions procedures, consult the *Bulletin of General Information*.

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 4 of this bulletin. Students transferring from one of the colleges of the University of Minnesota receive registration instructions when an administrator admits them to the General College. Each student will confer with his assigned faculty adviser when he registers for succeeding quarters.

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

to his program only with the written permission of his adviser and of the instructor of the course; and final approval must be obtained 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 of 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.

Grade of Incomplete—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 proba-

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tion. 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.

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. (A minimum of 45 credits must be earned at the University of Minnesota; a minimum of 30 must be earned while in residence in the General College.)
2. Acceptable participation in the General College Comprehensive Testing Program.
3. A complete physical examination at the University Health Service a few weeks before commencement.

Comprehensive Examination Testing Program—All students entering the General College after the fall quarter, 1966, either as new freshmen or as transfers from other colleges, *must* participate in the General College Comprehensive Testing Program.

Entering students take the tests which are part of the program either during the orientation period or during their first quarter in residence. Additional testing takes place at specified times announced in classes, on college bulletin boards in Nicholson Hall, and in the Official Daily Bulletin published in the *Minnesota Daily*.

The initial testing is designed to help the student identify strengths and weaknesses in his preparation for college work. He and his adviser can plan a college course of study in the light of the test results. The final testing, which comes in the second year and precedes awarding of the associate in arts degree, evaluates the progress made by the student and gives the college valuable information about the effectiveness of its academic program.

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 in the *Minnesota Daily*, and posted on the official college bulletin boards in Nicholson Hall. Students are held responsible for all official notices. They are also held responsible for the information contained in this bulletin, which should be kept available for easy reference.

Transfer to Other Colleges of the University—Some students transfer to other colleges 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 high C average in General College courses is necessary. In addition, a student must have taken at least two courses outside of the General College in the area in which he intends to major, and the grades in these courses must be at least at C level. Applications for transfer submitted by students who have completed less than 40 credits are seldom considered.

Students who transfer to other colleges of the University receive full credit for General College work completed. The College of Liberal Arts and the College of Education, for example, grant full credit for work completed at a satisfactory level in the General College, and General College credits can be used to satisfy the distribution requirements of those colleges. The same is generally true of educational institutions not connected with the University of Minnesota. Because of the highly specialized nature of its curriculum, the Institute of Technology cannot accept all General College general education credits. Information about courses that do carry credit in the Institute of Technology can be obtained from advisers or counselors.

Students planning to transfer should discuss the matter with a counselor in 10 Nicholson Hall 2 or 3 quarters in advance of transfer time. Students must see a counselor at the time they wish to submit an application for transfer, and this should be done not later than mid-quarter prior to actual transfer.

Adult Special Classification—Students who have been awarded the associate in arts degree sometimes wish to remain in residence because they wish to complete an occupational or course sequence, or to register for certain classes they were unable to schedule earlier. Occasionally, a student's grade average is almost, but not quite, high enough to entitle him to apply for transfer. Such a student also may wish to remain in the General College for a limited period after receiving his degree.

Students in these or similar circumstances may apply in 106 Nicholson Hall for continued residence in the General College as adult special students. Permission to register as an adult special is granted only to those who are 24 or more years of age or have completed a college degree. It is given only for a specific purpose and for 1 quarter at a time.



Section 6. Description of Courses

Psychology, Philosophy, and Family Studies

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)

Psychology, Philosophy, and Family Studies

- 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, construction and finishing processes, and proper care of clothing based on a knowledge of fabric information are studied, with attention to judging the value of labels and advertising, differences in quality of fabrics and garments, and 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

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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)

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Courses in the natural sciences, although differing in specific objectives, all have the general purpose of providing knowledge of science, better understanding of the place of science in our society, and a basis for enriched experience in our physical environment. In the Science in Context series (6A, 11A,B), principles from various disciplines are examined in the light of their relation to major problems currently facing our society. In another series of courses (7AE, B, C, DF), each in a separate physical science, procedures, applications, and relationships among observed phenomena are studied in addition to fundamental principles. In the biological science courses (10A,B, 12), emphasis is placed upon the human organism—its relationship to the whole living world and its functioning in health and disease. Special laboratory courses (12A,B) give opportunity to explore techniques and their use in solving selected problems. The mathematics courses (8A,B; 9A,B) provide opportunity to study modern aspects of mathematics as well as the application of mathematics to fields of scientific and statistical investigation.

- 6A. Weather and Climate: Science in Context.** Study is made of the interactions of land masses, bodies of water, and earth motion with solar energy and the uneven distribution of moisture in the atmosphere; the ways in which weather regulates man's activities; problems of measuring and observing weather and atmospheric conditions; weather forecasting; and attempts to regulate weather. (5 cr; 4 lect, 2 lab hrs per week)
- 7A. Physics.** 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

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a greater ability to read current popular scientific writing with comprehension. (5 cr)

- 7B. Astronomy.** A study of certain aspects of the large scale structure of the universe begins with the earth, and includes the other planets in the solar system and the stars in our own as well as more distant galaxies. Topics include: proofs of the earth's rotation and revolution; the celestial sphere; the motion and physical attributes of the sun, moon, and planets; measuring interstellar distances; spectral classification of the stars; operation of the spectroscope, and the principles of light employed in optical instruments used by the astronomer. The class visits the planetarium and observes the sky through the University telescope. (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. Topics and demonstrations include classification of matter, reactions, elements, acids, bases, salts, electrical cells, gases, atomic and molecular structure, valence theory, organic chemicals from petroleum, polymers, and plastics. The student should gain an appreciation of chemical science and industry and some knowledge of current developments and problems. (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 such topics in modern science as electrical conduction, radioactivity, electromagnetic radiation and how it is used to determine the structure* of atoms, nuclei, molecules, and solids. Applications may include electron tubes, transistors, masers, lasers. Students often undertake research projects. (3 cr; prereq physics and chemistry, at least one in college)
- 7F. Historical Geology.** Using the principles learned in physical geology, the class searches the earth's past, starting with the present and working backward in time toward "the beginning," 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 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, the class studies equations, derivation of formulas, strategy of problem solving, graphs, and trigonometry. (5 cr; prereq 8A)
- 9A. Statistics.** This introduction to modern statistics emphasizes problem solving through statistical decision-making. Topics include organization and presenta-

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- tion of data, summary statistics, sampling, probability, distributions, simple estimation, and tests of hypotheses. The data presented acquaint the student with the wide applicability of statistics. Attention is drawn to limitations of methods of presentation. The course requires only a working knowledge of arithmetic skills. (5 cr)
- 9B. Basic Concepts in Mathematics.** Designed to familiarize the student with newer trends in mathematical thinking, the course deals with set theory, structure of mathematical systems, systems of numeration, the number systems of elementary mathematics, function concepts, and space concepts. In the context of the modern approach, the student should improve his knowledge and skill in algebra, graphical representation, and geometry. (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 anatomy, physiology, and needs of the human organism. 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.** In dealing with the interdependence of man and his environment, this course brings the biological sciences to bear on problems arising from changes made by man in the balance of nature. Study centers around such topics as the history of biology, human evolution, population explosions, 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)
- 12A. Laboratory Biology.** Through his own laboratory preparations, dissections, and microscopic observations, the student experiences some of the problems, activities, and challenges biologists encounter daily. He has the opportunity to examine in some detail his relationship to such aspects of biology as genetics, anatomy, physiology, microbiology, and hematology. Through small laboratory sections, the student may gain insight into his functioning as a biological entity and his relationship to other facets of life. (1 cr; prereq 10A)
- 12B. Laboratory Geology.** This course is designed to give students who have had GC 7D an opportunity to explore certain geological concepts in some depth.

Students carry out experiments on open-ended problems and apply their previous knowledge to the experimental situation. (1 cr; prereq 7D)

Business Studies

As a consumer, the individual in modern society comes in almost daily contact with a wide variety of business organizations and enterprises, and should have some familiarity with their operation. Courses in the Business Studies Division, therefore, are designed for general education as well as for students primarily interested in preparation to work in certain occupations. A more detailed explanation of occupational programs offered by the General College is given in Section 2, Occupational Sequences, in this bulletin.

15. **Introduction to Modern Business.** Intended for both business and general education, this course provides an overview of the major functions of a business organization, including production, marketing, finance, and personnel. It is a useful introductory course for students planning to do more work in business, but it also is recommended for those who want to survey the field without studying it in detail. (5 cr)
16. **Accounting Fundamentals.** Basic concepts in accounting are presented, with preliminary emphasis upon the theory of accounting cycle, and the more routine record keeping processes. Attention is given to using and interpreting accounting information in the decision-making functions of business. Although not primarily aimed at training bookkeepers or accountants, the course will provide basic skills helpful to a student eventually seeking employment in accounting or a related occupation. (5 cr)
- 16A. **Accounting Fundamentals for Dental Assistants.** Designed specifically for the students officially approved for the Dental Assisting Program, this course introduces basic accounting terminology and procedures. It trains students in the fundamental skills necessary to keep records and to prepare summaries of these records for a business service organization. Emphasis is given to accounting for cash, payrolls, credit and collections, subsidiary ledgers, and taxes. (3 cr)
- 17A. **Consumer Problems.** The objective is to develop an understanding of our economic system from the viewpoint of the consumer. Emphasis is on fundamentals of financial planning and personal economic decision-making, and the application of these concepts to such specific problems as buying insurance protection, saving and investing, using credit facilities, and obtaining and evaluating consumer information. (5 cr)
- 17B. **Principles of Small Business Operations.** The principles and practice of organizing, locating, financing, and managing small enterprises are studied, so that the course is specially useful to those who plan to own or operate some form of small business. (3 cr)
- 18A. **Marketing: Retailing and Sales.** (Fall) Students acquire the knowledge and skills required of successful sales people. Text materials, case studies, sales demonstrations, films, and interviews are used to present subject matter, supplemented by observations stressing concepts of persuasion and applications of the psychology of selling. Topics considered in the context of the entire marketing operation include management decisions relating to such sales services as handling complaints, providing alterations or similar assistance, and extending credit. The impact of marketing decisions upon the total economy, and the implications of various governmental regulations also are discussed.

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The student must be employed in a suitable marketing position where on-the-job training is given, and where the instructor has an opportunity to work closely with the employer. (5 cr; prereq #)

- 18B. Marketing: Retailing and Sales.** (Winter) Attention is primarily on sales promotion techniques relating to principles of location, store layout, interior and window display, psychology of advertising, use of advertising media and public relations. The emphasis is on learning to develop co-ordinated promotional plans for marketing operations that will aid in the efficient and profitable distribution of goods and services. The student must be employed in a suitable marketing position where on-the-job training is given and where the instructor has the opportunity to work closely with the employer. (5 cr; prereq 18A or #)
- 18C. Marketing: Retailing and Sales.** (Spring) Students in the third quarter of the marketing sequence devote their attention to such problems and practices of management as policy and planning, decision-making, and co-ordination of operations. They study these topics and encounter these problems by means of role-playing assignments as well as job experiences. Topics include business organizations, government regulations, forms of ownership, merchandising policies, merchandise control, financial planning, buying and pricing, and personnel management. 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 where the supervisor can evaluate his potential for career employment in a responsible marketing position. (5 cr; prereq 18B or #)
- 18D. Salesmanship.** After an introduction to sales occupations in general, study is made of qualifications needed for successful careers in selling and sales management. Students survey principles and techniques, and then apply them in group role-playing situations and sales demonstrations. They develop sales planning portfolios, listen to guest speakers and recordings, observe films, and participate in discussions. Concurrent employment in a selling or sales-related occupation is recommended but not required. (3 cr)
- 19A. Problems of Business Transactions.** Using no mathematical skills beyond arithmetic, the class studies the methods used to solve problems connected with taxes, pricing and profits, simple interest and discount, compound interest, and the most common annuities. Through the study of practical business problems, the student develops both the mathematical skills used in financial calculations and the understanding necessary to make sound decisions on financial matters. (5 cr)
- 19B. Problems of Investment Transactions.** The purpose is to familiarize students with various categories of investment alternatives and to provide them with the analytical and mathematical skills necessary for understanding and solving financial problems. Topics include annuities, government and corporate securities, the operations of the stock and commodity markets, mutual funds, and the use of financial statements and publications. (3 cr; prereq 19A)
- 20A. Practical Law.** Topics include 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 purpose 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)

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- 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

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- 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.

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- 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

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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 examines the nature, function, and purposes of radio and television broadcasting, and the development of these media to their present state. Standards are suggested

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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)

- 32B. 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 #)
- 34. Creative Problem Solving.** Organized around a study of creativity and creative problem solving, this course emphasizes the need for creative behavior in business, industry, community affairs, and the arts. Students participate in exercises intended to make them more sensitive to problems, better able to analyze problems, and able to use some of the techniques which aid in the discovery of unique solutions. Class discussions about the social and emotional blocks to creative behavior are designed to help students discover and overcome their own blocks. Members of the class are encouraged to apply their creative activities to their academic, professional, or artistic interests. (4 cr)

Social Studies

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

- 36. Contemporary Education.** Who should be educated? What should our schools teach? How can we best meet the increasing costs of education? Such critical issues as these are analyzed in this course in order to increase the student's understanding of the role of education in American society and to encourage informed participation in efforts to provide suitable educational opportunity for all. (3 cr)
- 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 this course. Culture is viewed as a more or less integrated system of behavior patterns which are learned and shared, and which regulate the behavior of all members in a society. Facts from particular cultures serve as the body of information from which, by analysis and comparison, generalizations regarding human behavior are extracted. The power of culture to shape personality provides the viewpoint of the course. (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.** An interdisciplinary approach is used to study social problems. American values are examined in an attempt to make the student aware of how he orients himself to social problems in terms of his values. A specific social problem, minority group relations, e.g., the Negro in the United States, is then studied in detail. (5 cr)
- 41B. **Man in Society: His Organizational Role.** The approach developed in 41A is used to study social organization and problems related to it: social stratification, social change, and poverty in the United States. Again it is hoped that each student will become aware of and begin to understand his relationship to these facets of his society. (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.** The major theme of the course is the rise of Europe to predominant power in the world from the time of Columbus to World War I, and its subsequent decline. The related developments of cultural patterns, nation states, industrial forms, and the modern sciences are discussed. (5 cr)
- 43B. **Historical Biography.** Through the study of individuals who have significantly influenced their times, this course seeks to humanize history as well as illustrate the development of movements, periods, and countries. Though course content may vary from quarter to quarter, some of the themes have been: the American Civil War, the emergence of the United States as a world power, the development of modern Russia, significant American political leaders, and the rise of England. (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. (3 cr [may be repeated for a maximum of 6 cr])
- 45A. **The Growth of American Democracy.** In order to assist the student in developing a better understanding of the problems faced by the United States in today's world, this course centers on a theme central to the growth of democracy—the expansion of the power of the central government. This theme is traced through three topical-chronological units. Unit 1 deals with national power and

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the state's rights problem from colonial times through the Civil War. Unit 2 centers on national power and the problems of the industrialized society from the Civil War through the New Deal. Unit 3 treats national power and America's international responsibilities from World War II to the present. (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; executive and legislative conflicts; the relations of government to agriculture, labor, and business; taxation; and the relationship of the individual citizen to 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 organizations—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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