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## Contents of This Bulletin

This bulletin contains important 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* — Describes the admissions policy, the role and function of the General College, the objectives of general education, the General College faculty and student body, community programs, and the mission of the General College.
- Section 2: Planning a Course of Study* — Provides an overview of the General College curriculum, showing its classifications of Man and Nature, Man and Society, Humanities, Communication Systems, Man and His Work, Personal Life, and Coordinated Studies.
- Section 3: Occupational Education in the General College* — Discusses the relationship of general education to such General College occupational education programs as dental assisting, electronics technology, landscape horticulture, law enforcement, legal and medical secretarial training, marketing, business, and recreation for special groups.
- Section 4: The Associate in Arts Degree and the Comprehensive Testing Program* — Explains the purposes of the examination program and the importance of every student's participation in it.
- Section 5: Counseling and Advising* — Outlines the General College's orientation, advising, and counseling services through which students are given individual assistance in program planning and help in resolving personal, educational, and vocational problems.
- Section 6: College Procedures* — Details specific requirements for admission, registration, and cancel-add; discusses such matters as combination programs, grading systems, probation and withdrawal, transfer to other colleges, and adult special status; and presents a 2-year schedule indicating deadlines for procedures in a typical student's program.
- Section 7: Course Descriptions* — Lists and describes all courses in the General College curriculum for students planning programs. This section should be used in conjunction with the University class schedules issued each quarter.

### COURSE NUMBERS, SYMBOLS, AND ABBREVIATIONS

Students should acquaint themselves with the significance of the following numbers, symbols, and abbreviations, used especially in Sections 2 and 7 of this bulletin.

- 0-000. Four-digit hyphenated numbers (e.g., 1-351) preceding course titles are the "new" course numbers to be in use beginning 1970-71.
- (00X) One- or two-digit numbers, in many cases followed by a capital letter (e.g., 29A), in parentheses following most course titles are the "old" course numbers in use through 1969-70.
- ‡ A sharp mark in parentheses following a course description means that students must obtain consent of the instructor in order to register for the course.
- cr Abbreviation for "credit" or "credits."
- prereq Abbreviation for "prerequisite."

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## GENERAL COLLEGE

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Instructor and Counselor

*See list of College and Division Offices on inside back cover*



# GENERAL COLLEGE

## SECTION 1

### GENERAL INFORMATION

#### ADMISSION TO THE GENERAL COLLEGE

The doors of the 2-year General College are open to all residents of Minnesota. Any graduate of an accredited Minnesota high school may enter, subject to the controlled growth policies of the University. In spite of congestion, few applicants for admission have been turned away. This liberal admissions policy is based upon the proposition that in a democratic society the state should provide instruction for the greatest possible number of its citizens.

The open doors of the 37-year-old General College make the University of Minnesota readily accessible to residents of the state. Those who enter may progress as far as their interests, circumstances, and academic performance permit. Some students decide to leave after a quarter or two on the campus. Others complete their studies in one of the fields of occupational education offered by the General College, either alone or in cooperation with other units of the University. Still others earn the 2-year degree of associate in arts (A.A.) which the University awards through the faculty of the General College. Each year, approximately 40 percent of the student body transfers to colleges in which credits earned in General College courses are applied toward requirements for the baccalaureate degree.

#### THE GENERAL COLLEGE STUDENT BODY

The students admitted through the General College's open doors vary widely in ability, academic skills, preparation, outlook, and personal goals. The student population includes some persons who are uncertain about educational objectives; some who have not completed standard patterns of secondary school courses; some who come from the economically, socially, and educationally disadvantaged sector of our society; and some who may not appear to be good prospects for 4-year degrees but who have abilities above the general level in the community. Access to higher education is very important to all such persons.

Because the General College is large (full-time freshman and sophomore enrollment in recent years has been between 3,000 and 4,000), it has been able to build a many-faceted program for its student body. In addition to its own offerings, it arranges concurrent registration for qualified students in courses taught in the other undergraduate colleges of the University (see "Combination Programs," Section 6).

General College students are an integral part of a populous, urban campus. They share in the intellectual stimulation of a major university. They have access to libraries, laboratories, and museums; to concerts, lectures, plays, and

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art collections; and to all of the special services offered by the Office of the Dean of Students.

Although academic work is of primary importance to all students, the student whose sole experience of college life consisted of classroom and library work, of commuting, and of part-time employment, would be failing to take advantage of the many possibilities for extracurricular activity. For example, the General College Student Board offers the student opportunities to work with faculty, alumni, and fellow students in social services as well as in recreational activities. The board screens applications and designates student members of standing faculty committees such as those dealing with curriculum, educational policy, and student scholastic standing. Board members and General College representatives in the Minnesota Student Association (the all-University student governing body) are elected every fall quarter. Inquiries about positions in various student groups may be made in the Student Personnel Office.

Second-year students who are interested in working toward the associate in arts degree and are in need of financial assistance may apply for one of the Horace Taylor Morse General College Scholarships at the Office of Student Financial Aids, 107 Armory. Named for the late Horace T. Morse, who served as dean of the General College for 25 years, several of these awards are available every term.

### THE GENERAL COLLEGE CURRICULUM

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 the baccalaureate degree.

At the same time, far-reaching economic and technological changes are the order of the day. Whole categories of familiar jobs are disappearing or changing radically. The new high school graduate lacking skills, training, or higher education has trouble finding employment that promises future advancement. Older workers sometimes must seek retraining. Bitter experience is teaching our society the dangers of the presence in our cities of large numbers of under-educated and unemployable citizens.

Unfortunately, a distressingly high proportion (approximately 50 percent) of those who enter our colleges and universities leave the classroom for a variety of reasons before completing systematic courses of study. The education such students receive is not very meaningful because it is incomplete, because many courses are highly fragmented and specialized, and because the introductory classes taken by most freshmen and sophomores are strongly oriented toward a major field, graduate work, or the professions. Thus, students who leave the college campus without taking a degree often are exposed only to classes designed to precede advanced courses they never study and professions they never enter.

The general education curriculum of the General College takes account of these insistent educational problems and represents a constructive approach to some of them. The objectives of this curriculum are formulated, not in



terms of subject matter to be learned, but in a set of personal goals. In the view of the faculty of the General College, a sound, 2-year, general education should enable a college student to

- develop a sense of personal integrity
- adjust to changing conditions of living
- think critically and constructively
- grasp and express ideas effectively
- participate intelligently in civic affairs
- appreciate cultural activities as a means to richer living
- understand our natural environment and the effect of science upon healthful living and human welfare
- prepare intelligently for successful family life
- discover an appropriate life work.

These are the objectives of a curriculum composed of courses which, like those offered in a liberal arts college, can be classified into the broad categories of the social sciences, the natural sciences, and the humanities. However, the General College curriculum departs from tradition in certain significant respects. Because they are designed primarily for those who do not go beyond the 2-year degree, General College courses tend to be broad in scope rather than specialized. Instruction focuses on major concepts, general principles, relations in and among fields of knowledge, methods of problem solving, and practical applications, as well as upon factual content. The curriculum includes instruction in such vital but frequently neglected aspects of adult life as personal orientation, vocational planning, and family living.

In addition, the General College seeks to be flexible and innovative in curricular matters. The University committee responsible for writing the charter of the General College in 1932 said, "We seek the only true democracy that should prevail in education, and that is the fullest and richest opportunity for every student to obtain the training to which he is entitled after a careful consideration of his needs and abilities." In the nearly 40 years of its existence, the college has almost continuously studied its students; based upon results of these studies, the faculty has incorporated many new and relevant courses into the curriculum.

In the 1930's, for example, the Rockefeller and Carnegie foundations financed pioneer investigations of students during and after their enrollment in the General College. The curriculum, organization, and academic policies of General College in the pre-World War II years were shaped in the light of results of this research. Two more limited projects were conducted after the war. The first was aimed at identifying the characteristics of students taking the associate in arts degree. The second studied the achievements of students who transferred from the General College to baccalaureate programs offered in the University during the 1950's.

The *General College Ten-Year Study*, initiated in 1958, entails following students through their campus years into postacademic life. The research centers upon the relationship between an educational system and the students enrolled in it — specifically, on the value and enduring significance of the educa-

tion offered by the General College to its students. This undertaking is now in its concluding stages.

The results of such studies, and the fact that the General College functions in a university setting, serve as inducements for the faculty to innovate in the classroom. Each subdivision of the curriculum has an "open" course, labeled "Special Topics," which is available for current curriculum experimentation. Illustrations of recent innovative techniques can be seen in this bulletin's descriptions of the college's team-taught, multicredit, coordinated studies, focusing on such themes and topics as American Indian and Afro-American culture, contemporary race relations, and Latin-American and Scandinavian culture.

### THE GENERAL COLLEGE FACULTY

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 professor 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 course outlines have been written specifically for General College students. New varieties 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 full-time coordinator 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 which is published each year in the college-sponsored *General College Studies*.

The General College's concern for high-quality undergraduate instruction is demonstrated by the existence of a College Teaching Internship Program. For many years, upper division and graduate students in a number of academic fields have used General College classes, counseling services, and vocational sequences for observation and research, as well as for 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 internship program plan was adopted by the faculty in the spring of 1966; the program itself was launched, with the endorsement and support of

the central administration of the University, at the beginning of the 1966-67 academic year.

## **COMMUNITY PROGRAMS IN THE GENERAL COLLEGE**

A liberal admissions policy, courses of study seeking to take account of student needs, programs of occupational education, centralized counseling, emphasis upon effective instruction—all these features of the General College reflect educational principles which daily grow in utility and relevance as higher education gives increased attention to student demands and community needs.

One result of an emphasis on community service is that the University of Minnesota, through the General College, is directly engaged in programs to aid the disadvantaged. For example, the General College for 3 years has been the agent of the University in a federally sponsored Upward Bound program. Project New Careers, a second federal program, combines University courses and supervised work experience in the Minneapolis Police Department, the Minneapolis Public Schools, and a number of Twin Cities social service agencies. For students in the various community programs, the HELP Center, a General College agency, is designed to facilitate transition to student life and to overcome the handicaps of inadequate educational background and underdeveloped academic skills. By means of a staff composed of faculty, counselors, tutors, and a social worker, the center offers academic advising, scholarship assistance, group orientation, vocational guidance, training in effective study, and other services to students enrolled in all of the college's community programs.

These programs, and the HELP Center, enable several hundred students each year to pursue University courses of study as far as ability, application, and personal circumstances permit.

## **THE MISSION OF THE GENERAL COLLEGE**

The mission of the General College may be summarized by stating that the college is concerned with the conservation of Minnesota's human resources. Without the opportunity the General College affords, many young people could not attend the University, and part of the state's most valuable resource would be 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, in fact, constitute the state. As the people prosper and fulfill their potentialities, so does the state.

The University of Minnesota is guided by the principle that there shall be no differences in the treatment of persons because of race, creed, color, or national origin, and that equal opportunity and access to facilities shall be available to all. This principle is particularly applicable in the admission of students in all colleges, and in their academic pursuits. It is also applicable in University-owned or University-approved housing, in food services, student unions, extracurricular activities, and all other student services. It is a guiding policy in the employment of students either by the University or by outsiders through the University and in the employment of faculty and civil service staff.



## SECTION 2

# PLANNING A COURSE OF STUDY

The General College curriculum is a free-choice curriculum. With the exception of certain requirements in the occupational education programs, the General College prescribes no specific course of study for its students. Any student may earn the 90 credits necessary for the associate in arts degree without following a set pattern of classes (see Section 4 of this bulletin). Prerequisites and sequences have been held to a minimum. Each student is free to plan and follow his own course of study.

The purpose of this liberal attitude toward program planning is to make college education a *personal* enterprise. Every student is encouraged to explore new subjects and unfamiliar fields. In the process, he may learn about himself

as well as about the world and his place in it. The P-N grading system (see Section 6) helps ensure that the student's educational adventuring will not be penalized by low grades. The General College Comprehensive Testing Program (see Section 4) assesses his preparation for college work and enables him to select courses in the light of his own needs.

On the basis of his needs and interests, a student enrolled in the General College pursues a program individually planned in consultation with his adviser. He may use this program as a means of testing personal and educational goals, or as a foundation for advanced study (see "Transfer" in Section 6). He may seek the associate in arts degree, or he may decide to enter an occupational education field, such as dental assisting, electronics, landscape horticulture, law enforcement, marketing, secretarial studies, or human service aid (see Section 3). Credits earned in the occupational programs (and in some cases through work experience, off-campus instruction, or independent study) can be added to the credits acquired through formal class work and applied to the requirements for the 2-year degree.

The flexible curriculum of the General College is designed to help all students reach their objectives, whatever they may be. The outline of the structure of the curriculum, given below, is intended to provide an overview of its resources. For detailed course descriptions, see Section 7.

In the General College, the heart of the curriculum is the general education program whose objectives are outlined in Section 1. Taking courses in the general education program should give a student some knowledge of the natural world; of man's behavior and social organization; of man's intellectual achievements in the arts, literature, and philosophy; of the means man has found to communicate with his fellow men; and of the ways he has attempted to synthesize and organize his knowledge and experience.

The courses comprising the General College curriculum are arranged into categories as follows:

- Man and Nature
- Man and Society
- Humanities
- Communication Systems
- Man and His Work
- Personal Life
- Coordinated Studies

## **MAN AND NATURE**

The courses listed in this section, although differing among themselves in specific objectives, have common purposes: to provide the student with knowledge of the biological and physical sciences, to increase his understanding of our physical environment, and to enhance his appreciation of the role of science in modern life. In the Science in Context grouping, principles from various disciplines are examined in the light of their relationships to major prob-

## Section 2

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lems currently facing society. In the Biological Science grouping, emphasis is placed on the human organism — its relationship to the whole living world and its functioning in sickness and health. The courses in the separate physical sciences stress fundamental principles, procedures, applications, and relationships. Special laboratory courses give the student opportunities to explore techniques and their uses in problem solving.

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| 1-111. Science in Context: Weather and Climate              | 1-161. Physical Science: Astronomy — Solar System |
| 1-112. Science in Context: Man and His Environment          | 1-162. Physical Science: Stellar Astronomy        |
| 1-113. Science in Context: Utilization of Natural Resources | 1-163. Physical Science: Principles of Physics    |
| 1-118. Science in Context: Special Topics                   | 1-166. Physical Science: Principles of Chemistry  |
| 1-119. Science in Context: Independent Study                | 1-171. Physical Science: Geology                  |
| 1-131. Biological Science: Principles                       | 1-172. Physical Science: Historical Geology       |
| 1-132. Biological Science: The Human Body                   | 1-177. Physical Science: Laboratory Geology       |
| 1-137. Biological Science: Laboratory                       | 1-178. Physical Science: Special Topics           |
| 1-138. Biological Science: Special Topics                   | 1-179. Physical Science: Independent Study        |
| 1-139. Biological Science: Independent Study                | 1-181. Modern Physical Science                    |
|   | 1-182. Science and Philosophy                     |

## MAN AND SOCIETY

General College social science courses are intended to help students become thoughtful, informed, and responsible citizens prepared to involve themselves with society's social, economic, and political problems. All the social science courses listed below, regardless of title, deliberately cross subject-matter lines and utilize knowledge from more than one of the social science disciplines. An effort is made in each course to acquaint students with the scope and methods of the social sciences and to apply them to the issues of the day.

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| 1-211. Man in Society: His Personal Role                    | 1-242. History Through Biography: America in the Gilded Age     |
| 1-212. Man in Society: His Organizational Role              | 1-243. History Through Biography: World War II and the Cold War |
| 1-213. Man in Society: Contemporary Problems                | 1-251. Background of the Modern World                           |
| 1-221. Minnesota: History                                   | 1-252. Problems of International Relations                      |
| 1-226. Minnesota: School and Community                      | 1-261. Current History  |
| 1-227. Minnesota: Community Problems                        | 1-271. Regional Studies: The Far East                           |
| 1-228. Minnesota: Special Topics                            | 1-281. Social Science: Psychology in Modern Society             |
| 1-229. Minnesota: Independent Study                         | 1-282. Social Science: Fields of Applied Psychology             |
| 1-231. United States: Growth of National Power              | 1-283. Social Science: Psychology of Human Development          |
| 1-232. United States: Growth of Technology                  | 1-285. Social Science: Cultural Anthropology                    |
| 1-233. United States: Problems of Government                | 1-291. Social Science: General Geography                        |
| 1-234. United States: American Educational Systems          | 1-295. Social Science: Economic Perspectives — General View     |
| 1-235. United States: Law in American Society               | 1-296. Social Science: Economic Perspectives — Structural View  |
| 1-236. United States: Crime and Delinquency                 | 1-297. Social Science: Economic Perspectives — Aggregate View   |
| 1-238. United States: Special Topics                        | 1-298. Social Science: Special Topics                           |
| 1-239. United States: Independent Study                     | 1-299. Social Science: Independent Study                        |
| 1-241. History Through Biography: Lincoln and the Civil War |   |

## HUMANITIES

General College courses in the arts, philosophy, and literature are designed to enlarge the student's understanding of the human experience, to help him gain insight into himself and his personal relationships, and to make him more aware of the world in which he lives. Through his study of the humanities, the student can enhance his appreciation of painting, sculpture, music, architecture, and the art of the camera. He also may become a more appreciative and discriminating reader. Above all, he will be introduced in these courses to some of the great riches of our own and other cultures.

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| 1-311. Art: General Arts   | 1-365. Literature: American Ideals and Values         |
| 1-312. Art: Art Today I  | 1-367. Literature: Contemporary Books and Periodicals |
| 1-313. Art: Art Today II   | 1-371. Literature: Reading Short Stories              |
| 1-318. Art: Special Topics   | 1-372. Literature: Reading Poetry                     |
| 1-319. Art: Independent Study                                      | 1-373. Literature: Reading Novels                     |
| 1-331. Music: Music in Society                                     | 1-374. Literature: Theatre — Film and Drama           |
| 1-333. Music: Music with Words                                     | 1-378. Literature: Special Topics                     |
| 1-335. Music: Music of the 20th Century                            | 1-379. Literature: Independent Study                  |
| 1-338. Music: Special Topics                                       | 1-381. Radio and Television Today                     |
| 1-339. Music: Independent Study                                    | 1-384. Living Myths of Greece and Rome                |
| 1-351. Philosophy: Functions and Problems                          | 1-385. French Language and Civilization I             |
| 1-355. Philosophy: Problems of Ethics                              | 1-386. French Language and Civilization II            |
| 1-357. Philosophy: Man's Religious Beliefs                         | 1-391. Creativity and Creative Personalities          |
| 1-358. Philosophy: Special Topics                                  | 1-398. Humanities: Special Topics                     |
| 1-359. Philosophy: Independent Study                               | 1-399. Humanities: Independent Study                  |
| 1-361. Literature: World Literature — Man's Personal Relationships |   |
| 1-362. Literature: World Literature — Man's Social Relationships   |   |

## COMMUNICATION SYSTEMS

The common denominator in this group of courses is communication: recording and reporting ideas, feelings, reflections, experiences, observations, by means of language, symbols, art, music, or the camera. The courses differ in that some of them concentrate upon developing such skills as computing, writing, speaking, and logical thinking; whereas others aim at increasing the student's awareness of practical problems and his understanding of the means of creative solutions to them in the various systems of communication; and still others offer the student opportunities to combine skills and understandings in various modes of self-expression.

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| 1-421. Writing Laboratory: Personal Writing         | 1-462. Oral Communication: Language and Style                |
| 1-422. Writing Laboratory: Organizing Ideas         | 1-463. Oral Communication: Dynamics of the Public Speech     |
| 1-423. Writing Laboratory: Communicating in Society | 1-464. Oral Communication: Group Discussion                  |
| 1-424. Writing Laboratory: Research Writing         | 1-468. Oral Communication: Special Topics                    |
| 1-428. Writing: Special Topics                      | 1-469. Oral Communication: Independent Study                 |
| 1-429. Writing: Independent Study                   | 1-471. Creativity: Creative Problem Solving                  |
| 1-442. Functions and Problems of Logic              | 1-472. Creativity: Creative Speech Activities                |
| 1-443. Topics in Modern Mathematics                 | 1-481. Creativity: Art Laboratory — Experiences in the Media |
| 1-445. Mathematics: Intermediate Algebra            | 1-483. Creativity: Music Laboratory — Materials of Music     |
| 1-448. Mathematics: Special Topics                  |  |
| 1-449. Mathematics: Independent Study               |  |
| 1-451. Mathematics and Measurements I               |  |
| 1-452. Mathematics and Measurements II              |  |
| 1-454. Statistics                                   |  |
| 1-461. Oral Communication: Basic Principles         |  |

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- 1-484. Creativity: Writing Laboratory — Individual Writing  
1-485. Creativity: Photography I  
1-486. Creativity: Photography II  
1-488. Creativity: Special Topics  
1-489. Creativity: Independent Study

## MAN AND HIS WORK

(See "General Education and Occupational Education," Section 3)

- 1-501. Man and His Work  
1-502. Vocational Planning  
1-511. Introduction to Modern Business  
1-513. Principles of Small Business Operations  
1-531. Business Writing  
1-532. Business Speech  
1-533. Financial Mathematics: Procedures and Applications  
1-534. Business Law  
1-535. Introduction to Data Processing  
1-536. Introduction to Commercial Art  
1-537. Salesmanship  
1-538. General Business: Special Topics  
1-539. General Business: Independent Study  
1-540. Accounting Fundamentals I  
1-541. Accounting Fundamentals II  
1-542. Accounting Fundamentals III  
1-543. Accounting Fundamentals IV  
1-544. Beginning Typewriting  
1-545. Intermediate Typewriting  
1-548. Business Skills: Special Topics  
1-549. Business Skills: Independent Study  
1-551. Marketing: Retailing and Sales  
1-552. Marketing: Sales Promotion  
1-553. Marketing: Principles of Management  
1-557. Marketing: Supervised Work Experience  
1-561. Secretarial Studies: Legal and Medical I  
1-562. Secretarial Studies: Legal and Medical II  
1-563. Secretarial Studies: Legal and Medical III  
1-564. Secretarial Studies: Legal and Medical IV  
1-565. Secretarial Studies: Legal and Medical V  
1-566. Secretarial Studies: Supervised Work Experience — Legal  
1-567. Secretarial Studies: Supervised Work Experience — Medical  
1-610. Dental Assisting  
Orientation to Clinical Procedures  
Oral Anatomy and Laboratory Procedures  
Chairside Assisting  
Clinic I  
Microbiology  
Oral Pathology  
Prosthetic Laboratory  
Clinic II  
Dental Therapeutics for Dental Assistants and Hygienists  
Dental Radiography  
Office Management  
Clinic III  
Seminar: Dental Assisting  
Seminar: Dental Assisting  
1-630. Human Service Aide: Social Work  
1-631. Social Worker Aide: The Helping Process in the Social Services  
1-637. Social Worker Aide: Supervised Work Experience  
1-640. Human Service Aide: Teaching  
1-641. Teacher Aide: Educational Methods for Teacher Aides  
1-647. Teacher Aide: Supervised Work Experience  
1-650. Landscape Horticulture  
Introductory Soil Science  
General Horticulture  
Landscape Practices I, II, III, IV  
Woody Plant Materials I, II  
Arboriculture  
Plant Propagation  
1-657. Supervised Work Experience: Arboretum  
1-658. Supervised Work Experience: On-the-Job Training  
1-670. Recreation for Special Groups  
1-671. Leisure Today  
Introduction to Recreation and Parks  
Recreation for Special Groups  
Recreation Programming for Special Groups  
Leadership in Social Activities  
Leadership in Nature Recreation  
Supervised Field Work

## Programs for Which the General College Accepts Credits

### Health-Related Fields

- 1-681. Health: Medical Laboratory Assistant  
1-682. Health: X-Ray Technician  
1-683. Health: Nursing Associate

### Law Enforcement

- 1-685. Law Enforcement: Police Academy

### Technology

- 1-691. Technology: Business Machines Technology



1-692. Technology: Electronics Technology

1-693. Technology: Industrial Technology

1-694. Technology: Radio-Television Technology

## PERSONAL LIFE

As society becomes more complex, the need for clearer understanding of one's own behavior and of one's relationships with others becomes more urgent. The courses listed below seek to assist those enrolled in them to meet some of the personal problems they encounter as students, as members of a family, and as individuals seeking a rational and balanced personal and social philosophy.

1-701. Individual Adjustment

1-703. Reading and Vocabulary Development

1-705. Fundamentals of Usage and Style

1-706. Study Skills

1-707. Leadership Training

1-711. Fundamental College Mathematics I

1-712. Fundamental College Mathematics II

1-713. Fundamental College Mathematics III

1-721. Home Life: Marriage and Family Living

1-722. Home Life: Parent-Child Relationships

1-731. Home Life: Consumer Problems

1-732. Home Life: Income Management

1-733. Home Life: Selecting and Furnishing a Home

1-735. Home Life: Nutrition

1-738. Home Life: Special Topics

1-739. Home Life: Independent Study

## COORDINATED STUDIES

The multicourse, multicredit, team-taught courses in this group focus upon a single theme or problem and constitute from one-half to all of a student's program of study for a given quarter. The persons enrolled in these courses become a small learning group functioning in the context of a busy campus.

American Indian Studies — 14 credits

1-811. Minnesota Indian History (4)

1-812. American Indian Culture (5)

1-813. Minnesota Indians in the Sixties (5)

Afro-American Studies — 15 credits

1-815. The Afro-American Experience (5)

1-816. Afro-American Culture (5)

1-817. Minnesota Blacks in the Sixties (5)

Contemporary Race Relations — 16 credits

1-822. Contemporary Race Relations: Literature (5)

1-823. Contemporary Race Relations: Writing (3)

1-824. Contemporary Race Relations: Speech (3)

1-825. Contemporary Race Relations: Social Science (5)

Scandinavian Culture — 6 credits

1-831. Scandinavian Culture: Art (3)

1-832. Scandinavian Culture: Literature (3)

Latin-American Culture — 6 credits

1-841. Latin-American Culture: Art (3)

1-842. Latin-American Culture: Literature (3)

Philosophy Through Literature — 6 credits

1-861. Philosophy Through Literature: Philosophy (3)

1-862. Philosophy Through Literature: Literature (3)

Integrated Approach to Communication — 6 credits

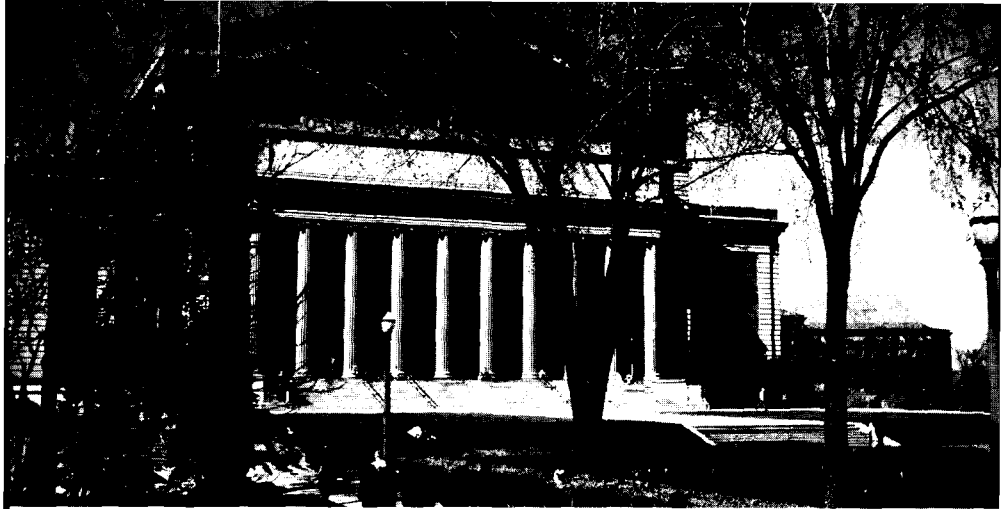
1-883. Integrated Communication: Writing (3)

1-884. Integrated Communication: Speech (3)

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*Note* — Many of the courses in the General College curriculum are available as evening classes through the University of Minnesota General Extension Division. A special program at Hopkins High School, for example, offers courses leading to the associate in arts degree. Other evening courses are available at the Northwest Suburban Extension Center, located at the Carl Sandburg Junior High School in Golden Valley; and on the Minneapolis Campus. A few General College courses are offered by correspondence through the Department of Independent Study of the General Extension Division.



### SECTION 3

## OCCUPATIONAL EDUCATION IN THE GENERAL COLLEGE

### General Education and Occupational Education

Traditional 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 in both the public and private sectors of the economy are assuming broader responsibility for promoting continuing education and training of their employees. It is known, however, that the motivation and 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 apply his skills successfully to new work 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 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 an instrumental 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. For example, the tool skills of writing, listening, speaking, and computing, which are taught in general education programs, have significance for nearly every job. Likewise, the study of psychology helps the student to develop insight into interpersonal relations. Broad courses of this sort have significant implications for many aspects of daily living, including an obvious relationship to 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 part of a larger occupational sequence. The occupational sequences offered by the General College are outlined and explained below. These vocational 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 provides training for an intermediate type and level of employment; the training is designed to prepare students for semiprofessional or technical occupations. The specialized training, in turn, is integrated with the broad, college-level general education described above — a fact which serves to differentiate this college's occupational programs from the teaching of specific work skills in trade and vocational schools.

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

### DENTAL ASSISTING

The General College and the University of Minnesota School of Dentistry jointly sponsor a program of training leading to certification in dental assisting,

## Occupational Education in the General College

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and, with additional course work, to the associate in arts degree. The program meets the educational requirements for certification by the American Dental Assistants Association. Community surveys reveal that successful graduates of the University of Minnesota dental assisting program are in great demand among practicing dentists.

The 11-month technical sequence combines General College courses, School of Dentistry courses, and supervised practical experience in the University of Minnesota Dental Clinic. All students in the program are required to take the prescribed courses together, and in sequence. Starting dates for each sequence vary; prospective students therefore should inquire at the Dental Assisting Office, School of Dentistry, 360-B Millard Hall, before applying for admission. Each application must be approved by the director of the program. Complete details, including course descriptions, may be found in the *School of Dentistry Bulletin*.

Credits earned in the technical sequence may be applied toward the associate in arts degree. Employment preference is given to those who add a college background in general education to the necessary occupational education. For most students, the 90-credit minimum for the degree requires an additional year of General College work which may be taken either before or after the student enrolls in the dental assisting program. Prospective students planning to work toward the degree as well as the certificate are urged to attend General College classes the first year and spend the second year in the dental assisting program.

**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 Radiography; 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.

## ELECTRONICS TECHNOLOGY

The General College and Northwestern Electronics Institute, a nonprofit school located in Minneapolis, jointly sponsor a cooperative course of study leading to a diploma in electronics technology and the associate in arts degree. The program is experimental. Courses of study involving interinstitutional cooperation and accreditation of off-campus instruction are new on the higher education scene. They have been long advocated, but seldom attempted.

Occupational surveys reveal that the community urgently needs technicians and paraprofessionals to facilitate and extend the labors of the specialist. Technical-vocational programs are difficult to establish: qualified instructors are hard to find, equipment is costly, and the campus cannot always keep pace with the rate of change in the field. Cooperative programs such as this one, therefore, have special significance because they are pioneering efforts to coordinate and utilize, rather than duplicate wastefully, the resources for post-high school occupation education which are available in the Twin Cities metropolitan area.

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Degree candidates in this 2-year program complete half their work at Northwestern Electronics Institute and half in the general education or liberal arts curriculum offered in the General College. The General College courses, therefore, provide a broad educational basis for the specialized technical training.

Prospective students need not have extensive prior knowledge of electronics, but they should be interested in mathematics and physical science. They may enter the program either through the General College or through Northwestern Institute. While it may be advantageous to complete the general education phase before taking the specialized courses, it is not essential that the two parts of the program be completed in any required sequence. A student seeking admission to one of the programs available in Northwestern Institute must take an entrance examination designed to help identify the course of study most appropriate for him to pursue. The examination must be completed before entrance. It may be taken at any time during a student's residence in the General College through the General College Student Personnel Office.

Credits earned at Northwestern are combined with credits earned in General College to make the required total of 90. The length of time a student spends in the program depends upon the course he chooses to pursue. For example, a student enrolling in the master course in electronics technology would register for 3 academic quarters (45 credits) in the General College, and 8 quarters (45 credits) at Northwestern. A student enrolling in one of the other electronics sequences would spend proportionately less time at Northwestern and more time in General College in order to complete the 90 credits required for the associate in arts degree.

Scheduling has been arranged for maximum flexibility. Both the General College and Northwestern Institute operate on the quarter system. A new series of classes begins every fall, winter, spring, and summer. A student can enter the program at either institution at the beginning of any quarter. It is also possible for a student to register concurrently in both the General College and Northwestern, or to attend one of the two institutions during alternate quarters. Students pay the regular University of Minnesota tuition and incidental fee for each quarter registered in the General College and regular tuition for each quarter attending Northwestern Institute.

Graduates of the cooperative electronics program are prepared for immediate employment. Their background in general education gives them substantial advancement potential.

**Recommended General College Courses** — Topics in Modern Mathematics; Physics; Chemistry; Introduction to Data Processing; Writing Laboratory; Psychology; Man in Society; World Literature; History Through Biography.

**Programs Available in Northwestern Institute** — Business Machines Technology; Electronics Technology; Radio-Television Technology; Industrial Technology. (For further information consult the *Northwestern Institute Bulletin*.)

## LANDSCAPE HORTICULTURE

The General College and the Department of Horticultural Science of the University of Minnesota College of Agriculture, Forestry, and Home Economics

jointly sponsor a course of study leading to a certificate in landscape horticulture and the associate in arts degree. As a cooperative program, the landscape horticulture curriculum is composed of courses taught on the University's Minneapolis and St. Paul Campuses; course work and work experience at the University of Minnesota Landscape Arboretum, near Excelsior; and on-the-job training with local employers.

Opportunities for employment in this field are numerous. In the Twin Cities alone, openings occur for more than 200 new landscape horticulturists every year. Students completing the General College program are qualified for work in agrichemical sales; for jobs with public parks, golf course, institutional, commercial, or highway maintenance companies; and for employment or self-employment in such horticulture-related commercial enterprises as garden centers, production or retail nurseries, and tree maintenance or pest control services.

The prospective student should be a person interested in nature, with some aptitude for the science of growing plants. He should possess reasonably good health, and he should enjoy working out of doors. The ability to communicate and to work well with other people is an asset in landscape horticulture as it is in other public contact fields. Some mechanical aptitude also is desirable, because the work is becoming increasingly mechanized.

The course of study combines general education courses and specialized courses in soils and horticulture. Those looking forward to operating their own businesses may take such electives as management, marketing, and business law. Graduates with suitable academic records may wish to apply for admission to baccalaureate programs. Credit for course work completed can, in most cases, be transferred to a 4-year curriculum.

The 2-year course of study includes two on-the-job training periods. Students are paid for this part-time work, and credits earned apply toward the associate in arts degree. During the first spring and summer of the program, the student works at the University of Minnesota Landscape Arboretum and Horticultural Research Center near Excelsior, Minnesota, where classes in landscape practices and plant materials are given. Students will be employed part-time, and will gain experience in such maintenance and cultural practices as pruning, mowing, cultivation, fertilization, propagation, herbicide application, disease and insect control, and handling and transplanting plant materials. In addition, they will have an opportunity to become acquainted with the wide variety of plant materials being tested and the studies being conducted at the arboretum research center.

The second on-the-job training period occurs during the second spring and summer, when each student is placed in a position with a commercial nursery, a landscape maintenance company, a golf course, or a city park system. Placement is flexible and depends upon the student's particular interest. The work is designed to give many opportunities to gain first-hand acquaintance with the various horticultural techniques actually practiced in the field.

With a solid background in general education, a graduate of the landscape horticulture program should find that he can advance rapidly into a managerial position and eventually, perhaps, operate his own business.

**Suggested General College Courses**—Man and His Environment; Utilization of Natural Resources; Weather and Climate; Principles of Biology; Chemistry; Mathematics

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and Measurements; Writing Laboratory; Oral Communication; Psychology; Man in Society; Principles of Small Business Operations; Business Law; General Arts.

**Courses Offered by the College of Agriculture, Forestry, and Home Economics** — Introductory Soil Science; General Horticulture; Landscape Practices; Woody Plant Materials.

### LAW ENFORCEMENT

A number of municipalities and metropolitan or county agencies in Minnesota maintain schools for the training of new police officers and for the in-service instruction of law enforcement personnel. The Minneapolis Police Academy and the Hennepin County Suburban Police Academy are examples of such schools. Training sessions at each of the academies vary in content and length; certificates are granted to enrollees who successfully complete the various training programs. Under the terms of the General College cooperative law enforcement program, such certification can be the basis for granting blanket credit in the General College. The object of the program is to give local law enforcement personnel and prospective policemen opportunities to augment specialized training with general education at the college level.

The program is open to members of police departments affiliated with police academies, to General College students who meet eligibility requirements for service in police departments, and to prospective General College students who are eligible for service in police departments. As already noted, the General College will grant blanket degree credit to successful graduates of one of the cooperating police academies. This instruction constitutes the applied or technical portion of the General College law enforcement program. The ratio of academy training to General College course work will vary for each participant. The general education courses in the program are selected, with the aid of a counselor or faculty adviser, from such broad curriculum areas as the social sciences, the natural sciences, communication, and the humanities.

This General College occupational sequence is only one aspect of what is rapidly coming to be a comprehensive set of programs offered by various segments of the University for present and future law enforcement personnel. These programs include the planned sequences in the Departments of Evening Classes and Independent Study of the General Extension Division, which lead to a certificate in police administration; the courses of study being developed by the Department of Law Enforcement Science, which lead to the baccalaureate degree and to graduate study; and the mid-career study opportunities which also are being developed by this department, and which are intended for persons already holding senior positions in police departments or other law enforcement agencies.

The programs range from certificate through associate to baccalaureate or graduate degree. They include courses which are available in regular day classes, in night school, and by means of independent study. They give students opportunities to advance in knowledge of this field as far as ability, inclination, and persistence carry them.

**Suggested General College Courses** — Psychology in Modern Society; Fields of Applied Psychology; The Human Body; Business Law; Law in American Society; Photography; American Indian and Afro-American Studies; Writing Laboratory; Oral Communication;



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Man in Society: His Organizational Role; Growth of National Power; Community Problems; Problems of Government.

**Cooperating Police Academies** — The Minneapolis Police Academy, the St. Paul Police Academy, the Hennepin County Suburban Police Academy.

### **LEGAL AND MEDICAL SECRETARIAL TRAINING**

These two General College occupational education programs lead to either the legal secretary certificate or the medical secretary certificate, and to the associate in arts degree.

A recent General College survey of personnel needs in the offices of local lawyers, doctors, and hospitals revealed an urgent demand for competent, college-trained legal and medical secretaries. Periodic studies conducted by the Minnesota Department of Employment Security indicate that this demand is statewide in extent. Attorneys and physicians report an especially critical need for trained secretaries with a mastery of the terminology, the documents, and the procedures specifically related to law and medical offices. Possibilities for advancement are very good for those who have supplemented their technical secretarial training with some background in college-level general education courses.

These General College occupational sequences were established with the endorsement of legal, medical, and hospital employer groups in the Twin Cities. They are practical as well as cooperative programs in that they combine general education, technical education, and supervised on-the-job internships. The work experience carries degree credit, and much of the material studied in the classes on campus comes directly from the field.

In both cases, the required technical courses are part of the curriculum offered by the Business Studies Division of the General College. General education electives are selected, in consultation with the instructor-coordinator, from such broad fields as business, government, psychology, economics, data processing, literature, social studies, biology, chemistry, public health, first aid, and mathematics.

Applicants for admission to either of these sequences should consult the instructor-coordinator, the office of the Division of Business Studies, or the Student Personnel Office. Prospective students should be able to take shorthand at the rate of approximately 80 words per minute and type at a rate of 40 words per minute. Typing courses are available in the General College for those presently unable to meet the typing requirement. Those without shorthand skills should consult the instructor-coordinator.

**Legal Secretarial Program: Required Courses** — Legal Secretarial Studies I, II, III, IV, V; Intermediate Typewriting; Accounting Fundamentals; Business Law; Law in American Society; Writing Laboratory; Internship.

**Medical Secretarial Program: Required Courses** — Medical Secretarial Studies I, II, III, IV, V; Intermediate Typewriting; Accounting Fundamentals; Biological Science: Principles, The Human Body; Writing Laboratory; Internship.

### **MARKETING**

The United States Department of Labor estimates that almost one third of America's total labor force is engaged in marketing occupations based upon

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an extremely varied array of businesses: retail and wholesale trade, manufacturing, banking and finance, transportation and storage, advertising, real estate, and insurance. Career opportunities are equally varied. They include, for example, employment possibilities as buyers; fashion coordinators; credit managers; advertising specialists; store managers; accounting and inventory specialists; marketing research specialists; and motel, hotel, and resort managers. Entry positions are available at all levels.

The General College occupational education program in marketing combines general education courses, technical courses offered by the General College Division of Business Studies, and a coordinated internship in a Twin Cities business establishment. Technical instruction in general marketing and retail store operation is offered in a 15-credit, sophomore-year sequence. Classwork involves lectures and laboratory sessions devoted to demonstrations, reports, discussions, and field experiences. Work experience is required. The student enrolled in the program must be employed in a suitable marketing position in which on-the-job training is given, and in which the instructor-coordinator is able to work closely with the employer. The work experience may involve nonselling as well as selling activities.

Because the technical courses and the internship are planned for the sophomore year, it is important that interested students begin planning early in the freshman year. They should discuss the 2-year marketing program with the instructor-coordinator in the Business Studies Division, or with a representative of the Student Personnel Office.

Those enrolled in the program are eligible for membership in the Minnesota Retailing Club, an organization of former students established for the purposes of acquainting students with persons established in the field and of keeping the General College marketing program abreast of current developments.

**Suggested Courses: First Year** — Psychology; Beginning Typewriting; Introduction to Modern Business; Accounting Fundamentals; Consumer Problems; Business Mathematics; Business Law; Writing Laboratory; Creative Problem Solving; Oral Communication; Economic Perspectives.

**Suggested Courses: Second Year** — Fields of Applied Psychology; Problems of Ethics; Statistics; Principles of Small Business Operations; Introduction to Commercial Art; Salesmanship; Marketing: Retailing and Sales; Marketing: Sales Promotion; Marketing: Problems of Management.

## INDIVIDUALLY PLANNED 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, and Oral Communication, as well as specific projects undertaken through independent study. 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.

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Other courses might be selected to provide general business knowledge of related skills. Statistics, Business Writing, Commercial Art, Applied Psychology, for example, could be taken as electives by a business studies student.

A typical business studies program, generally, consists of one group of courses selected to provide specific job competencies, another group intended to broaden the student's perspective and to help him adjust to a career in a changing business world, and a third group designed to help achieve the general education objectives listed in Section 1 of this bulletin.

### **RECREATION FOR SPECIAL GROUPS**

The General College and the Department of Recreation and Park Administration in the School of Physical Education of the University of Minnesota College of Education jointly sponsor a 2-year program designed to prepare students to direct the recreation activities of special populations in health care facilities and community centers. The course of study combines field work and general education courses in recreation. The Recreation Department's part in the program is to offer the courses in recreation theory and recreation skills, to supervise the students' field work, and to provide necessary professional guidance.

The lack of trained personnel to plan and direct recreation activities in health care facilities and in community centers has created problems in implementing patient-activity programs in public and private institutions. Many openings now exist for college-trained activity directors in such institutions as nursing homes, boarding care homes, and senior citizen centers. The number of senior citizen centers and licensed institutions for the aged in the state of Minnesota increases every year. In view of the growth of such facilities, it is conservatively estimated that there is an immediate need for between 400 and 500 trained activity leaders to fill open positions. As recreation activity programs for special groups expand in scope, and as new programs are created, position vacancies will continue to increase. Prospects of employment are especially good for trained recreation activity directors with a college background in general education.

**General College Courses** (54 cr) — Writing Laboratory; Social Studies; Natural Science: Physical, Biological; Humanities: Art, Music, Oral Communication.

**Recreation Theory Courses** (14 cr) — Introduction to Recreation and Parks; Recreation for Special Groups; Recreation Programming for Special Groups; Leadership in Social Activities; Social Aspects of Leisure (or) Leisure Today.

**Recreation Skills Courses** (8 cr) — ARC: Standard Advanced First Aid; Leadership in Nature Recreation; Adapted Physical Education Activities.

**Field Work** (4 cr).

Separate leaflets giving additional information about most of the General College's occupational education programs can be obtained from the Office of the Dean, the Division of Business Studies, or the Student Personnel Office.



#### SECTION 4

## THE ASSOCIATE IN ARTS DEGREE AND THE COMPREHENSIVE TESTING PROGRAM

In most 2-year institutions, the associate in arts degree is awarded to students who maintain a certain grade average and who complete courses distributed among the broad fields of the liberal arts. The General College requirement is similar in purpose, but less prescriptive in operation. The Board of Regents of the University of Minnesota awards the associate in arts degree to General College students presenting 90 passing credits and demonstrating broad, general knowledge of the liberal arts. Attainment of the second of these objectives is measured in the General College Comprehensive Testing Program.

### THE COMPREHENSIVE TESTING PROGRAM

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

**Diagnostic** — Entering students take the diagnostic tests which are part of the Comprehensive Testing Program during the freshman orientation period or during their first quarter in the General College. Results of this testing

(which includes, for example, measures of arithmetic and language skills, and of organizational and abstract reasoning abilities) help the student identify strengths and weaknesses in his preparation for college work. In the light of the test results, the student and his adviser plan an appropriate course of study.

**Descriptive** — The descriptive aspect of the Comprehensive Testing Program is designed to yield a composite picture of the General College student population at all stages of its educational development. Much of the data for this purpose is provided by tests taken by students prior to their admission, such as the American College Testing and Minnesota Scholastic Aptitude Tests, as well as by tests given during freshman orientation. In addition, this aspect of the testing program provides data for the faculty to use in evaluating the impact that enrollment in the General College is having upon its students.

**Integrative** — The General College faculty believes that education should not be described or evaluated solely in terms of courses completed, credits counted, grades assigned, and degrees conferred. These 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 Comprehensive Testing Program, therefore, is to measure educational attainments in terms of more subtle, pervasive gains. Has a student learned *more* than the specific content of a course? Can he *use* knowledge? Can he *apply* what he has learned when he attempts to solve new problems? The 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 instructional value and that interrelationships among learning experiences are as educationally significant as discrete experiences.

As stated in Section 1 of this bulletin, one of the characteristics of the General College program is that its individual courses emphasize relationships within and among the fields of knowledge. Moreover, the curriculum as a whole is completely elective, containing a minimum of prerequisites and very few course sequences. The purpose of such a liberal elective system is to free the student from the prescribed patterns characteristic of mass education, to encourage him to explore different fields of study, and to allow him the opportunity to consider a number of vocational objectives.

In its integrative phase, the Comprehensive Testing Program draws its material from all of the disciplines within the college: the natural sciences, the social sciences, the humanities, business, and the world of work. The integrative aspect of the testing program centers on the interrelationships that exist among these disciplines and is designed to measure the extent to which each student has taken advantage of his opportunity to broaden his perspective, strengthen his weaknesses, and attain the objectives of general education.

## THE ASSOCIATE IN ARTS DEGREE AND THE COMPREHENSIVE TESTING PROGRAM

The associate in arts degree is awarded upon successful completion of 90 credits of course work combined with acceptable participation in the General

## Section 4

College Comprehensive Testing Program. The third or integrative phase of the program, therefore, is vitally important to the student, since it is part of the requirements for the 2-year degree. The testing program is likewise important to the college, because the tests of which it is composed attempt to evaluate outcomes relating directly to the fundamental purpose and basic design of the entire General College program.

Acceptable participation in the Comprehensive Testing Program is evaluated on an individual basis by the faculty Comprehensive Testing Program Committee; participation is defined as acceptable when a student scores at or above the 75th percentile of entering freshmen in at least two-thirds of the areas which comprise the degree battery of the program. In the event that a student cannot meet the minimum requirements of participation, the committee considers such factors as severe physical handicaps, unusual talents, general patterns of course selection, course grades, measured gains over the 2-year period, and the completion of certain certificate and occupational programs, before recommending that the associate in arts degree be withheld.

### COMPOSITION OF PRESENT TESTING PROGRAM BATTERIES

<i>Entrance Battery</i>	<i>Degree Battery</i>
Aptitude Phase	Communications Phase
Vocabulary Recognition	Reading Comprehension
Critical Thinking	Organizational Ability
Communications Phase	Quantitative Ability
Reading Comprehension	Integrative Phase
Organizational Ability	Man and Nature
Quantitative Ability	Man and Society
Integrative Phase	Man and the Arts
One from among the following:	Man the Individual
Man and Nature	
Man and Society	
Man and the Arts	
Man the Individual	

#### *Special Note to Student:*

#### SCHEDULE OF TESTING PROGRAM BATTERIES

**Entrance Battery** — Normally a student will participate in the Entrance Battery during the Freshman Orientation Program. It is administered the first afternoon with the results generally available to the student when he registers during the second afternoon. If a student does not participate during orientation, a hold will be placed on his record and he will not be allowed to register for subsequent quarters until he completes the battery.

**Degree Battery** — A student should participate in the Degree Battery at the beginning of the quarter before he expects to graduate. Participation at that time will allow for necessary changes in his program in case he does not perform satisfactorily. Though advisers normally can determine when a student should participate in the Degree Battery, responsibility for participation remains with the student.



## SECTION 5

# COUNSELING AND ADVISING

In 1932, its founders referred to the General College as part of the University of Minnesota's "constant effort to give some recognition to individual differences, despite the overwhelming number of students with whom we have to deal." Dedication to the doctrine of individual differences and to the principle of democratic access to higher education inevitably leads the General College to assign a central role to advising, counseling, and student personnel services.

## COLLEGE ORIENTATION

The University of Minnesota sponsors a 2-day orientation program for every new student in each of the colleges admitting freshmen. During this program, General College students meet in small groups to learn about the college, to complete a battery of tests which can be used in later educational and vocational planning, and to arrange a program of classes for their first quarter in the University. Faculty members and counselors are available to give assistance throughout the orientation-registration period. Welcome Week activities and New Student Camps sponsored by the Office of the Dean of Students mark the climax of the program. General College students are encouraged to participate in these all-University activities.

## ADVISING

Advising students is one of the integral functions of every faculty member. Teaching loads in the college reflect the belief that serving as an adviser is

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part of the regular duties of each teacher and administrator. In fact, General College instructors are selected for their capacity to understand and work constructively with individual students, both in and out of the classroom, as well as for competence in an academic field.

Advising begins during the orientation period. It continues as each student is assigned a faculty adviser during his first quarter in the General College. This adviser is available for information and suggestions. He attempts to help each of his advisees to recognize his own needs, to formulate constructive and feasible academic plans, and to make his own decisions in the light of these plans. The adviser-advisee relationship is particularly important in a college having a free-choice curriculum. The student should find in his adviser one means of establishing a personal relationship with a University faculty member.

### COUNSELING

The General College regards counseling as another means of individualizing instruction in a college having a large enrollment. The Student Personnel Office, with a professional counseling staff, serves General College students exclusively — although it enjoys cooperative and consultative relationships with student personnel agencies directed for the University as a whole by the Office of the Dean of Students. The Student Personnel Office maintains individual student record files, provides practicums and internships for graduate students (particularly those interested in future junior college careers), and engages continuously in research intended to yield useful information about the General College student and his needs.

General College counselors can assist students with immediate educational, personal, or family problems. But a counselor's major areas of concern are broader; they involve helping students understand their limitations and capabilities, explore educational and vocational possibilities, and develop personally and academically. General College counselors devote full time to working with students concerned about these and other matters. In addition to being available for individual appointments, they conduct group sessions devoted to leadership training, study skills, or personal orientation. The fact that the General College faculty as a whole staffs the orientation and advising programs frees members of the Student Personnel Office to concentrate upon the kind of work for which they are specially trained.

More specifically, the General College counselor can give assistance in the following:

Educational Planning	Personal Development
Study Skills	Social Skills
Ability, Interest, and Aptitude Assessment	Personal and Family Problems
Test Interpretation	Career Planning
Transfer	Job Placement

Whenever a counselor thinks that a student might profit from more specialized assistance, 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, or the Office of Student Financial Aid.





## SECTION 6

# COLLEGE PROCEDURES

Many of the questions students have about the General College involve routine procedures. Students who are familiar with the regulations described below will avoid unnecessary difficulty for themselves and will be able to settle many of their 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 on University entrance tests. No specific pattern of high school subjects is required for admission. 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 a complete explanation of admissions procedures, consult the University's *General Information Bulletin*.

**Registration** — Entering freshmen and students transferring into the General College 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.

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**Adding or Canceling Courses** — During the first week of classes each quarter, a student may add a course to his program — if the course is open — 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 both his adviser and the instructor of the course; final approval must be obtained from the Office of the Dean. Students should plan their programs carefully at registration time; they are strongly advised not to attempt to add courses after the beginning of the quarter.

Students may cancel courses without penalty grade at any time during the first 6 weeks of the quarter. Written permission from the student's adviser is required for canceling a course. 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 in the course 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.* Cancel-add forms are available in the college office.

**Combination Programs** — In addition to their General College courses, many students register for courses offered in other colleges of the University. This arrangement is called a "combination program." Courses taken in other colleges may be used to supplement a student's 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 from his adviser to register for a combination program only after he has completed at least 1 quarter's work in the General College, and only 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** — Two grading systems are currently in use in the General College. These systems are the Pass-No Credit (P-N) system, and the A-F system with numerics. The student indicates at the time of registration the basis on which he wishes to be graded for each course. *Changes from A-F to P-N or vice versa cannot be made after the first week of classes.*

The chief purposes of the P-N grading system are to encourage students to take a greater variety of courses, to give students the opportunity to study for personally motivated interests, to de-emphasize the importance of grades, and to enable students to experience more of the pleasure of learning for its own sake.

A student may take one course on the P-N system during his first term. After the first term, there are no restrictions on the number of courses a student may take on the P-N basis. A student may apply a maximum of 23 credits of P, including combination-course credits of P, toward the associate in arts degree.

The A-F grading system in the General College uses numerics to show the distribution of grades within the letters. This serves somewhat the same purpose as assigning plus (+) or minus (−) to a letter, but has the added ad-

vantage of allowing for the computation of a numeric point average. The numerics and the letter grades are associated 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 a student when his instructor does not have sufficient information immediately available to permit him to assign 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 incomplete 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 toward the A.A. degree in his course work may be placed on probation. Probationary status severely limits participation in student activities, and it automatically revokes eligibility for combination programs, transfer, and 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. Depending on his academic work, a student on probation 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** — The Committee on Student Scholastic Standing 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 to individual students. A student may, upon advice of his adviser or of a counselor, submit a request to the committee in the form of a petition. Petition forms are available in the college office.

**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 General College students transfer to other colleges of the University after completing 3 or more 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 (C-7) in General College courses is necessary. In addition, a student must have taken two or three 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. Other colleges of the University

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seldom consider applications for transfer submitted by students who have completed fewer than 40 credits.

Students who transfer to other colleges of the University receive 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; transfer interviews should be arranged 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 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 transfer to another college. Such a student also may wish to remain in the General College for a limited time after receiving his degree.

Students in these or similar circumstances should discuss with a counselor the possibility of continued residence in the General College as adult special students. Permission to register as an adult special is granted only for a specific purpose, and for 1 quarter at a time. Occasionally, the adult special classification is given to individuals who have graduated from other colleges and who wish to register for courses through the General College.

### Typical 2-Year Schedule of Events for High School Graduates Entering the General College

**Admission** — Prospective students should apply for admission to the General College through the Office of Admissions and Records, Morrill Hall. Procedures and deadlines are given in the University's *General Information Bulletin*. Application forms should be filed at least 2 months before the beginning of the quarter an applicant expects to enter.

**Orientation and Registration** — Students are introduced to the University and take selected tests required by the General College and the University in a 2-day orientation session. Students register and are assigned advisers on the afternoon of the second day of the orientation period.

**Registration for Subsequent Quarters** — Students returning to the General College register for fall quarter with special registration advisers during August or September. Students in residence fall quarter register for winter quarter with their advisers during the advance registration period; students in residence

winter quarter register for spring quarter with their advisers during the advance registration period. Advance registration periods are announced in the Official Daily Bulletin in the *Minnesota Daily* and also on General College bulletin boards in Nicholson Hall. Former students not in residence during fall but planning to register winter or spring quarter should contact the General College Registration Center for registration dates and procedures.

**Graduation** — Students who have accumulated 60 passing credits should apply for the associate in arts degree. The procedure includes filling out a formal application, discussing future plans with a counselor, and participating in the Comprehensive Testing Program early in the quarter following completion of 60 passing credits.



## SECTION 7

# COURSE DESCRIPTIONS

See the special note about "Course Numbers, Symbols, and Abbreviations" on the inside front cover of this bulletin.

Acquisition of a new computer system will enable the University to move to a new four-digit numbering system some time during the 1969-71 biennium. The course descriptions in this section are arranged according to the new system. Students may translate old numbers into new ones by using the following table.

<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
1A	(1-701)	7A	(1-163)	11B	(1-113)	18A	(1-551)
1B	(1-501)	7B	(1-161)	12A	(1-137)	18B	(1-552)
1B	(1-502)	7C	(1-166)	12B	(1-177)	18C	(1-553)
2A	(1-281)	7D	(1-171)	13A	(1-561)	18D	(1-537)
2B	(1-282)	7E	(1-181)	13B	(1-562)	19A	(1-533)
2C	(1-283)	7F	(1-172)	13C	(1-563)	20A	(1-534)
3A	(1-721)	7G	(1-162)	13D	(1-564)	20B	(1-235)
3B	(1-735)	8A	(1-451)	13E	(1-565)	21	(1-311)
3D	(1-733)	8B	(1-452)	14A	(1-544)	22A	(1-312)
3E	(1-732)	8C	(1-711)	14B	(1-545)	22B	(1-313)
3F	(1-722)	8D	(1-712)	14D	(1-535)	22C	(1-391)
4	(1-671)	8E	(1-713)	15	(1-511)	23A	(1-481)
5A	(1-351)	9A	(1-454)	16A	(1-540)	23B	(1-536)
5B	(1-442)	9B	(1-443)	16B	(1-541)	24A	(1-331)
5C	(1-355)	9D	(1-445)	16C	(1-542)	24B	(1-333)
5D	(1-357)	10A	(1-131)	16D	(1-543)	24C	(1-335)
5E	(1-182)	10B	(1-132)	17A	(1-731)	25A	(1-483)
6A	(1-111)	11A	(1-112)	17B	(1-513)	26A	(1-485)

<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>	<i>Old</i>	<i>New</i>
26B	(1-486)	31A	(1-421)	37A	(1-236)	45B	(1-232)
27A	(1-811)	31B	(1-422)	37B	(1-631)	45C	(1-221)
27B	(1-812)	31C	(1-423)	38A	(1-291)	45D	(1-227)
27C	(1-813)	31D	(1-531)	39	(1-285)	46A	(1-233)
28A	(1-385)	31E	(1-484)	40	(1-213)	46D	(1-252)
28B	(1-386)	31F	(1-424)	41A	(1-211)	47A	(1-815)
28C	(1-384)	32A	(1-461)	41B	(1-212)	47B	(1-816)
29A	(1-361)	32B	(1-462)	42A	(1-295)	47C	(1-817)
29B	(1-362)	32C	(1-463)	42B	(1-296)	48	(1-557)
29C	(1-365)	32D	(1-464)	42C	(1-297)	48	(1-566)
29D	(1-367)	32E	(1-532)	43A	(1-251)	48	(1-567)
29E	(1-371)	33A	(1-381)	43B	(1-241)	48	(1-637)
29F	(1-372)	33B	(1-472)	43B	(1-242)	48	(1-647)
29G	(1-374)	34	(1-471)	43B	(1-243)	48	(1-657)
29I	(1-373)	36	(1-234)	43C	(1-271)	48	(1-658)
30A	(1-703)	36A	(1-226)	44B	(1-261)		
30B	(1-705)	36B	(1-641)	45A	(1-231)		

## MAN AND NATURE

**1-111. Science in Context: Weather and Climate (6A).** A study of our day-to-day and long-range weather patterns is made in terms of interactions among the atmosphere, the oceans, the land surfaces, and the motions of the earth. The uneven distribution of the sun's energy over the earth's land and water surfaces produces atmospheric circulation systems that result in fair weather, storms, seasonal changes, air pollution, and water resource problems. Basic principles of science are applied to problems of analyzing changing weather patterns, preparing forecasts, and predicting regional climates. (5 cr; 4 lect, 2 lab hrs per wk)

**1-112. Science in Context: Man and His Environment (11A).** This course deals with the biological principles of the interrelationships which exist between man and his environment, or the study of ecology as applied to the problems of man's past, present, and future existence. The basic principles of ecology are applied to such topics as the structure and function of the ecosystem; the pollution of air, water, and soil; the population explosion; the evolution of man, his migrations, and the development of human settlements or biosocial environments; marine, radiation, and space biology; and the creation of livable environments for man, present and future. (5 cr)

**1-113. Science in Context: Utilization of Natural Resources (11B).** Mankind is vitally concerned with 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)

**1-118. Science in Context: Special Topics**

**1-119. Science in Context: Independent Study**

**1-131. Biological Science: Principles (10A).** 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

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as the study of cells, relationships of organisms in nature, heredity, chemical and physical properties of living organisms, evolution, and reproduction. The student spends about 2 hours per week in laboratory sessions working directly with laboratory materials and problems which supplement the lectures. (5 cr; 4 lect, 2 lab hrs per wk)

**1-132. Biological Science: The Human Body (10B).** 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 overall functioning of the body, what can go wrong with it, and what is known about keeping it on the job. Films, televised dissections, and demonstrations supplement the lectures. (5 cr)

**1-137. Biological Science: Laboratory (12A).** Through his own laboratory preparations, dissections, and microscope 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. In 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 1-131; 2 lab hrs per wk)

**1-138. Biological Science: Special Topics**

**1-139. Biological Science: Independent Study**

**1-161. Physical Science: Astronomy — Solar System (7B).** An introductory survey is made of the solar system including the earth, sun, planets, satellites, asteroids, comets, and meteorites. Topics include proofs of the earth's rotation and revolution, the celestial sphere, time intervals, the motion and physical attributes of the various members of the solar system, and instruments used by the astronomer. The class visits a planetarium and observes the sky through the University telescope. (5 cr)

**1-162. Physical Science: Stellar Astronomy (7C).** An introductory study of certain aspects of the large-scale structure of the universe is made beginning with the definition and measurement of certain properties of the stars such as magnitude, distance, temperature, and size. Topics include spectral classification of the stars, nebula, galaxies, neutron stars, quasars, expansion of the universe, and instruments used by the astronomer. The class visits a planetarium and observes the sky through the University telescope. (5 cr)

**1-163. Physical Science: Principles of Physics (7A).** Study of fundamental physical principles selected from mechanics, heat, electricity, and modern physics aims to clarify the principles themselves, to apply them to common experience and devices, and to help the student grasp something of the methods by which the principles were formulated. It should give the student a better appreciation of the world around him and a greater ability to read current popular scientific writing with comprehension. (5 cr)

**1-166. Physical Science: Principles of Chemistry (7C).** Fundamental principles and laws are selected for study, stressing the development and application of theories and their roots in experience. Topics and demonstrations include classification of matter, reactions, elements, atomic and molecular structure, chemical bonding theory, and other topics which may vary from quarter to quarter. The student should gain a general understanding of both the content and the process of the science of chemistry. (5 cr)

**1-171. Physical Science: Geology (7D).** Emphasis is placed on the description of common land features — valleys, mountains, hills, and lakes — and on the



processes responsible for their origin and change. A knowledge of the types of surface materials—rocks, glacial deposits, etc.—helps the student to understand how landforms develop and change. Some of the processes that cause change occur far below the surface while others may be observed at the surface. (5 cr; 5 lect, 1 lab hr per wk)

- 1-172. Physical Science: Historical Geology (7F).** The principles of physical geology are enlarged upon and used as “tools” to unravel the earth’s past as recorded by rocks and fossils. Consideration is given to development of the earth’s physical features and changing patterns of life through time with implications of problems that challenge man’s existence. Emphasis is placed on problem solving and logical deductions from facts rather than memorization of facts. (5 cr; prereq 1-171; 4 lect, 2 lab hrs per wk)
- 1-177. Physical Science: Laboratory Geology (12B).** This course is designed to give students who have had GC 1-171 an opportunity to explore certain geological concepts in some depth. Students carry out a variety of experiments on open-ended problems and apply their previous knowledge to the experimental situation. (1 cr; prereq 1-171; 2 lab hrs per wk)
- 1-178. Physical Science: Special Topics**
- 1-179. Physical Science: Independent Study**
- 1-181. Modern Physical Science (7E).** 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, and lasers. Students undertake projects. (3 cr; prereq both physics and chemistry, at least one in college)
- 1-182. Science and Philosophy (5E).** Through an analysis of philosophical concepts and scientific case histories the student is taught to think critically about the assumptions, methods, and knowledge-claims of the formal and factual sciences. This course is *about* science; it is not a course *in* science. (3 cr)

## MAN AND SOCIETY

- 1-211. Man in Society: His Personal Role (41A).** 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 own personal values. The specific social problem of minority-group relations, such as those of Negroes to whites in the United States, is then studied in detail. (5 cr)
- 1-212. Man in Society: His Organizational Role (41B).** The approach developed in GC 1-211 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 factors in his society. (5 cr; prereq 1-211)
- 1-213. Man in Society: Contemporary Problems (40).** The major purpose of this course is to analyze selected social, economic, and political problems, and to trace their influences 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)
- 1-221. Minnesota: History (45C).** The land, people, and institutions of Minnesota and the Upper Midwest are studied in the light of a history extending from the

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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)

**1-226. Minnesota: School and Community (36A).** Offering an introduction to the role and function of the school within the community, this course places major emphasis on such areas as testing and the concept of I.Q., behavior and learning problems, educational needs of social groups, *de facto* segregation, and use of the school in after-hour programs. The importance of the teacher aide as a possible bridge between classroom and community is stressed. (3 cr)

**1-227. Minnesota: Community Problems (45D).** The functional approach to the social sciences in this course 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 Twin Cities area. (1-3 cr; enrollment limited to selected students who have done above-average work in a social science course; prereq #)

**1-228. Minnesota: Special Topics**

**1-229. Minnesota: Independent Study**

**1-231. United States: Growth of National Power (45A).** 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 emphasizes 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 the states' 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)

**1-232. United States: Growth of Technology (45B).** 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. The influence of technology is traced in such areas as changing ways 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)

**1-233. United States: Problems of Government (46A).** 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)

**1-234. United States: American Educational Systems (36).** 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)

**1-235. United States: Law in American Society (20B).** The purpose of this course is to develop in the student 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)

- 1-236. United States: Crime and Delinquency (37A).** Crime and delinquency are studied in the context of the community. Attention is given to various types of criminality and to the processes through which individuals become involved in delinquent behavior. Various methods of crime control are discussed. Students, especially those seeking a career in the social services, will find the course useful in helping them to understand the structure and the function of correctional institutions. (3 cr)
- 1-238. United States: Special Topics**
- 1-239. United States: Independent Study**
- 1-241. History Through Biography: Lincoln and the Civil War (43B)**
- 1-242. History Through Biography: America in the Gilded Age (43B)**
- 1-243. History Through Biography: World War II and the Cold War (43B).** Through the study of individuals who have significantly influenced their times, these courses seek to humanize history as well as to illustrate the development of movements, periods, and countries. Though course content may vary from quarter to quarter, some of the recent themes have been the American Civil War, the emergence of the United States as a world power, America in the Gilded Age, the development of modern Russia, significant American political leaders, and the rise of modern England. (3 cr per qtr)
- 1-251. Background of the Modern World (43A).** 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. The related developments of cultural patterns, nation states, industrial forms, and the modern sciences are discussed. (5 cr)
- 1-252. Problems of International Relations (46D).** Some of the basic problems of international relations — war, conflict of ideologies, developing nations, international trade, and international law and organizations — are considered. Since authorities on international relations often differ in their systems of analysis, the student learns about several of the more important analytical systems, applies them to problems, and thus develops a more mature approach of his own. (5 cr)
- 1-261. Current History (44B).** Analysis of current problem areas of the world (such as Latin America, Southeast Asia, Africa, and the Soviet Union) or of domestic topics (such as national and state elections and labor-management disputes) forms the material for this course. Sharpening of the student's alertness to news media and of his ability to make critical judgments about 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])
- 1-271. Regional Studies: The Far East (43C).** 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)

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- 1-281. Social Science: Psychology in Modern Society (2A).** 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)
- 1-282. Social Science: Fields of Applied Psychology (2B).** A survey of the use of psychological principles in the study of human affairs. The course examines the contributions that psychological research has made in fields such as 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 1-281)
- 1-283. Social Science: Psychology of Human Development (2C).** The growth and development of the individual from conception through adolescence forms the focus of this course. The aspects of development which are emphasized include physical, motor, social, emotional, and psychological growth. An integration of facets of development is made in order to understand the human being as a complex organism functioning in a complex environment. Since the individual is born into and grows up in a family, the discussion will sometimes be focused on the family as the main environmental factor in the early development of the individual. (3 cr)
- 1-285. Social Science: Cultural Anthropology (39).** The study of human culture is the primary concern of this course. Culture is viewed as a more or less integrated system of behavior patterns which is learned and shared, and which serves to guide the behavior of all members in a given society. The course aims at developing generalizations regarding the influence of culture on human behavior. These generalizations are reached by analyzing and comparing ways of life in particular cultures. All cultures are deemed worthy of such study. The power of culture to shape personality and the power of persons to alter cultures are focal emphases of the course. (3 cr)
- 1-291. Social Science: General Geography (38A).** 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)
- 1-295. Social Science: Economic Perspectives — General View (42A).** This broad study of the economy considers fundamental economic principles and their application. Topics include scarcity; elementary economic structure and process; goals such as social welfare, full employment, price stability, and economic growth; tools and methods of the economist, especially economic models; descriptive terms, such as "socialism" and "free enterprise," and evaluation of the American economy with respect to such characteristics; government policies, such as fiscal and monetary policy, and common-sense explanation of their method of operation; and money and its creation. The primary purpose of the course is the promotion of economic literacy and critical thinking in the student-citizen. (5 cr)
- 1-296. Social Science: Economic Perspectives — Structural View (42B).** Topics such as tax structure, air and water pollution, urban decay of housing, and agricultural imbalance are examples of problems which can be understood through an analysis of the structure of, or interrelationships between, firms and con-

sumers. The course considers a theoretical description of a market economy and evaluates its performance relative to the goal of optimum social welfare under a variety of circumstances. Whenever possible, the analysis is applied to present-day problems. The student should gain an understanding of the strengths and weaknesses of a market economy and of the tendency for particular events to spread their effects throughout the economy. (5 cr; prereq 1-295 or #)

**1-297. Social Science: Economic Perspectives — Aggregate View (42C).** Topics such as unemployment, inflation, sluggish growth rates of national output, and unsatisfactory balance of international payments are problems which are often understood through an analysis of the total or average behavior of consumers, business, and government. This course considers a theoretical description of the process by which a market economy determines its levels of unemployment, inflation, growth rate, and balance of payments. The role of the government in modifying the market results to achieve conformance with national goals is emphasized, as is the possible conflict between these goals and the necessity for public acceptance of policies other than fiscal, monetary, and trade policies of the traditional kind. The student should gain sufficient understanding to be able to interpret and analyze economic issues with respect to these aggregate problems as they appear in the popular press. (5 cr; prereq 1-295 or #)

**1-298. Social Science: Special Topics**

**1-299. Social Science: Independent Study**

## HUMANITIES

**1-311. Art: General Arts (21).** The student is given opportunities to formulate and evaluate his attitudes and ideas relating to the arts 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 course concentrates upon painting, sculpture, music, architecture, and literature. (3 cr)

**1-312. Art: Art Today I (22A)**

**1-313. Art: Art Today II (22B).** Courses 1-312 and 1-313 examine the function and importance of contemporary art and design in such fields as architecture, painting, sculpture, photography, and industrial design. The student is encouraged to develop powers of observation, sensitivity, judgment, and communication. Both courses involve discussion, illustrated lectures, exploratory exercises, and gallery trips. (3 cr per qtr; students may enroll for 1 or 2 qtrs, in any sequence)

**1-318. Art: Special Topics**

**1-319. Art: Independent Study**

**1-331. Music: Music in Society (24A).** Attention focuses on the functional role of music in society: music in drama, the church, the dance, and the concert hall. (3 cr; students with or without previous training in music may register for this course)

**1-333. Music: Music with Words (24B).** This course studies the problems a composer faces when setting music to words. What are his materials? How can he achieve his intentions? Musical types studied include folksong, popular song, hymn, chant, madrigal, art-song, and opera. (3 cr)

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- 1-335. Music: Music of the 20th Century (24C).** Subject matter is devoted to all kinds of contemporary music, with emphasis on how 20th-century music reflects present-day society. Examples include foreign as well as American contemporary music. (3 cr)
- 1-338. Music: Special Topics**
- 1-339. Music: Independent Study**
- 1-351. Philosophy: Functions and Problems (5A).** Through study of basic problems, the student is introduced to the major trends of philosophical thought in the Western world. Emphasis is placed upon issues relevant to an understanding of contemporary life. (3 cr)
- 1-355. Philosophy: Problems of Ethics (5C).** 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)
- 1-357. Philosophy: Man's Religious Beliefs (5D).** Through his reading from the literature of the world's religions, the student becomes familiar with five major beliefs. His study includes a brief historical account of each religious belief and its development in the world today. (3 cr)
- 1-338. Philosophy: Special Topics**
- 1-339. Philosophy: Independent Study**
- 1-361. Literature: World Literature — Man's Personal Relationships (29A).** 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. Readings include ancient and modern Oriental and Western literature in a variety of forms — poems, plays, short stories, novels, and essays. The reading emphasizes man's personal relationships. (5 cr)
- 1-362. Literature: World Literature — Man's Social Relationships (29B).** The objectives of the course are the same as those of GC 1-361. The reading emphasizes man's social relationships and his role as a citizen. (5 cr)
- 1-365. Literature: American Ideals and Values (29C).** The student discovers what ideals, values, and aspirations have been recorded by American writers. He can see the development of the democratic idea, the emerging social problems, the great variety of people who participated in shaping our country, and the issues that concerned them deeply. He also becomes aware of the methods by which American writers have presented their thoughts, and he develops an appreciation of various forms of American literature. (3 cr)
- 1-367. Literature: Contemporary Books and Periodicals (29D).** To learn to make an appropriate and happy 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 in order to develop his own critical standards and to enhance his appreciation of the writer who interprets the contemporary world in a relevant and highly personal way. (5 cr)
- 1-371. Literature: Reading Short Stories (29E).** To enhance his appreciation of a popular form of leisure reading, the student reads representative short stories by 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)

- 1-372. Literature: Reading Poetry (29F).** The student learns how to appreciate the perennial appeal of poetry. By studying poetic rhythms and images and by examining the meanings, techniques, and effects of different kinds of poems, he learns to respond joyfully to poetry and to appreciate why so many writers today choose this form to express their ideas and feelings. (3 cr)
- 1-373. Literature: Reading Novels (29I).** To become more discriminating in the selection of novels he wants to read, and to increase his artistic appreciation of them, 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)
- 1-374. Literature: Theatre — Film and Drama (29G).** The student develops an appreciation of stage plays and films, both as art forms and as media of communication. He reads plays, sees films in class, attends local film showings and theatre performances, and listens to or views radio or television dramas; and he learns techniques for reporting on what he sees and reads. (4 cr)
- 1-378. Literature: Special Topics**
- 1-379. Literature: Independent Study**
- 1-381. Radio and Television Today (33A).** 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 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)
- 1-384. Living Myths of Greece and Rome (28C).** The student explores the origins and nature of the gods and goddesses of ancient Greece, considers some of the best-known myths of the early Greeks, examines the meaning and importance of the myths in personal and community life during the great ages of Greece and Rome, and becomes aware of the continuing life of ancient mythology in the language, the arts, and the thinking of the Western world down to our own day. (3 cr)
- 1-385. French Language and Civilization I (28A).** 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 achieves an understanding of the French people through experience with their language. (5 cr)
- 1-386. French Language and Civilization II (28B).** Continuation of GC 1-385. (5 cr; prereq 1-385 or #)
- 1-391. Creativity and Creative Personalities (22C).** 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 consist of creative exercises, discussions, readings, and illustrated lectures. (3 cr)
- 1-398. Humanities: Special Topics**
- 1-399. Humanities: Independent Study**

## COMMUNICATION SYSTEMS

- 1-421. Writing Laboratory: Personal Writing (31A).** 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)
- 1-422. Writing Laboratory: Organizing Ideas (31B).** 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 exposition. (3 cr; prereq 1-421)
- 1-423. Writing Laboratory: Communicating in Society (31C).** 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 1-421, 1-422)
- 1-424. Writing Laboratory: Research Writing (31F).** To meet the demands of library research and research writing, the student studies intensively some aspect of a field of knowledge which interests him. He learns about the resources of the University libraries, collects information on the subject of his own choosing, and writes a carefully organized and fully documented library paper. (3 cr; prereq 1-421, 1-422, #)
- 1-428. Writing: Special Topics**
- 1-429. Writing: Independent Study**
- 1-442. Functions and Problems of Logic (5B).** 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)
- 1-443. Topics in Modern Mathematics (9B).** A course in modern mathematics which is presented as pure mathematics. No part of it is concerned with mathematical skills. The course objective is to advance the student to a better understanding of the basic structure of mathematics. This goal is achieved by developing an abstract mathematical system using the primitive concept of set as the basis. Topics include instruction in set theory, relations, functions, groups, and fields. No student need have an extensive mathematical background before taking this course. (5 cr)
- 1-445. Mathematics: Intermediate Algebra (9D).** To provide the student with the fundamental algebraic skills and mathematical concepts necessary for him to compete in college algebra is the primary aim of this course. The topics to be covered will be selected from the real number system, special products and factoring, logarithms, functions and graphs, exponents and radicals, linear and quadratic equations, inequalities, and analytic geometry. The basic prerequisite



for this course is the satisfactory completion of high school elementary algebra and high school geometry. (5 cr)

**1-448. Mathematics: Special Topics**

**1-449. Mathematics: Independent Study**

**1-451. Mathematics and Measurements I (8A).** In science and technology, mathematics is used with measurements. This course deals with the concept of quantity and its evaluation through measurements, the approximate nature of measured data and its reliability, calculations and the reliability of results, use of the slide rule, units of measure, and the fundamentals of algebra. Mathematical skills are developed against a background of practical application with problems that provide a broad acquaintance with the language and symbols of science. (5 cr)

**1-452. Mathematics and Measurements II (8B).** This course is based on the same objectives and general organization as GC 1-451. Against the same background of practical application, the class studies equations, derivation of formulas, strategy of problem solving, graphs, and trigonometry. (5 cr; prereq 1-451)

**1-454. Statistics (9A).** This introduction to modern statistics emphasizes problem solving through statistical decision making. Topics include organization and presentation 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)

**1-461. Oral Communication: Basic Principles (32A).** 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)

**1-462. Oral Communication: Language and Style (32B).** Special emphasis is given to 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 1-461)

**1-463. Oral Communication: Dynamics of the Public Speech (32C).** Focus is on methods 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 1-461)

**1-464. Oral Communication: Group Discussion (32D).** 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 1-461)

**1-468. Oral Communication: Special Topics**

**1-469. Oral Communication: Independent Study**

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- 1-471. Creativity: Creative Problem Solving (34).** 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)
- 1-472. Creativity: Creative Speech Activities (33B).** The purpose of this course is to provide a creative outlet for recommended students. In any 1 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 1-461, recommendation of a spch inst and #)
- 1-481. Creativity: Art Laboratory — Experiences in the Media (23A).** Laboratory activity provides the student with opportunity for creative experiences in a number of art media. The laboratory 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 maximum of 9 cr])
- 1-483. Creativity: Music Laboratory — Materials of Music (25A).** 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; it is 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. (3 cr; open to students with or without previous musical training)
- 1-484. Creativity: Writing Laboratory — Individual Writing (31E).** In this course recommended students 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 as the instructor permits. (3 cr; prereq 1-421, recommendation of a writing lab inst and #)
- 1-485. Creativity: Photography I (26A).** The student receives instruction in the use of cameras, primary studies in optics, film and paper emulsions, and similar topics. Darkroom work acquaints the student with ordinary darkroom techniques, film developing, and paper printing. (3 cr; enrollment limited)
- 1-486. Creativity: Photography II (26B).** For students who have had previous instruction in photography or have worked in photography and know the principles of developing and printing. The course attempts to develop a personal photographic perception in the student through lectures on photographic history and contemporary trends in photography. There is intensive field work. (3 cr; enrollment limited; prereq 1-485, or practical experience and #)
- 1-488. Creativity: Special Topics**
- 1-489. Creativity: Independent Study**

## MAN AND HIS WORK

- 1-501. Man and His Work (1B).** The student explores the meanings of work and occupations as they relate to the individual and society through psychological, sociological, historical, and economic perspectives. Opportunity for individual attention is provided in one of three areas: career choice, pursuing and advancing a career, or vocational psychology. Three lectures and two discussion sessions meet each week. (5 cr)
- 1-502. Vocational Planning (1B).** This course 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)
- 1-511. Introduction to Modern Business (15).** Intended for both business and general education, this course provides an overview of the economic environment in which business operates. The major functions of a business organization are surveyed, including production, finance, personnel, and marketing. 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)
- 1-513. Principles of Small Business Operations (17B).** Designed specifically for those who plan to own or operate some form of small business, this course deals with the following topics: environment and management of the small business, problems of initiating the business, financial and administrative control, marketing program and policies, and legal and governmental relationship. (3 cr)
- 1-531. Business Writing (31D).** 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 1-421, 1-422 advised)
- 1-532. Business Speech (32E).** 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 1-461)
- 1-533. Financial Mathematics: Procedures and Applications (19A).** Using only basic mathematics skills, the student studies the methods used to solve problems connected with percentages, simple interest and discount, compound interest, the most common annuities, and investment securities. Through the study of practical business problems, the student develops the calculations and the understanding which will assist him in dealing with a wide variety of financial matters. (5 cr)
- 1-534. Business Law (20A).** Topics include a study of courts and court procedure; contracts, their formation, operation, and discharge; torts and criminal law; bailments; 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)
- 1-535. Introduction to Data Processing (14D).** Designed to provide an introduction to data processing for students wishing to acquaint themselves with basic

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aspects of this important and rapidly evolving technology. Useful as well to those considering the possibility of entering a course of training for work in the world of tabulation equipment, programming, computers, and related areas. The course defines data processing and explores its history, summarizes some of its basic applications, and assesses its social and economic effects. Students study terminology; basic steps in the processing of data; and kinds of machines used to accomplish these steps, such as keypunches, sorters, interpreters, reproducers, collators, accounting machines, calculators and computers, with an elementary introduction about their operation. Career opportunities are explained and suggestions for further study are outlined. (3 cr)

- 1-536. Introduction to Commercial Art (23B).** Emphasis is placed on design, lettering, graphic expression, and commercial processes which are fundamental to commercial art. (3 cr [may be repeated for a maximum of 9 cr]; prereq previous art experience or #)
- 1-537. Salesmanship (18D).** 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)
- 1-538. General Business: Special Topics**
- 1-539. General Business: Independent Study**
- 1-540. Accounting Fundamentals I (16A)**
- 1-541. Accounting Fundamentals II (16B)**
- 1-542. Accounting Fundamentals III (16C)**
- 1-543. Accounting Fundamentals IV (16D).** The accounting sequence (GC 1-540, 1-541, 1-542, 1-543) is designed as a classroom, tutorial, independent study program. It will allow an individual student to proceed at his own pace to complete the number of credits in accounting that he desires. The accounting sequence begins with a study of the basic concepts of accounting, with emphasis on the theory of the accounting cycle and the more routine bookkeeping processes. Following this introduction, attention is given to the use and interpretation of accounting information in the decision-making process of business, along with a close examination of financial statements. The student studies the handling of major accounts, such as receivables and inventories, with an emphasis on modern accounting procedures, measurement and control of costs. More complex forms of business organization are also covered, with a concentration on the problems of accounting within the corporate structure. (2 cr each; must be completed in sequence; student may initially register for 1-540 alone or for 1-540 and 1-541 together; if student shows exceptional progress, he may be able to add either 1-542 or both 1-542 and 1-543 during the qtr; students with some college work in accounting can consult advisers about courses they should take)
- 1-544. Beginning Typewriting (14A).** As a beginning course for students with no previous typewriting training, this course introduces the keyboard and stresses the touch method of typing. The student should attain a proficiency of approximately 30 wpm with accuracy and be able to apply this skill to the preparation of business letters, tabulation problems, manuscripts, and reports. The course is designed to assist the student in personal correspondence and the prepara-

tion of term papers and reports as well as to provide a foundation for possible vocational uses of typewriting. (2 cr)

**1-545. Intermediate Typewriting (14B).** Designed for students with 1 year of high school typewriting and/or a typing skill of approximately 30 wpm, this course is vocationally oriented, thereby emphasizing skills necessary for effective performance on a job. Topics include business letters and their special features, special communication forms, tabulated reports and manuscript typing. (2 cr; prereq 1-544 or 30 wpm)

**1-548. Business Skills: Special Topics**

**1-549. Business Skills: Independent Study**

**1-551. Marketing: Retailing and Sales (18A).** The objective of this course is to help students acquire the knowledge and skill required of successful people in marketing and retailing. Areas of study include career opportunities in marketing, retail and wholesale operations, salesmanship, customer services, and employee relations. (5 cr; prereq #)

**1-552. Marketing: Sales Promotion (18B).** Attention is primarily on sales promotion techniques relating to principles of store layout, interior and window display, psychology of advertising, use of advertising media, and public relations. The emphasis is on learning to develop coordinated promotional plans for marketing operations that will aid in the efficient and profitable distribution of goods and services. (5 cr; prereq 1-551 or #)

**1-553. Marketing: Principles of Management (18C).** Students in the third quarter of the marketing sequence devote their attention to the various problems and decisions necessary in a marketing operation. Topics include the management functions of the following: business organization; personnel selection, training, and supervision; buying and merchandise management; government regulation; and the use of the computer in marketing. (5 cr; prereq 1-552 or #)

**1-557. Marketing: Supervised Work Experience (48)**

**1-561. Secretarial Studies: Legal and Medical I (13A)**

**1-562. Secretarial Studies: Legal and Medical II (13B).** GC 1-561 and 1-562 are the first two technical courses of a 2-year program and are usually taken winter and spring quarters of the freshman year. Legal and medical secretarial students are first combined in the same class for intensive shorthand review and speed building. The two areas of study are later separated for specialized instruction in legal or medical terminology, typing, transcription, and shorthand. (5 cr per qtr)

**1-563. Secretarial Studies: Legal and Medical III (13C)**

**1-564. Secretarial Studies: Legal and Medical IV (13D)**

**1-565. Secretarial Studies: Legal and Medical V (13E).** GC 1-563, 1-564, and 1-565 are the second-year technical courses in the 2-year legal and medical secretarial programs. In these courses both legal and medical secretarial students apply the basic skills which were developed in GC 1-561 and 1-562. Legal secretarial students cover such areas as law office procedures, legal research, filing and bookkeeping in a law firm, business machines, legal ethics, and law office communication. The medical secretarial students study medical office procedures, insurance, filing and bookkeeping in a medical office, medical ethics, business machines, and medical office communication. During the

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quarter in which students are taking GC I-565 they will also be receiving supervised on-the-job work experience in a law or medical office and attending group meetings and discussions of the duties performed. (3 cr per qtr; prereq 1-561 and 1-562)

- 1-566. Secretarial Studies: Supervised Work Experience — Legal (48)**
- 1-567. Secretarial Studies: Supervised Work Experience — Medical (48)**
- 1-610. Dental Assisting.** See *School of Dentistry Bulletin* for descriptions of the following courses: Orientation to Clinical Procedures — Oral Anatomy and Laboratory Procedures — Chairside Assisting — Clinic I — Microbiology — Oral Pathology — Prosthetic Laboratory — Clinic II — Dental Therapeutics for Dental Assistants and Hygienists — Dental Radiography — Office Management — Clinic III — Seminar: Dental Assisting — Seminar: Dental Assisting.
- 1-631.\*\* Social Worker Aide: The Helping Process in the Social Services (37B).** This course deals with the dynamics of the relationship between client and agency worker in the social services and covers general principles of casework and group work. It examines building "trust" relationships, interviewing skills, community resources for people in trouble, and record keeping and confidentiality. (3 cr)
- 1-637.\*\* Social Worker Aide: Supervised Work Experience (48)**
- 1-641.\*\* Teacher Aide: Educational Methods for Teacher Aides (36B).** This course is designed to acquaint teacher aides with the basic philosophy and background of methods of instruction. Topics include background of the elementary school curriculum, current trends in special education, and understanding the exceptional child. Practical laboratory techniques stress implementation of concepts developed in class. Students build files of instructional aids and ideas for future classroom use. (3 cr)
- 1-647.\*\* Teacher Aide: Supervised Work Experience (48)**
- 1-650. Landscape Horticulture.** See *Agriculture Bulletin* for descriptions of the following courses: Introductory Soil Science — General Horticulture — Landscape Practices I, II, III, IV — Woody Plant Materials I, II — Arboriculture — Plant Propagation.
- 1-657. Supervised Work Experience: Arboretum (48)**
- 1-658. Supervised On-the-Job Training (48)**
- 1-670. Recreation for Special Groups.** See *College of Education Bulletin* for descriptions of the following courses: Introduction to Recreation and Parks — Recreation for Special Groups — Recreation Programming for Special Groups — Leadership in Social Activities — Leadership in Nature Recreation — Supervised Field Work.
- 1-671. Leisure Today (4).** To develop both an understanding of the problem of leisure in mid-20th-century America and a philosophy of recreation, the student studies five topics: the meaning of leisure, philosophy of recreation, the process of building an interest, survey of recreation activities, and recreation opportunities on campus. (3 cr)

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\*\* Courses available at present only through the New Careers program.

## Programs for Which the General College Accepts Credits

### HEALTH-RELATED FIELDS

- 1-681. Health: Medical Laboratory Assistant
- 1-682. Health: X-Ray Technician
- 1-683. Health: Nursing Associate

### LAW ENFORCEMENT

- 1-685. Law Enforcement: Police Academy

### TECHNOLOGY

- 1-691. Technology: Business Machines Technology
- 1-692. Technology: Electronics Technology
- 1-693. Technology: Industrial Technology
- 1-694. Technology: Radio-Television Technology

### PERSONAL LIFE

- 1-701. **Individual Adjustment (1A)**. The basic purpose of this course is to help the student gain a better understanding and acceptance of himself and of others. Psychological concepts of personal and social adjustment are used in aiding each student to study his own personality development and adjustment. Class discussion and individual projects will be based to a large extent on the student's experiences, needs, and interests. (4 cr)
- 1-703. **Reading and Vocabulary Development (30A)**. 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 that of the college textbook. Special sections are offered for students with differing reading skills. (5 cr)
- 1-705. **Fundamentals of Usage and Style (30B)**. The work in this course 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)
- 1-706. **Study Skills**
- 1-707. **Leadership Training**
- 1-711. **Fundamental College Mathematics I (8C)**. (2 cr)
- 1-712. **Fundamental College Mathematics II (8D)**. (2 cr)
- 1-713. **Fundamental College Mathematics III (8E)**. This course, divided into three parts, is intended especially for students who have certain gaps in their mathematics backgrounds. Topics will be chosen, as needed, from number theory, algebra, and geometry. (2 cr; students may register for 2, 4, or 6 cr by electing one or a combination of 1-711, 1-712, and 1-713)
- 1-721. **Home Life: Marriage and Family Living (3A)**. To emphasize the particular values of family life for the individual and for society, this course begins with a study of the biological, psychological, and sociological foundations of the

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family. Much time is devoted to a study of adjustment and human relationships in the student's present and future home life. Preparation for marriage, factors associated with success or failure in marriage, and problems of parenthood are considered. (5 cr)

- 1-722. Home Life: Parent-Child Relationships (3F).** This is an interdisciplinary course aimed at helping students to develop their own "philosophy of child-rearing" — attitudes, principles, and perspectives that will guide them in their relations to their children and the performance of their parental responsibilities. The focus is on helpful information related to the crises of parenthood. Relevant research is used to emphasize principles of parent-child relations and to prepare the student for the tasks of parenthood. (5 cr)
- 1-731. Home Life: Consumer Problems (17A).** 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)
- 1-732. Home Life: Income Management (3E).** 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)
- 1-733. Home Life: Selecting and Furnishing a Home (3D).** 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)
- 1-735. Home Life: Nutrition (3B).** The food needs of the family form the basis for a study of consumer food marketing. Guides for the selection of nourishing and satisfying foods are analyzed. Nutritive value of foods, food costs, quality standards and grades, labeling, and food laws are evaluated. Attention is given to sources of consumer information and to food advertising. (3 cr)
- 1-738. Home Life: Special Topics**
- 1-739. Home Life: Independent Study**

## COORDINATED STUDIES

### American Indian Studies

- 1-811. Minnesota Indian History (27A).** This introductory course deals with the following topics: the first inhabitants of Minnesota as described in the letters, reports, diaries, and drawings of the earliest explorers, traders, soldiers, and pioneer settlers; the 18th-century Dakota-Chippewa wars; the conflict of cultures and Indian agent Lawrence Taliaferro; land cession treaties; the Dakota revolt of 1862; the retreat to reservations; Indian lands and culture, 1770-1934; the New Deal; the Indian and World War II. (4 cr)
- 1-812. American Indian Culture (27B).** The student gains some awareness of American Indian traditions, aspirations, and contributions by reading poems,



speeches, legends, stories, and novels written by American Indians; by studying art forms and music; and by attending films and plays. (5 cr)

- 1-813. Minnesota Indians in the Sixties (27C).** An interdisciplinary study of the problems of an important minority group in such areas as employment, education, welfare, and housing. Topics include the quality of life on Chippewa reservations, in Sioux communities, and in urban Indian concentrations; group characteristics; social and cultural interaction; and mechanisms of social adjustment. Students are encouraged to examine these topics in the light of both their own values and what are commonly taken to be national American ideals. (5 cr)

### Afro-American Studies

- 1-815. The Afro-American Experience (47A).** An exploration of the role of Black people in American life, this course examines the complex, interacting forces which have led to our present racial crisis. Beginning with African backgrounds and the transatlantic slave trade, instructor and students will analyze the main themes of Afro-American history, including the recent civil rights revolution and Black nationalism of the 20th century. This may be a disturbing course. It is not a search for heroes, White or Black, nor is it a simple affirmation of American democracy. Rather, it is a search for understanding in a most disturbing area of our national experience — racial conflict. (5 cr)
- 1-816. Afro-American Culture (47B).** The student gains some awareness of Black American traditions, aspirations, and contributions by reading poems, speeches, legends, stories, and novels written by Afro-Americans; by studying art forms and music; and by attending films and plays. (5 cr)
- 1-817. Minnesota Blacks in the Sixties (47C).** An interdisciplinary study of the problems of an important minority group in such areas as employment, education, welfare, and housing. Topics include the quality of Afro-American life in Minnesota, group characteristics, organization, social interaction, and mechanisms of social adjustment. Students are encouraged to examine these topics in the light of both their own values and what are commonly taken to be national American ideals. (5 cr)

### Contemporary Race Relations

Employing techniques from four academic disciplines, students investigate problems of race relations which arise in such typical areas as employment, education, housing, welfare, and law and order. Individual projects, requiring considerable field work, occupy an appreciable portion of students' out-of-class time, and demand a good deal of individual initiative. The social science component helps the student pose primary problems for investigation and provides the necessary background materials and methodology. Group discussion and writing techniques guide the student in surveying, acquiring, reporting, and generally communicating his findings. The literature read in the four courses concerns itself with human experiences like the ones students may encounter while pursuing their projects. Only those students should enroll who are able to undertake a large amount of work outside the classroom. (Total of 16 credits)

- 1-822. Contemporary Race Relations: Literature (29D).** (5 cr)
- 1-823. Contemporary Race Relations: Writing (31F).** (3 cr)

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**1-824. Contemporary Race Relations: Speech (32D).** (3 cr)

**1-825. Contemporary Race Relations: Social Science (41A).** (5 cr)

### Scandinavian Culture

To develop an appreciation for the special nuances of the Scandinavian way of life, the two courses deal with the mythology, folklore, philosophy, literature, drama, film, art, architecture, handicrafts, and music of Scandinavian countries. As part of the regular work of the class, each student elects special projects, based upon guided readings; visits to museums; or attendance at plays, films, concerts, festivals, and lectures in the Twin Cities area. Students are also invited to experiment with weaving, painting, ceramics, or other crafts, using the facilities of the General College art laboratory. (Total of 6 credits)

**1-831. Scandinavian Culture: Art (21).** (3 cr)

**1-832. Scandinavian Culture: Literature (29D).** (3 cr)

### Latin-American Culture

Students study the literature, music, sculpture, architecture, and painting of Latin America in order to extend their comprehension of and deepen their insight into Latin-American cultural traditions. The songs they listen to, the works of visual art they examine, and the short stories and sketches they read illustrate how European, African, and native Indian artistic and social traditions have blended to form present-day Latin-American culture. Special emphasis is given to the tensions which have arisen between the Anglo-Saxon and the Latin cultural traditions in the Western hemisphere. (Total of 6 credits)

**1-841. Latin-American Culture: Art (21).** (3 cr)

**1-842. Latin-American Culture: Literature (29D).** (3 cr)

### Philosophy Through Literature

These two courses provide the student with opportunities to study and discuss philosophical concepts made concrete in selected literary works. Readings assigned may be novels, short stories, poetry, drama, and essays. Texts studied will be those that exemplify, either directly or by implication, such broad philosophical issues as individualism and responsibility, free will and determinism, knowledge and values, and the status of the artist in society. Class discussions will be aimed at making the student aware of how philosophy relates to individual human life as reflected in works of literature. (Total of 6 credits)

**1-861. Philosophy Through Literature: Philosophy (5A).** (3 cr)

**1-862. Philosophy Through Literature: Literature (29D).** (3 cr)

### Integrated Approach to Communication

In order to concentrate the study of language and to coordinate writing and speaking skills, this combined course asks the student to consider modern con-

## *Course Descriptions*

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cepts of language and communication and helps him develop his own communication skills. Assignments for themes and speeches will be correlated whenever possible. In addition, the student will be introduced to the process of small-group communication and will become involved in small-group projects and discussions. This integrated approach hopes to make the student aware of the interrelationships between writing and speech. (Total of 6 credits)

**1-883. Integrated Communication: Writing (31A).** (3 cr)

**1-884. Integrated Communication: Speech (32A).** (3 cr)

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Assistant Deans	
Coordinator of Research	
Assistant to the Dean	
Executive Secretary	
Student Affairs	
Student Personnel Services .....	10 Nicholson Hall (373-4400)
Advising and Orientation .....	106 Nicholson Hall (373-4104)
Registration Center .....	20 Nicholson Hall (373-5176)
Scholastic Standing Committee .....	10 Nicholson Hall (373-4400)
Community Programs	
Administration .....	106 Nicholson Hall (373-4104)
Dr. Martin Luther King Scholarships Program .....	10 Nicholson Hall (373-4400)
HELP Center .....	423 Johnston Hall (373-5915)
Project New Careers .....	201 Clay School, West Bank (373-3491)
Project Upward Bound .....	201 Clay School, West Bank (373-4107)
Program for Prospective College Teachers .....	200 Nicholson Hall (373-4819)
Occupational Education Programs .....	139 Temporary South of Folwell (373-4816)

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Business Studies .....	139 Temporary South of Folwell (373-4816)
General Arts .....	104B Nicholson Hall (373-3704)
Literature, Writing, and Speech .....	204 Nicholson Hall (373-4819)
Natural Science and Mathematics .....	113 Folwell Hall (373-3723)
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