

The Bulletin of the
UNIVERSITY of MINNESOTA

The Graduate School

Notice regarding the use of the Graduate School Bulletin,
Supplement, and Combined Class Schedule



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NOTICE

The Graduate School of the University of Minnesota has not issued a new bulletin for 1944-45, primarily because of the acute shortage of paper and because of the many changes in course offerings occasioned by reductions in staff and student body. The accompanying Combined Class Schedule lists most current graduate courses offered through the Colleges of Science, Literature, and the Arts; Education; Agriculture, Forestry, and Home Economics; the School of Business Administration; the University College; and the School of Public Health. It is suggested that students write to departments concerned for any further information which may be needed with regard to current offerings.

Students are urged to bring the Combined Class Schedule with them at the time of registration. A charge of \$.35 will be made for each additional copy.

The Bulletin of the
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The Law School
Supplementary Announcement



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The Law School

Supplementary Announcement

The last bulletin of the University of Minnesota Law School was issued in 1941. It contained announcements for 1941-43. As few persons are now free to study law, and paper is scarce, a new bulletin will not be issued until demobilization begins.

The Law School continues and will continue its regular courses. Four members of the faculty are on leave but the faculty is still large enough to teach the students enrolled. Registration, normally about 300, was 76 in 1943-44.

The bulletin of 1941 will apply for the period of the war with the following amendments. The subjects specified for the pre-law course are still recommended, but will not be required for entry or for any law degree provided that the candidate has the required number of credits and honor points. The Law School will operate on a four-quarter system, including a summer quarter, and students may enter at the beginning of any quarter. Summer attendance is not required but by it the calendar period of study may be reduced. All subjects of the first and second years will be offered each year, and enough of the third and fourth years to provide a full program. Generally the subjects will be completed within the quarter instead of extending through the year as heretofore. For changes in fees, dates of the quarters and other information see Bulletin of General Information.

For further information write the Dean of the Law School, University of Minnesota, Minneapolis 14, Minnesota.

The Bulletin of the
UNIVERSITY of MINNESOTA

Graduate Training in Public Administration
Announcement for the Years 1944-1945



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Lloyd M. Short, Ph.D., Professor of Political Science and Director of the Public Administration Training Center, *Secretary*

INSTRUCTIONAL STAFF

William Anderson, Ph.D., Professor of Political Science and Chairman of the Department of Political Science
Clarence C. Ludwig, M.A., C.P.A., Professor of Political Science and Chief of the Municipal Reference Bureau
Lloyd M. Short, Ph.D., Professor of Political Science and Director of the Public Administration Training Center
And other members of the university faculty in whose courses the graduate students in Public Administration are enrolled

PUBLIC ADMINISTRATION TRAINING CENTER STAFF

Myrtle J. Eklund, M.A., Librarian
Virginia A. Dolmage, B.A., Secretary

GRADUATE TRAINING IN PUBLIC ADMINISTRATION

CAREERS IN PUBLIC ADMINISTRATION

The demand for young men and women with specialized training in public administration has increased markedly in recent years. This demand may be accounted for by the expansion of governmental functions performed by national, state, and local governments in the United States, by the increased recognition of the important role of the administrator in the efficient and economical performance of those functions, and by the development of an organized body of knowledge in the field of administrative organization and procedure which, if mastered by the student, can contribute materially to the value and effectiveness of his services in an administrative position.

Junior administrative positions are found in substantial numbers in the central, departmental, and bureau offices of government which are charged with responsibility for administrative planning and research, personnel management, fiscal administration, and organization and procedural analysis. They are located also in many of the line or operating departments and their subdivisions, where the duties involve general assistance to administrative heads such as applied research on administrative problems, the writing of memoranda, the drafting of regulations and reports, and the facilitating of interagency transactions of various kinds.

The attractiveness of careers for capable, well-trained young people in governmental administration has been enhanced by the establishment of positions such as administrative assistant, administrative analyst, and research assistant at entrance levels, by the filling of such positions through open competitive examinations or other merit system procedures, and by the payment of salaries comparable to those offered by private employment. Opportunities for young women in such positions have increased during the war years as in many other types of employment.

EDUCATION FOR PUBLIC ADMINISTRATION

Universities and colleges in the United States have responded in increasing number to the demand for young men and women with special training in public administration. By 1941 seventy-three educational institutions reported a major, a curriculum, or a special training program in this field. The significance of this educational development led to the making of a study of graduate instruction in public administration at sixteen leading institutions under the auspices of the Committee on Public Administration of the Social Science Research Council.¹

The University of Minnesota has made several significant contributions to this educational development. A conference on University Training for the National Service, sponsored jointly by the University and the United States Civil Service Commission, was held on the campus in 1931 during which attention was drawn to the need of training for the administrative as well as for the scientific and technical positions in the national government. President Lotus D. Coffman of the University served as chairman of the

¹ George A. Graham, *Education for Public Administration*. Chicago: Public Administration Service, 1941.

Commission of Inquiry on Public Service Personnel whose report in 1935 served to emphasize the importance of administration and the career principle in the search for better government personnel in the United States. Professor Morris B. Lambie, then a member of the university faculty, prepared the agenda and the report and recommendations of an important conference on Training for the Public Service held at Princeton University in 1935 at which special attention was paid to the problems of training for administration.

The considerable instruction in public administration is being given at the undergraduate level, the desirability of a broad, general education or a professional education as a background for public administrative work, the value of determining both intellectual and personal aptitudes for administrative service before specialized training is undertaken, and the importance of limiting the number of students to the probable employment opportunities, have led most of the leading institutions to establish public administration training programs at the graduate level.

PUBLIC ADMINISTRATION TRAINING AT MINNESOTA

The graduate training program in public administration at the University of Minnesota was established in the fall of 1936, the instruction in this field had been given both at the undergraduate and graduate levels for a number of years prior to that time. The program was undertaken with the financial assistance of the Rockefeller Foundation. The program is under the general supervision of an all-university faculty committee representing the colleges, schools, and departments most immediately interested in the work. The chairman of the Department of Political Science is chairman of this committee, and the professor of public administration in that department is secretary of the committee and director of the project.

ADMISSION

Admission to the training program is open to two classes of students. Graduates of accredited colleges and universities who have high scholastic ability and personal aptitude for administrative work but without previous government employment experience are admitted as *pre-service* students. For such students the period of training extends through the three quarters of a regular academic year and an internship of not less than six months.

College and university graduates who have had several years of employment experience in governmental agencies and who give evidence of intellectual and administrative ability of a high order are admitted as *in-service* students. Such students are required to spend three quarters and one summer term in residence devoted to full-time graduate study and research.

For both groups of students a liberal education with emphasis upon the social sciences, or a professional education in some field of recognized importance in government service, is deemed most desirable as preparation for graduate study in public administration.

Applications for admission should be filed with the secretary of the Committee on Training for Public Administration, Room 13 Library, on or before May 1, the applications received after that date will be considered when the circumstances warrant. The facilities of the Training Center limit the number of students who may be admitted. Fall quarter classes in 1944-45 begin on Monday, October 2.

FELLOWSHIPS, ASSISTANTSHIPS, AND LOAN FUNDS

The University offers a limited number of pre-service and in-service fellowships and research assistantships in public administration which are awarded on a competitive basis. Fellowship stipends are determined on the basis of individual need, and range in amount from \$500 to \$1,000. Half-time research assistantships are paid at a wartime adjusted rate of \$885 for twelve months of service. Applications for these fellowships and assistantships should be filed on or before March 1, tho late applications will be considered when the circumstances warrant.

For information concerning university tuition and fees, estimated living expenses, and loan funds, write to the Office of Admission and Records, University of Minnesota, Minneapolis 14, and request the Bulletin of General Information.

COURSES OF STUDY

No fixed curriculum has been established for students enrolled in the training program. A graduate seminar in public administration devoted to the study of administrative organization, areas, and intergovernmental relations, fiscal administration, personnel administration, and administrative responsibility is required and is the core subject of the program. A closely related course in administrative law is strongly recommended. The remainder of the courses included in the student's program of study are selected with regard to his previous preparation, his special field of interest, and the requirements of government employment, and without regard to specific major and minor fields of study.

The topical outline of the graduate seminar in public administration for 1943-44 is as follows:

Part I. Introduction

1. The nature and scope of public administration
2. Basic problems of public administration
3. The study of administration

Part II. Administrative Organization and Areas

A. Administrative Organization

1. The increase of governmental functions in recent times
2. Development of the national administrative organization of the United States
3. Development of state and local administrative organizations
4. Conditions affecting administrative organization
5. Departmentalization
6. Broad, general types of administrative organization
7. The position of chief executive
8. The problem and methods of integrating and co-ordinating the work of administration
9. Boards, commissions, and other semi-independent agencies
10. Government-owned corporations and mixed enterprises as agencies of public administration
11. Administrative organization in wartime

B. Areas of Administration

12. The areas of public administration
13. Areas of national administration
14. State and local areas and units of administration

C. Interrelations among Administrative Areas

15. Administrative interrelations between levels of government

Part III. Financial Management and Control, Reporting and Planning

1. Expenditures
2. Service of supply
3. Contracting
4. Revenues
5. Borrowing
6. Treasury management
7. Funding
8. Budgeting
9. General accounting
10. Financing and accounting for equipment, stores, fixed property and manufacturing
11. Cost accounting
12. Measurement of performance
13. Public reporting

Part IV. Personnel Administration

1. Public personnel problems
2. Historical background
3. Personnel agencies
4. Classification of positions
5. Salary standardization
6. Recruitment and examinations
7. Training
8. Employment policies and management
9. Organization of government employees
10. Retirement systems

Part V. Responsible Administration

1. The problem of control
2. The agencies and methods of control

For information concerning other courses open to graduate students in public administration write to the Office of Admissions and Records, University of Minnesota, Minneapolis 14, and request the Announcement of the Graduate School.

RESEARCH PROJECTS

Each student enrolled in the training program is required to undertake a research project dealing with some government administrative problem. Pre-service students pursue their research projects in connection with their internship training. In-service students undertake their research in residence but preferably with reference to some problem of interest to their respective governmental employers. The results of these research projects are submitted in the form of graduate theses in partial fulfillment of the requirements for an advanced degree.

Illustrative of the type of research projects undertaken by students in previous years are the following thesis titles: "Budgetary Administration in the U. S. Department of Agriculture;" "The Co-ordination and Issuance of Policies and Procedures;" "Governmental Cost Accounting;" "Administrative Adjudication of Unemployment Compensation Claims in Minnesota;" "The Administrative Districts and Field Offices of the Minnesota State Government;" "Putting Departmental Administrative Reports To Work for the City Manager;" "Federal Supervision and Control of Municipal Public Works Construction."

INTERNSHIP TRAINING

Pre-service students are required to serve an internship of not less than six months in an appropriate governmental department or agency—national, state, or local. These internships, in most instances, are unpaid and are arranged by the University through negotiations with suitable internship supervisors. Internships in national departments and agencies in Washington, D.C., are sought through the auspices of the National Institute of Public Affairs, an organization established in 1934 for the specific purpose of providing internship training for a limited number of exceptionally well-qualified college and university graduates. In prior years, internships have been arranged in a wide variety of national and state departments and with several city managers. In certain cases, paid employment experience of positive training value is accepted in satisfying the internship requirement.

The purpose of the internship is to provide the student an opportunity to observe and to participate in administrative organization and operations in a governmental agency under careful supervision to the end that he may achieve an integration of theory and practice in public administration. The research projects of pre-service students, mentioned above, are undertaken as a part of the internship training period.

DEGREES

MASTER'S DEGREE

Normally, the special graduate training program in public administration leads to the degree of master of arts in public administration. The requirements for this degree are the same as for the general master of arts degree, Plan A, in the Graduate School with the following exceptions:

(a) Full-time graduate study (at least twelve hours per quarter) for three quarters in residence in addition to an internship of at least six months' duration is required.

(b) A working knowledge of statistics or accounting may be substituted for the required reading knowledge of one foreign language.

(c) A single integrated course of study is substituted for the customary major and minor fields of work.

DOCTOR'S DEGREE

The University does not offer a doctorate in public administration. However, advanced graduate students who are interested in majoring in this field with a view to careers in teaching or in government service are advised to become candidates for the doctorate in political science, with public administration as the major field of study and with a minor or minors in closely related social science departments.

FACILITIES FOR STUDY AND RESEARCH

The University has provided a study room for graduate students in public administration in the University Library Building. This room also houses the office of the Public Administration Training Center and a portion of the special joint reference library which contains an excellent collection of some 35,000 books, documents, pamphlets, periodicals, and other materials covering every field of public administration. The room is adjacent to the Municipal Reference Bureau, the League of Minnesota Municipalities, and a social

science seminar reading room which furnishes reserve book reading material for many of the courses in which the students are enrolled. The University Library provides ready access to, and special facilities for the use of, its approximately 1,300,000 volumes, a large proportion of which are in the social sciences, including extensive serial document and periodical collections. The Law Library also is just a short distance from the main University Library.

The University of Minnesota is situated in the midst of an important area of governmental activity, with the regional offices of many of the national departments and agencies located in both of the Twin Cities, with the state capitol in St. Paul, and with county and municipal offices in each city. These numerous and varied governmental units provide an unexcelled opportunity for research and field trips, and a source of experienced public administrators who generously serve as lecturers and luncheon speakers from time to time. A Minnesota Chapter of the American Society for Public Administration holds quarterly meetings which are open to the students in the training program.

INFORMATION CONCERNING FORMER STUDENTS

The 58 pre-service students (43 men and 15 women) who have been enrolled in the graduate training program since its establishment in 1936-37 came from 20 states and from 35 different colleges and universities. As undergraduates, they had majored in 13 different fields of study, with political science, economics, and business administration predominating. They have served internships in 15 different national departments and agencies, in 2 state departments, in 4 city manager cities, and in 4 governmental research or service bureaus. Their present positions or the ones held prior to entering military service also represent all levels of government, but with national agencies predominating. There are now 24 in some branch of the armed forces. Of the 26 others enrolled prior to 1943-44, all but 5 are currently employed in governmental positions.

The 37 in-service students (30 men and 7 women) who have been enrolled during the same period came from 13 states and were graduates of 28 different colleges and universities. Of the 37, 21 were from Minnesota, and 8 were graduates of the University of Minnesota. As undergraduates, they had majored in 20 different fields of study. Business administration, sociology, economics, and mathematics head the list of majors. These students came on leaves of absence from 14 national departments and agencies, principally field offices, from 14 state departments, from 4 county and 5 municipal offices. Their present positions or the ones held prior to entering military service are located in 15 national agencies, 8 state departments, 4 county or municipal offices, and 2 governmental research bureau. Thirteen are now in military service. Of the remaining 21 enrolled prior to 1943-44, all but 4 are now employed in governmental positions.

The Bulletin of the
UNIVERSITY of MINNESOTA

Division of Library Instruction
Announcement for the Year 1944-1945



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ADMINISTRATIVE OFFICERS AND FACULTY

- Walter C. Coffey, M.S., LL.D., President
- Malcolm M. Willey, Ph.D., Vice President, Academic Administration
- William T. Middlebrook, B.A., M.C.S., Vice President, Business Administration
- Errett W. McDiarmid, Ph.D., University Librarian, Director of the Division of Library Instruction, and Professor of Library Methods
- True E. Pettengill, M.S., Recorder, and Acting Director of Admissions and Records
- Lura C. Hutchinson, B.A., Associate Professor of Cataloging, Classification, and Selection of Books
- Harold Russell, B.A., B.L.S., Reference Librarian, University of Minnesota Library, Assistant Professor of Library Methods and Bibliography
- Donald E. Strout, Ph.D., Assistant Professor of Library Methods
- Margaret R. Greer, B.A., B.S., Director of School Libraries, Minneapolis Board of Education, Instructor in School Library Administration
- Perrie Jones, B.A., Librarian, St. Paul Public Library, Instructor in Hospital Librarianship
- Della McGregor, B.A., Chief, Juvenile Department, St. Paul Public Library, Instructor in Library Work with Children
- Mildred L. Methven, B.A., B.L.S., Institution Librarian, Minnesota State Board of Control, Instructor in Hospital Librarianship
- Dorothy L. Ruble, B.A., B.S., First Library Assistant, University of Minnesota Library, Instructor in Library Methods
- Raymond H. Shove, B.S. in L.S., M.A., Head of Order and Binding Department, University of Minnesota Library, Instructor in Library Methods and Bibliography
- Jean Gardiner Smith, B.A., B.S., Librarian, University High School, Instructor in Book Selection
- Carl Vitz, B.A., B.L.S., Librarian, Minneapolis Public Library, Instructor in Public Library Administration
- Isabelle T. Anderson, B.A., B.S. in L.S., Librarian, Ramsey County Medical Society, Lecturer on Medical Reference
- Frida Pliefke, B.S. in L.S., M.A., Librarian, Hennepin County Medical Society, Lecturer on Medical Reference
- Blanche Moen, B.A., Reference Assistant, University of Minnesota Library, Lecturer on Library Methods

GENERAL INFORMATION

The Division of Library Instruction of the University of Minnesota was established by the regents of the University in April, 1928, as an instructional unit. It does not admit students or confer degrees. Students who wish to elect its courses must be registered in some one of the colleges of the University. The purpose of the division is to unite the facilities of the University for training for professional service in libraries of varied types. It prepares and conducts for the various instructional units of the University interested in such training, curricula or programs to be offered for credit by these units.

Credits for its courses are given by the schools or colleges approving them for inclusion in their curricula. Students who offer these courses as a partial requirement for a degree must comply in every particular with the specific requirements of the school or college from which the degree is desired. These requirements are described in the regular announcements of the various schools and colleges of the University, which are obtainable on application to the recorder of the University.

Altho the professional courses in library instruction are primarily for graduates with a college degree, they may be elected by qualified Senior College students as the fourth college year. Admission to the second (or graduate) year of library schools offering advanced work in this field is usually conditioned on at least five years' preparation (four full years of college work and a year of library training). Most of the more responsible library positions have the same requirements, and graduates of the division without this five-year preparation are becoming increasingly handicapped in obtaining suitable employment.

Experience in a good library enables students to gain a knowledge of library organization and terminology which is of real advantage especially in the first quarter of the course. Inexperienced students who have an opportunity to obtain such experience in a *well-organized library* should plan to do so for at least a month, through voluntary service or otherwise. The Division of Library Instruction has no adequate facilities for providing this preliminary experience.

Library work involves making records of various kinds. Legible handwriting is important. Both legibility and speed are needed in making records and all prospective students should have some facility in the use of the typewriter. It is very advantageous for students to have typewriters of their own or to rent them for personal use from the several agencies near the campus.

Employment—Present conditions indicate a steadily increasing shortage of qualified librarians, and hence the prospects for employment are unusually bright. In spite of this, however, students of low scholastic standing, unsuitable personality, or marked physical disability are not advised to prepare for careers in librarianship, due to the difficulty of finding suitable jobs. Likewise, persons over thirty-five years of age are at a marked disadvantage in securing positions.

Altho the division assumes no responsibility for guaranteeing employment, it receives regular requests for recommendations for positions all over the country, and has been successful in placing most of its students in recent years. Success in finding a suitable position depends largely upon the student's personality, academic record, experience, and promise of leadership.

Degrees—The degree of bachelor of science is conferred upon students who complete the full one-year program (45 quarter credits). Students in the College of Education may in addition, upon completing the required curriculum, receive the Minnesota high school general certificate for teaching academic subjects in junior and senior high schools. Three quarters of residence work are required for the degree in library instruction, hence "transfer credits" cannot be used to shorten the residence requirement. Courses 52, 54, 61, and 62 are required for all candidates for a degree.

Requirements for admission—1. Students with a Bachelor's degree from the University of Minnesota or the equivalent are eligible for admission.

2. Students with senior standing in the University of Minnesota or the equivalent from other institutions may, with the approval of the dean of the Senior College or the College of Education, elect work in the division as the fourth college year.

3. Students in the junior year of the College of Education may elect work in the division in the specialized curriculum for school librarians. Since the work of the division is offered through the College of Education, University College, and the College of Science, Literature, and the Arts, students must fulfill all the requirements for admission in that college in which they propose to register. Senior students from other colleges may be admitted and receive credit on approval by the dean of the college concerned and the director of the Division of Library Instruction.

Persons not eligible for regular registration may be admitted as adult special students only by complying with such college regulations or by passing such tests as may be required. Since the course is a full year's sequence, it is not advisable to begin it at any time other than at the beginning of the fall quarter.

Fees and expenses—A fee of \$3.25 per credit hour for residents of Minnesota and \$4.50 for nonresidents is charged for all courses under the jurisdiction of the Division of Library Instruction. Residents of Minnesota may elect the full 15 hours for \$42, nonresidents, \$54. An incidental fee of \$9 for the quarter gives the student the privileges of the University Health Service, the Coffman Memorial Union, and certain other privileges. A matriculation deposit, \$10, is charged to cover locker rent, library fines, or damage to university property. The matriculation deposit for students registered for less than five credits is \$5. Any unused balance will be refunded by mail after the beginning of the first quarter the student is no longer in attendance. Room and board costs from \$100 upward for the quarter. Further information and assistance regarding room and board can be obtained from the director of housing, University of Minnesota, Minneapolis 14, Minnesota. From \$40 to \$50 should be allowed for expenses while attending the field practice and internship. Textbooks will cost about \$25 for the year. Each prospective student should obtain the Bulletin of General Information, which is obtainable on application to the office of admissions and records, for further information regarding fees, expenses, room and board, the general university requirements.

Registration and payment of fees must be completed within the period indicated. Later registration or late payment of fees is subject to increased fees.

Summer Session courses—Resident credit will be given for the satisfactory completion of Summer Session courses offered by the University under the general direction of the division. Under certain conditions election of summer courses may shorten materially the time required in residence for a degree with a library methods major.

Correspondence study courses—A few correspondence study courses are offered by the General Extension Division. These courses are not conducted by the Division of Library Instruction and no credit is given for them in the regular course. They may be offered as prerequisites for advanced resident work in their specific subjects.

Nonresident students—Preference in admission is given to suitably prepared residents of Minnesota. Nonresidents of Minnesota must show better than average promise of ability to be admitted.

Registration—All students, whether full-time, part-time, or auditors, must be regularly registered. Full information concerning registration is given in the Bulletin of General Information, which may be obtained on application to the office of admissions and records of the University.

The division is accredited as a Class III school (one requiring less than four years of college work for admission) by the American Library Association. It is also a member of the Association of American Library Schools.

CURRICULA

CURRICULUM IN THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS

The curriculum in the College of Science, Literature, and the Arts is designed to prepare students for positions in public, college, special, and governmental libraries. Although primarily for college graduates, students with senior standing are admitted upon the written approval of the assistant dean for the Senior College. For admission, the student must have secured at least 135 credits, and an average of one honor point per credit for all credits earned.* At least 30 credits must be in Senior College courses.

During the year of library instruction, a student will elect not less than 45 credits in Library Methods, and must maintain an average of one honor point for all credits earned. Students preparing for public library work are especially advised to elect Lib. Meth. 58s, 64s, 67w, 68s, 73f, and either 74w, 75s, or 71w, and 72s. Students preparing for college and university librarianship are advised to elect Lib.Meth. 67w, 68s, 70w, and 126s.

COLLEGE OF EDUCATION

SPECIALIZED CURRICULA FOR SCHOOL LIBRARIANS

The following curricula have been arranged in co-operation with the College of Education to offer professional library training to persons who desire to do library work in connection with the public schools.

Successful completion of one of the four-year curricula will entitle the student to the degree of bachelor of science. Curriculum A will also entitle the student to receive the Minnesota high school general certificate for teaching academic subjects in junior and senior high schools.

Students qualify for a secondary school certificate by completing requirements for a teaching major or two teaching minors in subjects commonly taught in Minnesota high schools. It will usually be wisest to chose majors and minors in the fields of English, history, and the social studies. Such students are required to take special methods and directed teaching in the teaching major or in one of the minors. They are also required to take five credits in education selected from the list of education electives. (See College of Education Bulletin.)

Students registered in the College of Education are expected to do part of their practice work in the University High School library and part in another approved school library or public library branch doing school library work.

Graduates of the College of Education who already have an elementary or secondary school certificate and who complete an additional year of library training (45 credits) as registered students in the college, will be granted an official certificate for library work on satisfactory completion of a year's work in the division.

The College of Education requires of all students a C+ average in the major for graduation. The C+ average in these curricula is based on the 45 credits of library work.

* The number of credits required may be reduced by application of the "quality credit" rules given in paragraphs 18, 19, 20 on pages 4-5 of the Bulletin of the College of Science, Literature, and the Arts, 1943-44.

A. FOUR-YEAR CURRICULUM FOR SCHOOL LIBRARIANS WITH CERTIFICATE
FOR TEACHING ACADEMIC SUBJECTS

JUNIOR COLLEGE OF THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS

Freshman Year

Course No.	Title	Credits
Eng. A-B-C	Freshman English	15
or		
Comp. 4-5-6	Freshman Composition (or exemption from the requirement).....	9
Hist. 1-2-3	European Civilization	12
	Language	15
Phys.Ed. 1-2-3	General Course in Physical Education	3
	Total	45

Sophomore Year

Psy. 1-2	General Psychology	6
	Natural Science	10
	Language	5
Phys.Ed. 4-7	General Course in Physical Education	2
	Electives†	24
	Total	47

COLLEGE OF EDUCATION

Junior Year

Lib.Meth. 52	Cataloging	3
Lib.Meth. 54	Classification	3
Lib.Meth. 62	Reference	3
Lib.Meth. 57	{ Secondary School Libraries { Public Library Administration } any two..... { Selection of Books for Adolescents }	6
Lib.Meth. 58		
Lib.Meth. 64		
Lib.Meth. 71	Library Work with Children	3
Ed. 51A-B-C	Introduction to Secondary School Teaching	9
	Continuation of required elective academic courses†.....	18
	Total	45

Senior Year

Special Methods and Directed Teaching§	9
Completion of academic requirements—fall, winter, spring	
Library courses	27
Electives in education†.....	5
General electives†	4
Total	45

B. SCHOOL LIBRARIANS WITHOUT TEACHING DUTIES

Students who wish to qualify as full-time librarians but *not as teachers* of academic subjects will be required to take 22½ selected credits in education. These 22½ credits shall include Ed.51A-B-C, Introduction to Secondary School Teaching, or Ed.61A-B-C, Introduction to Elementary School Teaching, 9 credits; Lib.Meth. 57, Secondary

† Electives should be selected to meet the requirements of one teaching major or two teaching minors. Electives should also include five credits selected from the list of professional courses listed in the College of Education Bulletin.

§ Passing the qualifying examination in English is prerequisite to this course.

School Libraries, 3 credits; and Lib.Meth. 61, Library Practice, 4½ credits. The remaining 6 credits are to be selected from the list of education electives. (See College of Education Bulletin.) The remainder of the curriculum is the same as Curriculum A.

C. MINOR IN LIBRARY TRAINING

Students who complete 18 credits selected from Courses 52, 54, 57, 58, 62, 64, 71, and 72 satisfy the requirement for a minor in library methods in the College of Education.

TRAINING FOR HOSPITAL LIBRARIANSHIP

A Course in Hospital Librarianship is offered in the spring quarter. It is given with the active co-operation of the Minnesota State Department of Social Security, which has jurisdiction over all hospitals and other institutions for the sick, underprivileged, and the socially maladjusted, supported by the state. The demand for specially trained librarians for hospital, medical, and institutional libraries is increasing. Lectures, discussions, reports, and observation and a six-week period of practice, or internship, in selected institutions are essential parts of the course. The regular instructors are assisted by a large group of medical and library experts in the special fields treated.

Admission—Candidates for admission to this special course must have completed satisfactorily: (1) at least three years of approved college work and at least two quarters of work in an approved library school, or an equivalent of approved experience in hospital library work; and (2) the following courses or approved equivalent: Preventive Medicine and Public Health 50, Public and Personal Health (3 credits); Psychology 1-2, General (6 credits); Psychology 144-145, Abnormal Psychology (6 credits); Sociology 1, Introduction to Sociology (5 credits); Sociology 49, Social Pathology (3 credits); Sociology 90, Survey of Social Work (5 credits); Zoology 1-2-3, General Zoology (10 credits). Students are advised to register only for the entire group of courses, and no candidates for a special certificate will be excused from field observation and practice. Opportunity for individual study of problems of special interest will be given as far as practicable. All prospective students who have not taken their preliminary work at the University of Minnesota must apply for admission to this University and must submit their credentials to the recorder of the University of Minnesota, Minneapolis 14, Minnesota. Since each application requires special consideration early application is extremely desirable. It is expected that only those who are genuinely interested in work in hospitals, who are physically able to do such work, are willing to accept positions in them, and have personal and educational qualifications for such work will apply.

For admission both to the Library School and to the Course in Hospital Librarianship a special certificate must be secured from the assistant dean for the Senior College of the College of Science, Literature, and the Arts.

Credit toward the degree of bachelor of science will be given properly qualified students. Those who are not candidates or eligible for the degree, as well as graduates who satisfactorily complete this special work, will be given a special certificate for the satisfactory completion of the entire course, including the six weeks' internship. Students in this course will normally register in the College of Science, Literature, and the Arts and must comply with the regulations of that college as given in the Bulletin of General Information of the University.

Curriculum—The Course in Hospital Librarianship includes, during the student's third quarter in the division, Lib.Meth. 76s, Library Service in Hospitals; 77s, Book Selection for Hospital Patients; 78s, Reading and the Mental Patient; 79s, Medical Reference, and 80s, Hospital Library Practice.

DESCRIPTION OF COURSES

COURSE NUMBERING

A course is designated by a department name, a number, and a letter. It has the same number in whatever quarter it is offered. The quarter is indicated by the letter (f, fall; w, winter; s, spring; su, summer), e.g.:

1f-2w, a two-quarter course given in the fall and winter.

1w-2s, a two-quarter course given in the winter and spring.

3f,w,s, a one-quarter course given each quarter.

Senior College courses are numbered as follows: courses primarily for juniors and seniors, from 50 to 99; for juniors, seniors, and graduates, from 100 to 199; for graduates only, from 200 up. The hours of recitation are numbered by roman numerals, the day by the appropriate initial, the room by an arabic numeral, and the building by an abbreviation. For example (MWF III; 5Lib.), means that the class meets Monday, Wednesday, and Friday, the third recitation hour, in Room 5, Library.

FRESHMAN AND SOPHOMORE NONPROFESSIONAL COURSE

Lib.Meth. 1f,w,s. Use of Books and Libraries. Study of reference material for personal study and research. No credit toward a degree in library instruction, but general credit is given in the College of Science, Literature, and the Arts, and in such other schools and colleges as may, by special arrangement, desire their students to be registered in the course. (2 cred.; fr., soph. only except by special permission; no prereq.; Sec. 1, MW II, 3Lib., Mr. Russell, Miss Moen; Sec. 2, MW IV, 3Lib., Mr. Shove.)

PROFESSIONAL COURSES*

Lib.Meth. 51f. Bibliography. Trade and national bibliography of the United States, Great Britain, and Europe; book ordering methods. (3 cred.; no prereq.; MWF III; 5Lib.) Mr. Shove.

Lib.Meth. 52f. Cataloging. Elements of dictionary cataloging. Lecture, problems, and practice. Required of all candidates for a degree in library methods. (3 cred.; no prereq.; Sec. 1, MWF I, education students; Sec. 2, MWF IV; 5Lib.) Miss Hutchinson.

Lib.Meth. 53w. Advanced Cataloging. Continuation of Lib.Meth. 52, with special attention to difficult books and administrative aspects of a catalog department. (3 cred.; pre-req. Lib.Meth. 52; MWF IV; 5Lib.) Miss Hutchinson.

Lib.Meth. 54f. Classification. Classification by the Dewey Decimal System, author numbers, shelf and accession records. Required of all candidates for a degree. (3 cred.; no prereq.; TThS II; 5Lib.) Miss Hutchinson.

Lib.Meth. 55w. Advanced Classification. Continuation of Lib.Meth. 54. Library of Congress and other classifications; classed catalogs; special adaptations of classification. (3 cred.; prereq. Lib.Meth. 54; TThS II; 5Lib.) Miss Hutchinson.

* See Fees and Expenses, page 4.

- Lib.Meth. 57s. Secondary School Libraries. Administrative methods and problems, including methods of teaching the use of the library. (3 cred.; prereq. 9 cred. in library methods; W VIII, S I, IV; 5Lib.) Miss Greer.
- Lib.Meth. 58s. Public Library Administration. Administration, equipment, finance, and extension work of public libraries. (3 cred.; prereq. 9 cred. in library methods; TThS II; 5Lib.) Mr. Vitz.
- Lib.Meth. 60f. Library Binding. Economics of library binding. Materials, processes, records, book repair. (1 cred.; no prereq.; T III; 5Lib.) Mr. McDiarmid.
- Lib.Meth. 61f,w,s. Library Practice. Practice, under supervision, in Minneapolis and St. Paul libraries. The time and character of the practice will be individually arranged to suit student aptitudes, usually in the second and third quarters. Required of all candidates for a degree in library methods. See pages 6-8 for College of Education regulations. (4½ cred. for College of Education students to meet requirements of the Minnesota State Education Department for school librarians; others, 3 cred.; prereq. 15 cred. in library methods or satisfactory library experience.) Miss Hutchinson.
- Lib.Meth. 62w. Reference. Reference books and other material with emphasis on methods of search and adaptation of material to needs of users. Required of all candidates for a degree in library methods. (3 cred.; no prereq.; MWF III; 5Lib.) Mr. Strout.
- Lib.Meth. 63s. Advanced Reference. Continuation of Lib.Meth. 62. Specialized reference material, public documents, and periodicals. Reference lists and reports on special problems. (3 cred.; prereq. Lib.Meth. 62; MWF III; 5Lib.) Mr. Strout.
- Lib.Meth. 64s. Selection of Books for Adolescents. Principles of selection and criticism of representative books. Study and preparation of book lists for adolescents in school and public libraries. (3 cred.; prereq. 9 cred. in library methods; MWF II; 5Lib.) Miss Smith.
- Lib.Meth. 67w. Library Printing. Preparation of copy, editing, proofreading, layout of library publications. Criticism of typical printed material. (1 cred.; no prereq.; T III; 5Lib.) Mr. Shove.
- Lib.Meth. 68s. Circulation Work. Lending systems and records. Library publicity. (1 cred.; prereq. 9 cred. in library methods; T III; 5Lib.) Mr. Strout.
- Lib.Meth. 69f. Current Library Problems. Discussion of typical problems and conditions in American libraries. (3 cred.; prereq. 9 cred. in library methods or simultaneously with Lib.Meth. 51, 52, 54; MWF II; 5Lib.) Mr. Strout.
- Lib.Meth. 70w. Current Library Problems. Continuation of Lib.Meth. 69. Library administration, college and university libraries, library buildings, library surveys, etc. (3 cred.; prereq. Lib.Meth. 69; MWF II; 5Lib.) Mr. Strout.
- Lib.Meth. 71w. Library Work with Children. Administration of children's rooms and book selection. (3 cred.; prereq. 9 cred. in library methods or 6 cred. and one 3-cred. course in library training simultaneously with 71; MWF I; 5Lib.) Miss McGregor.
- Lib.Meth. 72s. Library Work with Children. Continuation of Lib.Meth. 71. Further discussion of administration of children's rooms and book selection. (3 cred.; prereq. Lib.Meth. 71; MWF I; 5Lib.) Miss McGregor.
- Lib.Meth. 73f. Selection of Books for Adults. Principles of selection and criticism of representative books. Criticism and preparation of book lists. (2 cred.; no prereq.; ThS III; 5Lib.) Mr. Strout.
- Lib.Meth. 74w. Selection of Books for Adults. Continuation of Lib.Meth. 73. Further discussion of books and aids to book selection. (2 cred.; prereq. Lib.Meth. 73; ThS III; 5Lib.) Miss Hutchinson.

- Lib.Meth. 75s. Selection of Books for Adults. Continuation of Lib.Meth. 74. (2 cred.; prereq. Lib.Meth. 73, 74; ThS III; 5Lib.) Miss Hutchinson.
- Lib.Meth. 76s. Library Service in Hospitals. Organization and technical methods suitable for hospital libraries. (3 cred.; TThS I: 3Lib.) Miss Jones.
- Lib.Meth. 77s. Book Selection for Hospital Patients. Criticism and discussion of reading suitable for varied types of patients. Lectures, and assigned problems. (3 cred.; MWF IV; 3Lib.) Miss Jones, Miss Methven.
- Lib.Meth. 78s. Reading and the Mental Patient. Special problems of work with varied types of mental patients. (2 cred.; TS III; 3Lib.) Miss Jones.
- Lib.Meth. 79s. Medical Reference. Reference books and technical methods for hospital staffs. (3 cred.; MWF II; 314Lib.) Miss Ruble, Miss Anderson, Miss Pliefke.
- Lib.Meth. 80s. Hospital Library Practice. A six-week internship in approved hospitals. (4 cred.; prereq. Lib.Meth. 76, 77, 78, 79.) Miss Methven.
- Lib.Meth. 126s. Subject Bibliography. National and subject bibliographies of important countries. Special emphasis on research material and methods. (Prereq. senior or graduate standing, reading knowledge of French or German, and some experience in research or bibliographic study or projects; MWF I; 3Lib.) Mr. Russell.

The Bulletin of the
UNIVERSITY of MINNESOTA

Vocational Diagnosis and Counseling for
Rehabilitation Workers
1944-1946



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A Training Program in Vocational Diagnosis and Counseling for Rehabilitation Workers

**for
Employment in Business and Industry, Government Agencies, Educational
Institutions, Public and Private Employment Agencies**

Need for Vocational Diagnosis and Counseling

Total war has produced the occupational dislocation of many millions of persons. Before the benefits of returning peace can be realized readjustments in the life of the nation and in countless individual lives must be effected. Swollen war industries must convert or be liquidated. Labor must find its way out of war jobs into normal employment. Military personnel must return to peacetime jobs. Disabled soldiers must be helped to become self-supporting and socially useful persons. An orderly, and in some respects a new, peacetime economy must be built. In this complex task alert psychologists can foresee that their profession will be called upon to render many services. Not the least important of these—it may turn out to be the most important—is to provide more and better occupational diagnosis and guidance for which there is an urgent demand. Unprecedented expansion in the use of sound and useful methods which have already been developed seems imperative. Ideally, vocational diagnosis and counseling should be provided wherever there is a soldier or a civilian who needs it.

Opportunities in Vocational Diagnosis and Counseling

At a recent conference of state directors of vocational rehabilitation, held under the auspices of the federal administration, a scale of salaries was proposed which, if adopted, would compare favorably with the salaries prevailing in other fields of applied psychology and would be rather higher than academic salaries in the low and middle academic ranks. The normal scale for rehabilitation case workers, as proposed, ranged from \$2,800 to \$3,400, with a minimum of \$2,400 in any state. Senior rehabilitation workers would receive \$3,400 to \$4,000; an assistant state director, from \$4,000 to \$4,600; and a state director from \$4,600 to \$5,200.

Rehabilitation counseling is not just a wartime expedient; maladjusted workers exist in times of peace in great number, so one preparing himself to enter this field can rest assured of a lifelong vocation.

Duties of Counselors

The duties and responsibilities of a vocational counselor in rehabilitation work are fundamentally like those of a worker in the general occupational adjustment field, tho in at least two respects his task is more difficult. First, his responsibility extends continuously from the time of referral of a case throughout a long series of contacts which culminate in adjusted employment. Second, he must draw on a wide background of professional knowledge and experience, since the group with which he works is quite representative of the general population.

The duties of counselors may be inferred from the brief statement of training units listed on pages 4-5.

Training Facilities

Facilities at the University of Minnesota for the professional training of various types of counseling workers are extensive and well organized. Because of the University's location, many exceptional off-campus facilities for observation and experience in field work are available. The University itself is located in a metropolitan center adjacent to the state capital, which means that a number of state and municipal departments and state or regional offices of the national government are available for both information and field work. Fort Snelling, an army reception center, is within a few miles of the University of Minnesota campus, as are numerous war plants.

The program of training for rehabilitation counselors at the University of Minnesota is based upon the policy that systematic courses should be accompanied by experience in field work. In addition to off-campus facilities for the apprenticeship and experience in field work mentioned above, several university departments offer unusual opportunities for this training. The University Counseling Bureau is an agency for the educational and vocational counseling of both college students and adults and for student counseling research. Each year many graduate students secure experience in interviewing and test analysis by working with this bureau. Other examples of campus facilities are the Municipal Reference Bureau, which conducts civil service examinations for small cities in Minnesota; the University Committee on Educational Research, a university-wide organization for educational research on problems at the college level; and the Employment Stabilization Research Institute, an agency for conducting research and developing techniques in labor-market analysis and occupational adjustment.

It is important to note that the facilities at the University for training in rehabilitation counseling are utilized co-operatively by the academic departments (economics, business administration, educational psychology, psychology, political science, and public administration) that are primarily concerned with the training of rehabilitation workers. Such co-operation makes it possible to adapt the total training program of the University to individual needs of students.

Training Program

The training program has purposely been made extremely flexible, adapted to both undergraduate and graduate students. It is administered by a committee of advisers, listed below, who are actively engaged in teaching and counseling. The aim of the committee is to help each student personally to work out a program suitable to his abilities, past training, and future vocational aims.

Admission to the undergraduate program—At the undergraduate level the student may major in psychology or may work out a course to be pursued in the University College. Students who have not been previously enrolled at the University of Minnesota should secure an undergraduate admission blank from the Office of Admissions and Records and should file in that office an official copy of high school credentials and an official transcript of any college work which has been completed elsewhere. For the formulation of a program consult the co-ordinator, Mr. H. P. Longstaff, 193 Psychology Building.

Admission to the graduate program—Students who have not been admitted to the Graduate School should direct their inquiries to the Dean of the Graduate School, 234 Administration Building, University of Minnesota, Minneapolis 14, Minnesota.

At the postgraduate level a certificate will be issued to graduate students who complete an approved program but who do not wish to fulfill the requirements for the Master's degree.

Students working for the Master's degree must complete the requirements for that degree under either Plan A (with thesis) or Plan B (without thesis). For a statement of these requirements consult the 1942 Supplement to the Graduate School Bulletin.

Programs should be formulated in consultation with an adviser selected from the following list:

Advisers

- Walter W. Cook, Educational Psychology
- *John G. Darley, Director of the University Counseling Bureau
- Howard P. Longstaff, Personnel and Vocational Psychology, Co-ordinator
- Donald G. Paterson, Personnel and Vocational Psychology
- *C. Gilbert Wrenn, Educational Psychology and Guidance
- Dale Yoder, Personnel Administration and Labor Relations

Students desiring general information or assistance in selecting an adviser should consult the co-ordinator, Mr. H. P. Longstaff, 193 Psychology Building.

Training Units†

The Technical and Professional Division, Bureau of Training, War Manpower Commission, set up a committee with Dean E. G. Williamson, University of Minnesota, as chairman to study the problem of training vocational counselors. Listed below are the general fields of work to be covered by this course at the University of Minnesota. These training units are most of those outlined by the committee set up by the War Manpower Commission and mentioned above. It is not intended that a student become proficient in all of these but rather a choice may be made that will best fulfill the student's plans.

Personality Adjustment—To give the vocational counselor an understanding of the origins of man's behavior in primitive society and in the influences of environmental and societal factors; the relationship between normal and abnormal deviations in behavior; the major and minor types of abnormal patterns of behavior; the means of diagnosis and therapy of abnormal behavior with a description of the functions of various agents dealing with abnormal persons. The counselor should be able to identify types of maladjustments and to refer marked personality deviates to the proper specialists.

Measurement for Vocational Counselors—The vocational counselor should have a thoro understanding of the principles underlying the construction, administration, and interpretation of psychological and educational tests. The statistics required should be taught in connection with the measurement procedures to which they apply. Topics should be ordered to give a systematic treatment of statistics. Laboratory periods should parallel the lecture periods throughout the course. During the first part of the course the laboratory periods should be devoted to statistics as applied to measurement procedures; during the latter part to the administration and scoring of tests, the making of profiles, and the interpretations of tests in counseling.

Educational and Occupational Training Opportunities—To give the vocational counselor an understanding of the range and types of training courses,

* On leave of absence.

† See pages 7-39 in *The Training of Vocational Counselors*, Bureau of Training, War Manpower Commission, Washington, D.C. 1944.

the qualifications for success in these courses, the employment opportunities for graduates of these courses, various criteria by means of which sound courses may be distinguished from unsound ones, and, finally, the sources of information about training courses.

Occupational Information—The unit is designed to give the prospective vocational counselor a realistic background of information concerning occupations and industries. In the first half of the unit the pertinent literature is covered in reading assignments and class discussions. The second half of the unit is devoted to supervised field work in developing occupational and industrial information by observation and analysis within employing establishments.

Labor Market Analysis in Vocational Guidance—The unit is designed to give vocational counselors a familiarity with the basic materials and methods of labor market analysis. Emphasis is placed upon problems of anticipating changes in level of demand for labor by industries, occupations, and geographic areas; the special problems confronting the vocational counselor in the local community as a result of the war, prospective demobilization, and postwar reconversion; and training in the use of current materials and sources of information bearing on the problems.

Labor Problems—To provide an introduction and overview of issues, problems, and organizations related to labor as a part of the total economy. Vocational counselors in schools, colleges, and other agencies need to know management and government relationships with labor and the effect of such relationships on wages, work hours, and working conditions.

Personnel Administration in Business and Industry—Problems which relate to the employment, placement, and utilization of workers in business and industry are the special responsibility of designated department or staff. Such work as "personnel administration" or "industrial relations administration" includes the vocational counseling of workers and of work applicants.

Community Organizations and Vocational Counseling—The vocational counselor should have an understanding of community organizations and institutions as well as information about organized governmental agencies—federal, state, and local—and voluntary agencies—national, state, and local. How the knowledge of the community can be used in vocational counseling should be interpreted in the presentation of the material with respect to different settings—urban, village, and rural.

Public Personnel Administration—The vocational counselor in government service will very likely be a staff member of a central, departmental, or bureau personnel division or office. He will have occasion to consult with, and to utilize, the services of other divisions or units in the personnel agency to the end that the individual employee or prospective employee he is counseling may be satisfactorily placed and adjusted to his work. In consequence, it is essential that the counselor be reasonably familiar with all aspects of public personnel administration.

Supervised Counseling Practice—The vocational counselor should possess competence in counseling methods which has been acquired through systematic professional training in performing guidance functions and through supervised apprentice training. This practical training should ordinarily be given as a final part of professional training before employment in a counseling agency. The major phases of this practical training in applying knowledge in the counseling of individuals are outlined below.

COURSES

BIOSTATISTICS

No.	Title	Hour	Day	Bldg.	Instructor
110f,s	Biometric Principles (3 cred.; jr., sr., grad.; prereq. 18 cred. in biol. sci. or math. through anal. geom.; to be taken with 111)				
		III	TThS *		Mr. Treloar
111f,s†	Biometrics Laboratory (2 cred.; to be taken with 110)				
		Ar	Ar	118MH	Mrs. Behn
120w	Correlation Analysis (3 cred.; sr., grad.; prereq. 110 or consent of instructor; to be taken with 121)				
		III	TThS *		Mrs. Behn
121w†	Correlation Laboratory (2 cred.; to be taken with 120)				
		Ar	Ar	118MH	Mrs. Behn
130s	Statistical Inference (3 cred.; sr., grad.; prereq. 110 or consent of instructor)				
		III	TThS *		Mr. Treloar
131s†	Sampling Laboratory (2 cred.; to be taken with 130)				
		Ar	Ar	118MH	Mrs. Behn

ECONOMICS AND BUSINESS ADMINISTRATION

ECONOMICS

121f-122w†- 123s	Theory of Statistics (9 cred.; jr., sr., grad.; prereq. Econ. 5)				
		I	MWF	205 VH	Mr. Mudgett
161f,w,s	Labor Problems and Trade Unionism (3 cred.; jr., sr., grad.; prereq. Econ. 6-7 or 83)				
	Fall	I	TThS	207 VH	Mr. Yoder
	Winter	IV	MWF	2 VH	Mr. Yoder
	Spring	IV	MWF	1 VH	Mr. Yoder
162w	Labor and Socialist Movements (3 cred.; jr., sr., grad.; prereq. Econ. 161)				
		VII	MWF	6 VH	Ar
164s	Labor Legislation and Social Insurance (3 cred.; jr., sr., grad.; prereq. Econ. 161)				
		III	TThS	2 VH	Ar

BUSINESS ADMINISTRATION

70f§	Statistics Survey (3 cred.; jr., sr.; prereq. Econ. 6-7)				
		I	MWF	2 VH	Mr. Graves
112f,w,s†	Business Statistics (3 cred.; jr., sr., grad.; prereq. Econ. 5 or B.A. 70)				
	Fall	VI	MWF	1 VH	Mr. Kozelka
	Winter	I	TThS	207 VH	Mr. Kozelka
	Spring	III	MWF	1 VH	Mr. Kozelka
167f,w	Personnel Administration (3 cred.; jr., sr., grad.; prereq. B.A. 89 and Econ. 161)				
	Fall	II	MWF	1 VH	Mr. Yoder
	Winter	I	TThS	1 VH	Mr. Yoder
180f-181w- 182s	Senior Topics in Personnel Management (9 cred.)				
		VI½-VII	TTh	221 VH	Mr. Yoder

EDUCATIONAL PSYCHOLOGY

60w,s	Introduction to Statistical Methods (3 cred.; jr., sr.; prereq. 6 cred. in psy.)				
		II	MWF	106Pt	Ar

* Classroom schedule will be posted on bulletin board outside of Room 121 Millard Hall at the beginning of each quarter.

† To receive credit for any part of this course a student must complete parts preceding the dagger.

‡ A fee of \$1 per quarter is charged for this course.

§ Not open to students who have received credit in Economics 5.

No.	Title	Hour	Day	Bldg.	Instructor
120f,s	Basic Principles of Measurement (3 cred.; sr., grad.; prereq. Ed.Psy. 60 or equiv.)				
	Fall	VII	MWF	100Pt	Mr. Cook
	Spring	4:00-6:00	T	105UHS	Mr. Cook
133f	Guidance in Secondary Schools (2 cred.; sr., grad.; prereq. 9 hrs. in ed.)	III-IV	S	106Pt	Miss Edwards
140w	Instruments and Techniques of Measurement (3 cred.; sr., grad.; prereq. 120 or equiv.)	VIII-IX	TTh	Ar	Mr. Cook
141w	Group Aptitude Testing (3 cred.; sr., grad.; prereq. 120 or equiv.)	VII	MWF	Ar	Mr. Miller
142f	Individual Aptitude Testing (3 cred.; sr., grad.; prereq. 120 or equiv.)	VIII	MWF	211Psy	Mr. Miller
216f-217w-218s	Statistical Methods in Education (3 cred. a qtr.; grad.)	II	MWF	109Psy	Mr. Johnson
225s*	Diagnosis and Counseling in a Student Personnel Program (3 cred.; prereq. Ed. 133 and Ed.Psy. 120 or equiv.)	IX-X	W	210Bu	Miss Edwards
281f,w,s	Practice in Personnel Work (2-3 cred. Maximum 9 cred.; prereq. Ed.Psy. 225, or to be taken concurrently, and consent of instructor)	Ar	Ar	Ar	Miss Edwards

POLITICAL SCIENCE

131f	Public Administration: Organization and Areas, Administrative Responsibility (3 cred.; jr., sr., grad.; prereq. 6 cred.)	II	MWF	221Bu	Mr. Short
132w	Public Administration: Personnel Administration (3 cred.; jr., sr., grad.; prereq. 131 or consent of instructor)	II	MWF	221Bu	Mr. Short
133s	Public Administration: Financial Administration (3 cred.; jr., sr., grad.; prereq. 131 or consent of instructor)	II	MWF	221Bu	Mr. Short

PSYCHOLOGY

125f-126w	Psychology of Individual Differences (6 cred.; cred. ar. for honors students; jr., sr., grad.; prereq. 1-2; 4-5 or 5 cred. in statistics)	II	MWF	115Psy	Mr. Paterson
130w,s†	Vocational and Occupational Psychology (3 cred.; jr., sr., grad.; prereq. 9 cred. in psy.)				
	Winter Lect.	IV	TS	211Psy	Mr. Paterson
	Lab. Sec. 1	V, VI	F	211Psy	
	2	II, III	S	211Psy	
	Spring Lect.	IV	TS	211Psy	
	Lab. Sec. 1	VI-VII	W	211Psy	
	2	VIII-IX	W	211Psy	
135f-136w-137s	Occupational Counseling (6 cred.)	Ar	Ar	Ar	Ar
144f-145w	Abnormal Psychology (6 cred.; jr., sr., grad.; prereq. 9 cred. in psy.; or 6 cred. in psy. and either Zool. 1-2-3 or 12 cred. in soc. sci.)	IV	MWF	206Pt	Mr. Bird
160f	Psychology in Personnel Work (3 cred.; jr., sr., grad.; prereq. 1-2, and Principles of Economics or 9 cred. in political science)	III	MWF	206Pt	Mr. Longstaff

* This course may be taken for independent study under Plan B for the Master's degree.

† A fee of \$1 is charged for this course.

No.	Title	Hour	Day	Bldg.	Instructor
171w-172s	Introduction to Clinical Psychology (6 cred.; sr., grad.; prereq. Psy. 144 and 9 additional cred. in psy. or child welfare, or ed. psy., and permission of instructor)	VI	MWF	115Psy	Mr. Meehl Mr. Hathaway
230f-231w-232s	Field Work in Psychometrics (Cred. ar.)	Ar	Ar	Ar	Mr. Paterson
295f-296w-297s	Seminar in Individual Differences and Applied Psychology (1 cred. per qtr.)	VIII	W	301Psy	Mr. Paterson

SOCIOLOGY AND SOCIAL WORK

*	Community Organizations (2 cred.; no prereq.)	Ar	Ar	Ar	Ar
139w	Personality Development As It Affects Case Work Practice (3 cred.; grad.; prereq. 170 or equiv. and consent of instructor)	VII, VIII VI	T Th	2J	Miss Green

* This is a new course which has not yet been assigned a course number.