

The Bulletin of the
UNIVERSITY of MINNESOTA

The General College
1945-1947



Volume XLVIII, Number 23

June 26, 1945

Entered at the post office in Minneapolis as semi-monthly second-class matter, Minneapolis, Minnesota. Accepted for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized July 12, 1918

GENERAL STATEMENT

ADMINISTRATION

Horace T. Morse, Ph.D., Director

Alfred L. Vaughan, Ph.D., Secretary, Administrative Committee

THE GENERAL COLLEGE PROGRAM

(1) The courses in the General College are planned to be as complete as possible in themselves. They are broad rather than narrow in scope, since they are freed from serving the primary purpose of introduction to later more specialized courses in the same field. The emphasis is on understanding and on basic principles. The basis of planning is that the student should be led to understand the subject as fully as possible now, since he probably will not take any more courses in the same field later.

(2) Emphasis is upon the relationships within and among fields of knowledge. In a study of man as a living animal for instance, there are continual comparisons of the human life processes and structure with those of the plant and animal world. But since man is also distinguished because of the characteristics of his mind, applications to the field of psychology are also made. In a study of fine arts as a further example, all the arts are viewed in relationship to each other as means of creative expression—music, architecture, painting, sculpture, drama, and the dance.

(3) The program of studies is organized in terms of two years instead of four years of college work. The completion of a two-year planned program of studies is recognized by the awarding of the degree of associate in arts by the University. The "associate" degree is of relatively recent origin, and is in general use by junior colleges and those universities which have such a two-year integrated program.

(4) Courses and illustrations are related as realistically as possible to common activities in modern American society. From an intensive study of former university students a number of basic problems have been determined which most young people meet and on which they expressed the need for help through college education. Four major groupings of these problems have been made. They are those which confront a person who is adjusting himself (1) to his status as a worker, (2) to his duties and responsibilities as a citizen, (3) to his relationships within his home and family group, and (4) to an interpretation and application of those values in life which are essential to him as an individual. The General College offers courses organized around these areas of life activities as well as courses organized around broad subject-matter areas.

This kind of education, which prepares people for their common pursuits in our present-day complex society, is usually referred to as *general education*. General education aims to provide for the development of the common understandings, abilities, insights, and appreciations for the personal and social activities basic to normal human living and participation in a democratic society.

COMPREHENSIVE AREAS AND EXAMINATIONS

All the courses in the General College program are grouped into nine broad fields called comprehensive areas. The purpose in making these course groupings is to point up the unity of related fields of knowledge, and to insure a student's getting a broad coverage of a field rather than a smattering of unrelated and separate blocks of subject matter. This organization requires students to plan their programs broadly and to avoid too narrow concentration on favorite subjects. Students must complete the requirements in two of these areas for each year of residence in the college.

In order to further encourage the student to grasp basic relationships within an area and to organize his thinking in broader terms, he is required to pass a comprehensive examination after the completion of course requirements in each area he has selected. These examinations are revised periodically and are required in addition to the usual examinations in individual courses. Their purpose is to stimulate the student to draw together the material of separate but closely related courses into an integrated whole. They are a basic part of the General College program. All students desiring to meet the requirements for the associate in arts degree or for transfer from the General College to a four-year college are required to pass two comprehensive examinations for each year of residence in the General College. For a list of courses in each of the nine areas see pages 23-24.

PERSONAL, EDUCATIONAL, AND VOCATIONAL ORIENTATION

A numerically large and educationally important group of high school graduates enter college with no very clear understanding of their assets and liabilities or their hopes and aspirations, and with no very well-defined plans for the future. The General College program aims to help them find themselves both personally and vocationally. It helps them to know themselves as individuals, to develop realistic goals in keeping with their interests and abilities, and starts them making progress in achieving such goals.

These students are encouraged to explore a variety of subject-matter fields and to avoid committing themselves to a rigid program at the beginning of their college career. Program requirements are kept at a minimum so that students may have a chance to pursue old interests further and develop new ones without delaying progress towards graduation or transfer. In addition to class work, talks with teachers and counselors help the student to clarify his goals and to discover the means of realizing them. Some important aspects of the program of vocational orientation are outlined on pages 7-9.

The General College is particularly well equipped to give personal attention to the problems and plans of its individual students. Each student has a faculty adviser to be of personal assistance whenever desired and who is responsible for helping the student to plan an appropriate program, and to understand administrative rules and regulations. Final registration of a student each quarter is complete only after approval by a faculty adviser.

In addition to the faculty advisers, the General College maintains a separate counseling department staffed by guidance specialists who devote their time primarily to the problems of individual students. These counselors help students with such specific problems as making an appropriate vocational choice, developing good study habits, learning how to read rapidly and effectively, planning combination programs and transfers, obtaining financial assistance, adjusting to the university campus, making new friends and finding suitable campus activities in which to participate, discovering additional training opportunities, and locating sources of employment.

At the beginning of each quarter time is set aside for a series of educational and vocational guidance tests which are taken by all new entering students. Registration in the General College is incomplete until this testing is completed. The tests should be taken at the scheduled time which is announced in classes and on the bulletin boards in Wesbrook Hall. The results from these tests are helpful in making educational and vocational plans. They assist the counselor to determine certain aptitudes and interests which the student may have. These may be compared with the aptitudes and interests which are possessed by successful persons in various kinds of occupations. In this way the student may be helped to realize his assets and his liabilities in relationship to the kind of education he wants and the type of occupation he plans to enter. Students may talk over the results as they relate to their educational and vocational plans with a counselor. The counseling department offices are in Room 300 Wesbrook Hall, and students may make an appointment there to see a counselor at any time.

In addition to the personnel services available in the General College itself, the entire personnel resources of the University are at the service of the General College student body. The special services and facilities of the Students' Health Service, the Speech Clinic, the Student Loan Office, the Housing Bureau, Student Activities Office, Employment Bureau, and the Student Counseling Bureau are available to all university students. Counselors in the General College are glad to help students make the fullest use of these agencies.

Students planning to enter the University sometimes make application for admission to some other college but find that they are referred instead to the General College. In some instances these referrals are made when the student has not taken the required number of academic subjects in high school, so that he lacks the proper background for the traditional academic work in college. In other instances they are made when the student has received poor marks in high school or has a low standing on the college aptitude tests.

It has been discovered by the University through many years of study that students with this sort of background have difficulty adjusting themselves to the fast pace of the vigorous scholastic competition in the four-year and professional schools. The University therefore refers these students to the General College, where they will have the advantage of a highly developed personnel and counseling service, and where they may become more gradually adjusted to the competition of college level work. If they demonstrate by superior performance their ability to meet such competition, they may, if they desire, transfer to the college of their original choice without undue loss of time or credit.

ALL-UNIVERSITY ADMINISTRATIVE AND TEACHING CONTACTS

Altho the General College has independent status as one of the regular fourteen colleges of the University, it also draws upon the resources of the entire University to extend its educational services to its students. An Advisory Committee has been carefully selected by the president of the University to represent varied points of view and contacts which are of value to the General College in recommending on broad matters of policy. Members of the Advisory Committee are drawn from the faculty of the College of Science, Literature, and the Arts, the School of Business Administration, the College of Education, the Institute of Technology, and the College of Agriculture, Forestry, and Home Economics as well as from that of the General College itself.

Students in the General College also have the advantage of broader university contacts through the teaching staff of the college as well as through its administration. About one third of the courses offered in the college are taught by staff members from other colleges and departments of the University who have been specially selected to teach in the General College as well as in their regular departments. The major portion of instruction in the college is given by the core staff, who also act as special advisers to General College students, and who are particularly suited through training and experience to teach and co-ordinate a program of general education. A number of the core staff teach classes in other colleges and departments as well as in this college.

Another feature representing the flexibility of the General College program is that students who achieve better than average marks in their course work in the college have the privilege of taking courses in other departments and colleges to supplement their courses in the General College. This arrangement is known as a combination program. It gives qualified students an opportunity to try out their interests and abilities in a particular field to prepare for transfer to a four-year college, or to supplement work in this college with courses of a more specialized nature. Credits earned in combination programs are applicable to the credit requirements for the associate in arts degrees.

GENERAL EDUCATION AND VOCATIONAL PREPARATION

The question has often been raised about the relationship of general education to preparation for earning a living. Are all courses in general education merely "cultural," without any practical value? This question is particularly pertinent at the present time, when much thought is being given to the educational needs of returning veterans and of war workers. These men and women will be more mature than the typical college student. Undoubtedly they will want an education shorter than the traditional four-year college one. They will also want a program which has practical applications so that they may begin earning their living as soon as possible.

The General College recognizes these needs and is equipped to meet them in part. Many courses in the college have vocational applications, altho they are not what is technically called vocational courses. For the most part they deal with broad general principles, an understanding of which should enable the student to grasp the significance of an area of employment, rather than with the specific skills required by a particular job. But by a judicious selection of courses in the college in combination with certain courses in other colleges, and a number of elective credits, a good preparation may be secured for certain occupational areas which do not necessarily require professional training. A detailed description of these vocational sequences may be found on pages 7-9.

This kind of training is suitable, for example, for many business occupations, especially in the sales and supervisory fields, in which many former General College students have found employment. The vocational sequence which prepares students for these occupations includes courses in psychology, economics, accounting, government, typing, mathematics, business letters and reports, and speech. Courses in areas such as housing, art, music, photography, child care, clothing selection, and food purchase contribute directly to skills and knowledge required in various other occupational fields.

In addition to these vocational sequences, the college is experimenting with the introduction of some courses which will give more specific training and have more practical and immediate application. Such a sequence and course, for example, is the one in Retailing and Selling, which was offered for the first time in the spring quarter of 1945. If the college continues to develop such training programs further, it is planning to establish a system of co-operative work with business and industry, so that a student may get supervised work experience on the job while he is continuing his training. This system has been found to be highly successful in those institutions, such as many of the California junior colleges, which have developed terminal occupational programs on a broad scale.

It should be clearly understood that in adding vocational sequences, the General College is not duplicating the work of four-year professional schools at the University, nor is it attempting to duplicate the vocational work usually presented to those without college intentions. The General College is providing training for a different type and level of employment from that which is the province of the four-year and professional schools. The training outlined in these vocational sequences would prepare students for subprofessional or technician types of employment only. This training is in turn integrated with a broad general college level education entirely different from the narrow range of specific skills taught by trade and vocational schools.

There is much evidence to support the idea that a broad and general education is the best foundation for specialized work, much of which may be learned on the job or through a brief period of supervised training. General education also provides a strong support to professional or specialized training. Such general education provides the balance, the perspective, and the deeper understandings which contribute to success on the job. Important aspects of such preparation include some realization of contemporary trends and problems in such areas as personal and family adjustment, modern technology, social-civic relations, and personal health. The study of basic problems of normal human living is fundamental to the General College program.

INFORMATION FOR STUDENTS

ADMISSION

The General College offers a two-year program in higher education leading to the associate in arts degree. Admission to the college requires graduation from an accredited high school or the passing of the university entrance tests, but it does not require any specific pattern of high school subjects. Students may enter directly from high school or may transfer from other colleges. Those who transfer from other colleges within the University to the General College must have the approval of the administration of both colleges. Students who transfer from other colleges or institutions as well as those from other colleges within the University are admitted only on advice and recommendation of the transfer-in committee of the General College. General College courses are open to any student admitted to the University.

REMOVAL OF EDUCATIONAL DEFICIENCIES

Inadequate subject-matter preparation—Some students do not qualify for entrance to the particular college of their choice because of insufficient or inadequate preparation in certain required academic subjects. These deficiencies can be remedied in large measure by a careful selection of courses during the freshman year in the General College. Students who, for example, feel that their preparation in science is meager, may register for appropriate courses in the biological and physical sciences—courses which are designed to give a broad understanding of the basic concepts. Equally appropriate courses are offered in other fields in which the student may be insufficiently prepared. Thus some students may profit from a year in the General College during which time they may strengthen the weak spots in their educational background. These students may then transfer to another division of the University provided they meet the requirements as stated by that division.

Low high school scholarship—To those students whose high school record and entrance test results indicate mediocre or poor studentship in the past, the General College offers an opportunity for them to demonstrate their ability to handle work of college caliber before entering the stiff competition that has developed for places in the professional programs. It has been the past experience of the University that students who present low scholarship ratings at the time of admission to college will, in general, find it difficult to meet the strenuous academic demands imposed by the professional curricula. Some of these students will utilize the General College program to develop effective study and work habits and to prove by their scholastic achievement that their educational goal is achievable. Other students will develop a drive toward different vocational goals which do not necessarily involve a long-time training program. Still others will take the opportunity to round out their general education in nonprofessional training. Any of these students whose work in this college meets the standards of the appropriate college may transfer at the end of three or more quarters.

REQUIREMENTS FOR THE DEGREE OF ASSOCIATE IN ARTS

The associate in arts degree is awarded in recognition of the successful completion of two years of planned work in the General College. The specific requirements which must be fulfilled before the degree is awarded are as follows:

1. The passing of 90 credits of work, exclusive of physical education activities, and the passing of four comprehensive examinations.
2. The completion of three quarters of physical education by all students.
3. A final medical examination by the University Health Service, a few weeks before commencement. Announcement of the time of this examination will be made in the Official Daily Bulletin prior to the date of commencement.

In most instances students should plan their programs so that they will be automatically meeting degree requirements as their work progresses. Normally the student should plan on completing 45 credits of course work and two comprehensive examinations during each of the two academic years in residence. This should be done even tho the student has plans for transfer to another college at the end of three or more quarters, since no other college will approve transfer of less than the equivalent of one year of work. Students should plan to complete the physical education requirement during their first year.

Comprehensive areas and examinations—The courses in the General College program are grouped into nine broad fields called comprehensive areas. Comprehensive examinations covering each of these areas are prepared periodically. These examinations form a basic part of the General College program since all students desiring to meet General College degree or transfer requirements are required to pass a specified number of comprehensives.

Normally each student should plan on meeting the requirements of two areas for each year in residence. Requirements for permission to take a comprehensive examination in a particular area include the completion of certain designated courses and the passing of a minimum of twelve hours of course work (preferably fifteen to eighteen). A detailed statement of these requirements is given on page 23-24! These examinations are scheduled at the end of each quarter, but it is recommended that students plan their programs so as to take two comprehensives at the close of spring quarter of each academic year. Applications to take comprehensive examinations must be submitted by the student well in advance of the scheduled time for giving these examinations. The time to make applications and the examination schedule will be announced in the Official Daily Bulletin.

Comprehensive areas are as follows: (1) Individual Orientation; (2) Home Life Orientation; (3) Social-Civic Orientation; (4) Vocational Orientation; (5) Biological Sciences; (6) General Arts; (7) Human Development Studies; (8) Literature, Speech, and Writing; and (9) Physical Science Studies. Because of similarity in subject-matter content, no student may take both the Biological Sciences and the Human Development comprehensive examinations.

GENERAL EDUCATIONAL AND VOCATIONAL SEQUENCES

In recognition of the concern of students and their parents about problems of vocational orientation and preparation, the General College has outlined certain course sequences containing recommended courses which serve as tryouts of interests and abilities, as preparation for later specialization, and in some instances as vocational training in themselves. All of the sequences can be considered as tryouts of interests and abilities. The Child Care, Prenursing and Related Medical Arts, Health Services, Commercial Art, and Pre-Applied Mortuary Science sequences are primarily preparatory to additional specialized training. General Clerical, Sales and Business Contact are sequences which offer sufficient vocational preparation so that students following them may need very little additional training.

These vocational sequences have been planned within the framework of the comprehensive areas and examination system, so that the student will have little difficulty in meeting comprehensive requirements while following a suggested vocational sequence. Students are urged to study carefully the following sequence outline.

A general statement of the nature of each sequence is given first. This is followed by a list of the appropriate course offered in the General College and then by a list of those which may be taken in other colleges as contributing courses, by students demonstrating the required ability.

1. **Child Care**—Serves as tryout of interests and abilities for work with children. With additional training of a technical character, leads into the fields of early childhood education, nursery school and kindergarten teaching, clinical work with children, as-

sistantships in agencies and institutions dealing with children such as day nurseries, settlement and neighborhood houses, child guidance centers, playgrounds, etc. Of value also, to girls working in homes with young children and as preparental training. Meets civilian defense requirements for volunteer child care certificate at the end of one quarter.

General College courses—Human Development and Personal Adjustment; Human Biology; Practical Aspects of Child Care (observation and supervised practice in day nurseries); Home Life Orientation; Maintenance Aspects of Family Life; Food Selection; Art Laboratory; Music Today.

Courses in other colleges—Art Ed. 17-18-19, Art for Elementary Teachers; Art Ed. 31, Orientation in Handcraft Processes; Ind. Ed. 11, Special-Class Woodwork; Mu. 1, Ear Training; Phys. Ed. 60, Principles of Play.

2. Prenursing and Related Medical Arts—Recommended particularly for girls who do not meet age, subject-matter, or academic requirements for direct entrance into schools of nursing, for general education background prior to nursing school, and for those who want a tryout of interest and ability in this field. This sequence also serves as a tryout and pre-specialization preparation for girls interested in medical technology, physical therapy, and—in combination with art and music courses—occupational therapy.

General College courses—Human Biology; Physical Science; Psychology; Human Development and Personal Adjustment; Business Letters and Reports; Speech Laboratory; Current History.

Courses in other colleges—Anat. 3, Elementary Anatomy; Bact. 1, Elements of Bacteriology; Physiol. 1, Elements of Physiological Chemistry; Physiol. 2, Elements of Physiology.

3. Pre-Applied Mortuary Science—Meets legal requirement of one year of college work which is to be followed by one year in the embalming curriculum as taught through the General Extension Division. Serves as background for medical service occupation in the armed forces.

General College courses—Human Biology; Physical Science; Psychology; Art Laboratory; Music Today; Business Letters and Reports; Speech Laboratory; Current History; Clothing Selection, Purchase, and Care.

4. Health Services—Designed to provide the fundamental subject matter upon which later specialization is based. Does not include special training in techniques. Such specific training may be obtained from hospital apprenticeship, actual work experience under supervision in Army or Navy schools, or in special schools. Job outlets are as X-ray technicians, laboratory assistants, dental and medical office assistants, and nurse's aides. Serves as background for medical service in the armed forces.

General College courses—Human Biology; Physical Science; Photography; Psychology; Human Development and Personal Adjustment; Business Letters and Reports; Typing.

Courses in other colleges—Anat. 3, Elementary Anatomy; Bact. 1, Elements of Bacteriology; Physiol. 1, Elements of Physiological Chemistry; Physiol. 2, Elements of Physiology.

5. Commercial Art—Planned to provide the fundamental subject matter upon which further specialization is based. Combines theoretical background with practical experience in design and execution and familiarity with common and newest techniques. Leads toward work in commercial arts, fashion illustration, or textile and industrial design with some differences in program choices depending on the exact nature of individual interests. Choices may be made from among the following courses depending upon the direction of specialization.

General College courses—Art Laboratory; General Arts; Writing Laboratory; Photography; Practical Applications of Psychology; Our Economic Life; Clothing Selection, Purchase, and Care; Selecting and Maintaining a Home; Housing; Physical Science.

Courses in other colleges—Art Ed. 1-2-3, Fundamental Experiences in Design; Art Ed. 4, 6, 8, Drawing from Still Life and Pose; F. A. 1, 2, 3, Introduction to Art; Comp. 27-28, Advanced Writing; H. E. 3, 4, Clothing Construction; H. E. 21, 22, Color and Design; Draw. and Des. Geom. 41-42-43, Technical Drawing; Draw. and Des. Geom. 45, Alphabets; Arch. DP-I, Drawing and Painting; Arch. M-I, Modeling; Arch. I HP-I, Illustration; Ind. Ed. 11, Special-Class Woodwork.

6. General Clerical—A large group of clerical occupations require board training. Such occupations are concerned with the preparation, transcribing, systematizing,

and preserving of written communications and records in offices, shops, and retail establishments. These include account and loan analysts, estimators, dispatchers, cashiers, checkers, tellers, tracers, paymasters, and adjustment, bookkeeping, correspondence, information, statistical, and traffic clerks. Specialization, where desired, is usually done on the job or in private schools.

General College courses—Economic Life; Government Studies; Psychology; Business Letters and Reports; Typing; Current History.

Courses in other colleges—Econ. 3, Elements of Money and Banking; Econ. 20, Elements of Accounting; Econ. 5, Elements of Statistics.

7. Sales and Business Contact—This sequence is suggested for those students who are preparing to enter occupations which stress meeting and dealing with people. Emphasis is placed upon basic skills and understandings rather than detailed applications. The courses in this sequence are aimed at helping the student to develop the versatility and adaptability which is so important in the field of personal relations. Occupational outlets include the numerous jobs which make up the sales field. Such jobs vary considerably with regard to such factors as techniques employed, knowledge of product required, and the place of the sale, but they all have in common the contact with prospective customers with the object of making a sale. This same breadth of background is important in other business activities where personal contact is involved. These additional vocational possibilities may be explored individually with the help of a counselor or adviser.

General College courses—Psychology; Speech Laboratory; Business Letters and Reports; Economic Life; Government Studies; Current History; Individual Orientation; Typing; Clothing Selection, Purchase, and Care; Retailing and Selling.

Courses in other colleges—Econ. 3, Money and Banking; Econ. 20, Elements of Accounting.

STUDENT ORGANIZATIONS

In addition to all-university activities, which are open to General College students, there are two student organizations within the General College itself. These are the General College Student Council and the General College Recognition Society.

Student Council—This organization has taken an active part in helping to solve many of the college problems. Many of the changes that have been brought about in the college were initiated by the Student Council. Altho the official membership of this organization is limited to fifteen, many other students have an opportunity to become acquainted with, and participate in, its work through the special activities in which it is engaged. A student convocation may be held as the occasion arises to acquaint students with the work of the council. These activities are open to all students and such activity may aid materially in making a university career happier and more meaningful.

Recognition Society—Beta Phi Beta, the General College recognition society, was established on the initiative of members of the student body to give recognition to student merit and to promote student interest in the college. Membership in the society is achieved through the election of those students who meet achievement, citizenship, and service requirements. Students who show evidence of academic achievement by ranking in the upper third of their class are eligible for consideration for membership.

ADMINISTRATIVE REGULATIONS

Combination programs—As soon as a student satisfactorily demonstrates his ability to do college work he may become eligible to supplement his program in the General College by taking courses in other colleges of the University. Requests for such courses must be cleared with the college counseling staff. Ordinarily such requests may be made only after the successful completion of one quarter's work in residence. Qualified students may elect combination programs in order to try out their interests and abilities in a particular field, as preparation for transfer to another college, or to supplement work in this college with courses of a more specialized nature. Credits so earned in other colleges are applicable to the credit requirements for the associate in arts degree.

Transfer to other colleges in the University—Students who wish to transfer to professional and specialized training programs offered in other colleges and divisions of the University, may do so provided that they meet certain standards established by the college to which they wish to transfer. Ordinarily three full quarters of work and two comprehensive examinations in the General College are prerequisite to any transfer. Care is taken to plan transfer so that changes of college are to the best interest of both the student and the University. Students who are considering transfer to other colleges should discuss the problem with a counselor very early in the school year. Counselors summarize the student's record and make recommendation to deans and administrators who make the final decision. Standards for transfer are provided so that the student transferring with the recommendation of the General College counseling staff has a reasonable chance of success in the new college. In general, the student who wishes to transfer should show evidence of his academic ability by making a record which places him in the upper half or upper quarter of his class in both course work and comprehensive examinations. Students who make good after transfer, except those who transfer to the Institute of Technology, are later granted credit for the work taken in the General College, to apply toward degree requirements in the college to which they have transferred. Thus one or two years in the General College may be preprofessional training for qualified students.

The majority of General College students, however, do not transfer to other colleges. For this reason prospective students are urged to study carefully the contributions which the General College program can make to their educational and vocational adjustment.

Adding or cancelling courses—Courses may be added to or cancelled from student programs during the first week of classes each quarter only by permission of the student's faculty adviser. Cancellation or addition of courses after the first week of classes each quarter must be approved by the student's faculty adviser, the instructor concerned, and the administrative office. Dropping out of a class does not constitute an official cancellation. Any student who cancels when his work is below passing will receive a grade of failure. Changes in programs should be made only after careful consultation with a faculty adviser.

Course examinations—Examinations are the chief means by which achievement in course work is judged. Therefore students are expected to prepare adequately for their examinations and to take them at the regular time announced by their instructors.

In the event that it is impossible for a student to take a scheduled examination other than a final examination, he must consult the instructor concerning the problem of making up the work as soon as possible. The decision as to whether or not a make-up examination is justified is left to the instructor.

Grades—Letter grades A, B, C, D, F, or I and percentile ranks for individual courses will be sent to each student at the end of each quarter.

The percentile rank indicates the per cent of the students in the class whose scores were lower than those of the student concerned. Thus a percentile rank of 62 indicates that the student has done better than 62 per cent of that particular class, but less well than the other 38 per cent.

The grade of I (incomplete) is a temporary grade indicating that a student has a satisfactory record in work completed and for justifiable reasons satisfactory to the instructor in charge was unable to complete the work of the course. If the grade of I was recorded because the student did not take the final examination, then the student may apply to take a make-up examination at the beginning of the next quarter that he is in residence. Make-up examinations for the removal of incompletes are given on the third Saturday of each quarter, unless that day or the preceding day is a holiday. The exact time and room schedule will be announced in the Official Daily Bulletin. No student may take a make-up examination for the removal of a grade of I without official permission

of the administrative office. A five-dollar (\$5) fee will be charged for an examination to remove a grade of I if not taken on the announced day.

In the few instances when a student seems to have a legitimate reason for asking further time for preparing reports, papers, or for the final examination, arrangements should be made, in writing, with the instructor in advance of the examination period. This written permission should be filed in the administrative office at the time it is secured. The penalty for failure to hand in special papers, term reports, and other assignments is in the hands of each instructor. An F grade may be removed, or a grade raised, ordinarily, only by repeating the course.

Probation and drop from college—Students failing to make satisfactory progress in their course work may be placed on probation. Such probationary action severely limits participation in student activities and athletics and automatically revokes eligibility for combination programs, application for transfer, and student loan provisions. Students may be continued on probation at the discretion of the administrative office or may be dropped from the college and the University. Students so dropped from the University will not be permitted to re-register within a period of one year.

Cancellation for military service—Every attempt is made to give students who cancel for military service fair treatment in terms of grade and credit. The General College has approved the granting of partial credit to students who leave during the quarter for military service. Up to the last two weeks of classes the amount of credit to be granted will be determined as a percentage of the total amount of passing work which the student is carrying, and will be reported as blanket credit. If, however, a student cancels during the last two weeks of classes, he is eligible for full credit with the approval of his instructors.

Student responsibility for notices—There are two methods that the University and college use in contacting students throughout the school year. The Official Daily Bulletin is published in the *Minnesota Daily* and contains those announcements with which the university community is required to be familiar. This carries announcements of the university and college procedures including examinations, registration announcements, deadline for payment of fees, etc. Notices involving individual students are sent directly to the student's post-office box located in the basement of Coffman Memorial Union. Individual students are held responsible for notices affecting them that appear in the Official Daily Bulletin as well as those that are sent directly to their university post-office boxes. The student should regularly collect his mail from his university post-office box.

The student is also held responsible for the information contained in this bulletin. He must become familiar with all the materials presented herein and then keep the bulletin available for easy reference concerning the many problems that may arise.

Students' Work Committee—This committee is made up of representatives from the administrative, counseling, and teaching staffs. The main function of this committee is to consider the problems of individual students in those cases in which the application of the existing rules would not be wise. A student may wish to carry an abnormally heavy load of course work or to undertake an unusual type of project. In either of these cases or in connection with other problems, the student may upon the advice of his adviser, submit a petition to be considered and acted upon by the Students' Work Committee.

DESCRIPTION OF COURSES

EXPLANATIONS

Course numbering—A course is designated by a general title, a number, a capital letter, and a small letter. The place of a course in a sequence carrying the same general title is indicated by the capital letter. The quarter is indicated by the small letter (f, fall; w, winter; s, spring). Examples:

6Af-6Bw-6Cs—a three-quarter sequence, offered in fall, winter, and spring.

48Aw-48Bs—a two-quarter sequence offered in winter and spring.

41f,w,s—a one-quarter course repeated each quarter.

Courses without capital letters are single courses, not parts of a sequence.

Hours—

I, II, III, etc. First hour (8:30 to 9:20), second hour (9:30 to 10:20), third hour (10:30 to 11:20), fourth hour (11:30 to 12:20), fifth hour (12:30 to 1:20), sixth hour (1:30 to 2:20), seventh hour (2:30 to 3:20), eighth hour (3:30 to 4:20), ninth hour (4:30 to 5:20).

(At the University Farm, first hour, 8:15 to 9:05, second hour, 9:15 to 10:05, etc. to 1:05, sixth hour, 1:30 to 2:20, etc.)

Class and room schedule—A mimeographed schedule of class hours and room numbers will be provided each student at the time of registration when he makes out his program. This mimeographed schedule will take into account any changes from the original program which may have become necessary.

G.C.1f,w,s—INDIVIDUAL ORIENTATION. Fall, winter, and spring quarters.

Students have many problems concerned with personal or individual adjustment which result from an inadequate understanding of their own behavior or the behavior of others. An attempt is made in this course to help the student to understand himself and other people and to help him develop and criticize his attitudes toward life and its problems, in order that he might enjoy life more fully. The primary emphasis, therefore, is placed upon the development of insight into personal problems. 4 credits. Miss Johnston.

G.C.2w,s—INDIVIDUAL APPLICATIONS OF SOCIAL PSYCHOLOGY. Winter and spring quarters.

This course covers many of the individual aspects and applications of social psychology. Some of the topics discussed are: the role of "society" and the "cultural environment" in the formation of personality; the psychology of social relationships; the development of social skills; the social psychology of crowds and group action, especially in times of war and crisis; and the psychological aspects of civilian and military morale. Prerequisite for the course is a minimum of eight credits in the field of psychology. 2 credits. Miss Johnston.

G.C.3f,w—HOME LIFE ORIENTATION. Fall and winter quarters.

This course deals with the biological, psychological, and sociological foundations of family life. Early in the course, emphasis is placed on the particular values of family life for the individual and for society. The effect of changing social and economic conditions on the needs, functions, and activities of family living is developed. A large portion of time is devoted to a study of the problems of adjustment and human relationships as applied to the student's present and future home life. Preparation for marriage and those factors associated with success or failure in marriage are considered. Later, emphasis is placed on the problems of parenthood and on the interrelations between home life and the job. 5 credits. Miss Holmstrom.

G.C.5f,w,s—PROBLEMS OF CONTEMPORARY SOCIETY. Fall, winter, and spring quarters.

In this course, attention centers on finding out whether there is a discernible pattern to the world today—a world torn by war and alarms, a world in which totalitarianism challenges democracy, and in which even optimistic persons view the probable future with grave anxiety. To this end, the course probes deeply into the backgrounds of the contemporary social order to search out underlying causes and results and to analyze its significant factors. The point of departure is the contemporary American scene. Always the attempt is made to see how people as individuals fit into the picture, how what they do or fail to do contributes to the total social pattern, what significant issues and problems exist, and the ways individuals can meet them. 5 credits. Ar.

G.C.6Af-6Bw-6Cs—CURRENT HISTORY. Fall, winter, and spring quarters.

The main objective of this course is to encourage students to develop skill in interpreting the news—foreign, government, political, economic, and social—and its relationship to the current of history. While news magazines and newspapers serve as points of departure, background materials are stressed. Other objectives include the development of techniques for reading maps, analyzing propaganda, utilizing source materials, and utilizing common references to check fallacious reasoning. 2 credits per quarter. Mr. Stout.

G.C.8Af,w,s—VOCATIONAL ORIENTATION. Fall, winter, and spring quarter.

The work of this course centers around the problem of making a satisfactory vocational choice. The factors which are important in making vocational and educational plans are discussed and illustrated. Dependable methods of arriving at a sound vocational choice are described and university and community sources of help with educational and vocational problems are outlined. Emphasis is placed on local job trends and opportunities. Students are encouraged and helped to make suitable use of such aids. The nature and duties of various occupational fields and the characteristics of successful workers in them are described. Available legitimate training opportunities, both college and non-college, are studied. Throughout the course the student is encouraged to apply information gained to his own problems, and emphasis is placed on the development of skills in vocational planning which will carry over to the vocational readjustments which may arise in adult vocational life. 3 credits per quarter. Mr. Pierson.

G.C.8Bw,s—VOCATIONAL ORIENTATION—LABORATORY. Winter and spring quarters.

This is a laboratory course in which students work on projects designed for meeting their specific individual educational and vocational problems. The work of the quarter is planned with the aid of a vocational counselor. Students study first-hand the factors which are important in later vocational adjustment and which lead to job satisfaction and employee morale. The personal characteristics which employment managers deem important to success on the job are explored. Training opportunities are investigated and evaluated. A particular vocational field appropriate to the interests, aptitudes, and abilities of the individual student is thoroughly studied. A job-finding project aimed at developing useful skills includes writing letters of application, preparation of a personal data sheet and the study of methods of obtaining employment. 3 credits per quarter. Mr. Pierson.

G.C.10A†f-10Bw-10Cs—HUMAN BIOLOGY. Fall, winter, and spring quarters.

Biology, because of its nature and its close association with man in so many phases of his everyday life, is intensely interesting and broadly practical. When the study of general biology is intimately linked with man's quest for health, the subject is particularly interesting and practical. This intimate linkage, carrying through to the study of minimum essentials in human body structure, physiology, hygiene, and disease, is maintained throughout the course in Human Biology.

† A fee of \$1 is charged for G.C. 10A.

During the first and second quarters, the general objective of the course is to develop understanding of man as a biological animal. Human anatomy and physiology afford the focal points. The fields of general zoology and botany are utilized where they contribute particularly to understanding of man. During the third quarter attention is devoted to individual and community problems in health. Understanding man biologically is well-nigh essential to understanding such everyday problems as relate to history, sociology, psychology, economics, philosophy. Protoplasm, cell metabolism, variation, genetics, evolution of man, dieting, cancer, a sound immunization program, pregnancy, medical costs—these are among the topics considered in Human Biology. A student may enroll for any quarter, altho he should have 10A before taking 10B. If only one quarter is elected, 10C is recommended because of its values pertaining to practical health education. Enrolment limited. 3 credits per quarter. Dr. Potthoff, Mr. Harris.

G.C.11Af—BASIC WEALTH: NATURAL RESOURCES—THEIR ECONOMIC UTILIZATION AND CONSERVATION. Fall quarter.

Natural resources upon the surface and within the earth form the basis of economic welfare. These have to do with minerals, lands, forests, and water. The permanence of the supply of each of these will depend upon the wisdom with which they are guarded and used. Wise use depends upon a knowledge of the potential supply, the present rate of utilization, the sources of waste, and possible methods of increasing the expected life span of each. The primary functions of this course are to teach the principles of conservation and economic utilization and to picture our natural resources in their true perspective with regard to the economic welfare of the nation. 3 credits. Mr. Stevenson.

G.C.11Bw—BASIC WEALTH: THE ECONOMIC UTILIZATION AND CONSERVATION OF PLANT LIFE. Winter quarter.

Man depends directly or indirectly upon plants for food, fuel, fibers, and many structural materials, drugs, and raw materials. The density of population and the mode of life of the people are largely determined by the types of plants which are capable of being grown in the different soils and in the different climates of the world. The purposes of this course are to point out the ways in which man uses plants, to outline the methods by which he can overcome the limitations of nature and thus increase production, and to discuss the methods of conservation, plant protection, and plant improvement through scientific procedure. 3 credits. Mr. Wilcox.

G.C.11Cs—BASIC WEALTH: THE ECONOMIC UTILIZATION AND CONSERVATION OF ANIMAL LIFE. Spring quarter.

The origin, domestication, improvement, and distribution of farm animals. Products secured from farm animals—their uses, and economic importance. Animal products in world commerce. The value of birds, bees, wild animals, and aquatic life to man. The importance of animal life in recreation. 3 credits. Mr. Peters and staff from College of Agriculture, Forestry, and Home Economics.

G.C.14s—FOOD SELECTION AND PURCHASE. Spring quarter.

This course is concerned with the everyday problems of food selection and purchase. Individual problems of securing adequate and satisfying food on a moderate budget will receive major consideration. This will include a study of diet, factors which influence individual requirements, and the nutritive value of different foods. Food selection in the restaurant, meal planning in the home, and common marketing problems will be discussed. The effect of different methods of food preparation upon nutritional values, food fads and fallacies, and faulty advertising will receive attention. 3 credits. Ar.

G.C.15w—CLOTHING SELECTION, PURCHASE, AND CARE. Winter quarter.

This course is based on problems involved in the choice and care of men's and women's

clothing. A study will be made of clothes in general and in relation to oneself, the individual ensemble, the wardrobe as a whole, and the cost of clothing. Simple methods of fiber identification, construction, and finishing processes will be studied; also the importance of proper care of clothing based on a knowledge of fabric information. Attention is given to judging the value of labels and advertising, differences in quality of fabrics or garments and the differences in workmanship in ready-to-wear garments. 4 credits. Miss Brew.

G.C.16Af—SELECTING AND MAINTAINING A HOME. Fall quarter.

The selection and care of a living place and its furnishings will be the basis of this unit. Discussion will begin with the satisfactions desired from a home, varying needs of individuals and families, major considerations in setting standards for living arrangements, and a study of the house plans to meet these conditions. Attention will be given to the house in relation to the owner and neighborhood, and standards for judging the design and color of a house. The study of furnishing the home will include utilitarian needs and ways to secure a convenient, attractive home. Discussions of cost, care, and conservation will be included in the considerations involved in purchasing furniture and furnishings and in selecting finishes for walls and woodwork. 3 credits. Miss Vetta Goldstein.

G.C.16Bw—HOUSING. Winter quarter.

This course is designed with the twofold purpose of presenting some of the problems that exist in the housing of the individual and those that arise in the building of the community. The purpose is to discuss the elements of home buying, renting, or building and also to consider neighborhood and community values from the standpoint of city planning. 2 credits. Mr. Robert T. Jones.

G.C.17Aw—MAINTENANCE ASPECTS OF FAMILY LIFE. Winter quarter.

The fundamental problems of maintaining a family are studied in this course. Beginning with a study of family incomes and those factors which influence the use of the income, the course progresses to ways of planning the family spending, common sources of difficulties in money management and the education of the consumer. Consideration is given to the study of the aspects of establishing a standard of living, providing shelter for the family, maintaining the family's health, and the enrichment of family living through recreation. The problems of administration and the management of home life with emphasis on the contributions of all the members of the family group toward successful living receive attention. 3 credits. Miss Holmstrom.

G.C.17Bs—INCOME MANAGEMENT, INDIVIDUAL AND HOUSEHOLD BUYING. Spring quarter.

The financial policy of the individual and the family, needs which must be met by the money income, personal and family budgeting, and record keeping are studied. General problems of consumer buying, characteristics of a satisfactory market from the standpoint of the buyer, advantages and disadvantages of different types of retail stores, and judging the quality of goods are discussed. Consideration is also given to the influence of advertising on consumer selection, the meaning and value of labels, guarantees, seals, and stamps of approval. Sources of consumer information are evaluated. Attention is given to problems arising from an increasingly highly organized market less intimately concerned with individual needs or connected with the individual buyer, and an increasing display of goods and brands accompanied by high pressure salesmanship and advertising. The inter-relationship between family well-being and careful consumption in the home and the interdependence of family consumption and national economy are also studied. 2 credits. Miss Kafka.

G.C.18s—PRACTICAL ASPECTS OF CHILD CARE. Spring quarter.

This basic course is designed to give the student a background of information regarding the child as an individual, his needs and interests at various stages of growth,

and how to provide a suitable environment for the child's best development. The problems of the care of young children in groups are studied along with field observations in nursery schools and the actual practice of technics and skills in the care and management of young children is provided in child care centers. 5 credits. Miss Holmstrom. Prerequisite, G.C.42A—Human Development. Also recommended, G.C.10C—Human Biology (or equivalent).

G.C.21f,w,s—GENERAL ARTS ORIENTATION. Fall, winter, and spring quarters.

What are the General Arts? How do they arise from our daily lives. How do they affect our understanding of any one art, such as the movies, music, painting, sculpture, literature, ballet, architecture, radio, and speech? This course provides a searching study into that area which is common to all the arts. It is designed to show the student not only interested in music, the plastic and graphic arts, the dramatic arts, or literature, how his favorite art is closely related to the other arts. 3 credits. Mr. Hill.

G.C.22Af-22Bw-22Cs‡—ART TODAY. Fall, winter, and spring quarters.

Students who plan to take only one quarter of Art Today are advised to register for G.C.22A. Both the other courses depend upon the work in the preceding course or courses, and students entering in later quarters may find themselves handicapped if they do not have the first quarter's information.

This course aims to promote an understanding through a study of the materials and methods used by modern artists in many fields—architecture, industrial art, commercial design, as well as painting, sculpture, and the graphic processes. While emphasis is laid on contemporary art forms, present trends are discussed in their relation to the great art of the past. Thus we may perceive how artists have always communicated their ideas and feelings, often saying more in one painting or one piece of sculpture than a writer can say in a thousand pages.

The course work consists of illustrated lectures, discussions, laboratory work, and field trips. Students may enroll for one, two, or three quarters. No special abilities are required. 3 credits per quarter. Miss Fisher.

G.C.23Af-23Bw-23Cs‡—ART LABORATORY. Fall, winter, and spring quarters.

The work in the Art Laboratory aims, by giving students actual experience in art production, to cover the same materials presented in the Art Today course. The problems of the laboratory are individual and may be selected according to the student's own needs and interests. Some students may, for example, elect to work throughout the quarter on one project such as house design or clay modeling. Others may find it to their advantage to experiment with a variety of projects. Supplies and equipment are available for a wide range of problems. Readings, lectures, field trips, and discussions develop from the problems met in the laboratory. No special skills necessary. Each section is limited to 30. 3 credits per quarter. Miss Fisher.

MUSIC TODAY.

Music Today is an inquiry into the drive that lies behind music and attempts to establish a basic reason for the need of music. To this end, there is a close study of the elements out of which music is made: rhythm, melody, harmony, and tone color. To this end, also, there is an investigation of the problems of organization which takes the student across the entire field of musical activity. The examples are drawn chiefly from local concerts and important radio broadcasts. *No special ability or previous musical knowledge is required for Music Today.* Students may enter any quarter.

G.C.24Af-24Bw-24Cs‡—MUSIC TODAY. Fall, winter, and spring quarters. 2 credits per quarter. Mr. Hill.

‡ A fee of \$1.50 per quarter is charged for this course.

G.C.24Ax^f-24Bx^w-24Cx^s‡—MUSIC TODAY. Fall, winter, and spring quarters. 3 credits per quarter. Mr. Hill.

Students who have a special interest in music should register for this course.

G.C.25Aw,25Bs‡—FILM AND DRAMA. Winter and spring quarters.

In its study of theatrical art, Film and Drama approaches this field from the point of view that both the motion picture and the stage are an important social force as well as a medium of entertainment. Topics such as the history of motion pictures, film acting, mechanics of motion pictures, literary sources of film stories, the animated cartoon, and the documentary film are discussed with example films of various types shown in class. The legitimate stage and allied forms of theatrical art are considered with examples whenever possible. 2 credits per quarter.

G.C.26Af,w,s‡‡—PHOTOGRAPHY. Fall, winter, and spring quarters.

The beginning course gives instruction in the use of cameras, primary studies in optics, film and paper emulsions, and similar topics. Also, there is actual dark room work so that by the end of the quarter, the student is acquainted with ordinary dark room techniques, including film developing and paper printing. Limited to 24 per section. 3 credits. Mr. Hill.

G.C.26Bf,w,s‡‡—PHOTOGRAPHY. Fall, winter, and spring quarters.

This course is primarily for those who have had previous instruction in photography such as 26A. It is also advised for those people who have worked in photography by themselves so that they already know the principles of development and printing. Among the topics treated in 26B are negative after-treatment, including intensification and reduction; negative and print spotting and retouching; toning; and principles of portraiture and lighting. Enrolment limited. 3 credits. Mr. Hill.

LITERATURE TODAY

Literature Today is a study of modern literature as a reflection of the ideas, institutions, and customs which make up our changing civilization.

G.C.30Af,w,s—LITERATURE TODAY. Fall, winter, and spring quarters.

In course 30A special emphasis is placed upon the idea that literature is an interpretation of life. Through lectures and reports students are guided toward greater comprehension of different kinds of reading material and increased enjoyment of what they read. 3 credits per quarter. Mr. Appel, Miss Sheldon.

G.C.30Bf,w,s—LITERATURE TODAY. Fall, winter, and spring quarters.

The aim of course 30B is to give help in selecting those contemporary books which may be read with the greatest profit and pleasure. There are reports on the reading and class discussions. Lectures are devoted to a consideration of the values inherent in the different types of literature and the ideas and techniques characteristic of literature today. 3 credits per quarter. Mrs. Livingston.

G.C.30Cs—LITERATURE TODAY. Spring quarter.

Course 30C provides an opportunity to read some of the many worthwhile books obtainable in inexpensive reprint editions. It is recommended to those students who enjoy intensive but leisurely reading and who like to discuss books with others. Enrolment limited. 3 credits per quarter. Mrs. Livingston.

G.C.31A-31B-31Cf,w,s—WRITING LABORATORY. Fall, winter, and spring quarters.

Composition is taught in the Writing Laboratory from the point of view of the student's current and future needs. Individual conferences in the course are supplemented

‡ A fee of \$1.50 per quarter is charged for this course.

‡‡ A fee of \$5 per quarter is charged for this course.

by general lectures and discussions so that each student becomes acquainted with the techniques of the various types of writing as in the second quarter when emphasis is given to business letters and reports. Special emphasis is placed upon understanding standards of usage in contemporary speech and writing. Whenever possible, the student is given assistance in the preparation of papers and reports for other classes. All writing is done in the Writing Laboratory, which is furnished with suitable chairs, desks, and reference books. Enrolment in all sections is limited to 30.

Students who have had *no* Writing Laboratory work register in sections numbered G.C.31A.

Students who have had *one quarter* of Writing Laboratory register in sections numbered G.C.31B.

Students who have had *two quarters* of Writing Laboratory register in sections numbered G.C.31C.

3 credits per quarter. Mr. Appel, Mrs. Livingston, Miss Sheldon.

ORAL COMMUNICATION.

General College speech courses are planned to acquaint students with certain basic problems of communication, to help them understand the function of speech in human affairs, to afford opportunities for developing greater skill in everyday communication, and to increase participation in various speech art forms such as radio, dramatics, and oral reading of literature. A student may register for any or all quarters. No prerequisite or special ability is necessary.

G.C.32A-32B-32Cf,w,s‡—SPEECH LABORATORY. Fall, winter, and spring quarters.

These are basic courses planned to promote better understanding of and greater proficiency in the speech skills of everyday communication. Problems of mental hygiene and speech fears and inadequacies are analyzed. Special emphasis is placed each quarter on *discussion* as a democratic speech form. The organization of materials for oral presentation and the problems of delivery are considered in relation to the student's ability and special interests and needs. Voice recordings serve as a basis for ear-training and voice improvement. Students especially interested in problems of vocabulary and language should register for 32C. 3 credits per quarter. Mrs. Bergman.

G.C.33A-33B-33Cf,w,s‡—SPEECH STUDIO. Fall, winter, and spring quarters.

Students experiment in creating and in interpreting speech art forms. Radio scripts are studied and produced, literary prose and poetry are read by individuals and by groups. Special emphasis is given to the voice element of speech. These courses are planned to give students more insight into the problems of interpreting imaginative literature, to promote critical listening, to encourage active participation in speech arts, and to afford laboratory opportunities to develop greater skill in the necessary techniques. Much opportunity is given a student to pursue his special interests in the speech arts. 3 credits per quarter. Mrs. Bergman.

G.C.35Af—FUNDAMENTALS OF MATHEMATICS. Fall quarter.

The purpose of this course is to review certain useful parts of elementary mathematics and to add a few new topics which will enable the student to understand and to perform the necessary manipulations in the beginning courses in physics, chemistry, business mathematics, and retailing.

The topics to be discussed are: our number system, the slide rule, fundamental operations with arithmetic and algebraic fractions, percentage, simple equations, proportions, formulae, factoring, exponents, "scientific notation" (power of 10), and square root.

Prerequisite: A minimum of one year of elementary algebra. 4 credits. Mr. Fleming.

‡ A fee of \$1.50 per quarter is charged for this course.

G.C.35Bw-35Cs—INTRODUCTION TO THE MATHEMATICS OF BUSINESS. Winter and spring quarters.

This course deals with applications of mathematics to certain topics in finance, statistics, and life insurance. It will be presented at the level of a student who has a good working knowledge of one year of algebra beyond the eighth grade. Some topics of algebra will be included in the course.

A brief outline follows: Significant digits and percentage; simple interest and discount; the concept of function, including functional notation and the graph of a function; logarithms, preceded by a study of exponents; logarithmic computation for the simplification of arithmetic; statistics, including arithmetic means and medians and other properties of frequency distributions; compound interest, compound discount, and present values computed directly and from special tables; progressions and their applications in the study of annuities; annuities with emphasis on simple annuities; paying debts by amortization and sinking funds; depreciation; simple aspects of life insurance. Prerequisite G.C.35A or Math. 1, Higher Algebra. 4 credits per quarter. Mr. Fleming.

G.C.36Af-36Bw—ESSENTIALS OF TRIGONOMETRY WITH FUNDAMENTALS OF ALGEBRA AND GEOMETRY. Fall and winter quarters.

This course in trigonometry and logarithms continues through the fall and winter quarters for a total of eight credits. The recollection of the topics of algebra and geometry necessary for trigonometry are introduced as the need for them arises. 4 credits per quarter. Ar.

G.C.37Af-37Bw-37Cs—PHYSICAL SCIENCE. Fall, winter, and spring quarters.

This sequence is a study of important principles in physics, chemistry, and astronomy. Emphasis is placed upon their application to our everyday living. The topics are as follows: the principles involved in the transformations of energy to drive machines, produce light, heat and sound; principles of refrigeration, electrical apparatus, optical instruments, electronic devices; structure of the atom; molecular and atomic changes; chemical reactions; chemistry of raw materials, synthetics, and foods. The structure and motions of the solar system and of the stars together with the principles involved in gathering all of this information are studied.

The course is largely descriptive altho the ability to use elementary algebra and plane geometry will be very helpful. It is desirable that the student take the whole sequence, beginning in the fall quarter, altho it is possible to begin any quarter. The course is divided so that it involves mainly physics the fall quarter, chemistry the winter quarter, and sound and astronomy the spring quarter. 5 credits per quarter. Mr. Vaughan, Mr. Harris.

G.C.41f,w,s—PRACTICAL APPLICATIONS OF PSYCHOLOGY. Fall, winter, and spring quarters.

Psychology is concerned with human activity. Because every person is influenced by the behavior of other people, it is wise to study this behavior for its practical significance.

The aim of this course is to present a picture of the ways in which the human being meets the problems of his environment and develops the many traits which are called personality. It seeks to answer the question, "Why do we behave as we do?" 5 credits. Mr. Longstaff.

G.C.42Af,w—HUMAN DEVELOPMENT. Fall and winter quarters.

To achieve the understanding of one's self and of others, required by participation in a democratic society, some knowledge of the developmental course all humans follow is necessary. This portion of the course presents a general outline of human development through childhood, adolescence, and early maturity by surveying physical growth, learning, and development of motor, linguistic, intellectual, and social skills, emotional life and adjustment, etc. Principles of mental hygiene are stressed, particularly as they relate to the learning process. 3 credits. Miss Templin.

G.C.42Bw,s—PERSONAL ADJUSTMENT. Winter and spring quarters.

Building upon the first quarter, this section of the course deals with the individual's effective adjustment to the social and environmental agencies and pressures which bear upon adolescents and young people. The origin and nature of attitudes and complexes are discussed and their relation to social pressures in democratic societies analyzed and contrasted with those in authoritarian societies. Attention is given to the psychology of social conflict and to the development and maintenance of group and personal morale within the experience of conflict and rapid social change. In the latter part of the course, attention is given to the role of family life in a democratic society and to the problems of personal adjustment in family and married life. 3 credits. Miss Templin.

G.C.44Af-44Bw-44Cs—RETAILING AND SELLING. Fall, winter, and spring quarters.

Approximately one out of every eight people gainfully employed in the United States is engaged in distributive industry. Opportunities in retailing and selling occur in every community regardless of size and offer comparatively secure employment to the individual. While there are many non-selling jobs in retailing, the focal point of the business is the sales person. This course is designed primarily to help him sell on a professional level in a field where human relationships are of utmost importance. A study of the consumer, recent consumer movements, the history and background of stores in this country, the present types of stores and their organizations, merchandising and advertising methods and personnel policies as well as a study of vocations within the distributive field is presented. Selling techniques and practices including sales demonstrations, packaging methods, retail arithmetic and store system are covered in detail in the course. Key people from local stores and related business and consumer groups will be brought into the course as guest lecturers. Students are encouraged to supplement the course with experience in the distributive field. 5 credits. Mrs. Hartung.

G.C.45Aw—THE UNITED STATES IN WORLD CIVILIZATION. Winter quarter.

In these days of rapid change, of uncertainty, and of crises, it is well sometimes to pause and consider how "We, the people of the United States" came to be what we now are; in other words, to weigh our historical heritage. This is the purpose of this course. Throughout, the emphasis is on probing into the past in order to throw light on the present. With twentieth-century America as the frame of reference, national origins and contributions to our culture are studied, and the development of present economic, political, and social patterns of thought and action is traced. Attention is directed to the way in which Americans in the past met, or failed to meet, problems similar to those facing Americans today. The significance of the ever present factor of change in American culture is considered and the interplay among the cultures of Europe, Asia, Latin America, and the United States is stressed. 5 credits. Mr. Stout.

G.C.45Bs—MINNESOTA AND THE NORTHWEST. Spring quarter.

The essential purpose of this course is to give students an understanding of the life of their state in its setting of time and place. The central idea is that Minnesota is more than land and people and institutions, that these are bound together and given meaning by the past. This past runs from the colorful days of explorers, voyageurs, and fur traders down to the commonwealth of today with all its complex conditions.

How have the state and its people come to be what they are? What changes in problems and points of view have marked the transition of Minnesota from a pioneer to a modern commonwealth? These are some of the broad questions that the course attempts to answer. It deals with the local scene and setting and often proceeds from a local approach, but the relations of the state to the broader Northwest and to the nation and world are also stressed. The course takes the point of view that Minnesota has come of age and inquires into the meaning of its attainment of maturity. 3 credits. Mr. Stout.

G.C.46Af—THE AMERICAN CITIZEN AND HIS GOVERNMENT. Fall quarter.

The American citizen today, as never before in our history as a free people, has reason to be profoundly concerned with the nature of his government. Wartime measures have vitally affected the citizen in every aspect of his life. From the war and from the events that brought it about America has learned anew that self-government by a free people demands effective and enlightened citizenship, and that this type of citizenship demands an intelligent understanding of the nature, structure, and operations of our government. In this course the student examines his American government in all its aspects—the Constitution; political parties; individual rights and liberties; public opinion; nominations and elections; Congress and the state legislature; the Presidency and the nature of public administration, and the courts. Special attention is given the wartime problems of government. 3 credits. Mr. Hawkins.

G.C.46Bw—THE FUNCTIONS AND PROBLEMS OF GOVERNMENT. Winter quarter.

Throughout the entire life of a citizen—from the day a public official records his birth until his will is probated in the courts—he is being served in a thousand different ways by his government. Effective citizenship requires that one understand the nature of these services and the problems which a free people encounter in governing itself. In this course the functions of government are described and analyzed against the background of constantly changing social and economic conditions. Some of the functions studied are foreign affairs, education, services to business, agriculture, and labor, social security, and taxation and finance. Wartime functions are given special attention. 3 credits. Mr. Hawkins.

G.C.46Cs—INTERNATIONAL RELATIONS. Spring quarter.

The informed citizen needs to know the problems not only of his own country, but also those of other nations, and of the world on which America so much depends. Finance and business, science and education, have become international, and nations have become increasingly interdependent. This course serves as an introduction to the field of contemporary international relations; the policies of the great powers today; nationalism; internationalism; Europe and the postwar settlement. 3 credits. Mr. Mills.

G.C.47f,w,s—SOCIAL SCIENCE LABORATORY. Fall, winter, and spring quarters.

Education is often criticized for substituting theory for actuality. This charge can most justly be preferred against the social studies, whose whole concern should be social reality. The laboratory course in social science offers an unusual opportunity to remedy this defect of education—to approach theory through actual observation of, and participation in, contemporary society and its problems. This might be called a functional approach to the social sciences, making the form of the course follow the observed functions of society.

Specifically, the students in this course make an intensive study of social phenomena, using the Twin City area as their laboratory. Such problems as housing, the interaction of farm and city in this area, the functions of public education in a state university are examples of material which would be included in a course of this kind. Since the course is open only to advanced students in the social-civic area, these and other problems are studied on a more advanced level than they are in the beginning courses.

The course is open only to students who have passed the Social-Civic comprehensive with a grade of at least C. It is given under the direction of the co-ordinator in the social-civic area. Enrolment is limited, and no student may take this course for more than one quarter. 3 credits. Mr. Stout and Mr. Morse.

G.C.48Aw—OUR ECONOMIC LIFE: PROBLEMS OF CONSUMPTION ECONOMICS. Winter quarter.

G.C.48Bs—OUR ECONOMIC LIFE: PROBLEMS OF PRODUCTION, FINANCE, AND CREDIT.
Spring quarter.

The individual in our modern society comes in almost daily contact with various business organizations and enterprises. These institutions influence his conduct not only through the prices that have to be paid but also by the method of organization through which they operate. These two courses attempt to answer some of the questions raised by these relations and to explain how business enterprise functions. They are not intended to be training courses for business, but to give an understanding of this system and of the relations it bears to the individual members of society. 3 credits per quarter. Miss Canoyer.

G.C.49f—FORMATION OF PUBLIC OPINION. Fall quarter.

Modern techniques designed to shape attitudes, to influence public opinion, to affect social values, and to exert leadership, include powerful media of mass appeal. The techniques employed to transmit visual and auditory impressions by newspapers and magazines, by radio, motion pictures, and advertising are examined. Special attention is given to the propaganda devices of civic, economic, racial, political, and other groups, and to the analysis of these groups and their social objectives. The relationships of the pressure groups to propaganda are explored through study of a number of campaigns to sway public opinion. Wartime propaganda and its results, and the censorship exerted in times of emergency are discussed. The rise of press agency is included, as well as the work of the public relations counsel, and educational services by special interest groups and government agencies. 3 credits. Mr. Ford.

G.C.50Af-50Bw-50Cs—SOCIAL TRENDS AND PROBLEMS. Fall, winter, and spring quarters.

This course constitutes a study and analysis of major social trends which are affecting and changing American life. Following an introduction to basic concepts in the process of social change and interaction, illustrations of these principles are considered in such influences as culture, conflict, religion, economic changes, population trends, and family status. Special references to the state and the local community are made in considering illustrations and operations of social institutions and processes. 3 credits per quarter. Ar.

G.C.55f,w,s—INDIVIDUAL STUDY. Fall, winter, and spring quarters.

In accordance with the General College policy of molding integrated courses to meet the needs of individuals, a few second year students who have demonstrated unusual interest and progress in a particular area may undertake an additional related problem for extra credit. In this manner they may penetrate more deeply into the subject matter and relationships than would ordinarily be possible within the usual time limit of the class meetings and regular preparation for a particular course. The results of such an investigation or project may take the form of a written paper or creative activity as evidence of extra work done, and the student may receive a letter grade as well as credit or merely the extra credit to apply toward the credit requirements for the degree.

Registration for this course of study will be made only by conference with one of the administrative officers and upon recommendation of the faculty member under whose direction the work is to be undertaken. A definite plan must be submitted which gives a general outline of the nature and scope of the problem. The exact amount of extra credit to be given will be determined in advance. The maximum number of extra credits which may be allowed is five per quarter. Registration will be limited to second year General College students who have shown evidence of the ability and initiative needed to carry on this type of work.

G.C.59—INTRODUCTION TO PHILOSOPHY.

This course is designed to aid students in working out an intelligent philosophy of life

with which to meet the problems presented by (1) the world of modern science, and (2) modern society. The following topics are included in the readings and class discussions: the origin of the universe; the nature and existence of God; the problem of evil; freedom of the will; the meaning of truth and knowledge; science, faith, and mysticism; miracles and supernaturalism; the nature of the physical world and of mind; the origin of life; the immortality of the soul; the naturalistic view of the evolution of mind; the struggle to attain freedom of thought and expression; the meaning and origin of morality; the history of moral ideas; the problem of normal relativity; the reconstruction of morality; the relation between morality and happiness; problems of life and death; marriage and the equality of the sexes; problems of social, political, and economic democracy; racial problems; war and peace. 3 credits. Ar.

G.C.60—STRAIGHT AND CROOKED THINKING.

A course in the analysis of common errors and fallacies in thinking and the study of valid methods for drawing conclusions from evidence. 2 credits. Ar.

COMPREHENSIVE AREAS AND COURSES

The minimum requirement for permission to take a comprehensive examination is twelve hours of passing course work (preferably fifteen to eighteen) in the area, in addition to other specific requirements stated below.

1. Individual Orientation. Core Course: 1

The core course, plus a minimum of two quarters of one of the three sequences is required for this comprehensive. Additional work may be selected from any course listed under this comprehensive.

Sequences:	Human Development and Personal Adjustment,
Human Biology, 10A, 10B, 10C	42A, 42B
Psychology, 41	
Additional Courses:	Social Trends and Problems, 50A, 50B, 50C
Social Psychology, 2	Philosophy, 59
Clothing Selection, 15	Straight and Crooked Thinking, 60
General Arts, 21	
Speech Laboratory, 32A, 32B, 32C	

2. Home Life Orientation. Core Course: 3

The core course, plus additional work selected from the courses listed here, is required for this comprehensive.

Human Biology, 10A, 10B, 10C	Maintenance Aspects of Family Life, 17A
Food Selection, 14	Income Management, 17B
Clothing Selection, 15	Practical Aspects of Child Care, 18
Housing, 16A, 16B	
Social Trends and Problems, 50A, 50B, 50C	

3. Social-Civic Orientation. Core Course: Problems of Contemporary Society, 5

The core course, plus additional work selected from the courses listed here, is required for this comprehensive.

United States History, 45A	Current History, 6A, 6B, 6C
Minnesota and the Northwest, 45B	Formation of Public Opinion, 49
Government Studies, 46A, 46B, 46C	Social Trends and Problems, 50A, 50B, 50C
Economics, 48A, 48B	

4. Vocational Orientation. Core Courses: 8A, 8B

The core courses, plus additional work selected from the courses listed here, are required for this comprehensive.

Human Biology, 10A, 10B, 10C
 Food and Clothing Selection, 14, 15
 Housing, 16A, 16B
 Maintenance Aspects and Income
 Management, 17A, 17B
 Art Today, 22A, 22B, 22C

Art Laboratory, 23A, 23B, 23C
 Photography, 26A, 26B
 Physical Science, 37A, 37B, 37C
 Psychology, 41
 Economics, 48A, 48B
 Mathematics 35A, 35B, 35C

5. Biological Sciences

A minimum of five of the six courses listed is required for this comprehensive. No student may take both comprehensives 5 and 7.

Human Biology, 10A, 10B, 10C

Basic Wealth, 11A, 11B, 11C

6. General Arts. Core Course: 21

The core course plus at least two quarters of one of the main sequences and at least one quarter of another main sequence is required for this comprehensive. If the two quarters are chosen in an Art sequence then at least one quarter of a music sequence is required. Or if the two quarters are chosen in a Music sequence then at least one quarter of an Art sequence is required. Additional courses may be selected from any listed in the area.

Main Sequences:

Art Today, 22A, 22B, 22C
 Art Laboratory, 23A, 23B, 23C
 Music Today, 24A, 24B, 24C
 Music Today, 24AX, 24BX, 24CX

Additional Courses:

Clothing Selection, 15A
 Housing, 16A, 16B
 Film and Drama, 25A, 25B
 Photography, 26A, 26B
 Literature Today, 30A, 30B, 30C
 Speech Studio, 33A, 33B, 33C

7. Human Development Studies

All five courses are required for this comprehensive. No student may take both comprehensives 5 and 7.

Human Development and Personal Adjustment, 42A, 42B

Human Biology, 10A, 10B, 10C

8. Literature, Speech, and Writing

Courses 30A and 30B, plus additional hours, with at least one quarter each of Writing Laboratory and Oral Communication, are required for this comprehensive.

Literature Today, 30A, 30B, 30C
 Writing Laboratory, 31A, 31B, 31C

Speech Laboratory, 32A, 32B, 32C
 Speech Studio, 33A, 33B, 33C

9. Physical Science Studies

All three courses are required for this comprehensive.

Physical Science, 37A-37B-37C