

*The Bulletin of the*  
UNIVERSITY of MINNESOTA

The General College  
1947-1949

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## UNIVERSITY CALENDAR, 1947-48

### *Fall Quarter*

1947			
August 1 - September 26			Entrance Tests. <sup>1</sup> Fall Registration <sup>2</sup> : Dates for the various colleges will be announced in the press and in mailed instructions. Students who can do so are urged to register early. It is expected that all students who can do so will register before September 1
September	15	Monday	Extension registration, first semester, begins
September	18	Thursday	Fall quarter fees due for students registered through September 11
September	22-26		New student week; program of orientation. Details will be announced in instructions issued at registration. All new students are expected to attend
September	26	Friday	Last day for registration <sup>3</sup> and payment of fees for the undergraduate colleges
September	27	Saturday	Last day for extension registration
September	29	Monday	Fall quarter classes begin 8:00 a.m. <sup>3</sup> First semester extension classes begin <sup>4</sup>
October	2	Thursday	Opening convocation, 11:00 a.m.
October	3	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
October	13	Monday	(Sunday, October 12, Columbus Day); holiday (except extension)
November	1	Saturday	Dads Day
November	8	Saturday	Homecoming Day
November	11	Tuesday	Armistice Day; holiday (except extension)
November	13	Thursday	Senate meeting, 4:00 p.m.
November	27	Thursday	Thanksgiving Day; holiday
December	12-13 and 15-18		Final examination period
December	18	Thursday	Fall quarter ends 6:00 p.m. <sup>5</sup> ; Commencement, 8:00 p.m.

### *Winter Quarter*

December	26	Friday	Winter quarter fees due for students in residence fall quarter in undergraduate colleges
1948			
January	2, 5	Friday, Monday	Entrance tests. <sup>1</sup> Registration <sup>2</sup> for all new students not already registered. Registration and payment of fees for new students in all undergraduate colleges closes
January	5	Monday	Winter quarter classes begin 8:00 a.m. <sup>3</sup> Extension classes resume
January	9	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
January	26	Monday	Second semester extension registration begins
February	6	Friday	First semester extension classes close
February	7	Saturday	Last day for extension registration

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February	9	Monday	Second semester extension classes begin <sup>4</sup>
February	12	Thursday	Lincoln's Birthday; holiday (except extension)
February	19	Thursday	Charter Day Convocation, 11:00 a.m.; Senate meeting, 4:00 p.m.
February	23	Monday	(Sunday, February 22, Washington's Birthday); holiday (except extension)
March 12-13 and 15-18			Final examination period
March	18	Thursday	Spring quarter fees due for students in residence winter quarter in undergraduate colleges. Winter quarter ends 6:00 p.m.; Commencement, 8:00 p.m.

*Spring Quarter*

March	26	Friday	Good Friday; holiday (except extension)
March	29	Monday	Entrance tests <sup>1</sup> ; Registration <sup>2</sup> for new students not already registered Registration and payment of fees for new students in all undergraduate colleges closes
March	29	Monday	Spring quarter classes begin 8:00 a.m. <sup>3</sup>
April	2	Friday	Last day for registration and payment of fees for the Graduate School, and for teachers in service
May	8	Saturday	Mothers Day
May	13	Thursday	Cap and Gown Day Convocation, 11:00 a.m.; Senate meeting, 4:00 p.m.
May	31	Monday	(Sunday, May 30, Memorial Day); holiday (except extension)
June	4	Friday	Second semester extension classes close
June	6	Sunday	Baccalaureate service
June	7-12		Final examination period
June	12	Saturday	Spring quarter ends 6:00 p.m.; Seventy-sixth annual commencement, 8:00 p.m.

*Summer Session*

June	14, 15	Monday, Tuesday	Registration <sup>2</sup> for new students not already registered. First term fees due for students in all colleges
June	16	Wednesday	First term Summer Session classes begin 8:00 a.m. <sup>3</sup>
July	5	Monday	(Sunday, July 4, Independence Day); holiday
July	22	Thursday	First term commencement, 8:00 p.m.
July	23	Friday	First term closes
July	26	Monday	Registration <sup>2</sup> for new students not already registered. Second term fees due for students in all colleges
July	27	Tuesday	Second term classes begin 8:00 a.m. <sup>3</sup>
August	26	Thursday	Second term commencement, 8:00 p.m.
August	28	Saturday	Second term closes

<sup>1</sup> Applicants are urged to take entrance tests one to two months in advance of the quarter for which admission is desired. Tests may be taken at the Student Counseling Bureau, 101 Eddy Hall.

<sup>2</sup> Registration subsequent to the date specified will necessitate the approval of the college concerned. See privilege fees for late registration or late payment of fees, page 36 in *General Information Bulletin*.

<sup>3</sup> First hour classes begin at 7:45 a.m. at University Farm.

<sup>4</sup> This date does not refer to correspondence study courses, which may be started at any time during the year.

<sup>5</sup> Extension classes end Friday, December 19, and resume Monday, January 5.

## GENERAL COLLEGE

### ADMINISTRATION

James Lewis Morrill, B.A., LL.D., President of the University  
Malcolm M. Willey, Ph.D., L.H.D., Vice President, Academic Administration  
William T. Middlebrook, B.A., M.C.S., Vice President, Business Administration  
Horace T. Morse, Ph.D., Dean  
Alfred L. Vaughan, Ph.D., Assistant Dean  
Norman W. Moen, M.A., Administrative Assistant  
Edmund G. Williamson, Ph.D., Dean of Students  
Anne Dudley Blitz, M.A., LL.D., Dean of Women  
Robert Edward Summers, M.S., M.E., Dean of Admissions and Records  
True E. Pettengill, M.S., Recorder

### ADVISORY COMMITTEE

Alice Biester, M.A., Professor of Nutrition, College of Agriculture, Forestry, and Home Economics  
Marcia Edwards, Ph.D., Professor of Education and Assistant Dean of the College of Education  
Richard C. Jordan, Ph.D., Professor of Mechanical Engineering and Director of Industrial Laboratories, Institute of Technology  
T. Raymond McConnell, Ph.D., Dean of the College of Science, Literature, and the Arts  
Horace T. Morse, Ph.D., Dean of the General College and Chairman of the General College Advisory Committee  
Henry Schmitz, Ph.D., Professor of Forestry and Dean of the College of Agriculture, Forestry, and Home Economics  
Homer J. Smith, Ph.D., Professor of Industrial Education, College of Education  
Roland S. Vaile, M.A., Professor of Economics and Marketing, School of Business Administration  
Alfred L. Vaughan, Ph.D., Assistant Dean of the General College and Recording Secretary of the General College Advisory Committee

### FACULTY

A. Carl M. Ahlén, Ph.D., Instructor in Philosophy  
Francis S. Appel,† M.A., Assistant Professor of English  
Stephania Bayor, M.A., Instructor in Textiles and Clothing  
Henry Borow,† Ph.D., Associate Professor of Vocational Orientation and Counselor  
Helen G. Canoyer, Ph.D., Associate Professor of Economics and Marketing  
Edwin S. Cieslak,† Ph.D., Assistant Professor of Biological Science  
Evelyn H. Determan,† B.S., Instructor in Retailing  
James deVeau III,† M.A., Instructor in Social Studies  
Monroe D. Donsker, M.A., Instructor in Mathematics  
Nina Draxten,† M.A., Instructor in Literature and Writing  
Gertrude Esteros, M.A., Instructor in Home Economics  
Mary Ellen Fink,† M.A., Instructor in Writing

† Available for student counseling and program advising.

- Robert Fluno, A.B., Instructor in Political Science  
 Edwin H. Ford, M.A., Associate Professor of Journalism  
 Francis C. Gamelin,† M.A., Instructor in Individual Orientation  
 Vetta Goldstein,\* Assistant Professor of Home Economics  
 Geraldine M. Graves,† M.A., Instructor in Oral Communication  
 Edwin L. Haislet,\* Ed.D., Associate Professor of Physical Education  
 Dale B. Harris, Ph.D., Associate Professor of Child Welfare and Acting Director  
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 J. Merle Harris,† M.A., Instructor in Natural Science  
 Charles S. Hensley,† M.A., Instructor in Literature and Writing  
 Gerald A. Hill,† B.A., Instructor in General Arts  
 Signe T. Holmstrom,† M.A., Instructor in Home Life Orientation  
 Robert H. Hulse,† B.A., Instructor in Art  
 George Jennings,† B.S., Instructor in Geography  
 Hedda Kafka, M.A., Assistant Professor of Home Economics Education  
 Virginia M. Kivits,† M.A., Instructor in Literature and Writing  
 Thor Kommedahl, M.A., Instructor in Plant Pathology  
 John M. Landward,† B.S., Instructor and Counselor  
 Virginia M. Liebeler,† B.S., Instructor in Writing  
 Howard P. Longstaff, Ph.D., Professor of Psychology  
 Stanley C. McCormick,† B.S., Instructor in Writing  
 Duane McCracken, Ph.D., Instructor in Economics  
 George H. McCune,† Ph.D., Associate Professor of Social Studies  
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 Mavis C. Nymon, M.A., Instructor in Nutrition  
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 Walter H. Peters, M.Agr., Professor and Chief of Division of Animal and Poul-  
 try Husbandry  
 Leon Reisman,† M.A., Instructor in Literature and Writing  
 Dorothy L. Sheldon,† M.A., Instructor in Literature and Writing  
 Hazel T. Stoick, M.A., Instructor in Art  
 Wilfred O. Stout,† M.A., Instructor in Social Studies  
 James B. Stronks,† M.A., Instructor in Literature and Writing  
 Mildred C. Templin, Ph.D., Assistant Professor of Child Welfare  
 Alfred L. Vaughan,† Ph.D., Assistant Dean and Professor of Physical Science  
 Arthur N. Wilcox, Ph.D., Associate Professor of Horticulture  
 Cornelia D. Williams,† Ph.D., Associate Professor and Senior Counselor  
 Robert L. Wright,† B.A., Instructor in Writing  
 Mildred T. Yohe,† B.A., Instructor in Music

\* On leave of absence 1947-48.

† Available for student counseling and program advising.

## GENERAL STATEMENT

### RECENT GROWTH OF COLLEGE ENROLMENTS

In almost every year since 1900, there has been a marked increase in the number of young people entering college. A particularly large increase occurred after the end of World War I. Students entered college with the faith that higher education would prepare them to live fuller and more satisfying lives and would increase their earning power.

But within a few years it became increasingly clear that the needs of many of these young people were not being adequately met. Large numbers did not finish even the first year. Over half dropped out before completing the requirements for a degree. Since they completed only the first part of a longer program, the education they received was neither very satisfying nor very useful to them. The courses which were offered in the freshman and sophomore years served the primary purpose of laying a foundation for more intensive and specialized study in the last two years of college. Since these beginning courses were not intended to be complete in themselves, the impressions which students retained from taking only a few introductory courses were often confused, unrelated, and fragmentary. There was also often little relationship to the life activities of young people as citizens, workers, individuals, and members of a home and family group.

### NEW PROGRAMS TO MEET NEW NEEDS

In the large number of drop-outs there was clearly a waste of human resources and of the taxpayers' money. Several colleges and universities in the United States therefore undertook the task of attempting to improve this situation, which was not operating either to the satisfaction or advantage of the schools or of the students.

They began by working out a curriculum, or program of studies, which would be better suited to the students who were coming to college, rather than attempting to make the students fit into the traditional college curriculum. They also reduced the time the student should spend in completing such a curriculum, usually to two years. These programs are therefore usually referred to as "terminal" because they require less than the traditional four years for completion. A number of such programs were established around 1930. Among those institutions which developed and put into effect new experiments in terminal education which have attracted widespread interest were Bennington, Sarah Lawrence, Stephens College, and the Universities of Wisconsin, Florida, and Chicago. More new programs to serve the common needs of educated young adults in modern society are being established every year.

The University of Minnesota was one of those institutions which also attracted national attention with a new educational unit. This was the General College of the University, established in 1932 after much careful planning. President Lotus Delta Coffman, during whose administration the college was planned and its program launched, stated in part concerning it:

I became interested in the establishment of the General College for two reasons: One, to provide an opportunity for the study of individual abilities, interests,

and potentialities of a very considerable number of young people whose needs were not being met elsewhere in the University; and second, to experiment with a new program of instruction, a program which involves the revamping, reorganizing and re-evaluating of materials of instruction with a view to familiarizing students more with the world in which they are to live and which uses techniques of instruction which have not been regarded as pedagogically respectable in many colleges and universities.

#### DIFFERENCES BETWEEN THE OLD AND THE NEW COURSES

What are the essential differences between the traditional college liberal arts curriculum and the new experimental program? Four major differences may be noted:

(1) The courses in such units as 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, his "philosophy of living." 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 develop-

ment 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.

#### PURPOSES OF GENERAL EDUCATION

General education may perhaps be better understood in terms of outcomes or purposes to be achieved rather than in terms of certain bodies of subject-matter content to be mastered. Attainment of each of its goals will normally be sought through a variety of activities and experiences both within and outside of regular course offerings. Different students will admittedly achieve these outcomes in different degree. Many outcomes will have been partially attained in the high school, altho modern living is so complex that a general education beyond that afforded by the high school is becoming increasingly necessary. The principle of development of a program of general education at the University of Minnesota was specifically endorsed by the University Senate at its meeting on May 18, 1944. The statement of purposes as given below was part of the Senate recommendation.

The elements of general education may be rather simply stated. General education should enable the student:

1. To understand other persons' ideas through reading and listening, and, in turn, to express his own ideas effectively to others.
2. To attain a balanced social and emotional adjustment through an understanding of human behavior, the enjoyment of social relationships, and the experience of working co-operatively with others.
3. To improve and maintain his own health and to make intelligent decisions about community health problems.
4. To acquire the knowledge and attitudes basic to a satisfying family life.
5. To participate as an active, responsible, and informed citizen in the discussion and solution of the social, economic, and political problems of American and international affairs.
6. To understand the fundamental discoveries of science in their implications for human welfare and in their influence on the development of thought and institutions; to understand and appreciate the scientific method and to use it in the solution of concrete problems.
7. To understand and enjoy literature, art, music, and other cultural activities as an expression of personal and social experience; and, if possible, to participate in some form of creative activity.
8. To develop a set of principles for the direction of personal and societal behavior through the recognition and critical examination of values involved in personal and social conduct.
9. To choose a socially useful and personally satisfying vocation that will enable him to utilize fully his particular interests and abilities.

Development of the ability to think critically and constructively has not been listed as a separate objective, since it is assumed a sound educational program will provide manifold opportunities for reflective thinking in a wide range of intellectual and practical activities. Recognition should therefore be given this objective in conducting each course so that the development of this ability will become an integral and pervasive phase of learning in every field.



## COMPREHENSIVE AREAS AND EXAMINATIONS

All the courses in the General College program are grouped into broad fields called comprehensive areas. The purpose in making these course groups 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 give evidence of satisfactory performance in several areas in order to be certified as making satisfactory progress towards a degree or transfer to another college.

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 courses in the various areas he has selected. This examination is revised periodically and is required in addition to the usual examinations in individual courses. Its purpose is to stimulate the student to draw together the material of separate but closely related courses into an integrated whole. The general comprehensive examination is a basic part of the General College program.

## 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 page 11.

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 de-

vote 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 relation 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 100 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, the Student Counseling Bureau, the Bureau of Veterans' Affairs, and the Program Consultants of Coffman Memorial Union 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 gives these students an opportunity to enter 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 fourth 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 degree.

## 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.

The General College recognizes these vocational 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 occupa-

tional areas which do not necessarily require professional training. A detailed description of these vocational sequences may be found on page 15.

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 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 during the academic year 1945-46. 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.

#### CONTRIBUTIONS OF THE GENERAL COLLEGE

A brief review of the positive contributions made by the General College during its relatively short period of existence is impressive. It has championed the idea of general education, both nationally and at the University of Minnesota, and has developed it to an effective level for

its students. Through its research projects, the college has determined the fundamental life needs of young adults in modern society, and has studied intensively the young men and women who are enrolled and who are in many ways typical of college freshmen and sophomores. The college has developed a counseling system widely recognized for its effectiveness in providing scientific and friendly educational and vocational guidance. It has also developed a flexible curriculum which provides opportunity for exploration of occupational or personal interests and for tryouts of selected courses in other colleges of the University. A number of phases of general education of an informal sort were also originated, tried out, and proved effective in the General College and were then adopted on an all-university basis. Among these were such innovations as the noon news reel movies, music listening hours, record lending library, and art laboratory workshop. The college has conducted a courageous self-appraisal which has been significant and useful in revealing the strengths and weaknesses of its program of general education. And finally, in spite of a number of natural limitations, it has fulfilled a long-felt need for two-year terminal general education at the college level.

## 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 satisfactory performance on 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 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.

Veterans who may desire to secure advanced standing credits through successful performance on General Educational Development tests should take these tests prior to registration in the college or in any event no later than the end of the second week of the first quarter in residence. They should thereafter make an appointment in the college administrative office, Room 108 Wesbrook Hall, to have their performance on the G.E.D. tests evaluated and a certification made of any advanced standing credits for which they may be eligible.

### 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.

**High school record**—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 specialized and 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.
2. Satisfactory performance as measured by a general comprehensive examination.
3. The completion of three quarters of physical education by all students.
4. 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 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 broad fields of related content called comprehensive areas. A general comprehensive examination covering all of these areas is administered to determine students' level of attainment on admission and subsequent performance in attaining the objectives of general education. (See list of general objectives, page 8.)

The faculty of the General College has adopted a new regulation in regard to comprehensive examinations which will apply to all students who enter for the first time at the beginning of the fall quarter 1947, or who return after having not been registered in the college for one or more quarters. This regulation states that on admission all students must take a single general comprehensive examination as a pretest. On the basis of the results of this pretest the individual student may plan his program with his adviser, so that any deficiencies which appear in his general education may be remedied through the selection of appropriate courses. At the end of his first year in residence the student will take another form of the general comprehensive examination. A comparison of the scores will indicate to what extent the student is making satisfactory progress towards a balanced general education. A third form of the general comprehensive examination will be administered to students who complete two years' residence in the General College. Satisfactory performance on these general comprehensive examinations is one of the requirements for the associate in arts degree and for transfer to another college.

Students in continuous residence who entered the General College before the fall quarter 1947 may choose to meet degree or transfer requirements under either the old plan or the new plan. The old plan is described fully in the college bulletin for 1945-47.

## 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, Business Contact, and Retailing and Selling 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, assistantships 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 preparatory training.

*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; 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 for girls who wish to get a general education background prior to entering nursing school, for those who wish to qualify for nonprofessional nursing services, or who want a tryout of interest and ability in the nursing field. This sequence also serves as a tryout and prespecialization preparation for girls interested in medical technology, X-ray 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 Writing; Speech Laboratory; Problems of Contemporary Society.

*Courses in other colleges*—Anat. 3, Elementary Anatomy; Bact. 1, Elements of Bacteriology; Physiol. 1, Elements of Physiological Chemistry; Physiol. 2, Elements of Physiology; Special Practical Nursing Service courses.

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

*General College courses*—Human Biology; Physical Science; Psychology; Art Laboratory; Music Today; Business Writing and Report Writing; Speech Laboratory; Problems of Contemporary Society; 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 or in special schools. Job outlets are as X-ray technicians, laboratory assistants, dental and medical office assistants, and nurse's aides.

*General College courses*—Human Biology; Physical Science; Photography; Psychology; Human Development and Personal Adjustment; Business Writing and Report Writing.



*Courses in other colleges*—Anat. 3, Elementary Anatomy; Bact. 1, Elements of Bacteriology; Physiol. 1, Elements of Physiological Chemistry; Physiol. 2, Elements of Physiology; Econ. 32, Typing.

**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; Art Today; General Arts; Writing Laboratory; Photography; Practical Applications of Psychology; Our Economic Life; Clothing Selection, Purchase and Care; Selecting and Furnishing a Home; 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 broad 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 Writing and Report Writing; Problems of Contemporary Society.

*Courses in other colleges*—Econ. 3, Elements of Money and Banking; Econ. 20, Elements of Accounting; Econ. 5, Elements of Statistics; Econ. 32, Typing.

**7. 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 are 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 Writing; Economic Life; Government Studies; Problems of Contemporary Society; Small Business Operation; Individual Orientation; Clothing Selection, Purchase, and Care.

*Courses in other colleges*—Econ. 3, Money and Banking; Econ. 20, Elements of Accounting; Econ. 32, Typing.

**8. Retailing and Selling**—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 salesperson. This sequence is designed primarily to help him sell on a professional level and combines a general background of college studies with specific training in the field of retail selling, the latter supplemented with internship in a local store during the second year. This program is of value to the student interested in a specific vocation and serves as a period of exploration of real interest and aptitudes of the individual.

*General College courses required*—Psychology; Writing Laboratory; Speech Laboratory; Fundamentals of Mathematics; Our Economic Life; any desired course offered in the afternoon must be completed in the freshman year. The student should discuss these requirements with his adviser and the instructor; if this area is to be taken, he should make plans for it during the freshman year.

*Other General College courses recommended*—Art Today, Commercial Art; Clothing; Income Management; Food Selection.

*Courses in other colleges*—Econ. 20, Elements of Accounting; Econ. 32, Typing; H.E. 2, Textiles (freshman year); H.E. 20, Introduction to Related Art; H.E. 56A-B, Application of Color and Design; Art Ed. 1-2, General Design; Art Ed. 66, Fashion Illustration.

### STUDENT ORGANIZATIONS AND ACTIVITIES

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 group of their class are eligible for consideration for membership.

**All-university student activities**—A student's primary interest in coming to college is usually to equip himself to live the most satisfying life possible. His academic work is of primary importance. However, there are many purposes of general education which can be gained through participation in student group life.

Man lives in a society; and to live happily he must develop interest in others and take an active part in the group activities and governmental functions of that society.

There is no better time than during college experience, while a transition in pattern of living and thought process is taking place, for a student to develop the "well-rounded" personality which this age demands. For this reason, participation in extra-curricular activities and in the social and cultural opportunities offered is recognized as a vital and necessary part of any educational program.

An orientation program for all new students is offered in the fall by the University for introduction to the many phases of a student's college career. This orientation program is planned to begin during the week before the opening of classes in the fall quarter. By means of the *New Students' Handbook*, newspapers, and the radio, new students will be further informed of this program.

It is highly desirable for every new student to come to the campus a few days before classes begin to attend these introductory activities, to meet other new students, and to explore some of the full range of opportunities available to university students.

We urge that students read the *New Students' Handbook* thoroly before arrival. It has been designed to answer preliminary questions and to picture student life on the University of Minnesota campus.

### 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. Permission to start transfer should be obtained at the General College counseling office. Students proceed subsequently according to the regulations of the Office of Admissions and Records. Ordinarily three full quarters of work and satisfactory performance on the general comprehensive examination in the General College are prerequisite to any transfer. Care is taken to plan transfers 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 third or upper quarter of his class in both course work and comprehensive examinations. The group requirements of the College of Science, Literature, and the Arts may be satisfied by students enrolled in the General College who are planning to transfer by satisfactory achievement in certain designated General College courses. 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. Changes in individual programs after the first week of classes are not advisable, and should be made only in exceptional circumstances. 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. Any make-up examination not taken on the announced day will be considered as a special examination, for which the university requires the payment of a five dollar (\$5) fee.

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. Any registration for a subsequent quarter made while the student is on probation is to be considered as tentative only, subject to cancellation if the student's work remains unsatisfactory. 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.

**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. A student may be dropped from the university for non-attention to official notices.

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, 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:

22Af-22Bw-22Cs—a three-quarter sequence, offered in fall, winter, and spring.

40Af-40Bw—A two-quarter sequence offered in fall and winter.

4f, 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 (8:00-8:50), second hour (9:00-9:50), third hour (10:00-10:50), fourth hour (11:00-11:50), fifth hour (12:00-12:50), sixth hour (1:00-1:50), seventh hour (2:00-2:50), eighth hour (3:00-3:50), ninth hour (4:00-4:50), tenth hour (5:00-5:50). (At the University Farm, first hour, 7:45-8:35, second hour, 8:45-9:35, 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.

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G.C.1Af,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. Open to first quarter freshmen and to others only by permission of instructor. 4 credits. Mr. Gamelin.

G.C.1Bw,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 crisis. Prerequisite for the course is a minimum of eight credits in the field of psychology. 2 credits. Mr. Gamelin.

G.C.2f,w,s—VOCATIONAL ORIENTATION. Fall, winter, and spring quarters.

A combined recitation and laboratory course which deals with the problems of making a satisfactory vocational choice. Topics covered include the relationship between educational and vocational planning, the analysis of one's vocational assets and liabilities, and methods of studying occupations. The projects are designed to assist the individual student to examine his vocational possibilities systematically and to develop a flexible and realistic vocational plan. 5 credits. Mr. Borow.

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.4f,w,s—PROBLEMS OF CONTEMPORARY SOCIETY. Fall, winter, and spring quarters.

The primary concern in this course is preparation for intelligent citizenship. 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 innovation of the present organization lies in the effort to look at selected problems as "wholes," and to avoid the usual analytical separation in which the historian, economist, sociologist, or political scientist develops a topic without reference to broader relationships. Always the attempt is made to see how people as individuals fit into the social pattern, what significant issues and problems exist, and the ways individuals can meet them. 5 credits. Mr. McCune.

G.C.5f,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.7Af,w—PHYSICAL SCIENCE: PRINCIPLES OF PHYSICS. Fall and winter quarters.

The laws of physics are basic to all of the natural sciences and one must have a general understanding of these laws in order to appreciate fully what is happening in the physical world. This course includes a study of the major principles of physics such as universal gravitation with its many applications, and the concept of energy and its transformation into its many forms. These major principles are demonstrated in the many daily applications of energy to machines, in electrical appliances, in refrigeration, in the use of fuels to produce various forms of energy, and in the utilization of radiant energy. The atomic structure of matter is emphasized throughout and the structure of the atom and the meaning of atomic energy

together with its importance to man are discussed at some length. The methods used by scientists to get experimental facts are emphasized and demonstrated. This course is largely descriptive, altho the ability to use elementary algebra and plane geometry is very helpful. 5 credits. Mr. Vaughan.

G.C.7Bf,s—PHYSICAL SCIENCE: SOUND AND ASTRONOMY. Fall and spring quarters.

The general principles studied in 7A are demonstrated still further in the production, transmission, and reception of sound. The production of sounds by musical instruments and by the human voice together with the transmission through solids, liquids, and gases are studied in detail. Considerable attention is given to the ear as a receiver of sound. A study of the desirable acoustical properties of rooms for the best results with speech and music concludes the four weeks devoted to sound.

Further applications of the general principles of 7A are demonstrated in the six weeks devoted to astronomy. The fact that so many people confuse astronomy, the science of the heavenly bodies, and astrology, fortune telling by the stars, makes this course of particular importance in general education. Man's place in the universe is made most vivid here. The earth, moon, sun, and other members of the solar system provide many examples of orderliness, and by studying these we get the answer to many questions concerning time, the calendar, the seasons, and the changing skies. Some of the finest examples of man's ability are demonstrated by studying what he has learned from rays of light that come to us from the distant stars. Frequent trips to the observatory are made to observe the skies. 5 credits. Mr. Vaughan.

G.C.7Cf,w,s—PHYSICAL SCIENCE: THE NATURE OF CHEMISTRY. Fall, winter, and spring quarters.

The fundamental principles of both inorganic and organic chemistry are studied in this course. Many of the basic laws of the physical world that are a part of G.C.7A are applied here to the study of the atmosphere, atomic structure, the periodic system of the elements, and to chemical activity. The principle of conservation of matter is brought out through the balancing of simple chemical equations and the calculation of reacting weights. Examples are chosen largely from common reactions of daily life such as those involving acids, bases, and salts. The organic chemistry in this course is limited largely to the petroleum hydrocarbons, their alcohol and acid derivatives, and fuels. Fuels and the carbon cycle are studied to illustrate the principle of conservation of energy. Other special topics are: water purification, soaps, foods, rubber, and plastics. Lecture table experiments are performed to demonstrate the principles discussed. 5 credits. Mr. J. Merle Harris.

G.C.7Df,w—PHYSICAL SCIENCE: ELEMENTS OF GEOLOGY. Fall and winter quarters.

This course treats the portion of the natural sciences which considers the history and structure of the earth. Use is made of the local environment as much as possible in the study of such subjects as: the earth's crust—rock types and how they are formed, weathering processes, erosion—the work of wind and water, the work of glaciers, and mountain making. The historical phase treats the age of the earth, a chart of geological history, and the geologic evidence of evolution—fossils. In the treatment of these topics the general aspects of conservation are indicated. These should give the student a better appreciation of the intelligent use of such natural resources as coal, iron, oil, soil, etc. Culturally, this course should enable the student to understand and enjoy the surface features of the land as he travels. 5 credits. Mr. J. Merle Harris.



**G.C.8f,w,s—FUNDAMENTALS OF MATHEMATICS.** Fall, winter, and spring quarters.

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 discussed are: the number system, fundamental operations with arithmetic and algebraic fractions, percentage, simple equations, proportions, formulae, factoring, exponents, "scientific notation" (powers of 10), and square root.

Prerequisite: a minimum of one year of elementary algebra. 4 credits. Mr. Donsker.

**G.C.9Aw-9Bs—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 elementary high school algebra. 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 computations 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.8 or Math.1, Higher Algebra. 4 credits per quarter. Mr. Donsker.

**G.C.10Af,w‡—HUMAN BIOLOGY: THE FUNDAMENTAL SIMILARITIES IN THE LIVING WORLD.** Fall and winter quarters.

A study of the variety and relationship of living organisms serves to illustrate the general principles in biology. Special emphasis is given to man's place in the world of living organisms. Man's embryonic development, heredity, racial characteristics, and evolution are considered. Films and demonstration laboratories supplement the lectures. 3 credits. Mr. Cieslak.

**G.C.10Bw,s—HUMAN BIOLOGY: HOW THE LIVING MACHINERY IN MAN WORKS.** Winter and spring quarters.

This course deals with the body functions of man. The activities of cells, organs, and systems are considered from the point of view of both normal and abnormal physiology. Prerequisite: G.C.10A. 3 credits. Mr. Cieslak.

**G.C.10Cf,s—HUMAN BIOLOGY: HEALTHFUL LIVING.** Fall and spring quarters.

The preservation and improvement of health is emphasized in this course. Such topics as cause and prevention of disease, dieting, care of skin and hair, pregnancy, mental health, medical costs and public health are considered. 3 credits. Mr. Cieslak.

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

Natural resources of the earth, such as lands, forests, water, and minerals, are basic to our economic welfare. How long these resources will last depends upon the

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

wisdom with which they are utilized. Wise use depends upon a knowledge of the potential supply, the present rate of utilization, the sources of waste, and the possible methods of increasing the expected life span of each resource. This course aims primarily to teach the principles of economic utilization and conservation of natural resources and to point out the role of these resources in the economic welfare of the nation. 3 credits. Mr. Kommedahl.

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

Man depends directly or indirectly upon plants for food, 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.12s—NATURE STUDY. Spring quarter.

The biology and geology of the local region are emphasized through lectures and field trips. The student observes the animal and plant life of streams, fields, and woods. He learns of the relationship between organisms and their environment. Fossils, animals, and plants are collected and studied. 3 credits. Mr. J. Merle Harris.

G.C.14w—FOOD SELECTION AND PURCHASE. Winter quarter.

This course is concerned with the everyday problems of food selection and purchase, emphasizing the needs of college students. 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. Miss Nymon.

G.C.15s—CLOTHING SELECTION, PURCHASE, AND CARE. Spring 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 difference in workmanship in ready-to-wear garments. 3 credits. Miss Bayor.

G.C.16f—SELECTING AND FURNISHING A HOME. Fall quarter.

The considerations involved in the choice of a place in which to live and the selection and arrangement of appropriate house furnishings will be the aim of this unit. The course is based upon present-day conditions and situations. It will begin with a discussion of housing to meet the needs of individuals and families from the point of view of setting standards for living arrangements and of learning to select house plans which will meet these standards. Attention will be given to the house in relation to the owner, his income and the neighborhood. The fundamental principles of color and design will be applied to the exterior of the house and to the interior furnishings. The aspects of cost, utility, convenience, and comfort will be included in the discussion of planning and furnishing the home. 3 credits. Miss Goldstein, Miss Esteros.

G.C.17s—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 interrelationship 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.18A<sub>f,s</sub>—PRINCIPLES OF CHILD CARE. Fall and spring quarters.

This is a basic introductory course 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 ways of providing a physical and psychological environment suitable for the child's best development. Problems of child care are studied by means of field observations in nursery schools and settlement houses. 3 credits. Miss Holmstrom.

G.C.18B<sub>s</sub>—PRACTICE IN CHILD CARE. Spring quarter.

To foster the development of understanding and skill, practical application of the theories and principles learned in 18A with respect to the care and management of children is made by means of supervised experience in nursery schools in the Twin Cities, under the direction of the instructor and professional nursery school directors. 2 credits. Miss Holmstrom.

G.C.21<sub>f,w,s</sub>—GENERAL ARTS. 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 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 of 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 understanding of art 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. Mr. Hulse.

G.C.23Af,w,s†—ART LABORATORY. Fall, winter, and spring quarters.

The work in the Art Laboratory aims, by giving the student actual experience in art production, to cover the same material 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. A student may, for example, elect to work throughout the quarter on one project such as house design or clay modeling. Another may find it to his 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 are necessary. A student may take a maximum of nine credits in 23A by repeating registration for the course. Each section is limited to 25. 3 credits per quarter. Mr. Hulse.

G.C.23Bf,23Cw,23Ds†—INTRODUCTION TO COMMERCIAL ART. Fall, winter, and spring quarters.

This class aims to give the student an introduction to the field of commercial art. Emphasis will be placed on the processes of design, lettering, graphic expression, and commercial processes. A student in this course must pass a pre-test which will be given the first day of class. A student failing this test will be allowed to cancel the course and elect another in its place. 3 credits per quarter. Miss Stoick, Mr. Hulse.

#### 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 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, Mrs. Yohe.

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

G.C.25Af-25Bw-25Cs‡—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 rather than for 24A-B-C.

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. Each section is limited to 24. 3 credits. Mr. Nestler.

G.C.26B,s‡‡—PHOTOGRAPHY. Spring quarter.

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 and who 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. Prerequisite: G.C. 23A and grade of B in 26A. Enrolment limited. 3 credits. Mr. Nestler.

G.C.27f—INTRODUCTION TO LEISURE TIME ACTIVITIES. Fall quarter.

This course hopes to explore the possibilities of recreation within leisure, by first developing an understanding of the leisure problem, and a leisure-time philosophy or philosophy of recreation. The course is divided into five units: the meaning of leisure, the philosophy of recreation, the process of building an interest, a survey of recreation activities, recreational opportunities on the Minnesota campus.

G.C.28f,w,s‡—FILM AND DRAMA. Fall, winter, and spring quarters.

Film and Drama approaches the field of theatrical art 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. 3 credits. Ar.

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

In Course 30A special emphasis is placed upon literature as an interpretation of life. Through lectures and reading of short stories, articles, essays, poems, and plays, students are guided toward greater comprehension and increased enjoyment of what they read. 3 credits. Miss Kivits.

G.C.30Bf,w,s—LITERATURE TODAY: CRITICAL STANDARDS IN SELECTING BOOKS. Fall, winter, and spring quarters.

Significant insight into the experience of profound and sensitive men is revealed in contemporary novels and non-fiction and will be related briefly, in the course, to American life and writing of the past quarter of a century. To help the student understand and enjoy modern writers better, the course will present some techniques characteristic of modern literature, some critical standards, and some

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

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

ways of selecting and buying books through library and book store services as well as through book reviews. Student participation in the course is active, for each student is expected to undertake a series of book reviews and exercises, totalling about 5,000 words, which will record his own evaluations based upon his own philosophy of life. 3 credits. Mr. Stronks.

G.C.30Cf,w,s—LITERATURE TODAY: THEMES IN CURRENT LITERATURE. Fall, winter, and spring quarters.

Four or five books of fiction, drama, or non-fiction are the texts of this course and are studied intensively both as interpretations of life and society and as specimens of literary art. They offer a variety of subject-matter and styles. Each is a representative book by a prominent present-day author and serves as an introduction to his work. Comparisons are made with other authors who have dealt with similar themes or used similar techniques. These books are not their authors' newest works, but rather ones that readers and critics have come to regard as being of permanent value and importance. Most of them are available in inexpensive reprint editions. 3 credits. Miss Draxten.

G.C.30Df,w,s—LITERATURE TODAY: AMERICAN IDEALS IN LITERATURE. Fall, winter, and spring quarters.

Attention centers on American literature in the field of human relations. The text selections reflect man's struggle to preserve his right to life, liberty, and the pursuit of happiness. Lectures and class discussions concern the understanding and appreciation of minority groups. Literature is presented as a timely interpretation of individual weaknesses and achievements. 3 credits. Miss Sheldon.

G.C.30Ef,w,s—LITERATURE TODAY: AN INTRODUCTION TO WORLD LITERATURE. Fall, winter, and spring quarters.

The course will develop as its theme: "We cannot deny our nature or our heritage; mankind, in spite of varied language and culture, is at heart one, is bound together by a chain of gold." It is fitting in a changing and troubled world that we realize how the people of the Orient, the Near East, and Europe sought to understand and solve essentially the same problems of life as we face today. The writers to be studied in the course were not selected because they are either ancient or foreign; they were selected because their ideas are alive today and speak to and for all nations. 3 credits. Mr. Appel.

WRITING LABORATORY. Fall, winter, and spring quarters.

Composition is taught in the Writing Laboratory in terms of the student's current and future needs. Individual conferences in the course are supplemented by general lectures and discussions so that each student becomes acquainted with the techniques of the various types of writing, as in one quarter when emphasis is given to business letters or 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. 3 credits per quarter.

Students who have had *no* Writing Laboratory work should register in sections numbered G.C.31A—PRACTICE IN EFFECTIVE WRITING. They should then enroll in G.C.31B—ORGANIZATION AND WRITING before registering for G.C.31C, G.C.31D, or G.C.31E.

G.C.31Af,w,s—PRACTICE IN EFFECTIVE WRITING. Fall, winter, and spring quarters.

The student's writing abilities are used as a basis for individual instruction in effective written expression. The student is encouraged to develop his vocabulary for conveying specific ideas. 3 credits. Ar.

G.C.31Bf,w,s—ORGANIZATION AND WRITING. Fall, winter, and spring quarters.

This course is planned to aid the student in organizing his own ideas clearly and forcefully. The student is encouraged not only to question, analyze, and evaluate what he thinks, but also to present his opinions in critical, purposeful writing. 3 credits. Ar.

G.C.31Cf,w,s—REPORT WRITING. Fall, winter, and spring quarters.

The student is given experience in selecting and organizing reference material. He listens to recorded lectures, reads textbook excerpts, and reproduces the ideas in his own words. Each student undertakes a paper based on library reference reading. The actual writing is done under supervision. 3 credits. Ar.

G.C.31Df,w,s—BUSINESS WRITING. Fall, winter, and spring quarters.

Attention centers on factors important for effective business writing. Business situations serve as a basis for the various types of letters the student writes. The student receives individual instruction as he plans and writes his letters. 3 credits. Ar.

G.C.31Ef,w,s—INDIVIDUAL WRITING. Fall, winter, and spring quarters.

This course is planned to give the student individual instruction in the type of writing which especially interests him. 3 credits. Ar.

#### 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.32Af,w,s‡—SPEECH LABORATORY: PERSONALITY AND LANGUAGE. Fall, winter, and spring quarters.

G.C.32Bf,w,s‡—SPEECH LABORATORY: VOICE AND INTERPRETATION. Fall, winter, and spring quarters.

G.C.32Cf,w,s‡—SPEECH LABORATORY: SPEECH ORGANIZATION. Fall, winter, and spring quarters.

G.C.32Df,w,s‡—SPEECH LABORATORY: GROUP DISCUSSION. 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 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. Problems of voice, diction and oral reading of literature are studied. Voice recordings serve as a basis for ear-training and voice improvement. 3 credits per quarter. Mrs. Graves, Mrs. Olson, Mr. Newgord.

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

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. 33A is a prerequisite for either 33B or 33C. 3 credits per quarter. Mrs. Graves, Mrs. Olson, Mr. Newgard.

G.C.37f,w,s—**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. 5 credits. Ar.

G.C.38f,w,s—**GENERAL GEOGRAPHY.** Fall, winter, and spring quarters.

This course introduces students to the field of geography which is concerned with the description and interpretation of both natural and cultural (man-made) landscapes. Special attention is given to climate, landforms, and soils as they affect the economic activities of man, throughout the world as well as locally. The importance of map study is also stressed. 5 credits. Mr. Jennings.

G.C.39f,w,s—**GENERAL ANTHROPOLOGY.** Fall, winter, and spring quarters.

The study of man in relation to his physical characteristics, his origin and geographical distribution, and the classification and relationship of races. Man as a social and cultural being, and a comparison of languages, culture patterns, and the historical processes by which they have been developed and modified. 3 credits. Ar.

G.C.40Af,s—**INTRODUCTION TO PHILOSOPHY.** Fall and spring quarters.

This course is designed to aid students in working out an intelligent view 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: Can we arrive at an all-inclusive point of view? Does human life have any meaning? The function of philosophy; the nature and existence of God; the nature of the universe; the problem of knowledge; the meaning of right and wrong; "natural" rights; man as a social and political being; the significance of history and what we can learn therefrom. 3 credits. Mr. Ahlen.

G.C.40Bw—**STRAIGHT AND CROOKED THINKING.** Winter quarter.

In contemporary life man is faced with practical problems that require straight thinking; he is also called upon by the newspaper and the radio to determine the value of arguments presented to him in favor of a multitude of causes. The penalties for faulty thinking are perhaps more far reaching today than they have ever been. This course is concerned with an analysis of common errors and fallacies in thinking and the study of valid methods for drawing conclusions from evidence. 3 credits. Mr. Ahlen.

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



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, Mr. MacCorquodale.

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 society analyzed. Attention is given to the psychology of personal and social conflict and to the development and maintenance of personal and group morale within the experience of conflict and rapid social change. 3 credits. Mr. Dale Harris.

G.C.43Af,s—BACKGROUND OF THE MODERN WORLD. Fall and spring quarters.

This course covers a span of approximately 450 years, from 1500 to the present. The purpose is to offer students some idea of how the world in which they live came to be. To achieve this end, the historical developments in the Western and Eastern hemispheres are discussed and analyzed as part of an interdependent world civilization. While retaining politics as the most obvious thread in the development of human affairs, considerably more emphasis is placed on art, science, economics, religion, and thought. Man is presented to be just as important in his role of worker, worshiper, artist, and thinker, as in that of citizen. Approximately half of the course will deal with the late nineteenth and twentieth centuries. 5 credits. Mr. McCune.

G.C.43Bf,w,s—HISTORICAL BIOGRAPHY. Fall, winter, and spring quarters.

This course is intended to make great movements of the past, knowledge of which is essential for thoro understanding of contemporary affairs, become vivid and real through the study of notable men and women whose lives illustrate and illuminate their times. The course begins with the Renaissance and the Reformation, and ends with the early years of the twentieth century. The lectures and readings will deal, among others, with Calvin, Catherine the Great, Newton, Franklin, Bismarck, Queen Victoria, the Curies, and Wilson. 3 credits. Mr. Moen.

G.C.44Af—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 ap-

peal. 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 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. Enrolment limited to 65. 3 credits. Mr. Ford.

G.C.44Bf,w,s—CURRENT HISTORY. Fall, winter, and spring quarters.

The main objective of this course is to encourage students to employ greater critical discrimination in following the news of the day—foreign, political, economic, and social. While the news magazine serves as the principal point of departure, an effort is made to analyze the various devices of propagandists in general, and to suggest sources of information, background facts, and common references which will lead to a broader understanding of the currents of history. A student may take a total of six credits in Current History. 2 credits per quarter. Mr. deVeau.

G.C.45Af,w,s—THE UNITED STATES IN WORLD CIVILIZATION. Fall, winter and spring quarters.

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 of 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 an effort is made to compare or contrast important aspects of American life with the ways of other peoples. 5 credits. Mr. Stout.

G.C.45Bf,w,s—AMERICAN ECONOMIC AND SOCIAL DEVELOPMENT. Fall, winter, and spring quarters.

This course involves a study of the development of American economic and social institutions from colonial times to the present, with emphasis on the forces that have created our contemporary economic and social structure and on man's attempts to find solutions to the problems that have arisen. The correlation between the past and modern America will be stressed in surveying such fields as travel and transportation, commerce, agriculture and agrarian discontent, labor, the growth of industry, business cycles, and social reform. 3 credits. Mr. deVeau.

G.C.45Cw,s—MINNESOTA AND THE UPPER MIDWEST. Winter and spring quarters.

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 region 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. 5 credits. Mr. Stout.

G.C.45Df,w,s—COMMUNITY PROBLEMS. Fall, winter, and spring quarters.

This course provides an opportunity for a limited number of students to supplement the theoretical study of social relationships with actual observation of, and participation in, contemporary society and its problems. This might be called a functional approach to the social sciences, with the course organized in terms of the observed functions of society.

Specifically, the students in this course make an intensive study of social phenomena, using the Twin Cities area as their laboratory. Such problems as housing, the interaction of farm and city in this area, intercultural contributions, local government, economic factors, and education are examples of materials which might be included in the course. 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 in the beginning courses. Enrolment is limited to selected students who have done above-average work in courses in the Social-Civic area. No student may take the course for more than one quarter. 3 credits. Mr. Morse, Mr. McCune, and Mr. Stout.

G.C.46Af—GOVERNMENT STUDIES: 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. Government measures vitally affect 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. 3 credits. Mr. Fluno.

G.C.46Bs—GOVERNMENT STUDIES: THE FUNCTIONS AND PROBLEMS OF GOVERNMENT. Spring 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. 3 credits. Mr. Fluno.

G.C.46Cw—GOVERNMENT STUDIES: INTERNATIONAL RELATIONS. Winter 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.48Af—OUR ECONOMIC LIFE: PROBLEMS OF CONSUMPTION ECONOMICS. Fall 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. 48A and 48B 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 relation it bears to the individual members of society. Enrolment limited. 3 credits. Miss Canoyer.

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

A survey of our more important economic institutions and a brief analysis of the underlying principles. Enrolment limited. Prerequisite: G.C.48Af. 3 credits. Mr. McCracken.

G.C.48Cs—SMALL BUSINESS OPERATION. Spring quarter.

A brief study of the principles and practice of organizing, locating, financing, and managing small business enterprises. The course is intended especially for those who plan to own and operate some form of small business. Enrolment limited. Prerequisite: G.C.48A and 48B or Economics 6. 3 credits. Mr. McCracken.

G.C.49Af-49Bw-49Cs—RETAILING AND SELLING. Fall, winter, and spring quarters.

Instruction and practical store experience are offered in the field of retailing, with salesmanship receiving the greatest emphasis. Other phases of merchandising covered will enable one to perform with greater understanding at various capacities in a retail business. The required internship of 180 hours of work experience in a local store will include both direct selling and non-selling activities. The student may follow specific interests through directed merchandise studies. Assigned laboratory meetings include demonstrations, reports, group discussions, and observation trips into a variety of distributive businesses. Speakers from local stores, related businesses, and consumer groups provide current information and business contacts of importance. Open only to sophomores. Prerequisites of psychology, writing laboratory, speech, mathematics, and all desired courses offered during the afternoon hours must be completed in the freshman year. A student should discuss these requirements with his adviser and the instructor of the course.

G.C.49Af—Salesmanship; personnel policies; store system; consumer credit; stock control; distributive vocations. 5 credits. Miss Determan.

G.C.49Bw—Historical background of retailing; types of retail outlets; store organization; non-selling activities in merchandising. Prerequisite: 49A or permission of instructor. 5 credits. Miss Determan.

G.C.49Cs—Selling through promotion; display, advertising, store services; trends in retailing; merchandise research, labeling, standardization; consumer education; coordination of retail store activities. Prerequisite: 49B or permission of instructor. 5 credits. Miss Determan.

## COMPREHENSIVE AREAS OR COURSE GROUPS

As previously stated on page 9, courses in the General College are grouped into broad fields of related content called comprehensive areas. Students are advised to refer to these comprehensive groupings in planning their programs and to make every reasonable effort to become proficient in as many of them as possible. Lack of knowledge in any of these fields will be revealed by the general comprehensive examination. Then, by referring to the outline below, a student can readily determine which courses may help him to increase his understanding of a particular area.

In this outline, each of the last four areas (General Arts, Literature, Speech and Writing, Biological Science, and Physical Sciences) consists of a group of courses obviously related in terms of their subject matter or content, and therefore these groups do not require further explanation.

In each of the first four areas, however, there is an important, and much less traditional, central idea which determines the course groupings. This new idea is based on recognition of the fact that every individual, if he is to reach satisfactory adulthood, must somehow solve four major problems. He must learn to understand himself and develop a personally satisfying philosophy of life; he must choose a vocation in which he can work satisfactorily; he must learn how to maintain an enjoyable family life; and he must acquire the knowledge and skills necessary for effective participation as a citizen in his community and the world of which it is a part. There is a good word to describe this process of "getting to know yourself, understanding the situation in which you find yourself, knowing why you are there and what you are going to do about it." That word is "orientation." The person who is "oriented" to a situation, a problem, or a field of knowledge is a person who "knows what the score is." The many courses in the General College which contribute to a student's increasing understanding and solution of the problems of living are grouped into "orientation areas;" and there is one such area for each of the four major aspects of life adjustment—Individual Orientation, Vocational Orientation, Home Life Orientation, Social-Civic Orientation.

### 1. Individual Orientation

**Core Course: G.C.1A—Individual Orientation, or  
G.C.1B—Individual Applications of Social Psychology**

Other courses that will be of considerable value to a student in his own orientation are:

- |   |   |
|---|---|
| 10A—Human Biology: The Fundamental Similarities in the Living World | 40A—Introduction to Philosophy          |
| 10B—Human Biology: How the Living Machinery in Man Works            | 40B—Straight and Crooked Thinking       |
| 10C—Human Biology: Healthful Living                                 | 41—Practical Applications of Psychology |
| 15—Clothing Selection   | 42A—Human Development                   |
| 27—Introduction to Leisure Time Activities                          | 42B—Personal Adjustment                 |
|   | 32A-B-C-D—Speech Laboratory             |

### 2. Vocational Orientation. Core Course: G.C.2—Vocational Orientation

Many courses may have vocational value for particular students, depending upon the type of work they wish to do. Some of these courses are as follows:

- |  |  |
|--|--|
| 7A—Physical Science: Principles of Physics | 7C—Physical Science—Nature of Chemistry  |
| 7B—Physical Science: Sound and Astronomy   | 7D—Physical Science: Elements of Geology |

- 8—Fundamentals of Mathematics
- 9A-B—Introduction to the Mathematics of Business
- 10A—Human Biology: The Fundamental Similarities in the Living World
- 10B—Human Biology: How the Living Machinery in Man Works
- 10C—Human Biology: Healthful Living
- 14—Food Selection
- 15—Clothing Selection
- 16—Selecting and Furnishing a Home
- 17—Income Management
- 22A-B-C—Art Today
- 23A—Art Laboratory
- 23B-C-D—Introduction to Commercial Art
- 41—Practical Applications of Psychology
- 48A—Our Economic Life: Problems of Consumption Economics
- 48B—Our Economic Life: Problems of Production, Finance, and Credit
- 48C—Small Business Operation
- 49A-B-C—Retailing and Selling

### 3. Home Life Orientation. Core Course: G.C.3—Home Life Orientation

Other courses that are of particular value in preparation for family living are:

- 10A—Human Biology: The Fundamental Similarities in the Living World
- 10B—Human Biology: How the Living Machinery in Man Works
- 10C—Human Biology: Healthful Living
- 14—Food Selection
- 15—Clothing Selection
- 16—Selecting and Furnishing a Home
- 17—Income Management
- 18A—Principles of Child Care
- 18B—Practice in Child Care
- 42A—Human Development
- 42B—Personal Adjustment

### 4. Social Civic Orientation. Core Course: G.C.4—Problems of Contemporary Society

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

- 37—Social Trends and Problems
- 38—General Geography
- 39—General Anthropology
- 43A—Background of the Modern World
- 43B—Historical Biography
- 44A—Formation of Public Opinion
- 44B—Current History
- 45A—The United States in World Civilization
- 45B—American Economic and Social Development
- 45C—Minnesota and the Upper Midwest
- 45D—Community Problems
- 46A—Government Studies: The American Citizen and His Government
- 46B—Government Studies: The Functions and Problems of Government
- 46C—Government Studies: International Relations
- 48A—Our Economic Life: Problems of Consumption Economics
- 48B—Our Economic Life: Problems of Production, Finance, and Credit

### 5. General Arts. Core Course: G.C. 21—General Arts

The purpose of the core course in this group is to relate the various arts and add meaning to all of the following courses:

- 15—Clothing Selection
- 16—Selecting and Furnishing a Home
- 22A-B-C—Art Today
- 23A—Art Laboratory
- 23B-C-D—Introduction to Commercial Art
- 24A-B-C—Music Today
- 25A-B-C—Music Today
- 26A-B—Photography
- 28—Film and Drama
- 30A—Literature Today: The Individual and Literature
- 30B—Literature Today: Critical Standards in Selecting Books
- 30C—Literature Today: Themes in Current Literature
- 30D—Literature Today: American Ideals in Literature
- 30E—Literature Today: An Introduction to World Literature

### 6. Literature, Speech, and Writing

- 30A—Literature Today: The Individual and Literature
- 30B—Literature Today: Critical Standards in Selecting Books
- 30C—Literature Today: Themes in Current Literature
- 30D—Literature Today: American Ideals in Literature
- 30E—Literature Today: An Introduction to World Literature
- 31A—Writing Laboratory: Practice in Effective Writing
- 31B—Writing Laboratory: Organization and Writing
- 31C—Writing Laboratory: Report Writing

31D—Writing Laboratory: Business

Writing

31E—Writing Laboratory: Individual

Writing

32A-B-C-D—Oral Communication: Speech  
Laboratory

33A-B-C—Oral Communication: Speech  
Studio

## 7. Biological Sciences

10A—Human Biology: The Fundamental  
Similarities in the Living World

10B—Human Biology: How the Living  
Machinery in Man Works

10C—Human Biology: Healthful Living

11A—Basic Wealth: Natural Resources—

Their Economic Utilization and Conser-  
vation

11B—Basic Wealth: The Economic Utili-  
zation and Conservation of Plant Life

11C—Basic Wealth: The Economic Utili-  
zation and Conservation of Animal Life

12—Nature Study

## 8. Physical Sciences

7A—Physical Science: Principles of  
Physics

7B—Physical Science: Sound and Astron-  
omy

7C—Physical Science: Nature of Chem-  
istry

7D—Physical Science: Elements of Geol-  
ogy

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