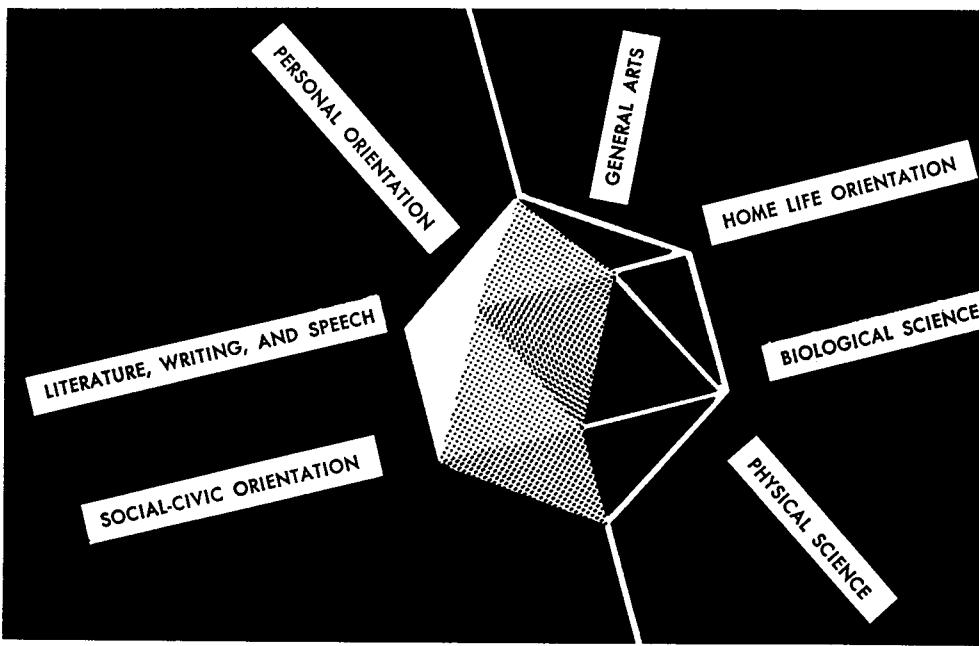


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6/27/55

Bulletin of the
UNIVERSITY OF MINNESOTA



The General College 1955-1957

How To Use This Bulletin

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

Section 1, General Information, describes the reasons why the College was established and the nature of its program of general education.

Section 2, Student Services and Activities, describes the counseling and advisory services through which students can get individual help in program planning and with personal, educational, and vocational problems.

Section 3, General Education and Vocational Preparation, presents the relationship of general education courses to vocational competence, and contains descriptions of several specific vocational programs in the College.

Section 4, College Regulations, presents the requirements for admission, advanced standing, graduation, transfer to other colleges, and similar matters about which students must keep themselves informed.

Section 5, Comprehensive Areas and Examinations, indicates the special comprehensive examination requirement which *all* students in the General College must meet. It also shows the seven areas into which the related courses of the curriculum are grouped.

Section 6, Description of Courses. Students should read these course descriptions carefully in planning their programs.

In addition to this bulletin, the student should consult the *Bulletin of General Information* which tells about the University as a whole. In making out class schedules at registration time, students must consult the *Class Schedule*, which is printed each quarter and which gives the hours, days, and place of class meetings.

Copies of all bulletins of the University may be obtained through the Office of Admissions and Records in the Administration Building.

Explanation of Symbols

A sharp mark appearing in the parenthetical statement which follows each course description means that the student must obtain the consent of the instructor before attempting to register for the course.

X An X following a course number indicates an exploratory course.

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THE GENERAL COLLEGE

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The General College

Section 1. General Information

The General College is one of the regular undergraduate colleges of the University of Minnesota. Its program is made up for the most part of courses in the field of general education. It awards the associate in arts degree at the completion of two years of study. Courses taken in the General College may be used as the first one or two years of liberal arts preparation for students who wish to transfer to a four-year college of the University and who demonstrate that they can meet the competition within such four-year programs.

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

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

The reasons for the establishment of a two-year college and the nature of its program are contained in the following part of this section.

Increasing numbers of young people are attending college today, and many more wish to attend but for some reason cannot do so. This interest in higher education is attributable to a number of factors. Chief among them is the faith that higher education prepares young men and women to live fuller and more satisfying lives. Other important reasons are the well-founded belief that higher education may increase one's earning power, and the realization that high school preparation is not extensive or intensive enough to prepare young people for many of the complex aspects of living in our modern world.

Not all students who have entered upon a college career, however, have been successful in completing the traditional four-year program for a Bachelor's degree. Studies of liberal arts colleges show that fewer than half the entering freshmen remained through the senior year. Since freshman and sophomore courses have usually been organized to lay the foundation for more intensive and specialized study in the last two years of college, the courses taken during the first two years alone were often fragmentary and unrelated—unrelated to one another and to the daily activities of students. Such an incomplete program of studies provided neither very satisfying nor very useful learning, with little relevance to

students' immediate concern about the vital business of earning a living, establishing a home and family, taking part as a citizen, and building one's own personality and resources.

New Programs to Meet New Needs

In recent years much thought has been given to ways of avoiding the loss of time and money involved in drop-outs from the traditional curriculum. Constructive efforts have been devoted to devising courses and programs which would be more meaningful for all and more directly useful for those students who for one reason or another might remain in college for a shorter period, such as two years. Various attempts were made to develop programs of studies which would be tailored to the needs of increasing numbers of students attending college rather than forcing the students to fit the traditional curriculum of specialized subject matter.

Such broad and integrated courses, known as general education, would also provide suitable background for students who were continuing in a longer liberal education or professional program.

The University of Minnesota, with its General College, was one of the pioneers in this movement which started in the 1930's. Other institutions which initiated new programs were Bennington, Sarah Lawrence, and Stephens Colleges, and the Universities of Chicago, Wisconsin, and Florida. At the present time, hundreds of colleges have instituted general education courses as a basic part of their offering, and the continuing trend toward general education is one of the most significant aspects of higher education in the United States today.

The General College of the University of Minnesota was started in 1932, after years of careful planning. President Lotus Delta Coffman, during whose administration it was launched, stated at the time that he was interested in the establishment of a General College for two main 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 new techniques of instruction.”

Nature of General Education Courses

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

1. General College courses are planned to be *as complete as possible in themselves*. Because they are not merely introductions to later, more specialized courses in the same field, they are broad in range rather than narrow. Emphasis is placed on the understanding of basic principles and applications as well as on subject matter content.

2. *Relationships within and among fields of knowledge* are emphasized, rather than intensive study of small isolated parts. In a study of man as a living animal, for instance, there are continual comparisons of the human life processes and structures with those of the plant and animal world. But man is also studied as a thinking being—thinking

about himself and his relationship to the world of nature and the universe about him. Topics in the social sciences are considered from various points of view, historical, political, social, and economic, rather than in one of these aspects only.

3. Completion of a *two-year planned program of studies*, rather than the traditional four-year sequence of courses, is recognized in the General College by the awarding of the degree of associate in arts by the University. This degree, while of relatively recent origin, is in general use by junior colleges and those universities which offer such two-year integrated programs. The College of Science, Literature, and the Arts of the University also offers a similar two-year degree.

4. Organization of courses is around *areas of life activities* as well as around broad subject-matter fields. Thus the classwork is related as realistically as possible to common activities in modern American society. As a result of an intensive study of former University of Minnesota students, four major groupings have been made of basic problems which most young people meet and for which they need preparation. They are those which face a person who is seeking to adjust himself (a) as an individual who desires to develop a balanced personal and social philosophy, (b) as a worker who faces many problems of adjustment to the work situation in addition to acquiring the necessary vocational skills, (c) as a prospective parent and establisher of a home and family, and (d) as a citizen who must participate in community activities and attempt to solve many complex problems on the local, national, and international levels. Thus the first four courses listed and described in the following pages of this bulletin are: (1) Individual Orientation, (2) Vocational Planning, (3) Home Life: Marriage and Family Living, and (4) Problems of Contemporary Society. Groupings of other courses related to these areas may also be found in Section 5.

Purposes of General Education

The purpose of general education is to prepare the individual for effective participation in our present complex society. It should contribute to a person's total efficiency both on the job and at leisure.

General education may perhaps be better understood in terms of what it tries to do than as mastery of subject-matter content. Ideally, its goals are attained through activities and experiences outside of regular courses as well as within them, and each individual will benefit in varying degree. Though a few students may have partially reached some of these objectives in high school, complex modern living is making general education beyond the high school more and more necessary.

The major objectives of general education were endorsed by the University Senate in May 1944 for the University as a whole. The following list is adapted from that statement of objectives. Specifically, a sound general education should enable the student to:

1. Develop a sense of personal integrity
2. Adjust to changing conditions of living
3. Grasp and express ideas effectively
4. Participate in civic affairs as an active and informed citizen
5. Understand our natural environment and the effect of science on human welfare

6. Appreciate cultural activities as a means to richer living
7. Safeguard personal and community health
8. Develop the ability to think critically and constructively
9. Prepare intelligently for a satisfying family life
10. Discover an appropriate and satisfying life work

All-University Relationships

To give its students broader university contacts through its instructors, about one-fifth of the General College courses are taught by staff members from other colleges and departments of the University. Most of the instruction, however, is given by the regular core staff, who, because they are particularly suited through training and experience to teach and co-ordinate a program of general education, act also as special advisers to General College students.

To supplement their programs in the General College, students who do average or better class work may, if they wish, elect courses in other departments and colleges. Through this flexible combination program arrangement the better students may try out their interests and abilities in particular fields to prepare for transfer to four-year colleges. Others, who may have individual needs for specialized courses outside the General College, may also benefit by taking such a program. Those credits earned in combination courses may apply toward the associate in arts degree. A more complete statement about combination programs may be found in Section 4 of this bulletin.

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 and developed it at a high level. Through research studies of young adults and of enrolled university students, the College has sought to determine the fundamental needs of living in our society and has formed its curriculum around them. It has also developed an unusually flexible curriculum which provides opportunity for an investigation of occupational and personal interests and for trying out courses in other colleges of the University. It has provided direct preparation for certain occupations through several of its experimental vocational sequences. Its widely recognized counseling system provides scientific and friendly educational and vocational guidance.

Furthermore, several informal activities have been adopted by the entire University since their origin and effective use in the General College: the noon newsreels, music listening hours, the record lending library, and the art laboratory workshop. In its continuing self-appraisal the College is constantly assessing its strengths and weaknesses and is continually striving to improve its program. Within the context of the University, it has also provided a two-year terminal general education needed at the college level. In a comprehensive evaluation study of the College's program, it has been declared that "the General College has enriched and enlivened the life of the whole university," in addition to the wide influence its program has had in setting the theory, pattern, and practice of general education throughout the country.

Section 2. Student Services and Activities

Counseling Services

A student often enters college with only vague plans for the future. The General College program helps him to know himself as an individual and to develop goals in keeping with his abilities and interests. Required courses are kept at a minimum so that a student may explore a variety of subjects, pursue previous interests, and develop new ones without delaying progress toward graduation or transfer.

To help the student find himself, the General College offers many opportunities for personal assistance. Each student has a faculty adviser who is responsible for helping him to understand University rules and policies and to plan an appropriate program, and for approving his final registration each quarter. In many other ways, the faculty adviser offers his assistance to the student whenever requested.

The General College also maintains a staff of counselors, specialists who devote their time primarily to helping individual students. These counselors assist a student with such things as: choice of suitable vocational plans, improvement of study habits, the development of social skills, and emotional adjustments. Each student is strongly encouraged to make appointments with counselors in 106 Nicholson Hall whenever he wishes to discuss educational, vocational, or personal problems.

Just before the beginning of each quarter, a two-day orientation-registration program is participated in by students entering the General College for the first time. As one part of this two-day program, students take a battery of special aptitude, interest, and personal adjustment tests. Students learn about their scores on these tests by asking for individual appointments with one of the college counselors. The counselor helps the student to compare his aptitudes and interests with those possessed by successful people in various kinds of occupations. In this way a student may increase his useful understanding of himself and plan his college program partly in relation to the type of occupation he hopes to enter, as well as in such a fashion as to achieve a well-rounded general education.

In addition to the counseling services offered in the General College itself, the entire personnel resources of the University are available to the General College student. The special services and facilities of the Students' Health Service, Speech and Hearing Clinic, Bureau of Student Loans and Scholarships, Student Activities Bureau, Housing Bureau, Employment Bureau, Student Counseling Bureau, Bureau of Veterans' Affairs, and the program consultants of Coffman Memorial Union are open to every University student. Counselors in the General College are glad to help students make the fullest use of these agencies.

Activities and Organizations

Although academic work is of primary importance, the student whose *only* contact with his college campus is through the hours he spends in classroom and library is foolishly failing to take advantage of a rich store of educational as well as recreational resources. The University of Minnesota believes so strongly in the real value of these out-of-class activities for all students in all colleges that it wishes to help students to know more about them and to participate in them.

Because there are a great many students at the University of Minnesota, all with many kinds of interests and backgrounds, there is consequently a great variety of activities. It makes little difference which groups a student chooses; the important thing is for him to have pleasure and profit from participating in something, for there is genuine educational value and vocational usefulness to be gained from working with other students as a member of some group or committee.

These activities are available to students in all colleges of the University. There are many ways in which new students may find out about extracurricular organizations. Most of them are described in a special University bulletin called *The Moccasin*, a little volume well worth careful study. Additional information and help may also be obtained by talking to the program consultants who have offices on the second floor of Coffman Memorial Union; to the advisers in the Student Activities Bureau of the Office of the Dean of Students (114 First Temporary South of Mines building); or by discussing interests and plans with one of the General College counselors (106 Nicholson Hall).

The student will also find out about these activities from fellow students during the two-day registration-orientation program in which new students participate before they enroll. And finally Welcome Week for new students, an extensive and carefully planned period of events and opportunities for discussions about all phases of campus life, is scheduled for the week just preceding the opening of classes in the fall. Participation in the Welcome Week program is practically certain to lead to values more important than any assumed to come from vacationing or working a week longer at the end of the summer.

Section 3. 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? What provision is made for the career interests which motivate many students to come to college?

The General College recognizes these vocational needs and is equipped to meet them in part. Many courses in the College have vocational applications, although 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 judicious selection of courses in the College in combination with certain courses in other colleges, and a number of elective credits, a good preparation may be secured for certain occupational areas which do not necessarily require professional training.

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 sequences which prepare students for these occupations include courses in psychology, economics, accounting, retailing, salesmanship, government, mathematics, business letters and reports, and speech. Courses in areas such as art, music, photography, clothing selection, and food pur-

chase contribute directly to skills and knowledge required in various other occupational fields.

It should be clearly understood that in adding vocational sequences the General College is not duplicating the work of four-year professional schools of 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, *any 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.

In addition to offering separate courses giving specific applications and those providing general background, the General College has set up experimentally a number of vocational sequences to prepare a student for a specific area of employment. These consist of a grouping of courses already available in this or other colleges of the University, plus practical courses with specific occupational applications, which bind the sequence together to provide direct vocational training.

VOCATIONAL SEQUENCES

Business

Promotions to supervisory and managerial positions in business organizations are usually obtained by rendering more than average service. Such success requires the possession of a usable skill to obtain a position and the broad knowledge of business operations that makes it possible to recognize opportunities and make the best use of them. This sequence is planned to provide this skill and knowledge.

General College Courses—Problems of Business Transactions; Problems of Investment Transactions; Psychology in Modern Society; Fields of Applied Psychology; Bookkeeping and Accounting Laboratory; Oral Communication; Business Writing; Principles of Business Operation; Art in Business; Applied Mathematics; Formation of Public Opinion; Physical Sciences; Practical Law.

Commercial Art

This sequence is planned to provide the fundamental subject matter upon which further specialization is based. It combines theoretical background with practical experience in design and execution, and familiarity

with traditional and modern techniques. Choices may be made from among the following courses.

General College Courses—Art Laboratory; Art Today; Art in Business; Introduction to Commercial Art; Writing Laboratory; Psychology in Modern Society; General Arts; Our Economic Life; Clothing Selection, Purchase, and Care; Selecting and Furnishing a Home; Physical Science; Photography.

Courses in Other Colleges—May be selected according to the student's ability and need.

Dental Assistant

The General College and the School of Dentistry of the University jointly sponsor a program for the preparation of dental assistants. This program, which can be completed in three quarters, prepares young women to perform a variety of services in a dentist's office, such as checking appointments, keeping books, acting as receptionist, and assisting the dentist at the chair. There is a growing need for these services, and young women successfully completing the program should have little difficulty in securing employment.

Prospective dental assistants will register in the General College. Their work will consist of courses in the General College and in the School of Dentistry, combined with practical experience in assisting senior dental students and staff in the dental clinic. Credit earned during this year may be applied toward the credit requirement for the associate in arts degree if a student desires to continue in the General College for an additional year. Or, a student may complete a year of general education first and then choose the dental assistant program for her second year's work. A special leaflet describing the dental assistant program may be had upon request.

General College Courses—Writing Laboratory; Business Writing; Oral Communication; Human Biology; Psychology in Modern Society; Bookkeeping.

Dental School Courses—Dental Anatomy; Dental Materials; Dental Techniques; Care and Use of Dental Equipment; Radiology. (See page 30 for course descriptions.)

Practice Work—Assisting senior dental students and staff in crown and bridge, operative dentistry, oral hygiene and preventive dentistry, orthodontia, pedodontia, periodontia, radiology, and surgery, with opportunity for field work experience with dental public health program.

General Office

Many offices and small businesses require the services of a responsible person to record transactions, to meet the public, and to perform secretarial services. This sequence is planned to prepare the student for such positions in the offices of doctors, lawyers, service enterprises, and agencies.

General College Courses—Problems of Business Transactions; Bookkeeping and Accounting Laboratory; Business Writing; Psychology in Modern Society; Art in Business; Problems of Contemporary Society; Oral Communication; Problems of Consumption Economics; Fields of Applied Psychology.

Courses in Other Colleges—Econ. 32, 33, Beginning and Intermediate Typewriting (unless typing skill has been acquired in high school, business school, or otherwise).

Practical Nursing

Courses offered in the School of Nursing of the University and in the General College have been combined into a one-year program in practical nursing. The student registers for this program in the School of Nursing.

At the end of the calendar year she receives her certificate in practical nursing and is eligible to become a registered practical nurse in Minnesota. The credits in General College courses and the credits in the School of Nursing may be applied to partially meet the credit requirements for the A.A. degree. The additional credits could then be earned during a second year in the General College by those who want the A.A. degree. Students who have already completed one year's work in the General College may subsequently enter the practical nursing program and qualify for both the certificate and associate in arts degree at the end of the second year, if other degree requirements are also met. Details of the program in the School of Nursing, as well as further information about the practical nursing certificate, can be found in the *Bulletin of the School of Nursing*.

Recreation Activity Leadership

The recreation activity leaders training course is a four-year program leading to graduation from the College of Education with the B.S. degree but without a teaching certificate. The first two years are completed in the General College. The curriculum is set up to prepare qualified individuals for recreation activity positions. It is for students who have special abilities in games and sports, music, handicrafts, drama, etc., which will be valuable to them as activity leaders. In addition, selection for the program is based on such attributes as personality, leadership ability, past experience in recreation, and possibility of success in recreation activity leadership. To be eligible for acceptance or continuance in the curriculum the student must maintain a C average in all work completed in the University of Minnesota. Complete details concerning this program may be found in the *Bulletin of the College of Education* under the heading "Plan II. Recreation Activity Leaders Training Course."

Retailing and Selling

Approximately one out of every eight persons gainfully employed in the United States is engaged in distributive business. Retail store jobs occur in every community and offer comparatively secure employment. This sequence is designed primarily to help one sell on a professional level and prepare for advancement in a retail store. It combines general education studies with specific training in the field of retailing and requires work in a store as part of the course work of the second year. A certificate is awarded to students who successfully complete the retailing and selling sequence.

General College Courses—Retailing and Selling (15 cred.); Psychology in Modern Society; Writing Laboratory; Oral Communication; Problems of Business Transactions; Our Economic Life; Bookkeeping and Accounting Laboratory. (*At the beginning of the freshman year* the student should discuss a two-year plan of study with his adviser and the instructor in retailing.)

Other General College Courses Recommended—Art in Business; Art Today; Introduction to Commercial Art; Business Writing; Clothing Selection, Purchase, and Care; Food Selection and Purchase; Selecting and Furnishing a Home; Current History; Healthful Living; Human Development; Elements of Physics; Practical Law.

Courses in Other Colleges—May be selected according to the student's ability and need.

Section 4. College Regulations

In this section the answers to the most common questions of students are set down. It is imperative that the following paragraphs be read carefully. Students who know the details of College procedure, the rules and regulations of the College, the degree requirements, and other information can more easily plan their own education; it will save trouble in the future; and it will be possible for them to get problems settled more quickly and satisfactorily. The dean and his associates are available for conference and request that students come for help to help themselves.

Admission—Admission to the General College requires graduation from an accredited high school or satisfactory performance on University entrance tests. It does not require any specific pattern of high school subjects. A student either may enter directly from high school or may transfer from another college. A transfer student is admitted only on recommendation of the transfer-in committee of the General College, a committee which interviews all incoming applicants for transfer.

Opportunity to Improve Scholastic Standing—Very frequently a high school graduate applying for admission to a four-year college within the University finds he does not meet the scholastic standard necessary for admission to that particular college. This student may, if he so desires, enter the General College and by satisfactory achievement remove the deficiency so that he can transfer to the college of his choice. While in the General College an individual may conclude that his first choice of colleges was not a proper choice for him. He may learn through actual tryouts in courses and through help from counselors that some other college will serve his needs better. Another student may find that two years of general education supplemented by vocational training either in college or on a job may suit his needs best. In any case the General College provides an opportunity for these students to continue their education, to receive counseling help with their educational problems, and to progress toward the degree of associate in arts.

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. Requirements to be fulfilled are as follows:

1. The passing of 90 credits of work, exclusive of physical education activities
2. Satisfactory performance as measured by a comprehensive examination (see Section 5)
3. Completion of three quarters of physical education
4. Final medical examination by the Students' Health Service a few weeks before commencement

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 though he plans to transfer to another college at the end of three or more quarters, since the college to which transfer is requested will normally wish to see what quality of work the student has been able to achieve while carrying a full program of courses. *A student should plan to complete the physical education requirement during the first year.*

Comprehensive Areas and Examinations—The courses in the General College are grouped into broad fields of related content called comprehensive areas. A comprehensive examination covering all of these areas is administered to determine a student's level of attainment on admission,

and subsequently to determine performance in attaining the purposes of general education. (See list of general purposes in Section 1.)

Important Note—Each General College student *must* take this comprehensive examination, **first** when he enters the college, a **second time** at the end of three quarters' residence in the College, and a **third time** when a candidate for the A.A. degree. *A student who does not take this examination as required is not permitted to reregister.* For detailed information concerning comprehensive areas and examinations, see Section 5.

Transfer to Other Colleges in the University—The majority of General College students work toward the two-year degree of associate in arts and then leave college to find jobs. There are, however, a number of students who plan to transfer to another college after completing one year of work in the General College or after completing two years of work and qualifying for the associate in arts degree. Students who transfer into other colleges of the University usually receive full credit for General College work completed.

There are some variations in the specific transfer requirements set by the various colleges, but as a general rule a B average in General College course work and a superior record on the comprehensive examination are necessary. In addition to the requirements just stated, the receiving college will generally ask that the student take some courses in his chosen curriculum prior to transfer. This can be done through the arrangement known as a combination program, which is discussed below. Application for transfer is seldom considered for a student who has completed less than 45 credits while in the General College.

Advanced standing credits are determined by the receiving college and are not the same for all colleges. The College of Science, Literature, and the Arts grants full credit for work completed in the General College; and group requirements for the Senior College of Science, Literature, and the Arts can be met by a proper selection of General College courses. Other colleges allow varying amounts of credit for General College courses.

Students who plan to transfer should talk to a counselor in 106 Nicholson Hall two or three quarters in advance of the actual transfer. Questions concerning the requirements of the receiving college, needed course work, and suitability of choice must be cleared up early or the student will probably find that he has missed the opportunity to prepare adequately for the transfer.

Combination Programs—Many General College students register for courses in other colleges in addition to their General College courses. Such an arrangement is known as a combination program. A combination program is of particular importance to the student who plans to transfer to another college, since it gives both the student and the receiving college an opportunity to see what he can do in that particular kind of work. A second important use for a combination course is to supplement general education with specialized courses not available in the General College.

Ordinarily a request to take a combination program is approved only after completion of at least one quarter of work. Approval is based upon the student's grades for the previous quarter. Credits earned through such a combination program are applicable toward the A.A. degree.

Adding or Canceling Courses—A student may add a course to his program during the first calendar week of classes each quarter only by

written permission of his faculty adviser. Adding a course after that time is not advisable and requires written permission of the student's faculty adviser and the instructor concerned, and final approval by the assistant dean.

Courses may be canceled without grade at any time during the first six calendar weeks of classes each quarter only with the written permission of the student's faculty adviser. After the first six weeks, written permission of the faculty adviser and the instructor concerned and the final approval of the assistant dean are necessary in order to cancel a course. Such cancellation may be reported without grade if the work is passing to that date, but will be reported with grade of failure if the work is unsatisfactory. *Merely dropping out of a class does not constitute an official cancellation.* Changes in programs should of course be made only after careful consultation with a faculty adviser.

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

A percentile rank is a number indicating the level of a student's achievement in relation to the achievement of others in a particular class. Thus a percentile rank of 62 indicates that the student has done better than 62 per cent of the students in that particular class but less well than the remainder.

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, was unable to complete the work of the course by the end of the quarter. The work must be completed within the first thirty days of the next quarter in residence.

Ordinarily, an F grade may be removed or a grade raised only by repeating the course.

Probation and Drop from College—A student failing to make satisfactory progress in his course work may be placed on probation. Such probationary action severely limits participation in student activities and athletics; and it automatically revokes eligibility for combination programs, application for transfer, and student-loan provisions. Any registration for a subsequent quarter made while a student is on probation is to be considered as tentative only, subject to cancellation if his work remains unsatisfactory. A student may be continued on probation at the discretion of the Committee on Student Scholastic Standing or may be dropped from the College and the University.

Student Responsibility for Notices—There are two methods that the University and College use to contact students throughout the school year. The Official Daily Bulletin is published in the *Minnesota Daily* and contains information which the student is required to know. Notices involving an individual student are sent directly to his local mailing address. An individual student is held responsible for notices affecting him that appear in the Official Daily Bulletin as well as those that are sent to him directly.

The student is also held responsible for the information contained in this bulletin. He should become familiar with all the materials presented in it and keep the bulletin available for easy reference.

Committee on Student Scholastic Standing—This committee is made up of representatives from the administrative, counseling, and teaching

staffs. Its main function is to consider the problems of individual students in those cases in which the application of the existing rules would not be wise. The student may, upon the advice of his adviser, submit a petition to be considered and acted upon by the Committee on Student Scholastic Standing.

Section 5. Comprehensive Areas and Examinations

To see that each student is actually getting a general education, the General College requires him to take a comprehensive examination *three times* during his two years in the College. This comprehensive examination covers seven areas of knowledge. Most of the courses in the General College are grouped into these seven areas as outlined on the next two pages. Certain General College courses are vocational in nature and not covered in the comprehensive examination.

Each student takes the comprehensive examination for the **first time** when he enters the College. With the help of his adviser, the student should study his examination scores, identifying the areas in which he is strong, average, or weak compared with other entering freshmen. The examination is taken a **second time** after the student has completed three quarters of work in the General College. The results of this testing are valuable in identifying those areas which still remain to be strengthened if he is to earn the associate in arts degree. The comprehensive examination is taken for the **third time** when the student applies for the associate in arts degree. Normally this is at the end of his sixth quarter, by which time he should have earned a minimum of 90 credits. In order to qualify for the degree, the student must earn satisfactory scores in at least five of the seven parts of the comprehensive examination.

In the outline which follows, each of the last four areas (General Arts; Literature, Writing, and Speech; Biological Science; and Physical Science) 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 three 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 these 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." This 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*, one such area for each of the major aspects of life adjustment—Personal (Individual and Vocational) Orientation, Home Life Orientation, Social-Civic Orientation.

Comprehensive Areas

Personal Orientation

Core Courses:

G.C.1A—Individual Orientation

G.C.2—Vocational Planning

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

- | | |
|--|----------------------------------|
| 27—Introduction to Leisure-time Activities | 41A—Psychology in Modern Society |
| 40A—Introduction to Philosophy | 41B—Fields of Applied Psychology |
| 40B—The Logic of Straight Thinking | 42A—Human Development |
| | 42B—Personal Adjustment |

Home Life Orientation

Core Course:

G.C.3—Home Life: Marriage and Family Living

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

- | | |
|---|---|
| 10B—How the Living Machinery in Man Works | 17—Income Management |
| 10C—Healthful Living | 19A—Problems of Business Transactions |
| 14—Food Selection and Purchase | 19B—Problems of Investment Transactions |
| 15—Clothing Selection, Purchase, and Care | 42A—Human Development |
| 16—Selecting and Furnishing a Home | 42B—Personal Adjustment |

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 | 45B—American Economic and Social Development |
| 38—General Geography | 45C—Minnesota and the Upper Midwest |
| 39—General Anthropology | 45D—Community Problems |
| 43A—Background of the Modern World | 46A—The American Citizen and His Government |
| 43B—Historical Biography | 46B—The Functions and Problems of Government |
| 43C—The Far East | 46X—Democracy in Action |
| 44A—Formation of Public Opinion | 48A—Problems of Consumption Economics |
| 44B—Current History | 48B—Problems of Production, Finance, and Credit |
| 45A—The Growth of American Democracy | |

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, Purchase, and Care | 23A—Art Laboratory |
| 16—Selecting and Furnishing a Home | 23B—Introduction to Commercial Art |
| 22A—B—Art Today | 24A—B—C—Music Today |
| 22D—Art in Business | 26A—B—Photography |
| | 28—Film and Drama |

Literature, Writing, and Speech

- | | |
|--|------------------------------|
| 30A—Invitation to Literature:
Western World I | 31A—Personal Writing |
| 30B—Invitation to Literature:
Western World II | 31B—Organizing Ideas |
| 30C—American Literature:
Colonial, Frontier, and
Metropolitan Living | 31C—Communicating in Society |
| 30D—Reading Periodical Literature | 31D—Business Writing |
| 30E—Selecting and Reading Current
Books | 31E—Individual Writing |
| 30FX—Reading Poetry | 31F—Research Writing |
| | 32A-B-C-D—Oral Communication |
| | 33A—Radio Today |

Biological Science

- | | |
|---|---|
| 10A—Fundamental Similarities in
the Living World | 11A—The Economic Utilization and Con-
servation of Natural Resources |
| 10B—How the Living Machinery in
Man Works | 11B—The Economic Utilization and Con-
servation of Plant Life |
| 10C—Healthful Living | 11C—The Economic Utilization and Con-
servation of Animal Life |
| | 12—Nature Study |

Physical Science

- | | |
|---------------------------------------|--------------------------|
| 6A-B-C—Related Physical Sciences | 7C—Elements of Chemistry |
| 7A—Elements of Physics | 7D—Elements of Geology |
| 7B—Elements of Light and
Astronomy | 8A—Applied Mathematics |
| | 8B—Applied Mathematics |

Section 6. Description of Courses

The first four courses are core courses for various areas covered by the general comprehensive examination. Courses 1A and 2 are core courses for the Personal Orientation area; course 3 for the Home Life Orientation area; and course 4 for the Social-Civic area. (See Section 5.)

- 1A. Individual Orientation.** (Core Course) To help the student gain a better understanding of himself and his relationships to others, an attempt is made to define the human personality, its development, and how it might be understood. A class method of free discussion based upon reading, case studies, selected films, and individual projects is used. Most of the material is based upon the psychology of adjustment, with considerable supplementation from the field of social psychology. (4 cred.)
- 2. Vocational Planning.** (Core Course) Deals with the factors in appropriate occupational choice and adjustment, the relationships between educational and vocational selection, and methods of studying occupations and gaining employment. Group discussion, personal counseling, outside interviews, and laboratory work are used. Written projects help the student to apply techniques of vocational planning to his individual case. (5 cred.; not open to 1st qtr. freshmen; prereq. # or consent of counselor)
- 3. Home Life: Marriage and Family Living.** (Core Course) To emphasize the particular values of family life for the individual and for society, this course begins with a study of biological, psychological, and sociological foundations of the family. Much time is devoted to a study of adjustment and human relationships in the student's present and future home life. Preparation for marriage, factors associated with success or failure in marriage, and problems of parenthood are considered. (5 cred.)
- 4. Problems of Contemporary Society.** (Core Course) Most Americans are determined that democratic society shall be maintained. Understanding and appreciation of the responsibilities of citizenship in a democratic society

in a world of conflict are stressed, along with the relationship of the student to the social order in which he lives. Selected social, economic, and political problems are analyzed in their over-all relationships. (5 cred.)

- 5. Individual Study.** Second-year students who have demonstrated unusual interest and progress in a particular area may register for individual study. The student studies a topic or problem more comprehensively than would ordinarily be possible in a regular course, and presents his work as a written paper or as creative work. Any student who is interested should see the assistant dean in the College office to discuss regulations concerning registration for this course. (1 to 5 cred.)
- 6A-B-C. Related Physical Sciences.** Exploration of some of the basic concepts and principles of physics, chemistry, geology, and astronomy reveals many relationships between the sciences and lays a foundation for understanding the importance of science in modern life and the increasing interdependence of the science and the work of scientists. It leads to an appreciation of one's physical environment and affords practice in applying principles from several phases of the sciences to the solution of a single problem. With consent of the instructor, a student with sufficient background in science may be permitted to enter the course after the first quarter. (5 cred. per qtr.)
- 7A. Physical Science: Elements of Physics.** This study of fundamental physical principles selected from mechanics, heat, electricity, and modern physics aims to clarify the principles themselves, to apply them to common experience and devices, and to help the student to grasp something of the methods by which the principles were formulated. It should give the student a better appreciation of the world around him, and a greater ability to read current popular scientific writing with comprehension. (5 cred.)
- 7B. Physical Science: Elements of Light and Astronomy.** The general principles of light are studied as they apply to optical instruments such as simple lenses, binoculars, telescopes; and for the information that light can give us concerning the composition, temperature, and motion of its source. The solar system provides many examples of orderliness, and a study of it reveals the answer to many questions concerning time, the calendar, and the seasons. The study of space beyond the solar system provides the opportunity to look backward in time as well as to observe the results of temperatures and pressures considerably beyond the range of usual experience. Observation of the sky is a necessary part of this course. (5 cred.)
- 7C. Physical Science: Elements of Chemistry.** Fundamental principles and laws are selected for study from inorganic and organic chemistry. Applications of theories and their roots in experience are stressed with lecture-table experiments. Classification of matter, reactions, elements, acids, bases, salts, electrical cells, gases, atomic and molecular structure, valence theory, organic chemicals from petroleum, polymers, and plastics are discussed. The student should gain an appreciation of chemical science and industry, and the problems in evaluating current developments. (5 cred.)
- 7D. Physical Science: Elements of Geology.** This course deals with the origin and interpretation of the surface features of the land. A consideration of Minnesota's 10,000 lakes leads to the study of the work of glaciers, water, and wind in sculpturing the earth's surface. Mountain-making, the common rock types and their origin, the age of the earth, and significance of fossils are briefly treated. (5 cred.)
- 8A. Applied Mathematics.** This course is especially designed to meet the needs of students who want to use mathematics in developing a scientific or technical interest for themselves, in courses where mathematics is used as a tool, or in occupations requiring the use of mathematics with measure-

ments. The most commonly useful mathematical skills are built up in a steady progression against a background of practical application. The problems provide a broad acquaintance with the language and nature of many fields. A study is made of measurement, calculation with measured data, use of the slide rule, formulas, and equations. (5 cred.)

- 8B. Applied Mathematics.** (Continuation of 8A) This is based on the same objectives and general organization as 8A. Against the same background of practical application a study is made of derivation of formulas, strategy of problem solving, graphs, logarithms, and trigonometry. (5 cred.; prereq. 8A or #)
- 10A. Human Biology: Fundamental Similarities in the Living World.** A study of the variety and relationship of living organisms serves to illustrate the general principles of 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 cred.)
- 10B. Human Biology: How the Living Machinery in Man Works.** The operational mechanisms of cells, glands, organs, and systems are integrated in the functioning of man's body as a dynamically balanced whole. (3 cred.; prereq. 10A)
- 10C. Human Biology: Healthful Living.** 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, leading causes of death, and public health are considered. (3 cred.)
- 11A. Basic Wealth: The Economic Utilization and Conservation of Natural Resources.** Since the wise conservation and use of lands, forests, water, and minerals are basic to the economic welfare of the nation, emphasis is placed on studying the extent of the potential supply, present rates of utilization, sources of waste, and technological developments. (3 cred.)
- 11B. Basic Wealth: The Economic Utilization and Conservation of Plant Life.** Since plants are important as sources of food, fibers, drugs, materials for manufacturing and building, as well as for enjoyment, the course emphasizes the role of plants in human welfare and progress, plant structure, factors governing plant distribution and crop production, and the leading economic plants. Attention is given to some of the methods used by man in meeting problems of production, prices, plant improvement, and plant protection. (3 cred.)
- 11C. Basic Wealth: The Economic Utilization and Conservation of Animal Life.** A study of the origin, domestication, improvement, and distribution of farm animals is included, as well as the uses and economic importance of products secured from farm animals and the economic value of wild life. (3 cred.)
- 12. Nature Study.** The nature of the relationships of living organisms in, on, and about man is expanded to the dynamics of large natural areas (biomes) in America. Concepts of domestication, food chains, adaptation, competition, and co-operation are developed in the laboratory and field. (3 cred.)
- 14. Food Selection and Purchase.** Problems of food selection and purchase, with emphasis on the needs of college students to secure adequate and satisfying food on a moderate budget are covered. A study of diet, factors which influence individual requirements, the nutritive value of different foods, food selection and planning for the home, and common marketing problems are also discussed. (3 cred.)
- 15. Clothing Selection, Purchase, and Care.** Problems involved in the choice and care of men's and women's clothing are examined. Methods of fiber identification, construction and finishing processes, and proper care of clothing based on a knowledge of fabric information are studied, with attention to judging the value of labels and advertising, differences in

quality of fabrics and garments, and difference in workmanship in ready-to-wear garments. (3 cred.)

- 16. Selecting and Furnishing a Home.** The choice of a place in which to live and the selection and arrangement of appropriate house furnishings are considered. Attention is given to the house in relation to the needs of the owner, his income, and the neighborhood. The aspects of cost, utility, convenience, color, design, and comfort are included in the discussion of planning and furnishing the home. (3 cred.)
- 17. Income Management: Individual and Household Buying.** The financial policy of the individual and the family, the needs which must be met by income, personal and family budgeting, and record-keeping are studied. The problems of raising material levels of living so that the family can provide a well-rounded and satisfying life for all its members are discussed. Sources of consumer information are evaluated. (2 cred.)
- 19A. Problems of Business Transactions.** Using no mathematical skills beyond arithmetic, a study is made of the methods used to solve problems connected with taxes, commissions, prices, discounts, loans, notes, and risk insurance. Through the solution and study of realistic, practical problems the student acquires useful skills and a basis for sound judgment to apply to the multitude of financial problems that he will face either as a householder or in business. (4 cred.)
- 19B. Problems of Investment Transactions.** Using no mathematical skills beyond arithmetic, a study is made of the methods used in connection with financial tables to solve problems connected with savings, insurance, installment buying, periodic payment loans, and depreciation. Through the study of realistic, practical problems the student acquires useful skills and a basis for sound judgment to apply to his savings, investments in real estate and durable goods, and life insurance. (4 cred.; prereq. 19A or #)
- 20A. Practical Law.** This course covers a study of courts and court procedure; contracts, their formation, operation, and discharge; law of sales of goods under the Uniform Sales Act; law of commercial paper under the Uniform Negotiable Instrument Law; nature and classification of real estate; deeds and conveyances; liens and mortgages; Torrens titles; joint tenancy and tenancy in common; wills; life, property, and automobile insurance. (5 cred.)
- 21. General Arts.** 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 cred.)
- 22A, 22B. Art Today.** This course explores and explains materials and methods used by modern artists in many fields—architecture, industrial art, and commercial design, as well as painting, sculpture, and the graphic processes. The emphasis is upon contemporary art forms. The course work consists of illustrated lectures, discussion, laboratory work, and field trips. (3 cred. per qtr.; students may enroll for one or two qtrs.)
- 22D. Art in Business.** Work is designed primarily for students going into retailing and selling who would like a general knowledge of art principles as applied to the various aspects of business enterprise. Laboratory activity is provided to help the student develop critical understanding in planning store interiors and exteriors. Experiments in advertising, lighting, color, and display are undertaken. (3 cred.)
- 23A. Art Laboratory.** Laboratory work aims to provide the student with a variety of art experiences. The problems may be selected according to individual needs and interests. Readings, lectures, field trips, and discussion develop from the problems met in the laboratory. (3 cred. per qtr.; may be repeated for a total of no more than 9 cred.)

- 23B. Introduction to Commercial Art.** Emphasis is placed on the processes of design, lettering, graphic expression, and commercial processes which are fundamental to commercial art. A student should have some previous art experience before entering the course or may get special permission from the instructor for admission. (3 cred. per qtr.; may be repeated for a total of no more than 9 cred.)

Music Today

To understand the drive that lies behind music one must discover a basic reason for the need of music. The examples are drawn chiefly from local concerts and important radio broadcasts whenever applicable. *No special ability or previous musical knowledge is required for registration in 24A, 24B, or 24C.* Students may enter any quarter.

- 24A. Music Today: Basic Listening Skills.** During the first quarter the groundwork is laid for basic listening skills. The raw materials from which music is made are investigated and studied. This includes a survey of the composer's materials—tone, harmony, orchestration, instruments—but only to the extent that an understanding of them helps the listener to understand music better. The fundamentals of composition are also studied so that the listener may gain a knowledge of the principles of form and design in music. (2 cred.)
- 24B. Music Today: Opera.** The second quarter emphasizes the relation between music and theater. A survey is made of the many kinds of music in this group: music for the dance, especially the ballet; musical backgrounds for radio and television shows; the use of music in the motion picture; opera. This last subject is purposely designed to show that when music and theater are combined wisely a great art form can be achieved. Modern opera and other new experiments in the music of the theater are also studied. (2 cred.)
- 24C. Music Today: Relation of Composer to Listener.** The third quarter, besides being a summary of the two earlier quarters, is especially concerned with the relation of the composer to the listener. Examples of the well-known composers are played, including, among others, Debussy, Ravel, Copland, Brahms, Sibelius, Strauss, Chopin, Schumann, Schubert, Beethoven, Mozart, Haydn, Bach, and Palestrina. (2 cred.)

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- 26A. Photography.** The student receives instruction in the use of cameras, primary studies in optics, film and paper emulsions, and similar topics. There is actual darkroom work to acquaint the student with ordinary darkroom techniques, film developing, and paper printing. (3 cred.; enrollment limited)
- 26B. Photography.** This course is for students who have had previous instruction in photography or have worked in photography and know the principles of development and printing. It attempts to develop a personal photographic perception in the student through lectures in photographic history and contemporary trends in photography. There is intensive field work. (3 cred.; enrollment limited; prereq. 26A or practical experience and #)
- 27. Introduction to Leisure-Time Activities.** To develop an understanding of the leisure problem and a philosophy of recreation, the course covers five units: the meaning of leisure, the philosophy of recreation, the process of building an interest, a survey of recreation activities, recreational opportunities on the campus. (3 cred.)

- 28. Film and Drama.** This course is planned to help the student in developing a greater appreciation and discrimination for the drama and the film as art forms and as media of communication. Activities include attendance at local films and plays, and reading of various types of plays. (3 cred.)
- 29AX. Reading Development.** Drill exercises, films, slides, and reading assignments help students improve reading speed and comprehension. It is not for those with decided disabilities who need remedial reading but for students who read with *average* ability. Progress is measured by diagnostic reading tests given at the beginning and end of the quarter, progress charts of timed readings and exercises, and written assignments. Students who fall below a stipulated score in the initial diagnostic test will not be allowed to continue. (3 cred.; open to fr. only)
- 29BX. Fundamentals of Usage and Style.** Intensive drill in usage, punctuation, and spelling is used, along with emphasis on such matters of style as subordination, parallel construction, tense consistency, and the placement of modifiers. There are written assignments designed to give the student practice in applying principles and skills to his own writing. (3 cred.)
- 29CX. Vocabulary Building.** In order to expand the student's vocabulary and heighten his permanent interest in words, the work includes the study of Greek and Latin roots which occur most often in English, extensive training in the use of the dictionary, and other exercises. As a result, the student should function with greater confidence in his other college classes, and should generally improve his communication skills. (3 cred.)

Literature

Of the six courses in literature, the first three have been designed especially for the beginning student, the last three for the student who has already received his introduction to literature. In 30A and 30B the literature of the Western World is approached from a thematic point of view; a similar approach is employed with American literature in 30C. The courses numbered 30D, 30E, and 30FX offer more specialized study of literary types. The student is encouraged to enroll in 30A, 30B, or 30C first, although there is no prerequisite to other literature courses. Should it become impossible to take them in this order because of scheduling difficulties, however, the student may reasonably take one of the other courses without encountering undue difficulty.

- 30A. Invitation to Literature: Western World I.** Literature can be a source of great pleasure as well as profit to those who have learned to understand it. To this end, this course seeks to integrate life and literature and to relate the student's experiences to certain universal themes. The student will read some of the most dramatic and forceful treatments of these themes to be found in the literature of the Western world, both ancient and modern. Readings will be grouped according to the following thematic arrangement: Man and Woman, Man and God, Man and Nature, Man and Family. (3 cred.)
- 30B. Invitation to Literature: Western World II.** This course proceeds like 30A. Themes to be discussed are as follows: Man and Work, Man and His Social Environment, Man and the Arts. (3 cred.)
- 30C. American Literature: Colonial, Frontier, and Metropolitan Living.** The student will study American literature to find in it the picture of America which has emerged through three hundred years of history and to consider the comments which perceptive literary minds have made upon American life and values. Thus the student may gain a certain illumination of his total national environment—the way people think and act in it—and gain some understanding of the intimate relations between literature and social, economic, religious, and political matters. (3 cred.)

- 30D. Reading Periodical Literature.** In order that the student may become familiar with periodical literature, he will study the history of periodical publication, prominent publishers, the various levels and types of magazines, and the special audiences which they serve. The student will make a detailed examination of different magazines, will be encouraged to acquaint himself with publications new to him, and will be asked to form comparative judgments. (3 cred.)
- 30E. Selecting and Reading Current Books.** The purpose of this course is to acquaint the student with some of the aids to intelligent choice of current books for personal reading. He will learn the principal sources of book reviews as well as how to evaluate them, and he will be given an opportunity to investigate the function and purpose of the prominent book clubs. He will develop critical standards by analyzing books, one fiction and one nonfiction, in class, and he will choose a third for outside reading. (3 cred.)
- 30FX. Reading Poetry.** In poetry is to be found man's highest artistic achievement in the use of language as well as the most distinguished statement of his aspirations. This course aims to help the student discover the pleasurable as well as the profitable in the reading of poetry and to introduce him to some of the methods of examination which serve to make poetry more meaningful. (3 cred.)

Writing Laboratory

In the writing laboratory, the student is taught to employ various forms of reading and writing as ways of exploring and dealing with experience. To achieve this end, the student will be expected to maintain those standards of composition appropriate to the forms of writing he undertakes. Much of the writing and reading proceeds under the guidance of an instructor in the laboratory. Students registering for courses in writing must first enroll in 31A, and then in 31B. Thereafter, the student may elect any of the remaining courses. *Only* from among courses numbered G.C. 31 may a student select courses to meet the freshman composition requirement in other colleges.

- 31A. Writing Laboratory: Personal Writing.** To see why and how he uses language, the student studies its history and development, levels of usage and style, and becomes familiar with the dictionary's resources. To enrich his awareness of himself and of his relations with his friends and members of his family, the student will read and write descriptions, character sketches, incidents, autobiographies, friendly letters, and business letters. (3 cred.)
- 31B. Writing Laboratory: Organizing Ideas.** In developing skills of reading and writing commonly demanded in university classes, reading material will be taken largely from textbooks and periodicals. Emphasis will be upon detecting central ideas, discovering supporting details, interpreting charts and graphs, and generally developing vocabulary and comprehension. Students will study and write summaries, outlines, and expositions ranging from the instructional or process type to the essay type required in many examinations. (3 cred.; prereq. 31A)
- 31C. Writing Laboratory: Communicating in Society.** A study is made of those forms of communication which a citizen needs to participate more actively and perceptively in community life. Students will read, discuss, and write about the roles they play or expect to play in society; they will analyze and study the effects of propaganda and the mass media; and they will develop skills of persuasion and argumentation to perform more effectively as members of youth or community groups. (3 cred.; prereq. 31B)

- 31D. Writing Laboratory: Business Writing.** Not only is the student given practice in writing the kinds of letters necessary for ordinary business transactions but he is asked to write a long business report. Letters of inquiry, order, complaint or adjustment, and application, and the business report are included. There is opportunity for discussion of business ethics and routine office procedure. *Final drafts of letters and reports must be typed.* (3 cred.; prereq. 31B)
- 31E. Writing Laboratory: Individual Writing.** Opportunity for creative writing is given under direct supervision. After studying the techniques of description and narration, the student may work on individual projects such as the short story, poetry, radio script, or personal essay or article. (3 cred.; prereq. 31B, recommendation of a writing laboratory teacher, and #)
- 31F. Writing Laboratory: Research Writing.** To meet the demands of library research and research writing, the student will need to study intensively some aspect of a field of knowledge or experience which interests him. He will be introduced to the resources of the University library, required to collect information upon a subject of his own choosing, and asked to write a carefully organized and fully documented library paper. The entire project will proceed under the close guidance of the instructor. (3 cred.; prereq. 31B)

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, and to afford opportunities for developing greater skill in everyday expression of ideas.

- 32A. Basic Principles.** Work is planned to aid the student in developing confidence in speech situations. Through observation, study, personality analysis, and participation in various speech activities, the student is shown the close relationship between personality and speech behavior. (3 cred.)
- 32B. Applications of Speech.** This course is planned to help the student improve his use of language so that he may communicate his ideas and feelings more effectively. Speech activities include retelling short stories, reading aloud, sharing personal philosophies, and discussing plays, books, and films. (3 cred.; prereq. 32A)
- 32C. Speech Organization.** The student is helped to gather materials, to select and organize these materials, and to develop them in a form appropriate to the audience and the occasion of the speech. (3 cred.; prereq. 32A)
- 32D. Group Discussion.** Special emphasis is placed on discussion as a democratic speech form. By participating in classroom projects, the student is given experience in using effective discussion techniques in the co-operative solution of current issues. (3 cred.; prereq. 32A)
- 32E. Everyday Business Speech.** Practical experience is given in special forms of speech which are most often used in business and the professions. Speech activities include interviewing, recording on dictating equipment, conference speaking, and using parliamentary procedure. (3 cred.; prereq. 32A and #)
- 33A. Radio Today.** An appreciation course, covering the general field of broadcasting, designed to promote critical listening and a better understanding of the problems facing American radio today. Laboratory projects give the student opportunity to develop understanding and appreciation for radio procedures. (3 cred.)

Note G.C. 4, Problems of Contemporary Society, core course in Social-Civic Orientation area.

- 37. Social Trends and Problems.** A study of the major trends and areas of conflict in our social order designed to increase the student's understanding of his society and to develop skills necessary to analyze social situations and evaluate proposed courses of action in the light of democratic values. (5 cred.)
- 38. General Geography.** The earth and its inhabitants are described and interpreted in a regional framework. The inter-relationships between man and physical elements are presented. Emphasis is placed on obtaining an understanding of the physical earth, the distribution of population, man's culture and economies. Regional differences in the attitudes and behaviors of people attempt to provide an understanding of many world problems. (5 cred.)
- 39. General Anthropology.** This course concentrates on those anthropological facts, concepts, and generalizations which contribute most to an individual's understanding of his life as a human being. The most pervasive influence in that life is culture. Consequently, except for a few sessions on the subject of race, the course is devoted to an exposition of the characteristics of culture. Illustrative material from both primitive and modern societies is studied. (3 cred.)
- 40A. Introduction to Philosophy.** Philosophy is the study of man's relationship to the universe in which he lives. In this course, the student gains perspective through the study of major philosophical writings and is enabled to see many of his own opinions and beliefs in relation to themes most clearly stated by the great thinkers. Thus he may be led to discover to what degree his everyday reactions imply judgments on fundamental issues as well as what he can do to sharpen his perception. (3 cred.)
- 40B. The Logic of Straight Thinking.** Man is faced with practical problems that require straight thinking; he must also determine the value of arguments presented to him by newspaper and radio. Penalties for faulty thinking may be far-reaching. Therefore, 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 cred.)
- 41A. Psychology in Modern Society.** An introduction to the science of human behavior. Examines the research methods which the psychologist uses in observing and drawing conclusions about behavior. Topics include the origin and development of behavior, an analysis of human motives, the place of emotion and conflict in human adjustment, how man learns from his environment, and how individuals differ in their psychological make-up. (5 cred.)
- 41B. Fields of Applied Psychology.** A citizen's survey of some major applications of psychological principles to everyday affairs. The course examines the contributions of psychology to vocational guidance, learning efficiency, mental health, personnel selection and training in business and industry, the measurement and improvement of worker efficiency and morale, highway and industrial safety, crime, and consumer research and advertising. (5 cred.; prereq. 41A)
- 42A. Human Development.** A general outline of human development through childhood, adolescence, and early maturity is presented by surveying mental and physical growth, the learning of skills, and the development of emotional life and social adjustment. (3 cred.)
- 42B. Personal Adjustment.** Adjustment in home, school, and work is discussed from a developmental point of view. Origin and nature of attitudes in relation to social pressures are considered. (3 cred.; prereq. 42A)
- 43A. Background of the Modern World.** While offering students some idea of the historical development of the world in which they live, emphasis is

upon the evolution of the political, economic, and social institutions of the major European nations during the last two centuries. (5 cred.)

- 43B. Historical Biography.** Biography is individualized history. It is used in this course as an approach to the study of the history of certain periods or of certain countries. For example, the lives of Peter the Great, Catherine II, Alexander I, and Lenin are examined in connection with a study of modern Russian history. (3 cred.)
- 43C. The Far East.** Recent events make it plain that the Far East is one of the most important parts of our world. Americans today must know more about the geography, people, religions, economics, governments, and foreign policies of Japan, China, Russian Asia, India, Pakistan, and Southeast Asia. The emphasis is on modern problems, with historical background as an aid to understanding. (5 cred.)
- 44A. Formation of Public Opinion.** The scope, organization, and functions of newspapers, magazines, radio and television, motion pictures, and advertising are surveyed. Their techniques designed to shape attitudes, to influence public opinion, and to exert leadership are analyzed. (3 cred.; enrollment limited)
- 44B. Current History.** Subject matter and methods of instruction are constantly adapted to the changing headlines of the day, by a fusion of contemporary readings with background sources, so that the student's alertness to the news and ability to judge current events in proper perspective are intensified. (2 cred.; may be repeated for a maximum of 6 credits.)

Our Nation and Community

In these days of rapid change and crises, it is well to pause to weigh our historical heritage. The four following courses examine our past to throw light on the present. Each student is encouraged to prepare to become a responsible, informed citizen. Courses may be taken independently, but together they are planned to provide a comprehensive background of information and understanding for American and international affairs.

- 45A. The Growth of American Democracy.** This course follows the struggle toward a more effective democracy from the Revolution through the critical period of our history. It deals with the efforts of the American people to meet the problems which arise when men and women of many nationalities, diverse sectional and economic interests, and varying political convictions assume the responsibility of building a strong, prosperous, and high-principled nation. (5 cred.)
- 45B. American Economic and Social Development.** This course involves a more thorough study of the development of American economic and social institutions from colonial times to the present. The correlation between the past and modern America is stressed in surveying such fields as travel and transportation, commerce, agriculture, labor, the growth of industry, business cycles, and social reforms. (3 cred.)
- 45C. Minnesota and the Upper Midwest.** To give better understanding of the problems of Minnesota citizens, these are presented against a background of regional scope. After a comprehensive survey of the ways in which people make their living, and a brief review of political trends, careful study is given to the state government with its work in police power, transportation, education, conservation, and welfare. (5 cred.)
- 45D. Community Problems.** This functional approach to the social sciences provides opportunity for a limited number of students to observe contemporary society and its problems through intensive study of some social

problem in the immediate area. (1-3 cred.; enrollment limited to selected students who have done above-average work in social science courses; prereq. #)

Government Studies

Popular government rests upon the principle that it is every citizen's business to see that his community is well governed. Political decisions touch everyone directly, constantly, intimately, and inescapably. The three following courses in government studies are designed to equip the potential citizen with an understanding of his relationship to his government, of its functions and problems, and of outstanding issues in its international relationships.

46A. The American Citizen and His Government. Self-government by a free people demands effective and enlightened citizenship, depending on intelligent understanding of the nature, structure, and operations of government. In this course the student examines all aspects of American government, national and local. (3 cred.)

46B. The Functions and Problems of Government. 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 cred.)

46X. Democracy in Action. To develop the student's understanding of the problems of the community and the role of the individual in solving them, participation in the work of a local organization is a requirement of the course. The class is conducted in part by discussion and student committee activities. Among the areas of community life investigated are population and human relations, city politics, city finance, law enforcement, local labor and business relations, social welfare, education, and the city in the world community. (4 cred.)

47C-47D. Bookkeeping and Accounting Laboratory. This course provides the student not only with the fundamental skills necessary to keep records and to prepare summaries of them for distributive enterprises but also with an understanding of the reasons for keeping these records and the uses to which they are put. The student keeps books and prepares financial statements for a distributive business, and the class discussion clarifies the relationship between the operation of the business and the records being kept. (3 cred. per qtr.; prereq. #)

Our Economic Life

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. G.C. 48A and 48B attempt to answer some of the questions raised by these relations and to explain how business enterprise functions.

48A. Problems of Consumption Economics. A study is made of questions about economic life which citizens have as makers of income and consumers of goods and services and about the application of economic principles as they affect the consumer. Topics include: what consumption is; the origins and personal distribution of money income; opportunities for increasing the individual's share of national income; more intelligent use of the individual's income; and the role of the government. (3 cred.)

- 48B. Problems of Production, Finance, and Credit.** This course surveys our more important economic institutions and continues with a brief analysis of the underlying principles of production, finance, and credit. (3 cred.)
- 48C. Principles of Business Operation.** Intended especially for those who plan to own and operate some form of small business, this course briefly studies the principles and practice of organizing, locating, financing, and managing small business enterprises. (3 cred.; prereq. 48A or 48B or any college-level course in principles of economics)

Retailing and Selling

Instruction in retail store operation is offered in the three following courses. Classwork in lectures and laboratories is correlated with work experience. Internship in a local store of a minimum of 180 hours of work which may involve nonselling as well as selling activities is a requirement. Laboratory meetings include demonstrations, reports, group discussions, and store tours. Students enrolled in the courses are eligible for membership in the Minnesota Retailing Club, an organization of former students formed for the purpose of keeping abreast of recent developments in the field of retailing. The courses are planned for sophomores; therefore, it is important that students discuss freshman programs with the instructor in retailing and selling. All courses offered in the afternoon must be completed during the freshman year to allow time for the work requirement of the sophomore year.

- 49A. Retailing and Selling.** Salesmanship, the customer, store personnel, systems and services, government regulations, distributive vocations. (5 cred.)
- 49B. Retailing and Selling.** Types of store organizations, buying, receiving, marking, and storing merchandise, business statistics, resource information for the trade. (5 cred.; prereq. #)
- 49C. Retailing and Selling.** Retail promotion, store location and interior layout, display, advertising media, public relations. (5 cred.; prereq. #)
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- 49DX. Salesmanship.** Kinds of sales jobs, types of sales organizations, qualifications, and employment opportunities for salesmen are studied. Sales skills are observed in films and demonstrations. Students interview members of local sales organizations and develop sales planning portfolios for job selection, sales plans, and routine sales procedures. The course would be most useful if taken just before entering employment as a salesman. (3 cred.)

Dental Assisting

- D.A.1. Dental Assisting.** Study of care of the office and dental equipment, office management, chairside assisting, and professional ethics introduces the student to the work of the dental assistant and to actual practice in the Dental School Clinic. (6 cred.)
- D.A.2. Dental Assisting.** The work of D.A. 1 is continued with the study of dental anatomy, dental pathology, anesthesia, bacteriology and sterilization, dental X-rays, oral hygiene and pedodontics, and diet and nutrition. Chairside assisting in the Dental School Clinic continues to be an integral part of the course work. (9 cred.; prereq. D.A. 1)
- D.A.3. Dental Assisting.** The work of D.A. 1 and D.A. 2 is continued with the study of orthodontics, pharmacology, first aid, carvings and drawings, impression materials and models, making base plates and bites, inlays and crowns, and a comprehensive course review. Chairside assisting in the Dental School Clinic is an integral part of the course work. (9 cred.; prereq. D.A. 2)

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