

THE STATE TEACHERS COLLEGE AND JUNIOR COLLEGE OF SAN DIEGO

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SACRAMENTO, 1922

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FACULTY, 1921-1922

- EDWARD L. HARDY, President. School Administration. B.L., University of Wisconsin; graduate student, University of Chicago; study of European secondary schools, 1898-1899; Principal San Diego High School, 1906-1910. (Appointed September 1, 1910.)
- ARTHUR G. PETERSON, Dean of Junior College. Economics and Sociology. A.B., College of the Pacific; graduate study at University of Chicago and Stanford University; Vice Principal San Diego High School and Director of Junior College, 1919, 1920, 1921. (Appointed September 1, 1921.)
- MRS. ADA HUGHES COLDWELL, Dean of Women, Head Department of Household Economics. Special study, Europe, 1899-1900; special student in Domestic Science, Teachers College, Columbia University, New York City, 1907. (Appointed June, 1907.)
- GERTRUDE LAWS, Director of Education, Practice Teaching and Supervision. Graduate, State Normal School, San Diego; B.A., Stanford University; Departmental Teacher, City Schools of San Diego; Class Supervisor and Principal of Training School, State Normal School of San Diego; Director of Education, including Practice Teaching and Supervision, State Teachers College of San Diego, 1921. (Appointed September 1, 1913.)
- CAROLINE I. TOWNSEND, Director of Primary Education. Ph.D., University of Chicago; Indianapolis Normal School; Teachers College, Columbia University; Teacher of Primary Reading and Literature in the public schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)
- MRS. GERTRUDE SUMPTION BELL, Director of Tests and Measurements. A.B., Indiana University; graduate Indiana State Normal School; research work, Clark University; Assistant in Education and Director of Practice Teaching, University of Colorado; State Institute Lecturer, Montana; Instructor, School of Education, Indiana University; graduate student, Stanford University, 1919-1920. (Appointed August 1, 1916.)
- O. W. BAIRD, Physics. A.B., University of Wisconsin; graduate study at University of Wisconsin, University of California, University of Washington; Instructor in Physics, University of Washington, one year; Head Department of Science, Tacoma High School, six years. (Appointed September 1, 1921.)
- RUTH C. BAGLEY, English. A.B., University of Michigan; A.M., University of California; graduate study, University of Illinois and Columbia University; Head Department of English, State Normal School, Oshkosh, Wisconsin, ten years; Instructor, San Diego Junior College, 1919-1921. (Appointed September 1, 1921.)
- MARY BENTON, Head Department of Fine Arts. Student at Rosemont Dezalet, Lausanne, Switzerland; at Chicago Art Institute; at New York School of Art; pupil of W. J. Whittmore, of New York; pupil of Mrs. Butterworth, of New York; Instructor, State Normal School of San Diego. (Appointed July 1, 1916.)
- MARY M. BOWER, Assistant Physical Education. Graduate State Normal School of San Diego. (Appointed October 1, 1917.)
- VINNIE B. CLARK, Geography. A.B., University of Wisconsin. Graduate student, University of Chicago; Assistant in Geography, University of Wisconsin; Oak Park, Ill., High School, 1913-1914. (Appointed September 1, 1914.)
- KATHERINE E. CORBETT, Class Supervisor. B.Pd., Michigan State Normal School; B.S. and A.M., Teachers College, Columbia University; public school teacher for seven years; special teacher in Americanization courses; Training Supervisor four years in Kent State Normal College, Ohio. (Appointed July 1, 1921.)

- KATHERINE COX, Vocational Home Economics. A.B., Stanford University; graduate student at State Teachers College at San Jose, State Teachers College of Santa Barbara, University of California, Stanford University Hospital and with Dr. Emerson; instructor in California schools, ten years; at State Normal School, Cheney, Washington, one year. (Appointed September 1, 1921.)
- *GEORGIA V. COY, Biology and Physical Education. Graduate San Diego Normal School; Teacher in San Diego County Schools, 1909-1910; B.S., Columbia University; Bachelor's Teaching Diploma in Biology, Teachers College, Columbia University; graduate work at University of California, 1915. (Appointed September 1, 1912.)
- LESLIE S. EVERTS, Accounting. B.L., University of Wisconsin; Public Accounting in Milwaukee, Wisconsin, and San Diego, California, 1909-1921. (Appointed September 1, 1921.)
- MARY LOUISE FIELD, Class Supervisor. Graduate Los Angeles State Normal School; A.B., Stanford University; professional study at University of California and Columbia University; public school teacher, five years; Critic Teacher at State Normal School, Cheney, Washington, one year. (Appointed July 1, 1921.)
- GRACE GAIL GIBERSON, Music. State Normal School, Mount Pleasant, Michigan; Thomas Normal Training School, Detroit, Northwestern University (American Institute of Normal Methods); voice student, Marshall Pease, Detroit, Michigan, and Harriet Case, New York; Supervisor of Music, Ypsilanti, Michigan; Instructor in Music and Director of Glee Clubs, Iowa State Teachers College; Assistant Director of Music and Director of Orchestra, State Normal School, St. Cloud, Minnesota; Director of Music, State Normal School, Eau Claire, Wisconsin. (Appointed September 1, 1921.)
- EDNA H. GILLESPIE, English and Typing. A.B., Southwestern College; A.M., University of Kansas; Principal of High School, Sedgwick, Kansas; Secretary to the President and Instructor in English, University of Southern California. (Appointed July 1, 1921.)
- EDITH C. HAMMAK, Class Supervisor. Graduate State Normal School of San Diego; professional study at University of California; public school teacher, five years. (Appointed September 1, 1910.)
- WINFIELD S. HUGHES, Industrial Arts. Graduate Chico State Teachers College and Santa Barbara State Teachers College (four-year course); special study at Oregon Agricultural College; Assistant Supervisor of Manual Training, Los Angeles and Portland. (Appointed September 1, 1921.)
- CARL IDDINGS, Chemistry. B.S., University of California; post-graduate study, University of California; Assistant in Chemistry, University of California; Chief Chemist and Acting Superintendent Burnham Chemical Company. (Appointed March 1, 1922.)
- MYRTLE ELIZABETH JOHNSON, Biology. B.S., M.S., Ph.D., University of California; Research Assistant, Scripps Institute, La Jolla, California; Instructor, Pasadena High School, 1912-1921. (Appointed September 1, 1921.)
- CHARLES B. LEONARD, History. A.B., University of California; graduate study, one year, at University of California; Instructor in History, Lowell High School, San Francisco. (Appointed September 1, 1921.)
- GEORGE R. LIVINGSTON, Mathematics. B.S., University of California; graduate study, one year, University of California; Instructor, San Diego Junior College, 1914-1918; Instructor, Santa Barbara Junior College, 1919-1921. (Appointed September 1, 1921.)

*On leave of absence, 1921-1922.

- BEULAH MARKER, Assistant Fine Arts. B.S., Columbia University; Teachers College diploma; graduate of Los Angeles State Normal School, with general professional and special art diplomas; Assistant in Fine Arts Department, Teachers College, Columbia University, 1918-1919. (Appointed July 1, 1919.)
- WILLIAM L. NIDA, Principal of Training School and Appointment Secretary. Ph.B., Ohio State University; graduate student, University of Chicago; Principal of Ohio High Schools, nine years; Superintendent of Schools, seventeen years, Illinois. (Appointed July 1, 1921.)
- *IRVING E. OUTCALT, Head Department of English. A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head Department of English, San Diego High School, 1907-1911; graduate student, Stanford University, 1921-1922. (Appointed September 1, 1912.)
- CHARLES E. PETERSON, Physical Education. Student at Oregon Agricultural College, the University of California and the State Normal School of San Diego; student two years under Robert Krohn; Director of Playgrounds, Y. M. C. A. Physical Education, Physical Education and Recreation in United States Army camps; Instructor, Edison Junior High School, Berkeley, California; Instructor, State Normal School of San Diego. (Appointed July 1, 1921.)
- LILLIAN J. RICE, Engineering Drawing. B.L., University of California; graduate study, one year, University of California; Instructor, San Diego High School and Junior College, 1916-1921. (Appointed September 1, 1921.)
- MABEL M. RICHARDS, Arithmetic and Class Supervisor. A.B. and A.M., University of Missouri; graduate student, University of Southern California; rural school, city school and high school teacher; City Superintendent of Schools, six years; Supervisor of Mathematics, Training School, State Teachers College, Warrensburg, Missouri; Director in Demonstration School, Northeast Missouri State Teachers College, two years. (Appointed September 1, 1921.)
- CHARLES R. SCUDDER, Industrial Arts. Preparation at University of Illinois; teacher of industrial work at Grand Rapids, Michigan, and Director of Industrial Arts at Washington State Normal School at Bellingham. (Appointed September 1, 1918.)
- LESLIE B. SIMPSON, Romanic Languages. A.B., University of California; graduate study, one year, University of California; with A. E. F. in France, Italy, Germany, 1917-1919; Assistant in Spanish, University of California, 1920-1921. (Appointed September 1, 1921.)
- W. T. SKILLING, Agriculture and Nature Study. State Normal School, Los Angeles, Cal.; M.S., University of California; teacher in public schools, Los Angeles, California, several years; Assistant in Physics, University of California, 1899-1901. (Appointed September, 1901.)
- FLORENCE L. SMITH, English. A.B., Northwestern University; Critic Teacher, State Normal School at Oshkosh, Wisconsin. (Appointed July 1, 1917.)
- JESSIE RAND TANNER, Head Department of Physical Education. Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers College, Columbia University; tutor, Brookline, Massachusetts, 1901-1902. (Appointed July, 1904.)
- WILL J. STANTON, Commercial Law. LL.B., University of Michigan; graduate study, University of Michigan; editor legal journal, fourteen years; prosecuting attorney, Michigan and California; Instructor San Diego High School and Junior College. (Appointed September 1, 1921.)

*On leave of absence, 1921-1922.

- MAURICE E. WRIGHT, German. A.B. and A.M., Grove City College, Pennsylvania; graduate study at University of Zurich and in Paris; Instructor, San Diego High School and Junior College, 1908-1921.
- WILLIAM H. WRIGHT, Commerce. B.S., University of California; graduate study, one year, University of California; Head Department of Commerce, Union High School, Visalia, California, 1919-1921. (Appointed September 1, 1922.)

APPOINTMENTS FOR 1922-1923

- LESLIE P. BROWN, Romanic Languages. U.A., Harvard University; formerly instructor in French and Spanish, University of Chicago. (Appointed July 1, 1922.)
- N. M. CUMMINGS, Physical Science. B.S., University of California; Research Assistant, Scripps Institute, La Jolla, California. (Appointed September 1, 1922.)
- EDGAR L. HEWITT, Anthropology. D.Sc., University of Geneva, Switzerland; Director, American School of Archaeology; Director, San Diego Museum. (Appointed September 1, 1922.)
- LEILA D. SMITH, Music. Mus.B., A.B., Oberlin College; formerly Head of Department of Music, State Teachers College, Winona, Minnesota. (Appointed September 1, 1922.)
- NESTA M. THOMPSON, French and German. M.A., Washington University, St. Louis, Missouri; formerly Assistant at Washington University. (Appointed September 1, 1922.)
- ELIZABETH TOHILL, Public Speaking and Dramatics. A.B., State Teachers College, Greeley, Colorado; formerly Head Department of Public Speaking and Dramatics, State Teachers College, Chadron, Nebraska. (Appointed September 1, 1922.)

SPECIAL LECTURERS AND INSTRUCTORS

SUMMER SESSION, 1922

- H. C. JOHNSON, M.A., The Junior High School. Superintendent City Schools, San Diego.
- ADA YORK, School Law and Administration. County Superintendent of Schools, San Diego.
- A. P. SHIBLEY, Rural School Problems. District Superintendent, El Centro, California.
- IDA E. FISCHER, B.A., Music. Supervisor of Music in the schools of New York City; Lecturer on Public School Music, College of the City of New York.
- MRS. PAULINE R. LAUBER, Sewing and Millinery. Instructor, San Diego High School.
- LENA E. PATTERSON, A.B., Fine Arts. Formerly Professor of Fine Arts, State Teachers College, Kirksville, Missouri.
- FRANCES THERESA RUSSELL, Ph.D., English Literature. Assistant Professor of English, Stanford University.
- PERCY A. MARTIN, Ph.D., History. Associate Professor of European History, Stanford University.
- WINIFRED PERRY, M.S., Nature Study. Instructor, Francis W. Parker School, San Diego.

HISTORICAL SKETCH

The State Teachers and Junior College of San Diego, usually designated the San Diego State College and formerly known as the State Normal School of San Diego, was established by legislative enactment March 13, 1897, and received its first class in the autumn of 1898. In April, 1921, the school, together with all of the California normal schools, received, by act of the legislature later approved by the Governor of the state and becoming effective July 28, 1921, the designation of State Teachers College, its full legal title being "State Teachers College of San Diego."

In June of 1921, under an enactment of the legislative session of the same year, known as the "junior college" law, the San Diego Junior College was merged with the State Teachers College of San Diego. Under the arrangement thus made, collegiate courses of the lower division (freshman and sophomore years) are offered, both to students who wish to prepare for the work of the upper division (junior and senior years) of colleges and universities and to students who wish to prepare themselves for the teaching service in the new three- and four-year curricula recently established by the State Board of Education. The four-year curricula lead to the degree A.B. (Major in Education), and application has been made to the State Board of Education for the degree-granting privilege.

For the certification of teachers, the authorized courses (elementary, special elementary, special secondary and junior high school) are offered, and require, approximately, two and one-half years, three years and four years of work done in residence.

GENERAL INFORMATION

CALENDAR, 1922-1923

- June 26, Summer Session begins
- July 4, Independence Day: a holiday
- August 4, Summer Session ends
- September 7, 8, 9, Registration
- September 11, First Semester begins
- November 9, Term I ends
- December 23, Christmas Recess begins
- January 7, Christmas Recess ends
- January 26, Term II ends
- January 29, Second Semester begins
- March 29, Term I ends
- March 30, Easter Recess begins
- April 8, Easter Recess ends
- April 9, Term II begins
- May 1, Dedication Day
- May 30, Memorial Day: a holiday
- June 15, Commencement
- June 16-24, Interim Recess
- June 25, Summer Session begins

THE CALENDAR AND REGISTRATION

The college year is divided into the autumn and spring semesters of eighteen weeks each, followed by a summer quarter consisting of a first term of six weeks (the regular summer session) and a second term* of four weeks in which professional courses of a seminar type are offered to students and teachers whose certification needs may be met by supplemental units of credit (not to

*Not offered in 1922.

exceed 4) earned in this term. Students may enter at the beginning of either semester and at the beginning of Term I of the summer quarter.

The summer session meets the needs of regular students who wish to gain credits toward the professional diploma, of teachers in service who wish further professional training and of junior college students who wish to secure supplemental credit or to shorten the time for completion of work for the junior college certificate.

The autumn semester will begin on Monday, September 11. Registration of students will be made from September 4 to September 8. A duly certified transcript of the applicant's high school record must be in the possession of the Registrar of the Teachers College or the Dean of the Junior College on or before the day of the applicant's registration. Applicants for advanced standing should present transcripts of both high school and college or teaching records. Official transcript blanks will be furnished upon request.

DEPARTMENTS OF INSTRUCTION

Teachers College—The Teachers College offers courses for the training of teachers in both the primary and upper divisions of the elementary school, the junior high school, and the special fields of Fine Arts, Industrial Arts and Physical Education. The special four-year courses lead to the special state certificate of secondary grade. Application has been made to the State Board of Education for the right to grant the degree B.A. (Major in Education) to students completing the four-year courses.

Certificate courses for candidates for the elementary certificate and for the elementary special certificates of the several types will continue to be regularly offered for those who wish to teach before completing a degree course. The elementary special certification courses offered include the fields of Fine Art, Industrial Arts, Music, Home Economics and Physical Education.

Junior College—In the Junior College division courses are offered in the following fields: Anthropology, Economics, Engineering, English, Foreign Language, Geography, Graphic Art, History and Political Science, Home Economics, Hygiene, Mathematics, Music, Natural Science, Philosophy and Psychology.

Descriptions of the courses in both the professional and the collegiate field, with complete information as to admission requirements, will be found on pages 13 to 59 of this bulletin.

STANDARDS OF HEALTH, SCHOLARSHIP AND CHARACTER

All entering students will be required to meet the health standards set by the Department of Physical Education, and all lower division students, unless excused for cause, will be required to take the courses in physical education prescribed for freshmen and sophomores. Furthermore, each student will be expected, as a matter of efficient student and community life, to keep himself in the best possible physical condition.

Standards of scholarship are based upon high entrance standards. All freshmen are required to take the course in the technique of study, which includes tests of reading ability, of general intelligence, of attainment in English, together with student self-rating and other training in methods of efficient study and work. Frequent ratings of the student are made by his instructors, so that he may at all times know how he stands; but the ability of the student to manage his own educational career and to come reasonably near to his best capabilities are factors that will count in his final rating.

Standards of character, as developed by and measured by honest student work, and as revealed by evidences of the possession of thorough-going self-respect and community feeling, particularly as to ideals in the important matters of citizenship and future parenthood, are more important than all

else, and every student will have full opportunity to show that he is worthy and that he has the capacity and the will to manifest and develop character.

For the assistance of students and student organizations, advisorships have been established as follows:

THE STUDENT ADVISERS

Concerning matters of student-body policy, leaves of absence (men), personal advice (men), use of buildings, etc.—The Dean of the Junior College.

Concerning appointments to teaching positions—The Appointment Secretary.

Concerning the housing and living arrangements of students, rules of conduct, student social affairs, personal advice (women), rules of attendance, etc.—The Dean of Women.

Concerning supervision of practice teaching, conferences, etc.—The Director of Teacher Training.

Concerning matriculation, program of studies and teaching, credits, locker arrangements, etc.—The Registrar (Teachers College); The Dean (Junior College).

Concerning health and physical condition, school athletics, rowing, etc.—The Director of Physical Education (women); The Director of Physical Education (men).

Concerning relations to the training school, to pupils, routine, etc.—The Director of Teacher Training.

Concerning student-body affairs—The executive officers of the student body; The Dean of The Junior College; The Dean of Women.

STUDENT LIFE AND ORGANIZATIONS.

Student affairs, and organizations to foster them, are many and varied, but are well co-ordinated through the central student body organization, The Associated Students. The following list indicates the major activities:

Literary: English Club, Poetry Club, Press Club, Debate Club.

Dramatics: Dramatic Society, Two-Masque Players.

Musical: Treble Clef Club, Male Chorus, Choral Club, College Orchestra.

Social and Athletic:

Men: Men's Club, Hod Club, Epsilon Eta Society, The "Golden S," College "Y" Club

Women: Associated Women Students, College Y. W. C. A., J. U. G. Club, Shen Yo Society, Sphinx Society, Rowing Crews: Pristis, Albatross, Petrel, Dogwatch, Triton, Sculpin, Sou' Wester.

Men's Athletics: Football, baseball, basket ball, track, swimming, tennis and golf.

Women's Athletics: Tennis, basket ball, rowing and swimming.

Publications: The Paper Lantern (weekly), and The Del Sudoeste (year book).

APPOINTMENT SERVICE

The Department of Recommendations has charge of the placement of graduates, assisting them in securing teaching positions and assisting superintendents and boards of school trustees in finding qualified teachers.

Recommendations are based on records which indicate every item in the candidate's equipment, and particular care is taken to select for nomination in each case a teacher who can meet the requirements of the position.

FEES AND EXPENSES

Tuition is free to all students

Registration fee, each semester.....	\$1 50
Student body fee, each semester.....	5 00

LABORATORY FEES

Bacteriology (\$5 returnable), each semester.....	15 00
Biology 10, each semester.....	1 00
Biology 10A-10B (\$2 returnable), each semester.....	4 00
Botany (\$2 returnable), each semester.....	5 00
Chemistry (\$2.50 returnable), each semester.....	10 00
Fine Arts (certain courses), each semester.....	1 00
Home Economics, each semester.....	1 00
Physics (\$4 returnable), each semester.....	5 00
Physiology, each semester.....	1 00
Surveying, each semester.....	1 00
Zoology (\$2 returnable), each semester.....	5 00

The Dean of Women will furnish, upon request, addresses of homes in which board and room may be secured, also a list of apartment houses which may be patronized by students. Occasionally students are placed in homes where they may work for board and room, but it is not advisable to depend entirely upon such an opportunity because of the irregularity of the demand.

Board and room may be procured for from \$40 to \$45 a month. Apartments, consisting of one room, kitchenette and bath, rated at \$18 to \$35 a month, will accommodate one or two persons. A cafeteria is maintained by the college where noon-day meals are served at cost.

The minimum expense for one semester of eighteen weeks is estimated at \$210: Board and room, \$180; books, papers and other necessary materials, \$15; registration and student-body fees, \$7; laboratory fees, \$1 to \$10. Clothing, laundry, car-fare, recreation and personal incidentals are factors for the student to decide, but it is suggested that clothing be of the simplest type, such as gingham dresses, one-piece woolen dresses, one warm outside coat, and a very informal afternoon or evening dress with suitable accessories.

SELF HELP AND LOAN FUND

Opportunities for part-time employment for students not residents of San Diego are frequent, particularly in the cases of young women who are able to assist as mother's helpers in housework or in the care of children. A limited amount of clerical work in offices and library, and of employment in the school cafeteria, may be offered from time to time, but ordinarily is not sufficiently remunerative to reduce expenses materially. The loan fund is administered for students in the professional courses, seniors in teacher training being eligible for assistance. Application should be made to the Dean of Women.

BUILDINGS AND EQUIPMENT

The college building houses the library, the auditorium, the gymnasium, offices, laboratories and class rooms. The training school is housed in three separate units, and new buildings for this department are planned for the biennial period 1923-1925.

The building for Applied Arts will be ready for occupancy in September, 1922, as a result of the remodeling of the present Training School Building. A new building for Physical Education of men will be ready by October 1, 1922,

and new quarters for the Physical Education of women at the same date. An approximation of \$84,500 by the legislature of 1921, will, presumably, be followed up by supplemental appropriations in 1923, 1925 and 1927, to complete the building program indicated in the diagram on the next page.

The institution has facilities and equipment as follows:

A College Library of 22,000 volumes.

Laboratories for Physics, Chemistry, and Biological Science.

Shops, studios and laboratories for the courses in Fine and Industrial Arts and in Home Economics.

For Physical Education, a well equipped gymnasium, lockers and showers, class rooms, an athletic field, tennis courts, etc.

PHYSICAL CONDITIONS: CLIMATE

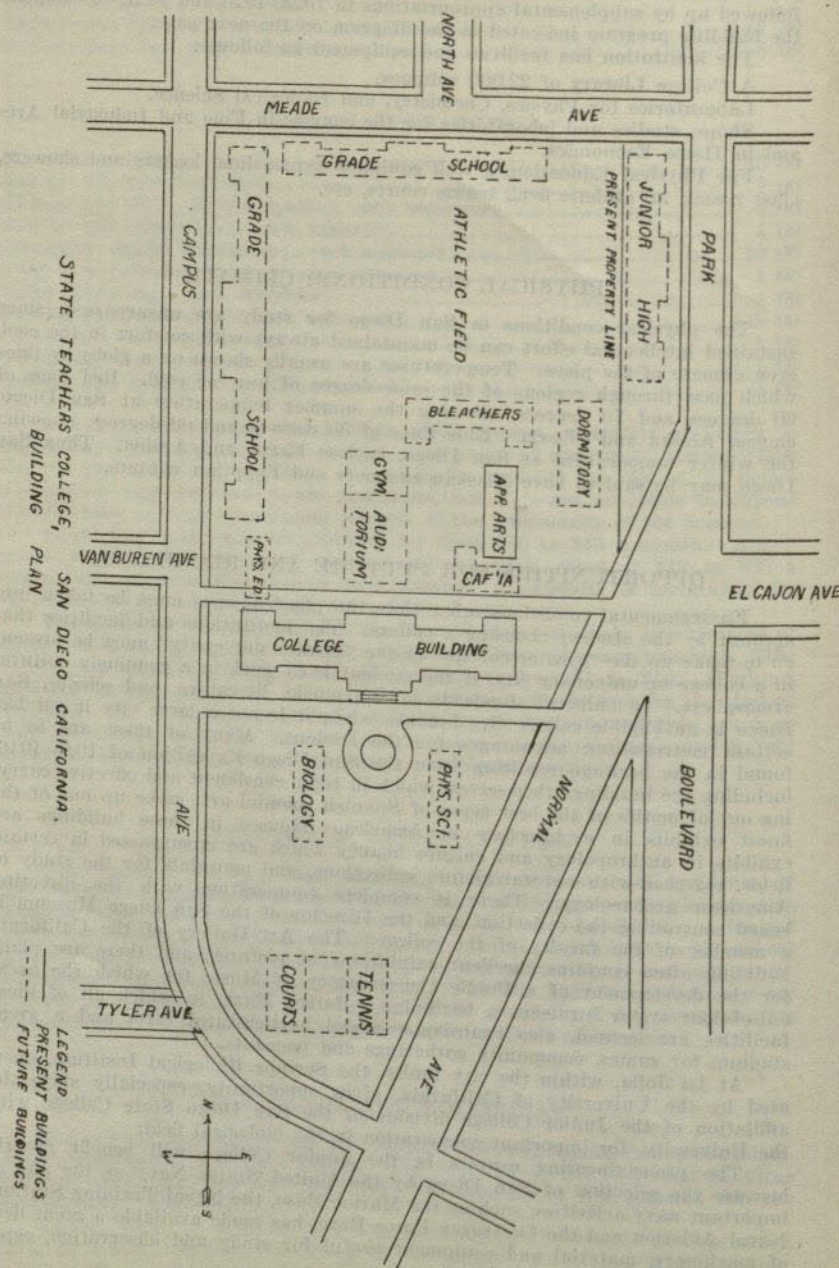
The physical conditions in San Diego for study are unsurpassed, since sustained intellectual effort can be maintained always with comfort in the cool, even climate of the place. Temperatures are usually shown on a globe by lines which pass through regions of the same degree of heat or cold. Red lines of 60 degrees and 70 degrees, showing the summer temperature at San Diego, enclose Alaska and Siberia. Blue lines of 50 degrees and 60 degrees, showing the winter temperature at San Diego, enclose Egypt and Arabia. Thus San Diego may be said to have Alaskan summers and Egyptian winters.

OPPORTUNITIES FOR CULTURE AND RECREATION

Environmental conditions other than the physical ones must be taken into account by the student choosing a college. The institutions and facilities that go to make up the "greater college" or the "greater university" must be present in a college or university city, if the student is to work in a genuinely cultural atmosphere. In cultural standards in art, music, literature, and science, San Diego is an eligible college city because while it is not a large city it yet has certain metropolitan advantages for the student. Many of these are to be found in the heritage resulting from the San Diego Exposition of 1915-1916, including the buildings themselves, which in their consistent and effective carrying out of motifs of the best types of Spanish colonial art, make up one of the finest exhibits in architecture in America. Housed in these buildings are exhibits in anthropology and culture history which are unsurpassed in certain fields, together with natural history collections, and materials for the study of American archaeology. There is complete co-operation with the directing board controlling the collection, and the Director of the San Diego Museum is a member of the faculty of the college. The Art Gallery of the California Building often contains excellent exhibitions of pictures, and there are plans for the development of a Public Conservatory of Music for which the great out-of-door organ furnishes a beginning. Balboa Park, in which all of these facilities are located, also contains a model horticultural farm and a great stadium for games, community gatherings and pageants.

At La Jolla, within the city limits, the Scripps Biological Institute, operated by the University of California, gives opportunity, especially since the affiliation of the Junior College division of the San Diego State College with the University, for important co-operation in the biological field.

The pre-engineering courses in the Junior College will benefit greatly because the selection of San Diego by the United States Navy as the site of important navy activities, such as the Marine Base, the Naval Training Station, Naval Aviation and the Destroyer Force Base, has made available a great deal of machinery, material and equipment useful for study and observation, especially in the field of electrical engineering.



The Junior College courses in commerce and other branches of economics will be considerably aided by San Diego's growing importance as a commercial point, particularly as the College will be able, as is planned, through its Department of Economics, to assist the local Chamber of Commerce in industrial and commercial surveys.

The professional, teacher-training courses profit because of the policy of co-operation generously followed by the City School Department, which has resulted in the merger of the City Junior College with the Teachers college, and in a plan for laboratory work in practice teaching in the city schools. San Diego's fine system of schools, with all of the modern divisions of kindergartens, elementary schools, junior high schools, and senior high schools, furnishes unusual opportunities for observation and demonstration to students in training, and for co-operation between the specialists of the city school system and the College.

Much of what is best in modern thought and influences is brought to the student body through its weekly assembly, the programs for which, as arranged by a committee of students and faculty, include almost every worthwhile type of topic and appeal.

ROUTINE AND PROCEDURE

Outside of the necessary routine and procedure in the conduct of registration, class attendance, conduct of examination, etc., college affairs are controlled by standards which are the result of experience or which reflect a very definite public opinion and college morale. There is no honor "system"; but there is a standard of honor as to honesty in college work. Matters of personal conduct are not the subject of rules and regulations, but are affairs of personal and individual responsibility. Problems of conduct and control affecting the student body or student groups are dealt with as they arise (if they are not already the subjects of custom, or of student-body by-laws) and, usually, are settled by student action.

One problem, in process of solution, is that of student relations to the courses of study. At present, the studies are prescribed in arrangements of curricula and "courses," with certain elections by the individual student, and these prescriptions are, of course, necessary. However, an effort is being made to give the student body a certain voice in and responsibility for study arrangements, through a joint committee of students and faculty members.

Recreational opportunities of an unusual number and variety are open to students, because of the combination of bay, sea beach, mesas, foothills and mountains, all within compass of two hours of travel by automobile. Outdoor sports of all kinds, including swimming and rowing, are possible the year round, and the College Outdoor Theater makes possible the presentation of many student productions in drama and pageant.

REQUIREMENTS FOR ADMISSION

I. FRESHMAN STANDING

- a) A graduate of a California high school may enter either the Teachers College or the Junior College division of the San Diego State College without examination, provided the following requirements are satisfied:
 1. The candidate must be duly certified as a graduate of an accredited California high school.
 2. The graduate must have completed a four-year high school course aggregating at least 15 standard units of preparatory work, including the following requirements for graduation prescribed by the California State Board of Education: English, 2 units; United States History and Civics, 1 unit; Laboratory Science, 1 unit; and two majors of at least 3 units each—a major consisting of three years of study in one of the following groups: (a) English (in vocational courses 1 unit

of citizenship may be included with 2 units of English to make one major); (b) Mathematics, including Mechanical Drawing; (c) History and Social Science; (d) Physical and Biological Sciences; (e) Foreign Language—3 or more units in one language, or 2 units in each of two languages.

3. The candidate must be specially recommended for admission to the San Diego State College on the basis of a scholarship record that satisfies the prescribed requirements for admission to the University of California.
- b) A candidate from a secondary school outside California that is accredited by the New England College Entrance Certificate Board, by the North Central Association of Colleges and Secondary Schools, or by other colleges and universities of recognized standing, will be admitted to freshman standing provided he has satisfied the requirements in (2) above, and has maintained an average scholarship standing well above the mark required by the school for graduation.

- c) A graduate of a California secondary school not accredited who is strongly recommended by the principal of his school will be admitted to freshman standing provided he satisfactorily passes examinations in at least 8 units of work selected from subjects prescribed for graduation by the California State Board of Education. Other candidates who are unable to present satisfactory school certificates may be admitted by successfully passing examinations in at least 15 standard high school units. Matriculation examinations are held in the San Diego State College in the first week of September and the last week of January of each year.

Certificates of successful examinations before the College Entrance Examination Board will be accepted in lieu of matriculation examinations conducted by the San Diego State College. The entrance examinations of the Board are held in June each year (in California, at Berkeley, Los Angeles, and other places). Applications for examinations must be addressed to the College Entrance Examination Board, 431 West 117th street, New York, N. Y. They must be made upon a blank form to be obtained from the Secretary of the Board upon request.

PREPARATION FOR THE VARIOUS CURRICULA

Junior College

The following preparatory subjects are required for admission to the Junior College curricula leading to certificates in the curricula in Letters and Science, Commerce, and Agriculture, and in the Premedical and Prelegal curricula:

English ¹	2 units
A Foreign Language ¹	2 units
A Laboratory Science ²	1 unit
Algebra	1 unit
Geometry	1 unit
United States History and Civics	1 unit
Electives	7 units

¹Three units of English and 2 units of French or German are required for admission to the Premedical curriculum.

²Chemistry is required for admission to the curriculum in Agriculture, and to the curriculum in Letters and Science when the candidate intends to specialize in Home Economics. Chemistry and Physics (2 units) are required for admission to the Premedical curriculum, and to the curriculum in Letters and Science when the candidate intends to specialize in nursing or in a natural science. (Physics is recommended, but not required for students who intend to specialize in Zoology or Geography.)

The following preparatory subjects are required for admission to the Junior College curricula leading to certificates in Engineering (Mechanical, Electrical, Civil or Chemical):

English	2 units
Elementary Algebra	1 unit
Algebraic Theory	$\frac{1}{2}$ unit
Plane Geometry	1 unit
Trigonometry	$\frac{1}{2}$ unit
Physics	1 unit
Chemistry	1 unit
United States History and Civics	1 unit
Geometrical Drawing	1 unit
Electives ¹	6 units

(NOTE.—Deficiencies in certain subjects may be removed after the candidate has been admitted to freshman standing. The removing of such deficiencies, however, may make it necessary for the student to extend his college course beyond the normal period of time required for its completion.)

Teacher College

A candidate for admission to the Teachers College curricula must have completed a standard high school course of 15 units, including the following:

Three units in each of two of any of the following five groups of subjects: English, Mathematics, Foreign Language, Physical and Biological Science, Social Science, with a required minimum, further of 2 units in English, 1 in United States History and Civics and 1 unit in a Laboratory Science.

II. ADVANCED STANDING

Students from other institutions of recognized collegiate rank may be admitted to advanced standing upon such terms as the Committee on Advanced Standing may deem equitable. Every such candidate is required to present a duly certified statement of his college record together with a statement showing in detail the basis upon which the applicant was matriculated and the preparatory subjects for which matriculation credit was given.

Holders of California Teachers' Certificates, or holders of similar certificates recognized by the California State Board of Education, may be admitted with credit to be determined by the Committee on Advanced Standing.

III. SPECIAL STUDENTS

Junior College

A candidate not less than 21 years of age who has not had the opportunity to complete a satisfactory high school course but who is considered competent to undertake certain courses may be admitted to special standing. Applicants will not ordinarily be admitted directly from the secondary schools to the status of special students. Entrance examinations in the subjects of fundamental importance for the work proposed will be assigned whenever it seems advisable. Applicants for admission to special status will be required to take a psychological test before admission. Special students may become candidates for graduation upon satisfying the regular entrance requirements.

Teachers College

A candidate not less than 24 years of age (21 years of age if honorably dismissed from war service, army, navy or auxiliary) may be admitted to special standing, and given such credit as may be determined by the Committee on Advanced Standing.

¹French or German (2 units) is required for admission to the curriculum in Industrial or Engineering Chemistry.

GENERAL REGULATIONS

REGISTRATION

All students are required to register on one of the regular registration days preceding the opening of the class work of each semester. Any student who registers after the close of the first week of the semester is subject to limitation of his study list and to a late registration fee of two dollars. Changes in study lists may be made only with the approval of the proper study-lists officer. A fee of one dollar is charged for a change in the study list after the close of the regular registration period.

MATRICULATION

A student is matriculated when he has satisfied all entrance requirements and has demonstrated his ability to do satisfactory college work. The standing of all students is therefore provisional during the first semester of residence.

A student who enters with credit for a subject in which he did not receive a recommending grade may, under certain conditions, be permitted to remove his matriculation deficiency either (1) by passing an examination in the subject with a grade of B or (2) by continuing the same line of study in college in at least 6 units of work with a grade of B.

CLASSIFICATION

Regular students are those students who have complied with the requirements of matriculation and are registered in 12 or more units of work.

Limited students are partial course students who, for adequate reasons, have been permitted to register for less than 12 units of work.

Special students are mature students who have not satisfied all entrance requirements and who are registered for such courses as their ability and preparation qualify them to pursue. Special students may also be limited students.

For convenience in administration students who have completed 24 to 59 units of work are classified as sophomores; those who have completed 60 to 91 units are juniors; and those who have completed 92 or more units are seniors.

UNITS OF WORK AND STUDY-LISTS LIMITS

A unit of credit represents approximately, for the average student, three hours of actual work per week through one semester—one hour of lecture or recitation, together with two hours of preparation, or three hours of field or laboratory work.

Fifteen hours, or units, per week of recitations or lectures or an equivalent in laboratory work, in addition to physical education, constitute an average semester's program. Ordinarily a student is not permitted to register for less than 12 nor more than 18 unit-hours of new work, in addition to physical education, unless permission is given in advance by the proper study-lists officer. Ordinarily not more than 18 units, in addition to physical education, will be credited toward graduation for the work of any semester, unless the student was registered for at least 12 unit-hours in the preceding semester and attained an average grade of not less than B.

SPECIAL SUBJECT REQUIREMENTS

ENGLISH A

All intrants to the College who fail to pass a special examination in Elementary English Composition with a grade of A or B must take English A until they attain a grade of A or B in the subject.

PHYSICAL EDUCATION AND HYGIENE

All regular students upon admission to the College must report to the proper Health Examiner for enrollment in Physical Education classes. A student may be excused from exercises in Physical Education on account of illness or physical disability only by petition to the Health Examiner.

Credit for one unit in hygiene is required in the freshman or the sophomore year.

SCHOLARSHIP GRADES AND GRADE POINTS

The following grades are used in reporting the standing of students at the end of each semester: A, excellent; B, good; C, fair; D, passed; E, conditioned; F, failed.

Grade points are assigned as follows: Grade A, 3 points per unit; B, two points per unit; C, one point per unit; D, no points.

To qualify for a certificate in either the Teachers College or the Junior College, or for a transcript of scholarship record in transferring to another collegiate institution, a student must have earned as many grade points as he has earned units of credit; that is, he must have attained an average of at least C grade in all work undertaken at the College.

CONDITIONS AND FAILURES

Credit is not given for courses in which the student has been given a grade of E (conditioned) except upon the removal of the deficiency by supplementary examinations or study. A report of "incomplete" is made only in case the student, for good reasons, has been absent from class meetings or examinations or has failed to perform a definite part of the work of the course. A condition or "incomplete" not removed before the end of the following semester is considered a failure. In case of failure in a course no credit is given until the course has been repeated.

DISQUALIFICATION

A regular student who fails either (1) to pass in at least 8 units of duly registered work, or (2) to obtain at least 12 grade points in any semester is disqualified for further attendance at the College unless, after due consideration of the merits of the case, the Committee on Scholarship decides that the student shall be placed on probation.

The above rule applies with full force to special students who are registered in 12 or more units of work, but is modified in its application to limited students by considerations of outside work and condition of health.

A disqualified student may be reinstated, after an interval of one semester, for reasons satisfactory to the Committee on Scholarship.

A limited student who fails to pass in all subjects for which he is registered and every other student who fails to pass in 12 units of work in any quarter is ineligible in the succeeding quarter to represent the College in connection with any athletic, literary, musical, dramatic, social, or other organization.

SPECIAL EXAMINATIONS AND RE-EXAMINATIONS

Entrance examinations and examinations taken for the purpose of removing matriculation deficiencies or making up a course left "incomplete" are regarded as special examinations. Re-examinations are permitted only for the purpose of removing deficiencies incurred in College courses and can not be taken for the purpose of improving the grade mark recorded on the student's permanent record.

A fee of two dollars, payable in advance, is charged for every special examination and re-examination.

WITHDRAWALS FROM CLASS

A student may not withdraw from class without the permission of the proper study-lists officer. An unauthorized withdrawal from a class may result in a mark of failure on the student's record. An unauthorized withdrawal in the second quarter of the semester is interpreted as a failure in the course.

LEAVE OF ABSENCE

A student should apply to his instructor for a leave of absence or an excuse for having been absent from a class exercise. A leave of absence for one or more days should be obtained from the proper dean. An excuse for absence does not relieve the student from completing all the work of each course to the satisfaction of the instructor.

HONORS

Honorable mention is granted with a Teachers College or a Junior College certificate to a student who has attained twice as many grade points as units of credit.

FELLOWSHIPS

Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special high school certificate.

Candidates must be graduates of California, or equivalent, Teachers Colleges, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.

Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary certificate, and those who have done two years of work will be recommended for the special high school certificate; *provided*, that within the period specified, they are able to meet the requirements of the State Board of Education for special certification.

PROFESSIONAL COURSES

THE ELEMENTARY DIPLOMA COURSE

This course supersedes the former two-year (70-unit) course for elementary school certification, and, ordinarily, can be completed only in two and one-half years, since no student, except by special permission of the proper study-lists officer, will be permitted to carry more than sixteen units of work a semester.

JUNIOR DIVISION

	Hours	Credit
Education I	54	3.00
Reading and Penmanship	54	1.50
Geography	36	2.00
Nature Study	54	3.00
Arithmetic	54	3.00
Music Methods	27	1.50
Art Methods	27	1.50
Education II-A	27	1.50
Education II-B	27	1.50
Physical Education	27	1.50
Special Electives (Industrial Arts, Fine Arts, Music, etc.)	27	1.50
General Collegiate Subjects, Elective	---	3.00
		12.00

SENIOR DIVISION

Civic Education	36	2.00
Social Science	54	3.00
Education III	36	2.00
Education 4-B	36	2.00
Hygiene	36	2.00
Physical Education Theory	36	2.00
Physical Education Practice	72	2.00
Teaching (single)	90	5.00
Teaching (half day)	90	5.00
Special Electives (Industrial Arts, Fine Arts, Music, etc.)	---	3.00
General Collegiate Subjects, Elective	---	13.00
Total	---	76.00

The general collegiate electives must be taken from the following groups:

1. Language Subjects, including both Linguistic and Literary courses in English of collegiate grade.

2. Natural Science Subjects, including Mathematics, Geography, the Physical Sciences, etc.

3. Biological Science, including Bionomics.

4. Social Science, including Rural Life, Selected Aspects of History, Sociology, Political Science, etc.

5. Psychology, Principles of Education, Ethics, Esthetics, Logic, etc.

The six units of special elective work must be taken in one of the following groups:

Manual and Industrial Arts

Household Arts

Physical Education

Music

Fine and Applied Art

Elements of Agriculture

THE THREE-YEAR CURRICULUMS

(Leading to special elementary certification)

These must be arranged according to the following general prescriptions of the State Board of Education:

"The three-year curricula shall include 32 units additional to the number of units required for the elementary diploma curriculum, which 32 units shall be selected and arranged to meet both the needs of individual students and the requirements of the State Board of Education as to the various types of certification; provided that candidates for special certification shall be required to meet the prescriptions, only, of the State Board of Education for such certification."

THE DEGREE COURSES

In accordance with legislation enacted in 1921, the State Board of Education has prescribed the following curricula for the degree of Bachelor of Arts to be granted by such State Teachers Colleges as the State Board of Education may approve for the degree granting privilege:

LOWER DIVISION (Freshman and Sophomore Years)

I. Required	42 units
1. Psychology	6 units
2. Social Sciences	12 units
a) Contemporary Civilization	
b) Economics	
c) Political Science	
d) Sociology	
e) Geography	

3. Biological and Physical Sciences	12 units
4. English (including oral English)	6 units
5. Physical Education	6 units
	42 units

II. Required Group Electives¹ 22 units

1. English
2. History
3. Political Science
4. Sociology
5. Education²
6. Biological Sciences
7. Philosophy or Psychology
8. Mathematics
9. Physics
10. Chemistry
11. Geography
12. Greek or Latin
13. Romanic Languages
14. Art
15. Music
16. Agriculture
17. Commerce
18. Physical Education
19. Industrial and Mechanical Arts
20. Home Economics

UPPER DIVISION (Junior and Senior Years)

III. For all degree courses leading to high school certification of teachers of special subjects, the minimum number of units of professional work shall be the same as the minimum number prescribed by the State Board of Education for the certification of general high school teachers; the minimum number of professional units for all degree courses leading to elementary certification shall be 32; and for all types the maximum number of professional units shall be 40. Every degree course shall include the following professional subjects:

1. Laboratory Practice in Teaching, of which there must be a minimum of 5 units of class room teaching 10 units
2. School Administration, inclusive of School Laws 3 units
3. Objectives in Education 3 units
4. Educational Psychology 3 units
5. Civic Education 2 units

21 units

IV. Electives listed under II above, to be administered on the same conditions as specified above 43 units

Total 128 units

¹Students must choose at least two fields, each not less than 6 units.

²Not more than 12 units in the Education group is to be allowed in the lower division nor more than 40 units in the upper and lower divisions of the four-year curricula. If the Psychology offered in Roman One is shall include the same.

Not more than a total of 50 units in any one subject or group of subjects listed above is to be allowed in the upper and lower divisions of the four-year curricula.

A student entering a State Teachers College without 2 years of Mathematics (other than Arithmetic) and 2 years of one Foreign Language must complete (before he receives the Baccalaureate Degree) 1 year (6 units) of Mathematics and 1 year (10 units) of a Foreign Language.

Individuals or groups of individuals wishing to teach before completing the full course may pursue in the Lower Division the work listed for the Upper Division. It is understood that such an inversion of sequence is approved that the student may enter the teaching service. If the student fails, after four years, to return to a State Teachers College for the completion of his work, his candidacy for the degree automatically lapses. If he returns after his candidacy has lapsed, the work previously taken will be evaluated upon a basis of the requirements in effect at the time of his return.

Each institution is authorized to adjust its several courses for the training of teachers to the minimum requirements herein prescribed, provided that they meet the requirements of the State Board of Education for certification in the various fields.

For graduation from the elementary diploma curriculum, a student is required to do at least sixteen (16) units of work in residence, from any of the three-year curricula not less than twenty-four (24) units of work in residence, and from any of the four-year curricula not less than thirty-two (32) units of work in residence.

NOTE.—Application has been made to the State Board of Education in behalf of this institution for the degree granting privilege, and the courses outlined below have been presented for review and approval.

ELEMENTARY SCHOOL COURSE—LOWER GRADES

LOWER DIVISION

	First Year	Units
General Psychology (2A)	-----	3
Applied Psychology (2B)	-----	3
Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americas 8A and 8B)	-----	6
Biology (10A-10B)	-----	5
English	-----	6
Physical Education	-----	3
*Electives	-----	6
		32
	Second Year	
Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography)	-----	6
Biology (Human Physiology and Hygiene)	-----	7
Music I and II	-----	3
Agricultural Nature Study	-----	3
Physical Education	-----	3
*Electives	-----	10
		32

*Electives in the lower and upper divisions must include 1 year (6 units) of Mathematics, if two years were not taken in high school, and 1 year (10 units) of a Foreign Language, if not previously taken in high school.

UPPER DIVISION

Third Year

Educational Psychology (Education I and II A)	6
Curriculum Studies (I, II, III)	6
Educational Measurements II	3
School Administration	3
Civic Education	2
**Electives	12

32

Fourth Year

History of Education	3
Outlines of Culture Growth	3
Objectives in Education	3
Laboratory Practice	11
**Electives	12

32

**Must include 6 units in the field of Music and Physical Education, and 6 units in the field of Fine and Industrial Arts.

ELEMENTARY SCHOOL COURSE—UPPER GRADES

LOWER DIVISION

First Year

General Psychology (2A)	3
Applied Psychology (2B)	3
Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americas 8A and 8B)	6
Biology (10A and 10B)	5
English	6
Physical Education	3
*Electives	6

32

Second Year

Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography)	6
Biology (Human Physiology I and Hygiene)	7
Physical Science (General Physics 2A and 2B)	6
Physical Education	3
*Electives	10

32

UPPER DIVISION

Third Year

Educational Psychology (Education I and II B)	6
Curriculum Studies (II, III, IV)	6
Educational Measurements II	3
School Administration	3
Civic Education	2
**Electives	12

32

*Electives in the lower and upper divisions must include 1 year (6 units) of Mathematics, if two years were not taken in high school, and 1 year (10 units) of a Foreign Language, if not previously taken in high school.

**Electives must include 6 units in each of two fields, also in the lower division.

Fourth Year

History of Education	3
Outlines of Culture Growth	3
Objectives in Education	3
Laboratory Practice	11
**Electives	12

32

**Electives must include 6 units in each of two fields, also in the lower division.

JUNIOR HIGH SCHOOL COURSE

LOWER DIVISION

First Year

General Psychology (2A)	3
Applied Psychology (2B)	3
Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americas 8A and 8B)	6
Biology (10A, 10B)	5
English	6
Physical Education	3
*Electives	6

32

Second Year

Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography)	6
Biology (Human Physiology I and Hygiene)	7
Physical Science (General Physics 2A and 2B)	6
Physical Education	3
*Electives	10

32

UPPER DIVISION

Third Year

Educational Psychology (Education I and II B)	6
Curriculum Studies (III, IV, V)	6
Educational Measurements II	3
School Administration	3
Civic Education	2
**Electives	12

32

Fourth Year

History of Education	3
Outlines of Culture Growth	3
Objectives in Education	3
Laboratory Practice	11
**Electives	12

32

*Electives in the lower and upper divisions must include 1 year (6 units) of Mathematics, if two years were not taken in high school, and 1 year (10 units) of a Foreign Language, if not previously taken in high school.

**Must include 6 units in the field of Music and Physical Education, and 6 units in the field of Fine and Industrial Arts.

FINE ARTS

LOWER DIVISION

First Year

	Units
General Psychology (2A)-----	3
Applied Psychology (2B)-----	3
Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americas 8A and 8B)-----	6
Biology (10A, 10B)-----	5
English-----	6
Physical Education-----	3
*Departmental Electives (Art I, Art III)-----	6
	32

Second Year

Social Science (General Sociology 50 and Social Psychology)-----	6
Biology (Human Physiology I and Hygiene)-----	7
Physical Science (General Physics 2A and 2B)-----	6
Physical Education-----	3
*Departmental Electives (Art V A (3), Art VII (2), Art VIII (2), Art XI (1), Free (2))-----	10
	32

UPPER DIVISION

Third Year

Educational Psychology (Education I and II A or II B)-----	6
Art XII (Art Methods II)-----	2
Practice Teaching-----	4
School Administration-----	3
Civic Education-----	2
Departmental Electives (Art VI A (3), Art II (3), Industrial Arts V (3), Free Electives (6))-----	15
	32

Fourth Year

Outlines of Culture Growth and History of Education-----	6
Objectives in Education-----	3
Laboratory Practice and Teaching-----	7
Departmental Electives (Art V B (2), Art VI B (2), Art VIII (2), Art XIII (2), etc.)-----	16
	32

*Electives in the lower and upper divisions must include 1 year (6 units) of Mathematics, if two years were not taken in high school, and 1 year (10 units) of a Foreign Language, if not previously taken in high school.

INDUSTRIAL ARTS

LOWER DIVISION

First Year

	Units
General Psychology (2A)-----	3
Applied Psychology (2B)-----	3
Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americas 8A and 8B)-----	6
Biology (10A, 10B)-----	5
English-----	6
Physical Education-----	3
*Departmental Electives (Art I (0), Elementary Industrial Arts II (3), Industrial Arts I (3))-----	6
	32

Second Year

Social Science (General Sociology 50 and Social Psychology)-----	6
Biology (Human Physiology I and Hygiene)-----	7
Physical Science (General Physics 2A and 2B)-----	6
Physical Education-----	3
*Departmental Electives (Art XI (1), Industrial Arts II (3), Industrial Arts V (3), Industrial Arts XVI (3))-----	10
	32

UPPER DIVISION

Third Year

Educational Psychology (Education I and II A or II B)-----	6
School Administration-----	3
Civic Education-----	2
Practice Teaching-----	6
Departmental Electives (Industrial Arts III (3), Industrial Arts XVI (3), Art II (3), Shop Drawing (3), etc.)-----	15
	32

Fourth Year

Outline of Culture Growth and History of Education-----	6
Objectives in Education-----	3
Laboratory Practice-----	5
Departmental Electives (Industrial Arts IV (3 to 6), Industrial Arts X (3), etc.)-----	18
	32

*Requirements in Mathematics and Foreign Language the same as in Fine Arts course.

PHYSICAL EDUCATION

LOWER DIVISION

First Year

	Units
General Psychology (2A)-----	3
Applied Psychology (2B)-----	3
Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americas 8A and 8B)-----	6
Biology (10A, 10B)-----	5
English-----	6
Physical Education-----	6
*Electives-----	3
	32

Second Year

Social Science (General Sociology 50 and Social Psychology)-----	6
Biology (Human Physiology I)-----	5
Hygiene-----	3
Physical Science (General Chemistry 1A and 1B)-----	6
Physical Education-----	3
*Electives-----	9
	32

UPPER DIVISION

Third Year

Educational Psychology (Education I and II A or II B)-----	6
Special Methods in Physical Education-----	6
School Administration-----	3
Civic Education-----	2
Practice Teaching-----	3
Departmental Electives (Technique (2), Health Supervision (5), Physiology of Exercise (2), Informational Hygiene (1))-----	12
	32

Fourth Year

Outlines of Culture Growth and History of Education-----	6
Objectives in Education-----	3
Pedagogy of Physical Education-----	3
Practice Teaching-----	3
Departmental Electives (Human Anatomy (5), Organization and Administration (5), Diagnosis (5), Kinesiology (1), Free (1))-----	17
	32

*Requirements in Mathematics and Foreign Language the same as in Fine Arts course.

EDUCATION

Education I—Analysis of Teaching Process

LAWS, BELL

This course includes brief studies in Elementary Educational Psychology, with emphasis upon the principles of learning involved in the various school subjects and the corresponding teaching processes.

Three units; one semester.

Education II—Psychology of the Elementary School Curriculum

TOWNSEND, LAWS

A brief study of the mental processes which are developed in learning the elementary school subjects. Collateral readings, class observations and demonstration lessons, with reports, will be required of all students.

a) Primary-----27 hours (one and one-half units)

b) Elementary-----27 hours (one and one-half units)

Prerequisite: Education I.

Education III—School Law and Administration

HARDY

School Administration as it affects the teacher, including her relations to administrative officers—and School Law of California.

Three units; one semester.

Education IV A—Rural School Problems

The distinct purposes of this course are:

1. To lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.

2. To discover what is being done to ameliorate rural conditions.

3. To ascertain the part the school should take in this work.

4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

Two units; one semester.

Education IV B—Class Management

LAWS

A discussion of the problems arising in connection with schoolroom discipline; methods of securing a wholesome school "spirit" and the application of civic principles to school life.

Two units; one semester.

Education V—Primary Education (Advanced)

TOWNSEND

This course is planned for students who are preparing to teach in the primary grades. It will consider the organization of the subject matter of these grades, and the relation between content and expression subjects. Special attention is given to reading.

Two units; one semester.

Education VI—Pedagogy of the Problem-Project Method

LAWS, BELL

A discussion of the advantages to the learner of the organization of study around a large central topic or interest.

Two units; one semester.

Educational Measurements I—Intelligence Testing: Theory and Practice

BELL

A brief review of the history and rationale of intelligence testing is followed by a discussion of the Stanford revision of the Binet-Simon test, with demonstrations and practice. The best group tests of intelligence are discussed and demonstrated. Experience in giving, scoring and interpreting results is required. The purpose of this course is to give teachers information on the subject, to enable each student to find out if by inclination and endowment he is fitted to do scientific testing and to put him in the way of becoming skilled in giving and interpreting intelligence tests.

Two units; one semester.

Educational Measurements II—Achievement Tests: Theory and Practice

BELL

A brief study of the best tests in the elementary school subjects which have been standardized. Practice in giving, scoring, tabulating and interpreting results. Emphasis in this course is laid upon the significance of a diagnosis in relation to problems of grading, grouping and teaching.

Three units; one semester.

Objectives in Education

LAWS

This course deals with the objectives of the school as controlled by personal and social needs and development, and with the particular school activities and experiences which may result in the attainment of these objectives. Both ideas and practice are evaluated, with class discussions and analyses of such problems as formal discipline or interest, liberal or vocational education, training for social (group) efficiency or development of individuality, etc.

Three units; one semester.

History of Education

LAWS, BELL

The course includes a brief study of early Hebrew, Greek, Roman and early Christian education, of the changes brought about by the Renaissance, of the transition to modern secular education, and includes brief reviews of the educational philosophies of the great reformers, together with a concluding study of the development of the American school system and of American ideals and practices in education.

Three units; one semester.

Civic Education

NIDA

The course deals with the effective methods and materials for Americanization of the foreign elements in our school population, with a study of American ideals as revealed in our history, literature and educational theory, and the objectives of American civilization.

Two units; one semester.

CURRICULUM STUDIES

The courses listed under this head include observational studies of training school clinics and demonstrations, of classroom procedure and of individual instruction, readings, lectures, class discussions and analyses—all dealing with the essentials in the organization and conduct of the subject matter and activities of the lower elementary, the upper elementary and the junior high school. Each course deals, also, with the California texts, and the state curriculum standards and programs in the several statutory studies.

Curriculum Studies I.

TOWNSEND

This course deals with the kindergarten-primary division of the curriculum.

Curriculum Studies II

TOWNSEND

This course deals with the problems of the lower primary school, grades I and II.

Curriculum Studies III

CORBETT

Deals with the upper primary school, grades III and IV.

Curriculum Studies IV

LAWS

Deals with the upper elementary school, grades V and VI.

Curriculum Studies V

JOHNSON

Deals with the junior high school, grades VII, VIII, IX.

STATUTORY STUDIES (ELEMENTARY DIPLOMA COURSE)**Reading**

This course includes a study of the Psychology and Hygiene of Reading, with a further study of methods and materials suitable for the equipment of the elementary school teacher.

One and one-half units.

Arithmetic

A discussion of the applications of Psychology and Experimental Education to the Teaching of Arithmetic, together with study and observation of the newer methods as used under ordinary classroom conditions.

Three units; one semester.

Geography (Required World Geography)

This course deals with the principles which determine the products and the manner of living on different parts of the earth's surface, and is largely mathematical, meteorological and climatological. In addition, methods of teaching Geography in the elementary school are studied and discussed.

Two units; one semester.

Agricultural Nature Study

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to School and Home Gardening and Agriculture. The subject matter covered is partly drawn from the Physical Sciences, Astronomy,

Physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

Three units; one semester.

Music

Methods and material for grades 1-8. (For a description of the course, see Music II.)

One and one-half units.

Art—Methods

This course is a practical application of elements and principles to problems for grades 1-8, with further experience through lettering and poster making, and figure, flower and animal sketching and painting.

One and one-half units.

Penmanship

Methods and practice in the development of good Penmanship will be included in this course. It is planned to meet the needs both of students in training for teaching and teachers in service.

One and one-half units.

OTHER PROFESSIONAL COURSES

Agriculture I and II

SKILLING

In the first course the fundamental principles of Agriculture are studied. Special attention is given to phases of the subject suitable for use in the elementary school where Agriculture is taught, or where Nature Study is given an agricultural trend.

The second course is a study of Horticulture. Ornamental trees, shrubs, vines and flowers, such as are commonly used in California, are given a large share of attention. Outdoor study and lath-house work throughout the course.

Two units each.

MUSIC

Music I—Prerequisite Coach Class Work

SMITH

A course in the rudiments of Music and in Elementary Theory, with daily practice in recognition and singing of rhythmic and tonal figures; study of Chromatics, Major and Minor Scales, Intervals, Practical Transposition, Correct Notation, Music Terminology and Sight Singing in one, two and three parts. All problems are approached through both ear and eye experience. No theoretical work is given without thorough practical application. This course is prerequisite to Music II. Advanced students are excused from this course by special examination.

One and one-half units.

Music II—Methods

SMITH

This is an abridged course in Music Methods for grades 1-8. It is required of all students. No time is given to the study of Music as a subject in itself, all attention being devoted to the consideration of methods of presentation adapted to the various grades. Ability to comprehend musically the subject

matter under discussion is prerequisite to credit in this course. It includes study of the problems of:

A. The Sensory Period—Grades 1, 2, 3.

The rote song, treatment of monotones, organized ear training, introduction of eye work (analytic and synthetic methods).

B. The Associative Period—Grades 4, 5, 6.

Organized study of problems of tone, time and theory found in song material studied—e. g., Books Two and Three, California State Textbook; two and three part music.

C. The Adolescent Period—Grades 7, 8.

Organization of girls', boys', and mixed choruses; seating, conducting; the changing voice; teaching the tenor and bass parts; selection of choral material.

D. Brief examination and discussion of series of textbooks most commonly used at this time, and of the state texts.

One and one-half units.

Music III

SMITH

A course in Music Appreciation and in the History of Music.

Three units; one semester.

PHYSICAL EDUCATION

Special Methods in Play Activities

A study of Play Activities, including those centering about playground apparatus, hunting games, team games, singing games and folk dances. Methods of conducting large classes in mass and squad groupings are given particular attention. Carefully compiled note books are required that the student may possess graded and tested play materials.

One unit; one semester.

Administration of Physical Education Program in Elementary and Junior High Schools

Materials and methods noted in the state program of Physical Education are studied. Emphasis is placed upon athletic tests, group activities under student leadership, the administration of the "relief" and play periods and the means of securing better postures. Standards and practices in health measurements as applicable to elementary school children, and the treatment of school emergencies are included. Lectures, demonstrations and individual study of important problems. Text: "State Manual of Physical Education"—Hetherington.

Two units; one semester.

Technique of Physical Training Activities

A systematic study of the principles of Physical Training as related to the elements of games as the means of measuring physical efficiency, and to individual and dual athletic games and sports such as hand ball, tennis, track and field events, swimming, tether ball, etc.

One unit (36 hours); both semesters.

Hygiene (Child Growth and Development)

A course for professional students designed to acquaint them with the principles governing the growth and development of children and including:

The phenomena of reproduction, sex and the influencing factors of environment; prenatal and postnatal development; glands of internal secretion, their influences and reactions; growth periods; diseases, physical defects and health indices of school children; teaching of hygiene in the elementary school; lectures, demonstrations, reports and discussions.

Texts:

"The Hygiene of the School Child"-----Terman

"Health Work in the Schools"-----Hoag and Terman

"Home and Community Hygiene"-----Broadhurst

Three units; one semester.

Physical Diagnosis

Designed to train physical directors in the technique of the physical examination; history taking and its application; heart and lung tests and examinations; inspection, diagnosis and prognosis. Lectures, clinics and discussions.

Five units; one semester.

Special Methods in Formal Activities

(For Elementary and Junior High Schools)

a) A systematic study of the principles and technique of teaching Physical Training activities.

b) A study of the selection, classification, arrangement and progression of formal activities. The responsibility of the Physical Instructor toward the problems of age, growth, and sex variations as effected by exercise is stressed.

Three units; one semester.

Athletic Games and Sports (Methods)

(For Elementary and Junior High Schools)

A course designed to instruct teachers in the rules and methods of coaching popular school athletics, such as: Playground ball, basket ball, soccer, hand ball, track athletics, etc. (Not designed for highly specialized coaching.)

Two units; one semester.

Practice in Teaching

Skill in teaching games and athletic sports, in the use of Decathlon Events and Tests and in gymnastic drills is expected. Training school classes are used in practice teaching. Qualified students assist also in the college classes.

Three units; one semester.

Health Supervision and Growth Control

a) Health Supervision and daily inspection.

b) Study of the relation of height, weight and age to health and development.

c) Health conditions in the school environment.

d) Methods of hygiene instruction.

Five units; one semester.

Physiology of Exercise

A study of various kinds of exercise in relation to physical efficiency, organic vigor, heat regulation, fatigue and exhaustion.

Two units; one semester.

Human Anatomy

A study of the human body, for students in Physical Education particularly. Not open to lower division students. Demonstrations, lectures, laboratory.

Five units; one semester.

Organization of Physical Education Program in Secondary Schools

Three units; one semester.

Practice Teaching in the Secondary Schools

Three units; one semester.

Kinesiology

A study of the relation of bones, articulations and muscles to the perfect functioning of the human organism, and an analysis of their actions in games and gymnastics. Mechanical strength and durability, as influenced by anatomical factors, are developed. Lecture, recitation and demonstration, quiz.

One unit; one semester.

Pedagogy of Physical Education

A study of the purpose, scope and ideals of Physical Education. Reports on current problems and developments in Hygiene and Physical Education will be made and discussed in class and in conference.

Three units; one semester.

REQUIREMENTS FOR THE JUNIOR COLLEGE CERTIFICATE, 1922-23

The curricula in Letters and Science, Commerce, Law, Medicine, and Engineering are planned to prepare for junior standing in the University of California and other colleges and universities in California. Some modifications of the curricula are necessary to meet the requirements for junior standing in certain colleges and universities outside California.

LETTERS AND SCIENCE (LIBERAL ARTS) CURRICULUM

(With the required entrance credits and a proper selection of electives in the freshman and sophomore years, the curriculum in Letters and Science will prepare for the major work required for an A.B. degree in the following subjects: Anatomy, Anthropology, Astronomy, Bacteriology, Biochemistry, Botany, Chemistry, Economics, Education, English, French, Graphic Art, History, Household Art, Household Science, Mathematics, Physical Education, Physics, Physiology, Political Science, Psychology, Public Speaking, Spanish, Zoology.)

a) General Requirements for All Students:

Hygiene, 1 unit.

Physical Education, 2 units.

b) Foreign Language.

At least 15 units in not more than two languages. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement.

c) Mathematics.

Elementary Algebra and Geometry.

d) Natural Science.

At least 12 units chosen from the following list:

- High School Physics, 3 units.
- High School Chemistry, 3 units.
- Astronomy 1, 3 units.
- Bacteriology 1, 4 units.
- Biology 10, 3 units; 10A-10B, 6 units.
- Botany 2A-2B, 8 units.
- Chemistry, 1A-1B, 10 units; 2A-2B, 6 units; 3A-3B, 2 units; 6A-6B, 6 units; 8, 3 units.
- Physics, 2A-2B, 6 units; 3A-3B, 2 units.
- Zoology 1A-1B, 10 units.

e) Additional.

At least 9 units from one of the following groups and at least a year course in each of two others:

1. English.

- Year course: English 1A-1B, Public Speaking 1A-1B.
- 9-unit option: English 1A-1B, plus 3 additional units.

2. Foreign Language additional to (b).

Year course:

- French: Any two consecutive courses of A, B, C, D.
- Spanish: Any two consecutive courses of A, B, C, D.
- German: Any two consecutive courses of A, B.

9-unit option: 9 units selected from French, Spanish, or German courses. High School Latin may be used to satisfy this requirement in part or in whole, each year of High School Latin counting as 3 units.

3. Mathematics.

- Year course: Any two consecutive courses of C, 5, 1A-1B, 3A-3B.
- 9-unit option: Any 9 units selected from C, 5, 1A-1B, 3A-3B, 4A-4B.

High School Plane Trigonometry will count as 2 units.

4. History, Economics, Political Science.

- Year course: History 4A-4B, 8A-8B, Economics 1A-1B, Political Science 1A-1B.

9-unit option: A year sequence plus 3 units selected from History 4A-4B, 171A-171B, 182A, 8A-8B, Economics 1A-1B, Political Science 1A-1B.

COMMERCE CURRICULUM

a) General Requirements:

- Hygiene, 1 unit.
- Physical Education, 2 units.

b) A reading knowledge of French, Spanish, or German, 9 units.
(A high school language may be used to satisfy this requirement in part or in whole, each year-course counting as 3 units.)

c) History 4A-4B, 8A-8B, 171A-171B or Political Science 1A-1B, 6 units.

d) Economic Geography 3A, 3 units.

e) Mathematics of Investment 2, 4 units.

(Prerequisite: Algebra A or one year of high school advanced Algebra.)

f) Natural Science, 9 units.

(This requirement may be satisfied in part by high school courses in Physics and Chemistry, each year-course counting as 3 units.)

g) Economics 1A-1B, 6 units.

h) *Electives, 24 units.

*Electives recommended: English 1A-1B or Public Speaking 1A-1B, Commercial Law 18A-18B, Accounting 14A-14B, additional Foreign Language.

PRELEGAL CURRICULUM

a) The requirements of the Letters and Science Curriculum or the Commerce Curriculum should be met in full.

b) Additional recommendations:

- English 1A-1B, 6 units.
- Public Speaking 1A-1B, 6 units.
- Economics 1A-1B, 6 units.
- Sociology 50, 3 units.
- Psychology 2A-2B, 6 units.
- History 4A-4B, 6 units.
- History 171A-171B, 6 units.
- Political Science, 1A-1B, 6 units.
- Business Law 18A-18B, 6 units.

PREMEDICAL CURRICULUM

First Year

	Sem. I Units	Sem. II Units
Chemistry 1A-1B	5	5
English 1A-1B	3	3
Hygiene	1	
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
*Electives	6	7
	15 $\frac{1}{2}$	15 $\frac{1}{2}$

Second Year

	Sem. I Units	Sem. II Units
Chemistry 8-9	3	3
Zoology 1A-1B	5	5
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
Physics 2A-2B	3	3
Physics 3A-3B	1	1
*Electives	4	4
	16 $\frac{1}{2}$	16 $\frac{1}{2}$

MECHANICAL, ELECTRICAL, CIVIL AND MINING ENGINEERING CURRICULA

First Year

	Sem. I Units	Sem. II Units
Mathematics 3A-3B	3	3
Physics 1A-1B	3	3
Chemistry 1A-1B	5	5
Plane Surveying 1A-1B	3	3
Hygiene 1	1	
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
Electives	2	3
	17 $\frac{1}{2}$	17 $\frac{1}{2}$

*Electives should be chosen so as to conform to the requirements of the Letters and Science curriculum. A reading knowledge of French or German is required (3 years of High School French or German or 10 units of College French or German.)

Second Year

MECHANICAL AND ELECTRICAL ENGINEERING

	Sem. I Units	Sem. II Units
Mathematics 4A-4B	3	3
Physics 4A-4B	3	3
Descriptive Geometry 3D	3	
Machine Design 6A		3
Applied Mechanics 1	3	
Electrical Engineering 1		3
Pattern Shop 8	2	
Machine Shop 9		2
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
Electives	4	4
	18 $\frac{1}{2}$	18 $\frac{1}{2}$

CIVIL ENGINEERING

	Sem. I Units	Sem. II Units
Mathematics 4A-4B	3	3
Physics 4A-4B	3	3
Descriptive Geometry 3D		3
Applied Mechanics 1	3	
Economics 1A-1B	3	3
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
Railroad and Irrigation:		
Pattern Shop 8	2	
Machine Shop 9		2
Electives	4	4
	18 $\frac{1}{2}$	18 $\frac{1}{2}$
Sanitary and Municipal:		
Chemistry 8-9	3	3
Chemistry 6A-6B	3	3
	18 $\frac{1}{2}$	18 $\frac{1}{2}$

CURRICULUM IN INDUSTRIAL AND ENGINEERING CHEMISTRY

First Year

	Sem. I Units	Sem. II Units
Mathematics 3A-3B	3	3
Physics 1A-1B	3	3
Chemistry 1A-1B	5	5
German A-B	5	5
Hygiene 1	1	
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
	17 $\frac{1}{2}$	16 $\frac{1}{2}$

Second Year

	Sem. I Units	Sem. II Units
Mathematics 4A-4B	3	3
Physics 4A-4B	3	3
Chemistry 8-9	3	3
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
*Electives	5	5
	17 $\frac{1}{2}$	17 $\frac{1}{2}$

*Students who intend to specialize in Chemical Technology should elect Pattern Shop 8 and Machine Design 6A.

CURRICULUM IN AGRICULTURE

One Year

	Sem. I Units	Sem. II Units
Chemistry 1A-1B	5	5
Zoology 1A	5	
Botany 2A-2B	4	4
Hygiene 1	1	
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
*Electives	3	9
	18 $\frac{1}{2}$	18 $\frac{1}{2}$

CURRICULUM IN ACCOUNTANCY AND SECRETARIAL TRAINING

The aim in giving courses in Accountancy and in Secretarial Training is to offer a business preparation of college grade. The courses are open to high school graduates who majored in commercial subjects as well as to those who have had no training for business. Candidates of not less than twenty-one years of age who have not completed four years of high school work may also be admitted as special students. The curricula have been formulated with a recognition of the varying needs of those who plan to engage actively in commercial pursuits. To this end, courses of one and of two years in length are provided in Accountancy and in Secretarial Training, or in a combination thereof.

It is the intention in the different courses to encourage individual research work in order that the student may become more resourceful, self-reliant, and keener to analyze and cope with business conditions and problems. To furnish material for this work, the city of San Diego will be used as a laboratory, through the co-operation of merchants, manufacturers, transportation men and financiers.

ACCOUNTANCY

	Sem. I Units	Sem. II Units
One-Year Course		
Accounting 14A-14B	4	4
Commercial Law 18A-18B	3	3
Penmanship	1	1
Economics 1A-1B	3	3
English 1A-1B	3	3
Business Mathematics A	1	1
Electives	1	1
Two-year Course (leading to Junior College Certificate in Accountancy)		

First Year

	Sem. I Units	Sem. II Units
Accounting 14A-14B	4	4
Penmanship	1	1
Typewriting 1A-1B	4	4
English 1A-1B	3	3
Business Mathematics A	1	1
Electives	3	3

Second Year

	Sem. I Units	Sem. II Units
Advanced Accounting 160A-160B	3	3
Commercial Law 18A-18B	3	3
Economics 1A-1B	3	3
Economic Geography 3A		3
Electives	7	4

*Electives should be chosen so as to meet the following requirements, including matriculation credit, before the end of the freshman year. (Each high school year-course counts as 3 units): English, 12 units; Mathematics, including Trigonometry, 12 units; Physics, 3 units; History or Economics, 9 units; Geometric Drawing, 3 units.

SECRETARIAL TRAINING

One-Year Course	Sem. I Units	Sem. II Units
Commercial Law 18A-18B	3	3
Shorthand 1A-1B	5	5
Typewriting 1A-1B	4	4
English 1A-1B	3	3
Business Mathematics A	1	1

Two-Year Course (leading to Junior College Secretarial Certificate)

First Year		Sem. I Units	Sem. II Units
Shorthand 1A-1B		5	5
Typewriting 1A-1B		4	4
English 1A-1B		3	3
French or Spanish		5	5
Second Year		Sem. I Units	Sem. II Units
Commercial Law 18A-18B		3	3
Office Practice 3A-3B		5	5
Economics 1A-1B		3	3
Business Mathematics A		1	1
Electives ¹		3	3

ACCOUNTANCY AND SECRETARIAL TRAINING

One-Year Combined Course ²	Sem. I Units	Sem. II Units
Accounting 14A-14B	4	4
Penmanship	1	1
Shorthand 1A-1B	5	5
Typewriting 1A-1B	4	4
Business Mathematics A	1	1
Electives	1	1

Two-Year Combined Course³

First Year		Sem. I Units	Sem. II Units
Accounting 18A-18B		4	4
Penmanship		1	1
Shorthand 1A-1B		5	5
Typewriting 1A-1B		4	4
Business Mathematics A		1	1
Electives		1	1
Second Year		Sem. I Units	Sem. II Units
Advanced Accounting 160A-160B		3	3
Commercial Law 18A-18B		3	3
Office Practice 3A-3B		3	3
Economics 1A-1B		3	3
English 1A-1B		3	3
Electives		1	1

¹Students who plan to enter the consular service should elect Political Science 1A-1B, 3-3 units.

²Recommendations for matriculation: Business Law, Economics and French or Spanish (two years).

³Recommendations for matriculation: French or Spanish (two years).

COLLEGIATE COURSES OF INSTRUCTION, 1922-23

One "unit" represents an hour recitation or lecture, together with the required preparation, or three hours laboratory work each week, for a semester of 18 weeks. Credit for 60 units, or more, according to the course chosen, is required for a certificate.

Courses numbered from 1 to 99 are freshman or sophomore (lower division) courses; those numbered from 100 to 199 are junior or senior (upper division) courses, available only, except by special arrangement, to students in the professional courses. Courses similar to those of the University of California are designated by the numbers used by the University.

ANATOMY

102. General Human Anatomy

JOHNSON

Study of the human body. Observation and study of dissections, models, and prepared slides. Designed for students of Physical Education and Public Health or other nonmedical students. Two demonstration hours and one laboratory period. Prerequisite: Zoology 1A or Physiology 1 or Biology 10A-10B.

Three units; second semester. (To be offered in 1923-24.)

ANTHROPOLOGY

Preparation for the major in Anthropology—Anthropology 1A-1B.

1A. General Anthropology: Origin and Antiquity of Man

HEWETT

Man as an animal; heredity; races and race problems; earliest culture. Three units; one semester. (Not offered in 1922-23.)

1B. General Anthropology: Origin and Development of Civilization

HEWETT

The source and growth of institutions, arts, customs, industries, language, and religion. Prerequisite: Anthropology 1A.

Three units; first semester.

103. Outlines of Culture Growth

HEWETT

Human origins and classification; beginnings of culture; growth of civilization in the great centers of Egypt, Europe, and Asia; diffusions in Africa and Oceania; belated and marginal peoples; world religions and international contacts.

Three units; first semester.

104. Culture History of the Southwest

HEWETT

Three units; one semester. (To be offered in 1923-24.)

ARTS AND CRAFTS

(To be offered in 1923-24)

177. Art Metal Work

The processes of etching, bending, soft and hard soldering, riveting, saw-piercing, enameling and raised work are covered, and design stressed. Prerequisite: Art 6.

Four units; one semester.

178. Pottery

Building pottery forms by hand and potters' wheel, glazing, casting in cement. Prerequisite: Art A or its equivalent.

Two units; one semester.

179. Modeling

Modeling in clay from casts, illustration and life, in the round, in low relief and in intaglio.

Two units; one semester.

180. Leather Work

Two units; one semester.

181. Bookbinding

Two units; one semester.

182. Weaving

Two units; one semester.

ASTRONOMY

Preparation for a major in Astronomy, Astronomy 1, Plane Trigonometry, Mathematics 3A-3B, 4A-4B, Physics, 2A-2B and 3A-3B or 1A-1B and 4A-4B, a reading knowledge of French or German.

1. Descriptive Astronomy**SKILLING**

This cultural course is planned to give as comprehensive a view as possible of the solar system and the stars. Only calculations of an elementary nature are made. There are no prerequisites in Mathematics for entrance. Especial attention is given to the methods and instruments by means of which astronomical knowledge has been gained. An observatory, equipped with a six-inch Alvan Clark telescope is used for observation. Also a good selection of lantern slides is used to illustrate various topics.

Three units; second semester.

BACTERIOLOGY

Preparation for the major in Bacteriology, required: Bacteriology 1, Chemistry 1A or 2A-2B, Physics 2A-2B, Zoology 1A, French or German. Recommended: Chemistry 1B and 8-9, Botany 2A-2B.

1. General Bacteriology and Microbiology**COY**

A study of the bacteria, their form, life history and occurrence; microscopic examination and identification; sterilization; preparation of media for bacterial cultures; microbiology of air, water, soil, foods (including milk), and some of the human, plant and animal diseases.

The aim of the course is to give an introduction to bacteriological facts and methods, a knowledge of which is essential to students in Medicine, Agriculture, the Biological Sciences and Nursing. A student who is preparing to assist in the office of a doctor or dentist would find this course most valuable. Two lectures or recitations and two laboratory periods per week. Prerequisite: Chemistry 1A or Chemistry 2A.

Four units; second semester. (To be offered in 1923-24.)

BOTANY

Preparation for the major in Botany, Botany 2A-2B.

2A-2B. General Botany**COY**

The fundamentals of form, structure, and physiology of plants, with a general study of principles of plant relationship and plant classification. This is a more specialized course than the biology and deals only with plants and their relationships. Besides acquainting the student, through experiment, with the fundamental life processes of plants, it will enable him to determine the names and relationships of plants in which he may be interested. Two lectures or recitations and two laboratory periods per week.

Four units; throughout the year. (Not offered in 1922-23.)

CHEMISTRY

Preparation for a major in Chemistry, required: Chemistry 1A-1B, with a grade of C or better, Physics 2A-2B or 1A-1B, Mathematics C and 3A-3B, or their equivalents, and a reading knowledge of German. Recommended: Chemistry 6A-6B or 8-9, Physics 3A-3B or 4A-4B, Mathematics 4A-4B.

1A-1B. General Chemistry**IDDINGS, SKILLING**

The course is designed to give the student a thorough understanding of the fundamental principles and theories of Chemistry and their applications in every-day life, as well as to meet the requirements for further work along chemical lines. Three hours lecture and recitation and two laboratory periods per week. Prerequisite: Chemistry 2A-2B and 3A-3B or High School Chemistry or High School Physics and Trigonometry.

Five units; throughout the year.

2A-2B. General Inorganic Chemistry**IDDINGS, SKILLING**

A nonengineering course, covering Elementary Chemistry including all the essential phases of the subject. Open to all students. Three hours lecture, demonstration and recitation per week.

Three units; throughout the year.

3A-3B. General Inorganic Chemistry-Laboratory**IDDINGS, SKILLING**

Designed to supplement and emphasize important facts as given in 2A-2B, and to give the student some experience in laboratory operations. One laboratory period per week.

One unit; throughout the year. (To be offered in 1923-24.)

6A-6B. Introductory Quantitative Analysis**IDDINGS**

The work consists of determinations by gravimetric, volumetric and electro analysis, particular attention being given to the cultivation of laboratory technique. One hour of recitation and lecture and two laboratory periods per week. Prerequisite: Chemistry 1A-1B.

Three units; throughout the year.

8-9. Organic Chemistry**IDDINGS**

A study of the carbon compounds and their derivatives, including the synthesis of different compounds and the proof of their constitution. A general application of the subject and the principles involved. Two lectures or recita-

tions and one laboratory period, first semester; one lecture or recitation and two laboratory periods, second semester. Prerequisite: Chemistry 1A-1B.

Three units; throughout the year.

ECONOMICS

Preparation for a major in economics, Economics 1A-1B and at least one of the following: Political Science 1A-1B, History 4A-4B, 8A-8B, Psychology 2A-2B.

1A-1B. Principles of Economics

A. G. PETERSON

A careful consideration is given to the basic principles of economics: utility, wealth, value, price; economic production, distribution, and consumption; rent, interest, wages, and profit; competition, monopoly, and large scale production; property, economic waste, and luxury; money and banking, international trade and tariffs; transportation, corporations, labor problems, socialism, taxation, etc. The aim of the course is (1) to provide a foundation for further intensive study of economic problems; (2) to furnish to those who expect to follow business pursuits a broad foundation in economic principles; and (3) to introduce the future citizen to the political and economic problems of our time. Lectures, discussions, quizzes, and collateral reading.

Three units; throughout the year.

3A. Introduction to Economic Geography

(See Geography.)

50. General Sociology

A. G. PETERSON

The object of the courses in Sociology is twofold: To familiarize the student with the forces and laws under which society is formed, and to bring him so far as possible into touch with specific contemporary problems, so that he may adapt himself with greater facility to his responsibilities as a member of the social group and as a citizen. General Sociology includes the study of the antiquity of man, racial evolution, religion, morals, customs, laws, family and state, and the biological, economic and psychological aspects of society. Lectures, discussions, quizzes, with a text and collateral reading. Not open to freshmen. Prerequisites: Recommended: Economics 1A-1B, Biology 10A-10B and Psychology 2A-2B.

Three units; first semester.

145. Social Psychology

A. G. PETERSON

The instinctive and reflective side of man, and his adjustments to civilization. Personality, suggestion and imitation, leadership, the crowd, public opinion, social control, etc. Prerequisite: Sociology 50 or Psychology 2A.

Three units; second semester.

149. Field Studies

A. G. PETERSON

Scientific methods of social and industrial field work and investigation; methods of securing data; classification, tabulation and interpretation of field work data. Each member of the class is required to assist in a survey of a definite field of work in co-operation with social and industrial organiza-

tions of San Diego and under the direction of the instructor in charge of the course. May be taken concurrently with Sociology 50. Prerequisites: Required: Sociology 50. Recommended: Psychology 2A-2B, Economics 1A-1B.

One or two units; first semester.

18A-18B. Commercial Law

STANTON

The object of the course in Commercial Law is to give clearly and concisely the leading and fundamental principles of Business Law. Simple cases showing the actual application of the principles to commercial and business transactions are given, rather than development of those principles. The subjects covered are contracts, sales, agency, partnerships, corporations, real property, negotiable instruments, insurance and wills, with a brief study of evidence.

Three units; throughout the year.

1A-1B. Typewriting

GRAHAM

A rapid development of a thorough command of the keyboard by the touch method. The acquisition of speed and the artistic arrangement of typewritten material with special reference to commercial forms; tabulation and billing; specifications; legal forms and preparation of manuscripts; transcription; mimeographing, etc. Ordinarily no credit is given for this course except in the curricula in Accountancy and Secretarial Training. Ten hours lecture and laboratory practice.

Four units; throughout the year.

2A-2B. Typewriting

GRAHAM

A short course designed for those who do not wish to enter the business office but desire a knowledge of the use of the typewriter. Five hours laboratory practice. Ordinarily no credit is given for this course.

Two units; throughout the year.

1A-1B. Stenography

WRIGHT

An intensive course designed for the practical preparation of office secretaries. A thorough study is made of the Gregg System and the ability to read and write shorthand rapidly and correctly, both literary and commercial, is developed. The shorthand speed necessary to pass a Civil Service examination is attained by the end of the year. Ordinarily no credit is given for this course except in the curricula in Accountancy and Secretarial Training.

Five units; throughout the year.

3A-3B. Office Practice

WRIGHT

A finishing course for the secretary. In addition to developing high speed in shorthand and typing, a study is made of the actual conduct of the modern office including the various office appliances in general use. Students perform clerical work in the school offices. Trips are made to local establishments to study at first hand actual business conditions. Prerequisites: Stenography 1A-1B and Typewriting 1A-1B, or two years of the high school courses in shorthand and typewriting.

Five units; throughout the year.

A. Business Mathematics

WRIGHT

A practical course in the Mathematics of Business. The ability to add, subtract and divide rapidly and accurately is developed. A thorough study is also made of interest, compound interest, discount, amortization tables, insurance rates, etc. Credit is given only in the curricula in Accountancy and Secretarial Training.

One unit; throughout the year.

14A-14B. Accounting

EVERTS, WRIGHT

A knowledge of Bookkeeping is not required nor is it of advantage. A study is made of the balance sheet; profit and loss statement; various types of books of original entry; the opening, conducting and closing of books for different kinds of businesses; organizations, reorganizations, dissolutions and consolidations; branch store accounting, etc., keeping in view the best modern Accounting practice. Eight hours lecture and laboratory.

Four units; throughout the year.

160A-160B. Advanced Accounting

EVERTS, WRIGHT

The second year consists of an intensive study of the corporation, its accounting and financial problems; a thorough study of the balance sheet; depreciation; Factory Accounting, etc. Under Practical Accounting an endeavor is made to design, construct, and operate sets of books to meet the needs of different conditions and kinds of businesses. Six hours lecture and laboratory.

Three units; throughout the year.

ENGINEERING**C. Instrumental Drawing**

SCUDDER

This course is designed to train engineering students in lettering and in neatness and accuracy in the use of instruments. Geometric problems, shop problems, theoretical objects with developments, warped surfaces with developments and penetration of two prisms, pyramid and prism, cylinder and prism, cone and cylinder, and other similar problems are studied. Instrumental Drawing C is substantially equivalent to the high school course in Mechanical Drawing.

Two units; either semester.

3D. Descriptive Geometry

SCUDDER

In this course 21 or more plates are required and four examinations given. The plates deal with the customary problems of points, lines, planes, perpendiculars, parallels, distances, angles, solids, developments, warped surfaces, intersections, etc. The aim of the course is to create originality, and to develop the ability of the student to visualize and present on paper problems which are theoretical or practical. Prerequisite: Instrumental Drawing C or the high school course in Mechanical Drawing.

Three units; either semester.

6A. Machine Design

Function of machines; motion, force, and work in machines; analysis of mechanism; velocity, acceleration, and effort diagrams; parallel motions, cams; ratchets; toothed wheels; valve gear analysis and design. Lectures and drafting, two two-hour periods, 7 p.m. to 9 p.m., with outside work. Prerequisite: Descriptive Geometry 3D.

Three units; second semester.

1A-1B. Plane Surveying

LIVINGSTON

Use and adjustment of surveying instruments, computations and map-making, together with a study of land, topographic, city, mining and hydrographic surveying. Two instruction periods and one three-hour period for field work and mapping each week. Prerequisites: Trigonometry and Geometric Drawing.

Three units; throughout the year.

8. Pattern Making

SCUDDER

The aim of this course is to acquaint the student with as wide a variety of patterns as possible, in order to develop his knowledge of construction and broaden his view of the industries. Instruction is given in the principles of pattern construction, and the uses of the shrink rule, the finish allowance, draft allowance, fillet, etc. The correctness of design and necessity for the various allowances are proved by actual moulds and castings made from one-piece and split patterns. Excursions to pattern shops and foundries. Reference work, 4 hours per week, from standard texts. Laboratory plan. Prerequisite: Bench work in wood and wood turning.

Two units; either semester.

9. Machine Work in Iron

Chipping, filing, turning, planing and milling metals. Study of the effect of feed and speed in machine tool operation. Instruction in the care and management of the various tools and machines. Accurate workmanship exacted. Two two-hour periods from 7 p.m. to 9 p.m.

Two units; either semester.

1. Applied Mechanics.

BAIRD

Problems concerning the action of external forces on rigid bodies; composition and resolution of forces; equilibrium; rectilinear and curvilinear motion; acceleration, linear and angular; harmonic motion; translation and rotation; moment of inertia; kinetic and potential energy; work; power; friction; machines; efficiency. Prerequisites: Mathematics 3A-3B and Physics 1A-1B.

Three units; first semester.

1. Elements of Electrical Engineering

BAIRD

A general survey of the field of Electrical Engineering. Single and poly-phase circuits, power-factor, reactance, generators, motors, transformers, and transmission of power. Prerequisites: Mathematics 3A-3B and Physics 4A.

ENGLISH

Preparation for a major in English—Six units from English 1A-1B, and six units from 50A-50B, 53A-53B, 60.

A. English

GILLESPIE, THOMPSON

This course consists largely of remedial work for individuals who are deficient in the elements of English Composition and Grammar.

No credit; either semester.

1A-1B. English Composition

BAGLEY, TOHILL

The course is designed to develop correctness and clearness of expression by constructive practice in oral and written composition. Subjects of current interest are chosen for class discussion and presentation. The work includes a review of functional grammar; the study of sentence, paragraph and theme structure; illustrative reading from modern literature.

Three units; throughout the year.

50A-50B. The Drama

TOHILL

In this course typical works from the world's great dramatists are studied. The primary aim is a knowledge of the subject-matter of the plays, with an attempt to lay bare the fundamentals of Dramatic Art. Characters are studied and motives analyzed; the big significance of life as portrayed in the various plays is dwelt upon. The course includes the great Greek and Roman dramatists, selections from the French and Spanish, German and Scandinavian, and others, as well as chief contemporary American and English dramatists.

Two units; throughout the year. (Not offered in 1922-23.)

53A-53B. Introduction to Poetry

OUTCALT

About one-third of the semester is given to the study of Communal Poetry, including the Hebrew Lyric, the Greek Epic, Norse Saga, Medieval Romance, Ballad Poetry, etc. The remaining two-thirds is devoted to Narrative Poetry, English and American. Typical narrative poems from Chaucer to recent times are studied. (First semester.)

Modern Lyric Poetry, English and American, from the Elizabethan period to the present time, provides the material for this part of the course; and there is a concluding summary and study of the elements and characteristics of poetry, in substance and form. (Second semester.)

Three units; throughout the year. With the consent of the instructor either semester may be taken separately.

60. Periodical Literature

OUTCALT

A course dealing with current conditions and developments in Art, Science, Politics, Sociology, etc., as recorded and discussed in leading periodicals, with the object of promoting intelligence in the reading of history in the making.

Two units; first semester.

100. World Literature

OUTCALT

A survey of books and bodies of Literature that have taken form with the development of folk consciousness and are immediate sources or direct expressions of European and American culture. Some of these are the Hebrew Bible, Greek Epic and Tragedy, Norse Saga, Fairy and Folk lore, Medieval Romance, the Faust story.

Three units; second semester. (Not offered in 1922-23.)

102A-102B. English Literature

BAGLEY

The aim of this course is to give the student a better acquaintance with great examples of English Literature which reveal the development of thought and social ideals from the Anglo-Saxon period to the middle of the nineteenth century. The work consists of readings in the masterpieces, class discussions, occasional quizzes, and written reports.

Three units; throughout the year.

117A-117B. Shakespeare. Textual Study

OUTCALT

The early plays, the great comedies, and at least one great tragedy are studied, together with Elizabethan life and literature and the origin and characteristics of Elizabethan drama. (First semester.)

The great tragedies and the latest plays are studied more intensively; and there is consideration of the elements and traits of tragic poetry, with comparisons of Shakespearean with ancient and modern drama. (Second semester.)

Three units; throughout the year. With the consent of the instructor either semester may be taken separately.

121. Victorian Poetry

OUTCALT

Wordsworth, Tennyson, Browning and their contemporaries.
Three units; second semester.

130A-130B. American Literature

OUTCALT

From 1607 to the close of the Civil War. (First semester.)

From 1865 to the present time, with parallel consideration of English Literature of the same period. Prose fiction, in novel, short story, and drama receive special emphasis. (Second semester.)

Three units; throughout the year. With the consent of the instructor either semester may be taken separately.

177. The Short-Story

A course combining advanced narrative composition with the study of typical modern short-stories. The aim is to assist in the realization of the human, and hence literary, values of the circumstances and experiences of ordinary life.

Three units; second semester.

FINE ARTS

Preparation for the major in Fine Arts—Art 1, 6, 14, 94.

A. Art Coach Class

MARKER

An introduction to the elements of Art, Line, Dark and Light and Color, and to the principles of composition through a study of fine examples, including Painting, Architecture, Sculpture and Handicraft. Application of these elements and principles in elementary problems in design and composition. Course A or its equivalent is prerequisite to all other courses in Fine Arts.

No credit; either semester.

1. Art History and Appreciation

MARKER

A study of Architecture, Sculpture, Painting and Handicraft from the dawn of Art to Modern Art, through illustrated lectures, research work and discussion. Prerequisite: Art A or its equivalent.

Four units; second semester.

6. Art Structure

BENTON

Continues the study of fine examples of Painting, Architecture, Sculpture and Handicrafts with the purpose of developing power to use principles of Art through problems in composition and design. Prerequisite: Art A or its equivalent.

Two units; first semester.

14. Drawing, Painting and Perspective

MARKER

Drawing and Painting from still life, flowers, animals and figures, working for interpretative line and free use of color. Study of perspective incidental to still life, and out-of-door sketching. Prerequisite: Art A or its equivalent.

Two units; second semester.

94. Costume Design

MARKER, PATTERSON

A study of art elements and principles applied to textile design and to dress in relation to general and individual types. Original work and sketches from gowns, hats, houses, etc., in the shops. Prerequisite: Art 6.

Three units; first semester.

102. Stage Craft

BENTON, PATTERSON

Theory of Line, Dark and Light and Color is studied in relation to the effect produced on the audience. The New Theater movement and its personalities. Miniature stages are used for individual problems in settings and costume. The actual making of settings and costumes for a play to be produced by the class or the Dramatic Society is the final problem. Prerequisite: Art 6.

Four units; second semester.

103. Lettering

MARKER, PATTERSON

The use of various pens and brushes in lettering illuminated texts, booklets, posters, etc. The making of booklets or portfolios is included. Design in the massing of letters and in illuminating and illustrating is stressed. Prerequisite: Art 6.

Four units; first semester.

104. Illustration

BENTON, MARKER

A study of modern illustrators and their types of work. Problems in illustrating children's stories, fairy tales, novels, etc., in wash drawings, etching, mono-printing and color. Prerequisite: Art 6 and Art 14.

Two units; one semester. (Not offered in 1922-23.)

105A. Life Class

BENTON, MARKER

Drawing and Painting from costume model. Prerequisite: Art 16.

One unit; one semester. (Not offered in 1922-23.)

116. Advanced Drawing and Painting

BENTON, MARKER

Advanced work in out-door sketching and figures in composition. Prerequisite: Art 14.

Two units; one semester. (Not offered in 1922-23.)

194A. Advanced Applied Design

MARKER, PATTERSON

Advanced original problems in design applied through Block Printing, Tie-dyeing, Batik, Painting, etc., to such objects as textiles, lamp shades, smocks and blouses and portfolios. Sketching is included in certain problems. Prerequisite: Art 6.

Three units; first semester.

194B. Advanced Costume Design

BENTON, MARKER

A study of History of Costume. Problems in design are carried out in actual materials. Blouses, smocks and other garments are designed and made. Stitching included in these problems. Prerequisite: Art 94.

Two units; second semester. (Not offered in 1922-23.)

195A. Home Decoration

BENTON, PATTERSON

Elements and Principles of Art studied in relation to the house, grounds, room planning and decoration. Study of period furniture. Making the home beautiful with small expense is stressed, also what to do with the old house and

furniture. Original problems in floor plans, wall elevations and furniture. Prerequisite: Art 6.

Three units; second semester.

195B. Advanced Home Decoration

BENTON, MARKER

Intensive study of Period Styles. Study of rugs, furniture, textiles and handicrafts in relation to house furnishing, with original designs in each. Color studies for rooms, details for fireplaces, etc. Prerequisite: Art 195A.

Two units; one semester. (Not offered in 1922-23.)

FOREIGN LANGUAGE

Preparation for a major in a Foreign Language. Required: 16 units of credit in the language chosen for the major. Recommended: English 1A-1B and History 4A-4B.

Elementary German

Pronunciation, Reading and Grammar, with practice in simple conversation, narration, and description, both oral and written.

A. Elementary German

THOMPSON

Five units; first semester.

B. Elementary German

THOMPSON

Prerequisite: German A or two years of the high school course in German, or its equivalent.

Five units; second semester.

Elementary French

Intensive study of French Grammar and Syntax; daily written work discussed in class; class drill in conversational idiom and pronunciation; reading with oral discussion and résumés; dictation; introduction to contemporary prose writers; study of the principles of French Prosody, with memory work.

A. Elementary French

BROWN

Five units; first semester.

B. Elementary French

BROWN

Prerequisite: French A or two years of the high school course in French, or its equivalent.

Five units; second semester.

Intermediate French

Reading and composition; study of standard prose as a basis for class work; collateral reading with résumés and written reports in French; study of French Prosody, with selections for memorizing; dictation. Class work conducted mainly in French. Individual conferences.

C. Intermediate French

THOMPSON

Prerequisite: French B or three years of the high school course in French, or its equivalent.

Three units; first semester.

D. Intermediate French

THOMPSON

Prerequisite: French C or four years of the high school course in French, or its equivalent.

109A-109B. A Survey of French Literature and Culture

BROWN

From the seventeenth century to the present time, with typical and representative readings of important classical and romantic writers.

Three units; throughout the year.

Elementary Spanish

Intensive study of Spanish Grammar and Syntax, with daily written work; class drill in conversational idiom and pronunciation; reading with oral discussion and résumés; dictation; introduction to contemporary prose writers; study of the principles of Spanish Prosody, with memory work.

A. Elementary Spanish

BROWN

Five units; first semester.

B. Elementary Spanish

BROWN

Prerequisite: Spanish A or two years of the high school course in Spanish, or its equivalent.

Five units; second semester.

Intermediate Spanish

Reading and composition; study of standard prose as basis for class work; collateral reading in prose and drama, with written reports in Spanish; a study of Spanish Prosody, with selections for memorizing; dictation. Class work conducted mainly in Spanish. Individual conferences.

C. Intermediate Spanish

BROWN

Prerequisite: Spanish B or three years of the high school course in Spanish, or its equivalent.

Three units; first semester.

D. Intermediate Spanish

BROWN

Prerequisite: Spanish C or four years of the high school course in Spanish, or its equivalent.

Three units; second semester.

107A-107B. Survey of Spanish Literature

BROWN

Three units; throughout the year. (To be offered in 1923-24.)

GEOGRAPHY**3A. Introduction to Economic Geography**

CLARK

This course is adapted to the needs of students taking a general commercial course, as well as to the needs of those desirous of securing college work of cultural value.

Three units; second semester. (Not offered in 1922-23.)

116. Geography of South America

CLARK

The aim of this course is to acquaint the student with South America as it is today, and with the social and industrial conditions of each country in the

commercial world. Each important industry is discussed from the viewpoint of the entire continent, and also with regard to each country. The future possibilities of the continent are studied, with particular reference to international, commercial and industrial relations.

Three units; first semester. (Not offered in 1922-23.)

117. Geography of Europe

CLARK

This course deals with the races of Europe, the new boundary lines, and the Economic Geography of the several countries.

Three units; first semester.

127. Human Geography

CLARK

Human Geography deals with man's reactions to his physical environment. The course is based on recent studies in this field, such as the one contained in the text, "Principles of Human Geography," by Huntington and Cushing.

Three units; second semester.

HISTORY

Preparation for the major in History—History 4A-4B or History 8A-8B.

4A-4B. Modern European History

LEONARD

The course is intended as an introduction to the study of the political, social, economic and intellectual life of Europe. In the first semester the period from about 1500 to about 1800 is covered. For this work a syllabus is provided. The work of the second semester is largely based on Hazen: "Europe Since 1815." The class work is largely lecture, with frequent oral and written quizzes. Special assignments are made from time to time.

Three units; throughout the year.

8A-8B. History of the Americas

LEONARD

A study of American History from the continental point of view. Emphasis is placed on the planting of European civilization in the Americas, the growth of colonies, the struggles of European nations for control of the continents, the Wars of Independence, and the development of independent American republics and their relations with each other and with the rest of the world. Lectures, discussions, assigned readings, frequent oral and written quizzes.

Three units; throughout the year.

121A-121B. Medieval History

LEONARD

A general survey of European History from about 500 to 1500. An outline of the course of events, with emphasis on the development of medieval institutions. Lectures, assigned readings, frequent oral and written quizzes.

Three units; throughout the year. (To be offered in 1923-24.)

171A-171B. History of the United States

LEONARD

From 1763 to the present day. An outline course dealing with the political and constitutional History of the United States, with attention to social and economic development. Lectures, discussions, assigned readings, frequent oral and written quizzes.

Three units; throughout the year.

182. Spanish Colonization of the West Coast of North America. LEONARD

An introduction to the study of Spanish America. The course aims at tracing the Spanish progress in North America, especially along the West Coast, with special attention to Spanish institutions and history in California. The work is based on a syllabus. The classroom work is largely lecture, with frequent oral and written quizzes.

Three units; second semester. (Not offered in 1922-23.)

HOME ECONOMICS**HOUSEHOLD ART**

Preparation for the major in Household Art. Required: Household Art 1A-1B, Art 6, 16; 94, History 4A-4B, Chemistry 1A-1B or 2A-2B and 3A-3B, Economics 1A-1B. Recommended: Art 1, Psychology 2A-2B.

1A-1B. Clothing and Costume Design

COX

This course is designed both for teachers in the elementary grades and for those who desire to specialize in Household Art. It aims to teach the fundamental processes of hand and machine sewing. Textile study includes the development of the textile industry and a brief survey of the textile fabrics. Costume design, with lectures on artistic appreciation, color, and materials, including embroidery and laces, required. One lecture or recitation and two laboratory periods per week. Prerequisite: One year of high school sewing.

Three units; throughout the year.

2A. Home Making

COLDWELL

A general view of the place of the home in society. Administration of the household. Budgeting of incomes to cover shelter, food, clothing, savings and social life. Field work, assigned reading and theme writing required. Lectures, class discussion, recitations.

Two units; second semester.

HOUSEHOLD SCIENCE

Preparation for the major in Household Science.—Household Science 1A-1B, Chemistry 1A-1B, 6A, 8, Bacteriology 1.

1A-1B. Elementary Food Economics

COX

This course aims to give a résumé of elementary cookery principles and laboratory technique. It is designed both for students who will teach in the elementary schools and those intending to specialize in Home Economics work. The general principles of cookery and of each foodstuff are studied through experiments, and applied to the preparation of food. The composition, production, preservation and nutritive value of foods are emphasized. In the first semester, special emphasis is laid on carbohydrates, fats and water; in the second on protein, minerals and vitamins. One lecture or recitation and two laboratory periods per week.

Three units; throughout the year.

HYGIENE

C. E. PETERSON

1. Hygiene

An informational course in personal and community Hygiene required of all men in the freshman year in the Junior College. The course includes a study of Sex Hygiene and of the Hygienic Principles of Exercise, Bathing and Sleep. Civic Hygiene is vitalized through investigations by each student of special topics, the means by which the health of the local community is protected and improved providing subjects for special study. Lectures, reference reading, special topics, discussions, oral and written quiz.

One unit; either semester.

2. Hygiene

TANNER

An informational course reviewing the principles underlying the improvement and preservation of personal and civic health. Social Hygiene is studied in its relations to the practical problems of young women and prospective homemakers. The laws and procedure in local civic health matters of particular interest to women are studied in detail. Reports following personal investigation of at least three major topics are required for each member, these reports being given and discussed before the class. Required of all women in the freshman year in the Junior College.

One unit; either semester.

MATHEMATICS

Preparation for the major in Mathematics. Required: Mathematics 3A-3B and 4A-4B. Recommended: Physics 2A-2B or 1A-1B and a reading knowledge of French and German.

A. Algebra

CUMMINGS

Course A is substantially the equivalent of the high school course in algebraic theory. It includes: a brief review of the fundamental operations, factoring, powers and roots, logarithms, graphs, solution of equations, the binomial theorem, progressions, permutations and combinations. Prerequisite: Elementary Algebra and Geometry.

Three units; first semester.

C. Trigonometry

CUMMINGS

Course C includes the usual high school course in Trigonometry, but gives more attention to trigonometric identities and equations. The usual trigonometric formulae are developed and used in the solution of triangles. Logarithmic computation is explained and used. Prerequisite: Mathematics A or its equivalent.

Three units; second semester.

1A-1B. General Course

LIVINGSTON

The course begins with the solution of simple problems by graphical methods; then by the more exact methods of differential and integral calculus. The work in calculus is later extended to problems in Trigonometry and Analytic Geometry, the essentials of these subjects being presented as needed. This course should give at least a general view of those processes in Mathematics which are so necessary to the solution of problems in the exact sciences and which are proving a valuable aid to students of Social Science and Business Administration. It is intended primarily for non-engineering students.

Those unable to take the entire course will find the first semester's work complete in itself. Students who have already studied Trigonometry will find very little of mere repetition. Prerequisites: Elementary Algebra and Geometry.

Three units; throughout the year.

2. Mathematics of Investment

LIVINGSTON

An application of Algebra to interest and annuities, including equation of value, amortization, sinking funds and depreciation, and life annuities. The course shows the value of generalizing business problems by means of formulas, provides drill in the use of tables, and strengthens the student's ability to do accurate work in the fundamental operations of Arithmetic. Prerequisite: Mathematics A or its equivalent, or Mathematics 1A-1B.

Four units; second semester.

Elements of Analysis, with Applications

A two-year course in Algebra, Analytic Geometry, and Calculus, intended primarily for students in Engineering and Chemistry.

3A-3B. Plane Analytic Geometry and Differential Calculus

LIVINGSTON

Prerequisites: Mathematics A and C or their equivalents.

Three units; throughout the year.

4A-4B. Solid Analytic Geometry and Integral Calculus

LIVINGSTON

Prerequisite: Mathematics 3A-3B or its equivalent. The high school course in Solid Geometry is also strongly recommended.

Three units; throughout the year.

5. Analytic Geometry

LIVINGSTON

An introduction to Analytic Geometry primarily for the general student. The course includes: algebraic curves and equations, transcendental curves and equations, elementary properties of conic sections, problems in loci, maximum and minimum values of functions, and empirical equations. Prerequisites: Mathematics A and C or their equivalents, or Mathematics 1A-1B.

Three units; first semester. (Not offered in 1922-23.)

MUSIC

The primary aims of the various music organizations are to give the students participating, and incidentally the entire college student body listening, an added love for and knowledge of the best in Choral and Orchestral Music. Added to this are the cultural advantages to be gained, the ability to read and perform good Music, the mind training in the necessary concentrating upon the wishes of a conductor, the poise which comes with appearing before public audiences, the promotion of college spirit, the enriching of student and college activities, and the great pleasure and ennobling effect of artistic expression through Music.

1A, B, C, or D. Treble Clef Club

SMITH

One unit; either semester.

1A, B, C, or D. Male Chorus

SMITH

One unit; either semester.

1A, B, C, or D. Choral Club

SMITH

One-half unit; either semester.

1A, B, C, or D. Orchestra

One unit; either semester.

PHILOSOPHY AND PSYCHOLOGY

Preparation for the major in Psychology. Required: Psychology 2A and 2B, Zoology 1A-1B. Recommended: French, German, Chemistry.

A. Social Ethics

COLDWELL

Required of all entering students. This course aims to place the student in contact with ways and means of knowing the fundamental principles of good breeding and social usage. It deals particularly with the relations of women to society—of men to society. One hour per week for 9 weeks.

One-fourth unit; either semester.

A. How to Study

Required of all entering students. Lectures on the elementary psychology of study and learning, silent reading tests, student self-ratings, the technique of study, use of texts, note taking, etc., with class discussions and reports. A paper is required from each student. One hour per week for 9 weeks.

One-fourth unit; either semester.

2A. General Psychology

BELL

A study of the modern scientific interpretation of the facts of consciousness; their relation to each other, to their external stimuli, and to the nervous system.

The aim is (1) to increase the student's understanding of himself and to contribute to his intelligent, discriminating reading of current popular and scientific literature; and (2) to give a definite and necessary basis for advanced work in Psychology.

Three units; first semester.

2B. Applied Psychology

BELL

A general survey of the results of modern Psychology applied to self-improvement, and to the work of the lawyer, physician, clergyman, merchant, and educator. The purpose of the course is to give intelligent basis for discrimination in these fields between scientific, legitimate Psychology and the Pseudo-Psychology that is popular because of its simplicity and plausibility or because of its mysticism.

Three units; second semester.

145. Social Psychology

(See Economics.)

PHYSICAL EDUCATION

Preparation for the major in Physical Education.—Chemistry 2A-2B, 3A-3B or Chemistry 1A-1B, Biology 10A-10B, Physiology 1.

Physical Education for Men

C. E. PETERSON

A two-hour course required for the two years of Junior College work. Physical examination is given each student when entering and special attention is given to correcting postural faults. In addition to the body building work given in the class periods, physical efficiency tests embracing agility, defense and swimming are given each semester. During the two years a playing knowledge of the major and minor sports is given and fundamentals of boxing and wrestling taught each student.

1A, B, C or D. Physical Education. One-half unit; throughout the year.

13A or B. American Football. One-half unit; first semester.

3A or B. Track. One-half unit; second semester.

4A. Baseball. One-half unit; second semester.

5A or B. Basketball. One-half unit; second semester.

6A or B. Tennis. One-half unit; either semester.

7A or B. Boxing. One-half unit; either semester.

8A or B. Wrestling. One-half unit; either semester.

10A, B, C or D. Swimming. One-half unit; either semester.

Physical Education for Women

TANNER, BOWER

Students are given a health and physical examination, the physical activities prescribed being based upon the data thus obtained. Two hours weekly of directed Physical Training are required of all women students, the chief purpose being to develop a knowledge of and interest in suitable sports and games, that habits of vigorous exercise may be promoted.

Intra-mural sports are encouraged, particularly those of inter-class nature.

52A-52B. Physical Education

Prescribed courses for freshmen in the Junior College.
One-half unit; throughout the year.

52C-52D. Physical Education

Prescribed courses for sophomores in the Junior College.
One-half unit; throughout the year.

PHYSICS

Preparation for the major in Physics. Required: Physics 2A-2B and 3A-3B, with a grade of B, or Physics 1A-1B and 4A-4B; Chemistry 2A-2B and 3A-3B or Chemistry 1A-1B; Mathematics C, 3A-3B and 4A-4B, or their equivalents. Recommended: A reading knowledge of French and German.

1A-1B. General Physics

BAIRD, CUMMINGS

Mechanics, properties of matter, and heat. This course aims at a development of the fundamental ideas which underlie the subject of Physics, and the application of them in the discussion of practical problems. The work is presented in lectures, text assignments, problem sets and experimental laboratory work. Two lectures and one laboratory period each week. Prerequisites: Physics 2A-2B and 3A-3B or High School Physics; three years of High School Mathematics, including Trigonometry.

Three units; throughout the year.

2A-2B. General Physics

BAIRD, CUMMINGS

Properties of matter, mechanics, heat, sound, light, electricity and magnetism. A non-engineering course open to all students. Lectures, demonstrations, and discussions.

Three units; throughout the year.

3A-3B. Physical Measurements

BAIRD, CUMMINGS

Laboratory work in mechanics, properties of matter, heat, sound, light, electricity and magnetism. These exercises are usually taken in conjunction with Physics 2A-2B.

One unit; throughout the year.

4A-4B. General Physics

BAIRD

This course is a continuation of Physics 1A-1B for students in the sophomore year, and includes magnetism, electricity, sound and light. Two lectures and one laboratory period each week.

Three units; throughout the year.

PHYSIOLOGY

Preparation for the major in Physiology. Required: Zoology 1A-1B or Physiology 1, Physics 2A-2B and 3A-3B, Chemistry 1A-1B and 8-9. Recommended: German and French.

1. Introductory Human Physiology

JOHNSON, COY

The structure and functions of the human body, to give a general conception of the relationship of the human body to its environment. Three lectures or recitations; two laboratory periods per week. Prerequisite: At least one of the following: Zoology 1A-1B, Biology 10A-10B, Chemistry 1A-1B or 2A-2B and 3A-3B.

Five units; first semester. (To be offered in 1923-24.)

POLITICAL SCIENCE

Preparation for the major in Political Science: Political Science 1A-1B and Economics 1A-1B or six units of History. The foundation work in Political Science consists of a comparative study of the governments and politics of Continental Europe, England and the United States. The aim of the course is to broaden the viewpoint of the student in matters of government and politics, and to prepare the way for more intensive study. The classroom work consists of lectures, special reports, oral and written quizzes. High School Civics is presupposed.

1A. Comparative Government

LEONARD

The governments and parties of England and France.
Three units; first semester.

1B. Comparative Government

LEONARD

The governments of Italy, Germany, Belgium, Switzerland and the United States.

Three units; second semester.

PUBLIC SPEAKING

Preparation for the major in Public Speaking: Public Speaking 1A-1B or English 1B-1A, Public Speaking 2A-2B.

1A-1B. Elements of Public Speaking

TOHILL

Training in fundamental processes; organization and arrangement of material; outlining; practice in the construction and delivery of type forms of speech.

Three units; throughout the year.

2A-2B. Elements of Expression and Interpretation

TOHILL

A study of the laws governing correct voice production. The essentials of effective oral interpretation. Practice in reading and speaking.

Three units; throughout the year.

118A-118B. Art of Acting: Theory and Practice

TOHILL

The psychology of acting; the cultivation and development of the dramatic instinct through character portrayal. Study and presentation of selected one-act plays. Open to all students who have the permission of instructor.

Three units; throughout the year.

ZOOLOGY

Preparation for a major in Zoology. Required: Zoology 1A-1B and High School Chemistry or Chemistry 2A-2B. Recommended: French and German.

1A. Zoology

JOHNSON

An introduction to Animal Biology dealing with structure, functions and evolution of animal life. The laboratory work supplements the lectures and is based on the study and observation of living and preserved material. The course will acquaint one with the fundamental facts and theories of Biology as they pertain to animal life. It is valuable to the general student as well as to the Biology specialist. Three lectures or recitations and two laboratory periods per week.

Five units; first semester. (Not offered in 1922-23.)

1B. Zoology

JOHNSON

A continuation of 1A. The first half of the semester is given to the study of the structure and behavior of the chordates, with a detailed dissection and study of the shark. The second half is devoted to the study of the early development of the various types of animals, especially the chick. The course deals with the higher animals, the vertebrates, thus supplementing the work of the first semester. The detailed dissection of the shark and the careful study of the developing chick give the student a good basis for further work in Medicine, Agriculture, or Zoology, and furnish as well a good biological background for students in any line of work. Two lectures or recitations and two laboratory periods per week.

Five units; second semester. (Not offered in 1922-23.)

10. General Biology

JOHNSON

A brief outline of the main facts and principles of Biology with special reference to evolution, heredity and eugenics. This course is designed for those students who are to take no other lower division courses in Biology. Although no laboratory work is included, an effort will be made to illustrate the lectures by means of demonstration material so far as possible.

Three units; first semester. (Not offered in 1922-23.)

10A-10B. Biology

JOHNSON

The fundamentals of Plant and Animal Biology, with elementary work in heredity, evolution and eugenics. The laboratory work supplements the lectures and includes a study of living and preserved material. The aim of the course is to acquaint the general student with the basic facts of Biology. It is designed not only to give the general student an acquaintance with living things and their relationships, but also to furnish the prospective teacher with an adequate background for nature study teaching. Two lectures or recitations and one laboratory period per week.

Three units; throughout the year.

114. Heredity and Evolution

JOHNSON

A discussion of the facts of heredity, in plants, animals and man; the Mendelian law and its applications; development of theories of evolution. Reports on assigned topics are required. The course is designed to make the student familiar with some of the current literature and opinions of scientists concerning heredity and evolution.

Two units; first semester.

115. Eugenics

JOHNSON

A study of Human Heredity and Eugenics. Assigned readings and reports. The aim of the course is to acquaint the student with current literature on the subject of Eugenics, including investigations that have contributed data on the subject. Prerequisite: Heredity and Evolution 114.

Two units; second semester.