

*Bulletin*  
*San Diego State Teachers College*  
AND  
*Announcement of Courses*  
1934-1935



June, 1934

CALIFORNIA STATE PRINTING OFFICE  
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# State Teachers College of San Diego

Volume Twenty-two

JUNE, 1934

No. 2

## STATE TEACHERS COLLEGE OF SAN DIEGO

*Administered Through*

## DIVISION OF NORMAL AND SPECIAL SCHOOLS

OF THE

## STATE DEPARTMENT OF EDUCATION

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SAN DIEGO, CALIFORNIA



## CALENDAR 1934-1935

### SUMMER SESSIONS, 1934.

- Term I, six weeks, June 25-August 3.  
Term II, three weeks, August 6-August 25.

### FALL SEMESTER, 1934-1935.

- September 11, 8.30-12.00 a.m., Registration of Old Students with Initials A-K.  
September 11, 9.00-12.00 a.m., and 1.00-2.00 p.m., Payment of Fees by Students who Preregistered.  
September 11, 8.30 a.m., Examination in Subject A (English Composition).<sup>\*</sup>  
September 11, 2.30 p.m., Fundamentals Test.<sup>\*</sup>  
September 12, 8.30 a.m., College Aptitude Test.<sup>\*</sup>  
September 12, 10.00-12.00 a.m., Entrance Examination in Music (by Appointment).<sup>§</sup>  
September 12, 8.30-12.00 a.m., Registration of Old Students with Initials L-Z.  
September 12, 9.00-12.00 a.m., and 1.00-2.00 p.m., Payment of Fees by Students who Preregistered.  
September 12, 1.30 p.m., Official Assembly for New Students—Attendance required.  
September 13, 8.30-12.00 a.m., Registration of New Students with Clear Admission and Returning Students.  
September 14, 8.30-12.00 a.m., Registration of New Students with Provisional Admission and Returning Students.  
September 17, Class Work Begins.  
November 12, Armistice Day Holiday.  
November 29-December 2, Thanksgiving Recess.  
December 15, Christmas Recess Begins.  
January 7, Class Work Resumes.  
January 28-February 1, Mid-Year Examinations.

### SPRING SEMESTER, 1935.

- February 4, 9.00 a.m., Examination in Subject A (English Composition).<sup>\*</sup>  
February 5, 8.30-12.00 a.m., Registration of Old Students with Initials A-K.  
February 5, 9.00 a.m., Fundamentals Test.<sup>\*</sup>

<sup>\*</sup> See page 20.  
<sup>§</sup> See page 40.

- February 5, 9.00-12.00 a.m., and 1.00-2.00 p.m., Payment of Fees by Students who Preregistered.  
February 6, 8.30-12.00 a.m., Registration of Old Students with Initials L-Z.  
February 6, 8.30 a.m., College Aptitude Test.<sup>\*</sup>  
February 6, 10.00-12.00 a.m., Entrance Examination in Music (by Appointment).<sup>§</sup>  
February 6, 8.30-12.00 a.m., Registration of Old Students.  
February 6, 9.00-12.00 a.m. and 1.00-2.00 p.m., Payment of Fees by Students who Preregistered.  
February 6, 1.30 p.m., Official Assembly for New Students—Attendance required.  
February 7, 8.30-12.00 a.m., Registration of New Students with Clear Admission and Returning Students.  
February 7, 1.00-3.00 p.m., Registration of New Students with Provisional Admission and Returning Students.  
February 11, Class Work Begins.  
April 14-21, Easter Recess.  
May 1, Dedication Day.  
May 30, Memorial Day.  
June 7-13, Final Examinations.  
June 14, Annual Commencement Exercises.

### SUMMER SESSIONS, 1935.

- Term I, six weeks, June 24-August 2.  
Term II, three weeks, August 5-August 24.



## FACULTY

- EDWARD L. HARDY, LL.D., President** SCHOOL ADMINISTRATION  
B.L., University of Wisconsin; M.A., University of Chicago; LL.D., La Verne College.  
Study of European secondary schools.  
Principal of San Diego High School. (Appointed September, 1910.)
- IRVING E. OUTCALT, M.A. VICE PRESIDENT AND PROFESSOR OF ENGLISH**  
A.B., M.A., Stanford University.  
Student, University of Illinois; graduate study and research work, Stanford University. Travel in Europe.  
Head of Department of English, San Diego High School.  
(Appointed September, 1912.)
- J. W. AULT, M.A. DEAN AND PROFESSOR OF EDUCATION**  
B.S., Valparaiso University; M.A., University of South Dakota.  
Student Miami University; graduate student, University of Iowa and University of Southern California.  
Superintendent of city schools; conductor and instructor in teachers institutes; Professor of Education at Southern State Teachers College, Springfield, South Dakota.  
(Appointed September, 1925.)
- ARTHUR G. PETERSON, M.A. DEAN OF LIBERAL ARTS, EX OFFICIO IN GENERAL CHARGE OF LOWER DIVISION STUDIES, AND PROFESSOR OF ECONOMICS**  
A.B., College of the Pacific; M.A., Stanford University.  
Graduate student, University of Southern California.  
Vice Principal of San Diego High School and Director of Junior College.  
(Appointed September, 1921.)
- CHARLES E. PETERSON, A.B. DEAN OF MEN AND ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION AND DIRECTOR OF PHYSICAL EDUCATION FOR MEN**  
A.B., State Teachers College of San Diego.  
Student, Oregon Agricultural College and University of California.  
Graduate student, Claremont Colleges.  
Director of Playgrounds, Portland, Oregon; Director of Physical Education, Y. M. C. A.; Physical Education and Recreation work in the United States Army Camp; Director of Physical Education in Junior High School, Berkeley, California. (Appointed July, 1921.)
- MARY IRWIN McMULLEN, A.B. DEAN OF WOMEN AND PLACEMENT SECRETARY AND ASSISTANT PROFESSOR OF EDUCATION**  
A.B., State Teachers College of San Diego.  
Graduate student, University of Chicago.  
Public school teacher, Oakland, California.  
(Appointed Secretary to the President July, 1926; Director of Placement July 1930; Dean of Women January, 1934.)
- JOHN R. ADAMS, M.A. ASSOCIATE PROFESSOR OF ENGLISH**  
A.B., M.A., University of Michigan.  
Graduate student, University of Southern California.  
Instructor in Rhetoric, University of Michigan; Associate in English, University of Washington.  
(Appointed September, 1928.)
- GEORGIA C. AMSDEN ASSOCIATE PROFESSOR OF COMMERCE**  
Gregg School, Chicago; special secretarial training in various institutions; University of California summer session and extension division work.

- Teacher in University of California summer school; Traveling Representative and Secretary for the Federal Board for Vocational Education, France, World War; in charge of Stenographic Division, Department of Personnel, American Red Cross Headquarters, Paris, World War; Secretary, Standard Life and Accident Insurance Company, Detroit, Michigan; Assistant Editor and Reporter, Daily Press, Ypsilanti, Michigan; Instructor, San Diego High School.  
(Appointed September, 1925.)
- GUINIVERE KOTTER BACON, M.A. TRAINING SUPERVISOR AND ASSOCIATE PROFESSOR OF EDUCATION**  
B.S., Utah Agricultural College; M.A., Stanford University.  
Graduate student, Stanford University; University of California; Teachers College, Columbia University.  
Teacher in Public Schools; Primary Supervisor.  
(Appointed July, 1928.)
- O. W. BAIRD, M.A. PROFESSOR OF PHYSICS**  
A.B., University of Wisconsin; M.A., University of California.  
Graduate student, University of Minnesota.  
Head of Science Department, University of Wisconsin High School and Stadium High School, Tacoma, Washington; Assistant in Physics Department, University of Washington, Seattle.  
(Appointed September, 1921.)
- FRED BEIDLEMAN, B.Mus. ASSOCIATE PROFESSOR OF MUSIC**  
B.S., B.Mus., Columbia University.  
Teacher of Music, Boys High School, Brooklyn, N. Y.; Instructor, Columbia University; Head of Violin Department, University of Illinois; Assistant Professor of Music, University of North Dakota; Professor of Music and Director of the Conservatory College of Puget Sound; National Music Camp, Interlochen, Michigan, 1933.  
(Appointed September, 1927.)
- GERTRUDE SUMPTION BELL, M.A. PROFESSOR OF PSYCHOLOGY**  
A.B., Indiana University; M.A., Stanford University.  
Graduate, Indiana State Normal School; Research Work, Clark University. Travel in Europe.  
Assistant in Education and Director of Practice Teaching, University of Colorado; State Institute Lecturer, Montana; Instructor, School of Education, Indiana University. (Appointed August, 1916.)
- \*MARJORIE KELLY BORSUM, B.E. INSTRUCTOR IN ART**  
B.E., University of California at Los Angeles.  
Pupil in Paris of Andre Lhote, Painter, and of Mme. Alexandra Exter, Russian Stage Designer.  
Instructor in Fine Art, Pasadena Junior High School.  
(Appointed September, 1927.)
- BAYLOR BROOKS, B.A. INSTRUCTOR IN GEOLOGY**  
B.A., Stanford University.  
Graduate student, University of Arizona; Harvard University; Oxford University; Stanford University. Travel in Europe.  
Member of staff, Yosemite Field School of Natural History; Summer Lecturer, National Park Service, Yellowstone and Yosemite.  
(Appointed September, 1931.)
- M. EUSTACE BROOM, Ph.D. ASSOCIATE PROFESSOR OF EDUCATION**  
A.B., M.A., University of Illinois; Ph.D., University of Southern California.  
Student, University of Chicago.  
Assistant in Psychology, University of Illinois; Teacher, High School, Elizabeth, Illinois; Superintendent of Schools, Scales Mound, Illinois, and Bramwell, West Virginia; Instructor in Education, Extension Division, Concord State Normal School, West Virginia; Teacher, Francis W. Parker School of San Diego; Lecturer and Visiting Assistant Professor of Education, University of Southern California;

\* On leave of absence 1934-1935.



- Visiting Assistant Professor of Education (summer session), the George Washington University; Associate Editor, The High School Teacher; Contributing Editor, The Journal of Applied Psychology. (Appointed February, 1928.)
- LESLIE P. BROWN, M.A.** ASSOCIATE PROFESSOR OF SPANISH  
A.B., Yale University; M.A., Harvard University.  
Graduate student, University of Southern California.  
Instructor in French and Spanish, Northwestern University; Harvard University; University of North Carolina; University of Chicago. (Appointed July, 1922.)
- ROY E. CAMERON, Ph.D.** ASSOCIATE PROFESSOR OF ECONOMICS  
A.B., Ph.D., University of California.  
Student, Creighton University.  
Professor of Economics, University of Omaha; Teaching Fellow in Economics, University of California (Appointed September, 1929.)
- VINNIE B. CLARK, A.B.** ASSOCIATE PROFESSOR OF GEOGRAPHY  
A.B., University of Wisconsin.  
Graduate student, University of Chicago; University of Mexico.  
Travel in Mexico and Europe.  
Assistant in Geography, University of Wisconsin; Teacher, Oak Park High School, Illinois; Instructor in summer session, University of California at Los Angeles. (Appointed September, 1914.)
- KATHERINE E. CORBETT, A.M.** TRAINING SUPERVISOR AND ASSOCIATE PROFESSOR OF EDUCATION  
B.Pd., Michigan State College; B.S., A.M., Teachers College, Columbia University.  
Graduate Public School Music Course, Ypsilanti Conservatory of Music.  
Teacher in Public Schools, Ypsilanti, Michigan; Training Supervisor, Kent State Normal College, Ohio; Evening High School, San Diego. (Appointed July, 1921.)
- JAMES ENSIGN CROUCH, M.S.** INSTRUCTOR IN BIOLOGY  
B.S., M.S., Cornell University.  
Assistant in Ornithology, Cornell University. (Appointed September, 1932.)
- ERBY CHESTER DEPUTY, Ph.D.** ASSOCIATE PROFESSOR OF EDUCATION  
A.B., University of Denver; A.M., Ph.D., Columbia University.  
Graduate student, University of Southern California.  
Teacher in rural schools and principal of high schools, Indiana.  
Assistant Professor, University of Arkansas and Kansas State Teachers College. (Appointed September, 1931.)
- JOHN MORTIMER GLEASON, M.A.** ASSISTANT PROFESSOR OF MATHEMATICS  
A.B., M.A., University of California.  
Student, Hope College, University of Michigan, and University of Southern California.  
Teaching Fellow in Mathematics, University of California. (Appointed September, 1930.)
- MORRIS HUBBARD GROSS, A.B.** DIRECTOR OF ATHLETICS AND ASSISTANT PROFESSOR OF PHYSICAL EDUCATION  
A.B., State Teachers College of San Diego.  
Teacher, Chula Vista Grammar School; Basket Ball Coach, U. S. Marines and U. S. Naval Hospital. (Appointed September, 1929.)
- ILSE HAMANN, B.A.** INSTRUCTOR IN ART  
B.A., University of California at Los Angeles.  
Student, Rudolph Schaeffer School; pupil of Douglas Donaldson.  
Teacher, San Bernardino City Schools; Instructor, Northwestern University, Evanston, Illinois; Instructor, Santa Ana Junior College. (Appointed February, 1934.)

- EDITH C. HAMMACK, B.A.** TRAINING SUPERVISOR AND ASSOCIATE PROFESSOR OF EDUCATION  
B.A., State Teachers College of San Jose.  
Graduate, State Normal School of San Diego; graduate student, University of California. (Appointed February, 1911.)  
Public School Teacher.
- DOROTHY R. HARVEY, M.A.** ASSISTANT PROFESSOR OF BOTANY  
A.B., State Teachers College of San Diego; M.A., University of Southern California.  
Graduate student, Scripps Institute for Biological Research, La Jolla; University of California. (Appointed September, 1924.)  
Public school teacher.
- ROBERT D. HARWOOD, Ph.D.** ASSOCIATE PROFESSOR OF ZOOLOGY  
B.A., Pomona College; Ph.D., Cornell University.  
Assistant in Biology, Cornell University; Field Entomologist, Natural Survey of Illinois; Teacher, Kern County Union High School and Junior College, Bakersfield; Assistant in Entomology, Cornell University; Stream Survey, Conservation Department, New York. (Appointed September, 1928.)
- WALTER B. HERREID, A.B.** ASSISTANT PROFESSOR OF PHYSICAL EDUCATION  
A.B., Washington State College.  
Graduate student, University of California and University of Southern California.  
Freshman Football Coach, Washington State College; Director of Physical Education, Aberdeen High School, Aberdeen, Washington; Director of Physical Education, Santa Maria Union High School; Coach, Huntington Park Union High School. (Appointed September, 1930.)
- EVERETT GEE JACKSON, A.B.** ASSISTANT PROFESSOR OF ART  
A.B., State Teachers College of San Diego.  
Student, Agricultural and Mechanical College of Texas; Art Institute of Chicago.  
Associate Professor, Sul Ross Teachers College, Alpine, Texas; three years of travel and art study in Mexico; painter. (Appointed November, 1930.)
- MARGUERITE VEASEY JOHNSON, A.M.** REGISTRAR AND ASSOCIATE PROFESSOR OF LATIN  
A.B., Radcliffe College; A.M., Columbia University.  
Teacher of Latin, History and French; Assistant in the Registrar's Office, Teachers College, Columbia University. (Appointed July, 1927.)
- MYRTLE ELIZABETH JOHNSON, Ph.D.** PROFESSOR OF BIOLOGY  
B.S., M.S., Ph.D., University of California.  
Research Assistant, Scripps Institute for Biological Research, La Jolla; Instructor, Pasadena High School. (Appointed September, 1921.)
- SYBIL ELIZA JONES, M.L.** ASSISTANT PROFESSOR OF ENGLISH  
B.L., M.L., University of California.  
Director, Junior Players of Pasadena Community Playhouse; Drama Instructor in Chouinard Art School, Los Angeles; Organizing Secretary and Instructor in Playwriting of Summer Art Colony at Pasadena Community Playhouse; Drama Organizer and Director of San Diego Community Service. (Appointed September, 1925.)
- JOSEPH SUMNER KEENEY, Ph.D.** INSTRUCTOR IN ENGLISH  
A.B., M.A., Yale University; Ph.D., University of California.  
Instructor in English, Yale in China, Changsha, China; Instructor San Diego Army and Navy Academy; Instructor in English, University of California. (Appointed February, 1933.)



- GENEVIEVE KELLY, A.M. INSTRUCTOR IN SOCIOLOGY  
A.B., University of California; A.M., Columbia University.  
Student, Los Angeles Public Library School. Graduate student,  
University of Chicago. Travel in Europe.  
Teacher, Corcoran Union High School. Librarian, Northern Arizona  
Normal School, Flagstaff; Scripps Foundation for Research in Popu-  
lation Problems, Oxford, Ohio. (Appointed September, 1924.)
- CHARLES B. LEONARD, Ph.D. PROFESSOR OF HISTORY  
A.B., M.A., Ph.D., University of California.  
Instructor in History, Lowell High School, San Francisco; Teaching  
Fellow in History, University of California. (Appointed September, 1921.)
- LEWIS B. LESLEY, Ph.D. ASSOCIATE PROFESSOR OF HISTORY  
A.B., Stanford University; M.A., Ph.D., University of California.  
Native Sons' Traveling Fellow in Europe from University of Cali-  
fornia.  
Instructor, Principia School, St. Louis, Missouri; Teaching Fellow  
in History, University of California; Assistant Professor of Ameri-  
can History, Pomona College. Summer session staff, Claremont Col-  
leges. Member, University of California Lecture Bureau.  
(Appointed September, 1924.)
- GEORGE R. LIVINGSTON, M.A. ASSOCIATE PROFESSOR OF MATHEMATICS  
B.S., M.A., University of California.  
Instructor, San Diego Junior College; Head of Department of  
Mathematics, Santa Barbara Junior College. (Appointed September, 1921.)
- ELMER ALLEN MESSNER, M.A. INSTRUCTOR IN CHEMISTRY  
A.B., M.A., Stanford University.  
Student, Marquette University, Milwaukee, Wisconsin; State Teach-  
ers College of San Diego. Registered Assistant Pharmacist, State of  
Wisconsin; Licentiate in Pharmacy, State of California. Graduate  
student, University of Breslau, Germany. (Appointed September, 1931.)
- CHESNEY RUDOLPH MOE, M.A. INSTRUCTOR IN PHYSICS  
A.B., M.A., Stanford University.  
Student, State Teachers College of San Diego. Graduate student,  
University of Southern California. (Appointed September, 1931.)
- ABRAHAM P. NASATIR, Ph.D. ASSOCIATE PROFESSOR OF HISTORY  
A.B., M.A., Ph.D., University of California.  
Native Sons' Traveling Fellow in History in Europe.  
Assistant Teaching Fellow in History, University of California;  
Instructor in History, State University of Iowa. Social Science  
Research Council Fellow, 1930-1931. (Appointed January, 1928.)
- WILLIAM L. NIDA, M.A. PROFESSOR OF EDUCATION, SUPERVISOR OF  
PUBLIC SCHOOL PRACTICE TEACHING  
Ph.B., Ohio State University; M.A., University of Southern Cali-  
fornia.  
Graduate student, University of Chicago.  
Principal of Ohio High Schools; Superintendent of Schools in Illi-  
nois; Supervisor, Junior High School, San Diego. (Appointed July, 1921.)
- LENA PATTERSON, M.A. ASSOCIATE PROFESSOR OF ART  
A.B., B.S., Ohio University; M.A., Columbia University.  
Student, Cincinnati Art Academy; Chicago Art Institute; Otis Art  
Institute; Rudolph Schaeffer School; Reimann School and Ippen School,  
Berlin, Germany; Zweybruck School, Vienna, Austria.  
Assistant, Ohio University; Professor, State Teachers College, Kirks-  
ville, Missouri; Assistant Scholar, Art Department, Columbia Uni-  
versity; Instructor, Chouinard School of Art, Los Angeles.  
(Appointed July, 1933.)

- PAUL LEWIS PFAFF, B.A. INSTRUCTOR IN ENGLISH  
B.A., Stanford University.  
Student, State Teachers College of San Diego; graduate student,  
Claremont Colleges. (Appointed September, 1931.)
- WALTER T. PHILLIPS, M.A. ASSOCIATE PROFESSOR OF SPANISH  
AND FRENCH  
A.B., University of Washington; M.A., Stanford University.  
Graduate student, National University of Mexico; Institute of French  
Education, Pennsylvania State College.  
Teaching Assistant in Spanish, Stanford University; Assistant  
Professor of Modern Languages, Willamette University; Instructor  
in Spanish, Brown University. (Appointed September, 1927.)
- MABEL M. RICHARDS, A.M. TRAINING SUPERVISOR AND ASSOCIATE  
PROFESSOR OF EDUCATION  
B.S., A.M., University of Missouri.  
Graduate student, University of Southern California.  
Rural, City and High School Teacher; City Superintendent of  
Schools; Supervisor of Mathematics, Training School, State Teachers  
College, Warrensburg, Missouri; Director in Demonstration School,  
Northeast Missouri State Teachers College. (Appointed September, 1921.)
- DUDLEY H. ROBINSON, M.S. ASSOCIATE PROFESSOR OF CHEMISTRY  
B.Sc. in Sugar Engineering, University of Louisiana; M.S., State  
University of Iowa.  
Chemist, University of Louisiana Sugar House; Raceland Sugar  
Factory; State Sugar House, Louisiana; Research Chemist, Thornley  
and Company; Chief Chemist, Pacific Marine Chemicals, Inc.  
(Appointed September, 1928.)
- SPENCER L. ROGERS, A.M. INSTRUCTOR IN ANTHROPOLOGY  
AND ENGLISH  
A.B., State Teachers College of San Diego; A.M., Claremont  
Colleges.  
Student in Archaeology, School of American Research, Santa Fe,  
New Mexico.  
Curator in Anthropology, San Diego Museum; honorary curator  
in prehistory, San Diego, Museum. (Appointed September, 1930.)
- W. T. SKILLING, M.S. PROFESSOR OF ASTRONOMY  
B.S., M.S., University of California.  
Student, State Normal School, Los Angeles; Stanford University.  
Teacher, Los Angeles County and City public schools; Assistant in  
Physics, University of California. (Appointed September, 1901.)
- FLORENCE L. SMITH, M.A. ASSOCIATE PROFESSOR OF ENGLISH  
A.B., Northwestern University; M. A., University of Chicago.  
Graduate student, Medill School of Journalism, Chicago.  
Instructor, State Normal School, Oshkosh, Wisconsin.  
(Appointed July, 1917.)
- L. DEBORAH SMITH, A.M. ASSOCIATE PROFESSOR OF MUSIC  
Mus.B., A.B., Oberlin College; A.M., Columbia University.  
Graduate student, Stanford University.  
Head of Department of Music, State Teachers College, Winona,  
Minnesota. (Appointed September, 1922.)
- MARIAN PEEK SMOOR, A.M. TRAINING SUPERVISOR AND ASSOCIATE  
PROFESSOR OF EDUCATION  
A.B., A.M., Stanford University. Travel in Europe.  
Teacher in Public Schools; Assistant in History, Stanford Univer-  
sity; Dean of Women, State Normal School, Cheney, Washington;  
Instructor, Francis W. Parker School, San Diego, California.  
(Appointed September, 1923.)



CHRISTINE SPRINGSTON, B.M. ASSISTANT PROFESSOR OF MUSIC  
B.A., B.M., University of Redlands.  
Graduate student, University of Redlands and University of Southern California; student in piano with A. E. Guerue of St. Louis and Olga Steeb of Los Angeles. "Diploma of Execution," Conservatoire Americain, Fontainebleau, France.  
Supervisor of Music, Needles, California; Assistant in Piano, Organ and Theory, University of Redlands; Instructor, San Diego High School. (Appointed September, 1930.)

HARRY C. STEINMETZ, A.M., ASSOCIATE PROFESSOR OF PSYCHOLOGY AND PHILOSOPHY  
A.B., University of California; A.M., University of Southern California.  
Assistant in Journalism, University of the Philippines, Manila; Assistant in Educational Psychology, University of California; Instructor, Glendale Union High School and San Mateo Junior College. (Appointed September, 1930.)

JOHN PAUL STONE, M.S. LIBRARIAN  
B.S., Northwest Missouri State Teachers College; M.S., University of Illinois Library School.  
Instructor in English and Public Speaking, Senior High School, Joplin, Missouri; Library work, University of Illinois Library; Professor of Library Science, Louisiana State Teachers College. (Appointed September, 1930.)

ALVENA SUHL, M.A. ASSOCIATE PROFESSOR OF GEOGRAPHY  
A.B., M.A., University of California.  
Teaching Fellow, University of California; teacher in public schools. (Appointed September, 1926.)

JESSIE RAND TANNER, B.S. ASSOCIATE PROFESSOR OF PHYSICAL EDUCATION AND DIRECTOR OF PHYSICAL EDUCATION FOR WOMEN  
B.S. and Bachelor's Teaching Diploma, Teachers College, Columbia University.  
Graduate, Boston Normal School of Gymnastics; Graduate student, University of California and University of Southern California.  
Tutor, Brookline, Massachusetts; Supervisor of Physical Education, San Diego County Rural Schools, 1921-1923. (Appointed July, 1904.)

FRANKLIN D. WALKER, Ph.D. ASSOCIATE PROFESSOR OF ENGLISH  
B.A. (Hons. Oxon), University of Oxford; Ph.D., University of California.  
Student, University of Arizona; Holder of Arizona Rhodes Scholarship to Oxford; Graduate student, University of California.  
Instructor in Dramatics, Francis W. Parker School, San Diego, California. (Appointed September, 1926.)

HILDE MARIE KRAMER WALKER, A.B. INSTRUCTOR IN GERMAN  
A.B., Northwestern University.  
Graduate student, Northwestern University, Evanston, Illinois; University of Chicago.  
Teacher in high schools of Illinois; Assistant, Northwestern University. (Appointed September, 1931.)

CURTIS REYNOLDS WALLING, E.E. INSTRUCTOR IN MATHEMATICS AND INDUSTRIAL ARTS  
A.B., E.E., Stanford University.  
Student, State Teachers College of Fresno; graduate student, Stanford University. Graduate student training course, Westinghouse Electric and Manufacturing Company, East Pittsburgh, Pennsylvania. (Appointed September, 1931.)

\*ALICE M. RAW WARNER, A. B. ASSISTANT PROFESSOR OF PHYSICAL EDUCATION  
A.B., University of Southern California.  
Graduate student, University of Southern California. Travel in Europe. (Appointed September, 1923.)

W. H. WRIGHT, M.A. ASSOCIATE PROFESSOR OF COMMERCE  
B.S., M.A., University of California.  
Head of Department of Commerce, Visalia Union High School, Visalia, California. (Appointed September, 1921.)

# SUPPLEMENT TO FACULTY LIST FOR 1934-1935

ISABELLA STEWART HAMMACK, M.A. TRAINING SUPERVISOR AND ASSOCIATE PROFESSOR OF EDUCATION  
A.B., M.A., University of California.  
Teacher, San Diego city and county schools; Assistant in Department of Education, University of California; Instructor, Normal University, Los Vegas, New Mexico; Assistant Professor in Education and Child Development, Mills College. (Appointed September, 1933.)

## ASSOCIATE (PART-TIME) MEMBERS OF THE FACULTY

ELIZABETH McPIKE BROWN, Ph.D. ASSISTANT PROFESSOR OF FRENCH  
Ph.B., M.A., Ph.D., University of Chicago.  
Diplôme de Phonétique, Ecole des Hautes Etudes, Paris, France; Certificate d' Etudes Françaises, University of Paris.  
Assistant in French, University of Chicago; Head of French Department, Rockford College, Rockford, Illinois; Instructor in University of California, Extension Division, San Diego, California.

MARIAN EVANS, B.S. INSTRUCTOR IN EDUCATION  
B.S., New York University.  
Graduate, State Normal School, Los Angeles; Student, University of California, University of New Mexico, State Teachers College of San Diego.  
Teacher, San Bernardino, Sierra Madre, San Marino; Director of Visual Education Activities, San Diego City Schools.

REGINALD POLAND, A.M. PROFESSOR OF ART  
A.B., Brown University; A.M., Princeton University; A. M., Harvard University.  
Fellowship from Princeton University to American Academy at Rome.  
Director of Denver Art Association; Educational Secretary, Detroit Institute of Art; Director of San Diego Fine Arts Gallery.

WILL J. STANTON, LL.B. ASSISTANT PROFESSOR OF LAW  
LL.B., University of Michigan.  
Graduate student, University of Michigan.  
Editor legal journal; Practicing attorney, Michigan and California.  
Instructor, San Diego High School and Junior College.

## ASSISTANTS

AUDREY BOWEN PETERSON, A.B. TRAINING SCHOOL  
FLORENCE I. SHAFER, A.B. PHYSICAL EDUCATION  
CHARLES ROBERTS SMITH, A.B. PHYSICAL EDUCATION

\* On leave of absence 1934-1935.



# SUPERVISORS IN THE EUCLID SCHOOL

HELEN K. SYLVESTER	PRINCIPAL
MURIEL CLAYTON	
MRS. AGNES E. CRAFTFORD	RUTH M. COOPER
RUTH MERRILL	MRS. MARIE M. JOHNSON
	VESTA M. PETERSEN

## MEDICAL EXAMINERS

O. S. HARBAUGH, M.D.	MEDICAL EXAMINER (MEN)
MARTHA WELPTON, M.D.	MEDICAL EXAMINER (WOMEN)

## LIBRARY STAFF

JOHN PAUL STONE, M.S. IN LIBRARY SCIENCE	LIBRARIAN
ELSIE ANDERSEN, A.B.	ASSISTANT LIBRARIAN: CIRCULATION
LULU GERMANN, B.S.	ASSISTANT LIBRARIAN: REFERENCE AND CIRCULATION
GENEVIEVE KELLY, A.M.	ASSISTANT LIBRARIAN: CATALOGING
GERALDINE KIRKHAM, AB., BS.	ASSISTANT LIBRARIAN: REFERENCE, CATALOGING AND CIRCULATION
HARRIET B. STOVALL	ASSISTANT LIBRARIAN: REFERENCE AND REPAIR
CHARLOTTE G. ROBINSON	LIBRARIAN OF TRAINING SCHOOL

## STAFF OF REGISTRAR'S OFFICE

MARGUERITE V. JOHNSON, A.M.	REGISTRAR
DOROTHY MAY HARRISON	ASSISTANT REGISTRAR
MADOLYN M. BARNES, B.A.	RECORDER

## STAFF OF BUSINESS OFFICE

F. W. VAN HORNE	FINANCIAL SECRETARY
L. J. CROUCH	ASSISTANT FINANCIAL SECRETARY
MAYME J. SULLIVAN	TELEPHONE OPERATOR

## STAFF OF PLACEMENT OFFICE

MRS. MARY IRWIN McMULLEN, A.B.	DIRECTOR
ANNE SULLIVAN MOLDENHAUER	SECRETARY

## TRAINING SCHOOL STAFF

ERBY CHESTER DEPUTY, PH.D.	PRINCIPAL
FLORENCE WIGGINS	SECRETARY

## MAINTENANCE STAFF

C. L. FISKE	BUILDINGS
MARTIN ROTH	GROUNDS
A. L. SEELIG	HEAT AND MECHANICAL EQUIPMENT
W. T. BOWEN	CUSTODIAN

# THE COLLEGE

## HISTORICAL SKETCH

The State Teachers 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, 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) were offered, both to students preparing for the work of the upper division (junior and senior years) of colleges and universities and to students preparing 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 leading to the A.B. degree (major in Education) were established for this institution June 30, 1923.

Since July 1, 1927, the courses formerly carried as "junior college" courses have been offered as lower division courses of the regular four-year curricula. On July 12, 1928, the college was authorized by the State Board of Education to offer presecondary curricula with majors in Chemistry, History, English and Romanic languages, and special secondary certification curricula with majors in Physical Education, and Art, all of them leading to the A.B. degree. On January 6, 1930, the State Board of Education authorized the following additional majors in the presecondary curricula: Art, Biological Science (Zoology now offered), and Social Sciences (Economics, Geography and History now offered); also the special secondary certification curriculum with a major in Music. On April 12, 1930, the presecondary major in Commerce was authorized by the State Board of Education, and also the special secondary certification curriculum with a major in Commerce. On June 27, 1931, and on March 18, 1932, presecondary majors in Music and Mathematics were authorized respectively in the same manner.

For the certification of teachers, the authorized courses (elementary, junior high school and special secondary) are offered and, requiring four years of work, lead to the A.B. degree with any one or a combination of the following credentials: Elementary School, Junior High School, Special Secondary in Art, Special Secondary in Commerce, Special Secondary in Music, Special Secondary in Physical Education.



## ENVIRONMENT AND STANDARD

### OPPORTUNITIES FOR CULTURE AND RECREATION

Environmental conditions other than physical must be taken into account by the student choosing a college. In cultural standards in art, music, literature, and science, San Diego is a favorable college city because, while it is not large, yet it has certain metropolitan advantages for the student. Many of these are to be found in the heritage resulting from the San Diego Exposition of 1915-16, 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 cooperation with the directing boards controlling the collections. The Fine Arts Gallery contains excellent exhibitions of paintings. 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 modern horticultural farm and a great stadium for games, community gatherings, and pageants.

At La Jolla, within the city limits, the Scripps Institution of Oceanography, operated by the University of California, gives opportunity for important cooperation in the biological field.

The 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 teacher-training program profits because of the policy of cooperation generously followed by the City School Department, which has resulted 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 kindergarten, elementary school, junior high schools, and senior high schools, furnishes unusual opportunities for observation and demonstration to students in training, and for cooperation between the specialists of the city school system and the college.

### 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 59 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.

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 travel by automobile. Outdoor sports of all kinds, including swimming and rowing, are possible the year round.

### BUILDINGS AND EQUIPMENT

On February 1, 1931, the college was moved to the new buildings and campus, located one mile north of the city's principal east-west boulevard, El Cajon Avenue. The campus has an area of one hundred twenty-five acres. The new buildings are part of a general plan to be completed within the next few years. This plan calls for one style of architecture for the entire group of the Spanish-Moorish type, which is well suited to the landscape and climate of the region. The buildings now in use include the Academic Building, which houses lecture halls, classrooms, and administrative offices; Science Building; Library; Little Theater; Training School; Scripps Cottage (a social clubhouse for women students); the Student Building, housing the soda fountain, cafe, and bookstore; the Physical Education Building, a structure of the duplex gymnasium type, with adequate facilities for the physical education and development of both men and women. The campus also contains playing fields and courts for collegiate sports and athletics. The training school is supplied with its own, separate play spaces.

### AFFILIATED PRACTICE SCHOOL

The Euclid School, a San Diego City elementary school, is affiliated with the college for practice teaching purposes. Cadets are assigned to teach in this school after having had successful initial experience in the Training School or elsewhere. The assignment is for a full half-day for the semester and carries a maximum of seven and one-half units of credit.

### STANDARDS OF HEALTH, SCHOLARSHIP AND CHARACTER

All entering students are required to meet the health standards set by the department of physical education, and all lower division students, unless excused for cause, are required to take the courses in physical education, prescribed for freshmen and sophomores. Furthermore, each student is 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. 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 ratings.

Since 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, 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.



## ROUTINE AND PROCEDURE

Outside of the necessary routine and procedure in the conduct of registration, class attendance, conduct of examinations, and the like, 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 subject of custom, or of student body by-laws) and usually are settled by student action.

## ORGANIZATION

### THE CALENDAR AND REGISTRATION

The college year is divided into the fall and spring semesters of eighteen weeks each, followed by a summer session consisting of terms of six, nine and three weeks. Students may enter at the beginning of either semester and at the beginning of either the six or the three weeks' summer term.

The Summer Session meets the needs of regular students who wish to gain credits toward the A.B. degree, of teachers in service who wish further professional training and of liberal arts students who wish to secure supplemental credit or to shorten the time for completion of work in the lower division.

Registration of students will be made September 11, 12, 13, and 14 for the fall semester, and February 5, 6, and 7 for the spring semester. Those entering as freshmen with regular admission or with the first type of provisional admission must see that the high school principal's recommendation or the high school transcript is on file before registration day. This recommendation must be made on a form furnished by the college. Freshmen with the second type of provisional admission must secure information regarding procedure from the Registrar by June 11. Those entering with advanced standing must submit transcripts of record covering high school and college work by August 20, January 22, and June 11, respectively. An application for evaluation must also be filed, stating which curriculum is desired. In the case of transcripts arriving after the dates specified, persons will run the risk of being obliged to register as special students, without adequate advice concerning their programs with reference to requirements.

## ADMISSION TO COLLEGE

### GENERAL REQUIREMENTS

Every person admitted as a student to this college must be a resident of the United States (including the territories), must be of good moral character, of good health, and of that class of persons, who, of proper age, would be admitted to the public schools of the State without restriction. At entrance, every student must take an examination to determine his physical fitness for the teaching profession.

A candidate for admission under any of the three following types of standing must submit the names of three persons by whom he or she has been employed (including the latest employer), if the candidate has not been in attendance at school or college during the semester preceding entrance. These names should be placed on file with the Registrar at least three weeks before the date for registration.

#### I. Freshman Standing

Graduates of accredited public high schools of California, graduates of other schools of California, and graduates of schools of secondary grade of other States recognized by this college as equal in rank to an accredited public high school of California, who have completed a regular four-year course of study and who are recommended by the principal of the school in which such course of study was completed, may be admitted to undergraduate standing.

Candidates may be admitted by either of two methods:

1. Regular (clear) admission. High school graduates who present ten recommended units and principals' certificates of recommendation, will be granted regular admission. Graduates of three-year senior high schools must present eight recommended units earned in grades ten, eleven and twelve.

2. Provisional admission. High school graduates who present fewer than ten recommended units will be admitted provisionally, provided the applicant for admission has earned six recommended units in the final three years of high school work, at least four of which shall have been done during the final two years of high school work.

3. Applicants with less than the number of recommended high school units specified in Item 2 above, may make special application to the Faculty Committee on Provisional Admission. Such applicants should write to the Registrar for information concerning procedure by June 11.

Students admitted under Items 2 and 3 above will be restricted as to study load. At the close of the first semester in residence, a complete re-evaluation of the credentials and records of all such students will be made and their status determined.

Certificates of successful examinations before the College Entrance Examination Board will be accepted to admit candidates who can not meet the requirements of any of the above methods. The entrance examinations of the Board are held in June each year (in California,



at Berkeley, Los Angeles, San Diego, and other places). Applications for examinations must be addressed to the College Entrance Examination Board, 431 West 117th street, New York. They must be made upon a blank form to be obtained from the secretary of the Board upon request.

## 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. In any case a student must have a scholarship record equal to a C average in this college. 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.

Credit is given only for regular college work in institutions uniformly recognized as standard colleges, or colleges maintained primarily for the training of teachers, or professional schools in those fields in which this college grants a special credential.

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.

N. B.—Transcripts of record from other institutions will not be returned or copies of them made.

## III. Special Standing

An adult who is at least 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. Entrance examinations in the subjects of fundamental importance for the work proposed will be assigned whenever it seems advisable. Such a student may become a candidate for graduation upon removing the high school deficiency. (Applicants will not ordinarily be admitted directly from the secondary schools to the status of special students.)

## MATRICULATION RECOMMENDATIONS FOR CERTAIN CURRICULA

In planning to comply with the foregoing requirements for freshman standing, the prospective student is advised to arrange his high school program so as to enable him to enter without handicaps the work of the curriculum to which he seeks admission. Although deficiencies in certain subjects may be removed after admission to freshman standing, such removal will not only reduce the student's opportunity for elective study but may make it necessary for him to extend his college course beyond the normal period of time required for its completion.

In general preparation for a teacher-training curriculum, the prospective student should have attained proficiency in reading, spelling, handwriting, arithmetic, and the use of English.

In preparation for major work in the biological sciences and in the premedical and predental curricula, the prospective student is advised to include chemistry or physics and French or German. For a college

major in mathematics or physics, the student should include French or German, geometry, algebraic theory and trigonometry in his high school program, and for a major in chemistry he should include algebraic theory and physics or chemistry. Algebraic theory and trigonometry are recommended for a major in commerce. In his preparation for engineering curricula, the prospective student is strongly urged to lay a good foundation in the study of elementary algebra, plane geometry, algebraic theory, trigonometry, physics, chemistry, and mechanical drawing. For a major in English or a foreign language, the study of Latin is recommended.

## MATRICULATION

A student is matriculated when he has satisfied all entrance requirements. The standing of all students is conditional during the first semester of residence.



## REGISTRATION PROCEDURE

### REGISTRATION

Registration takes place on regularly appointed days at the beginning of each semester. Faculty advisers representing every curriculum assist students in the planning of their programs, but students are urged to study the requirements of the curriculum they intend to follow and to decide upon their choice of electives before consulting their advisers. New students should not expect assistance with their programs until registration day. Upper division students, however, are given the privilege of planning their programs during a preregistration period held in the latter part of each semester, when they may hold more lengthy consultations with their advisers than on registration day. Since registration is not complete until fees have been paid, students should be careful to provide themselves with sufficient funds on registration day.

### TESTS REQUIRED AT REGISTRATION TIME AND LATER

(See Calendar for dates)

1. An examination for the determination of physical fitness is required of all students at entrance. Appointments are made during registration.
2. All students entering the college are required to take the College Aptitude test, mainly for purposes of guidance and assistance. Exceptions may be made for students who register for six units of work or less, for former graduates of this college, and for graduates of approved four-year colleges.
3. The Subject A Test (English Composition) is required of all entering students. English 1A must be taken by all students whose tests indicate that they are not qualified for English 1B, even though they may not intend to take that course. No student may enroll for his third semester of attendance unless he has qualified for English 1B or is enrolled in English 1A. Exceptions may be made for students transferring credit in English from another college.
4. Passing the Fundamentals Test in reading, spelling, arithmetic and handwriting is a prerequisite for admission to upper division courses in teacher training curricula. Students should take this test upon entrance to college in order that they may have sufficient time to make up deficiencies, if any, before applying for admission to the upper division. Exceptions may be made for former graduates of this or other California State teacher training institutions who have been teachers in service.
5. All candidates for a teaching credential are required to take a speech test. Remedial work will be required of all who fail to pass the test.

### LATE REGISTRATION

A new student who registers after the close of the first week of the semester is subject to a limitation of his program. A fee of \$2 must be paid for registration after the regular registration period. After the

first week of the semester, the instructor's approval must be secured for each course entered.

### CHANGES IN REGISTRATION

Changes in program may be made only with the approval of the student's adviser. In addition, the instructor's approval must be secured for entering a course after the first week.

### AUDITORS

Regular auditors must register in the usual way, though this may be done on the first day on which they have classes, without payment of the late fee.

### FEES AND DEPOSITS (SUBJECT TO REVISION)

#### Fees and Deposits Payable at Time of Registration

Tuition Fees—	\$6 50
Resident students—	
Limited students (5 units or less) and auditors—resident (fee per unit) —	2 50
*Nonresident students—1st semester—	75 00
2d and subsequent semesters—	37 50
Training school students—	2 50
Late filing of program—	2 00
Deposits—	
General service (library, locker and towel deposits) —	5 00
Deposit is for the year. New deposit required only when deposit is used up in service charges.	
Chemistry: 1A, 1B, 6A, 6B, 7, 8, 101, 102, 106A, 106B, 107, 108, 123, 124 (each course, each semester) —	5 00
199 —	2 50
Physics: 1A, 1B, 1C, 1D, 3A, 3B, 107A, 107B —	2 00
Surveying: 1A, 1B —	2 00
Local Organizations—	
Student Body Fee—	5 00
Associated Men Students or Womens' Governmental Association Fee —	50

#### Fees Payable When Service Is Rendered

College Aptitude Test—	\$2 00
English—Subject A Test—	25
Fundamentals Test—	50
Placement Office—	2 00
Placement Office—copy of papers—3 for—	25
Diploma (parchment) —	80
Evaluation of Record for Advanced Standing—	2 00
Duplicate Library Card—	10
Transcript of Record—	1 00
Carbon copy of Transcript of Record—	25
Special Examination—	2 00

\* See page 24 for definition of residence for fee-paying purposes.



### Fees Payable During Seventh Week of Each Semester

General Service (library, reader, mimeograph, health)-----	\$2 50
Towel-----	1 00
Locker (key or combination padlock—each issue)-----	25
Parking-----	50
Art: 61A, 61B, 152A, 52A-----	1 00
11B-----	2 00
115-----	4 00
Biology: 10A, 10B-----	1 50
Botany: 2A, 2B, 5, 106-----	1 50
Chemistry: 1A, 1B, 6A, 6B, 7, 8, 106A, 106B, 107, 108-----	7 50
101, 102-----	2 50
123, 124 (fee per unit)-----	2 50
199 (fee per unit)-----	1 00
Education 116 (fee per unit)-----	75
English: 4A, 4B, 10, 52A, 52B, 101, 110, 130A, 130B-----	50
Geography: 1, 2, 3, 116, 117, 118, 121, 124, 141-----	50
Geology: 1A, 1B-----	1 00
History: 8A, 8B, 121A, 121B, 145A, 145B, 151A, 151B, 161, 163, 171A, 171B-----	1 00
Music: 2A, 2B-----	50
Physics: 1A, 1B, 1C, 1D, 3A, 3B-----	2 50
Political Science: 1A, 1B, 101, 111, 113-----	1 00
Psychology: 102-----	50
Speech Arts: 20-----	2 00
Zoology: 1A, 1B-----	3 50
100-----	2 50
113B, 121-----	1 50

### LIVING EXPENSES

Since no dormitories are maintained for the college campus, it is impossible to supervise the living quarters of college students. Students are required to keep the office of the Dean informed of their places of residence if not living with parent or guardian, and every effort is made to assist them in choosing suitable living accommodations.

The Dean of Women will furnish upon request addresses of homes in which board and room may be secured; also lists of apartment houses and single rooms which may be patronized by students.

Board and room, two meals per day, may be procured at from \$30 to \$35 per month. Single rooms with kitchen privileges at from \$10 to \$20 per month are also available. While at present there are very few accommodations in the immediate vicinity of the college, all of those listed are within reasonable distance and easily accessible to the college.

### SELF HELP AND LOAN FUND

A limited amount of clerical work in offices and library may be offered from time to time, but ordinarily is not sufficiently remunerative to reduce expenses materially. An employment service is conducted by an administrative committee, members of which are the Dean of Women, the Dean of Men and the Dean of Liberal Arts.

The San Diego State College Loan Foundation is administered by the Alumni Association for the purpose of helping worthy students with

insufficient financial resources to continue their education. Both long and short term loans are available to students who have been in attendance at the college for at least one year. Loan funds are also administered by the Associated Women Students, the City Teachers' Association, the Scottish Rite Woman's Club, and the Entre Nous Club.

### SCHOLARSHIPS AND PRIZES

Cap and Gown, Senior Women's Honorary Society, awards a fifty-dollar scholarship annually. Any upper division woman student with a grade-point average of at least 2.01 is eligible to apply. Application is made to the Dean of Women in May of the year preceding awarding of scholarship.

The College Y. W. C. A. has established a scholarship fund to aid women students. Both scholarship and need of applicants are considered in making the award. Application is made to the Dean of Women.

The Security Trust & Savings Bank of San Diego has established an annual award yielding a first prize of \$25, a second prize of \$15, and a third prize of \$10 to undergraduate students submitting the best papers on a subject of current interest in the field of economics.



## ADMINISTRATIVE REGULATIONS

### OFFICERS FOR CONSULTATION

Concerning the housing and living arrangements of students, dates and arrangements for all student social affairs, personal advice (women)—The Dean of Women.

Concerning matters of student-body policy, personal advice (men), etc.—The Dean of Men.

Concerning supervision of practice teaching, conference, credential requirements, etc.—The Dean of Education.

Concerning matriculation, program of studies and teaching, credits, etc.—The Registrar and the Board of Student Advisers.

Concerning health and physical condition, college 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 Principal of the Training School.

Concerning student-body affairs—The executive officers of the student body; the Dean of Liberal Arts; the Dean of Women; the Dean of Men.

Concerning Appointments to teaching positions—The Placement Secretary.

Concerning use of the buildings—The Superintendent of Buildings.

### RESIDENCE

For fee paying purposes, residence is defined as "the place where one remains when not called elsewhere for labor or other special or temporary purpose, and to which he returns in seasons of repose. There can be only one residence. The residence of the father during his life and after his death, the residence of the mother while she remains unmarried, is the residence of the unmarried minor child. The residence of the husband is the residence of the wife." (Sec. 52, Political Code of the State of California.)

### CLASSIFICATION

*Regular students* are those students who have complied with the requirements of admission and are registered in 6 or more units of work.

*Limited students* are partial course students who, for adequate reasons, have been permitted to register for less than 6 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 0 to 29 units of work are classified as freshmen; those who have completed

30 to 59 units, as sophomores; those who have completed 60 to 89 units, as juniors; and those who have completed 90 or more units, as 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.

Sixteen units, in addition to physical education ( $\frac{1}{2}$  unit), constitute a normal semester's program for all students. An entering freshman, however, is allowed to enroll for a maximum of 17 units, and all other students for a maximum of 18 units, provided such additional enrollment seems to the adviser necessary or advisable in order to round out the study program. Ordinarily, only 16 units, in addition to physical education, will be credited toward graduation; except that, after a student's first semester at the college, a program of 17 units, in addition to physical education, will be credited provided the student was registered for at least 12 units in the preceding semester and attained an average of not less than 1.5 grade points; 18 units will be credited provided the student attained an average of not less than 2.0 grade points. Any course in which a student received a passing grade may be used in the satisfaction of course requirements, even though such course is in excess of the units credited for graduation. Credit for a program that does not conform to the above regulations can be obtained only by permission of the Scholarship Committee, upon petition. No student will be allowed to register for less than 12 units without the approval of the academic dean of his department.

### 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; I, incomplete.

Grade points are assigned as follows: Grade A, 3 points per unit; B, 2 points per unit; C, 1 point per unit; D, no points; E, minus 1 point per unit; F, minus 1 point per unit.

The grade E is used to record work which is of low order but which may be made passable. If by the close of the next semester the work has been satisfactorily completed the grade E is changed to a D; otherwise it is changed automatically to an F. The grade I is used to record work which may be of higher order but which is incomplete for some acceptable reason. Ordinarily to change an I to another grade the work must be completed within a year. In case of failure in a course, no credit is given until the course has been repeated.

To qualify for a certificate in any curriculum or for a diploma of graduation or for a transcript of record with recommendation, in transferring to another collegiate institution, a student must have earned as many grade points as the number of units he has attempted; that is, he must have attained an average of at least C grade in all work undertaken at the college. On a transcript of record for a student whose scholarship is below a C average, the honorable dismissal shall be qualified by the phrase "except for scholarship."



### ELIGIBILITY FOR PRACTICE TEACHING

No student shall be eligible for practice teaching (Education 116) who has not completed 75 units, passed the Fundamentals Test or its equivalent, and whose entire record, and also his record for the preceding semester, does not average C grade.

### PROBATION AND DISQUALIFICATION

A scholarship record below an average of grade D per unit of work undertaken in any single semester disqualifies a student for further attendance at the college.

Any student whose scholarship record shows a cumulative deficit of 12 or more grade points for all work undertaken in the college to the close of any semester will be placed on probation.

A student whose study lists have averaged less than 12 units per semester will be placed on probation if his cumulative deficit equals or exceeds the average number of units carried per semester.

Any probational student whose scholarship falls below an average grade of C in any single semester is disqualified for further attendance at the college. Probationary status may be continued until the cumulative grade-point deficit be reduced, in the case of a regular student to an amount less than 12 and, in case of a limited student, to an amount less than the average number of units carried per semester.

A disqualified student may be reinstated after an interval of one semester for reasons satisfactory to the Executive Committee. All applications for reinstatement must be in writing.

### SPECIAL EXAMINATIONS

Special examinations are classified as (1) matriculation examinations; (2) final examinations taken at other than the regular time; (3) examinations taken for the purpose of removing conditions; (4) examinations for advanced standing.

For every special examination given, the student shall pay a fee of two dollars at the business office. The instructor shall give such examination only on the presentation by the student of a receipt showing that the fee has been paid.

### EXAMINATIONS AT SPECIAL TIMES

No final examinations shall be given to individual students before the regular final. Any student who finds it impossible to take a final examination on the date scheduled must make arrangements with the instructor to have an incomplete grade reported and must take the deferred final examination not later than the end of the second semester following that in which the incomplete was given. No exceptions shall be made to this rule without the approval of the dean of the department and the instructor concerned.

### CONDUCT OF EXAMINATIONS

All final examinations shall be written in Blue Books or other forms which shall be furnished by the college and distributed by the instructor

at the beginning of the examination period. No books or papers of any kind shall be brought into the examination room, except by special order of the instructor.

### WITHDRAWALS FROM CLASS

A student may not withdraw from class without the permission of the proper study-lists officer on a "change of registration card," which must be filed in the Registrar's Office. An unauthorized withdrawal from a class will result in a mark of failure on the student's record. A withdrawal after the third week of a semester except for reasons beyond the student's control is interpreted as a failure in the course. A student who is obliged on account of ill health to withdraw completely from college after the third week may, upon presentation of a physician's certificate, have his courses dropped from his record without penalty if he has maintained a C average in all his studies up to the beginning of the current semester. Any student who withdraws completely from college for any other cause after the third week may have those courses in which his grade was C or better at the time of his withdrawal dropped from his record without penalty, but a grade of F (failure) will be recorded for all courses in which his work was below C at that time.

### PLACEMENT SERVICE

A Placement Office is maintained by the college as a clearing house of employment information for superintendents and employing boards and students of the college. While the purpose of this office is to assist candidates in securing positions, it is the primary aim of the office to bring about a better adjustment of the teacher to the community. A complete record of college attainments is kept in a confidential file for each registrant of the office and this material is made available to employers. Recommendations are based on records which indicate every item in the candidate's equipment, and particular care is taken to select in each case the candidate who can best meet the requirements of the position. A fee of \$2 is payable each year in which active service is desired.



## STUDENT LIFE

### ORGANIZATIONS

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

Art Guild, College Orchestra, El Club Azteca, Engineering Club, Four Arts Guild, Gamma Psi (English); International Relations Club, Men's Glee Club, Mu Gamma (Music), Philharmonia, Psychology Club, Skull and Dagger, Treble Clef Club.

National Honor Societies: Delta Kappa (Chemistry), Kappa Delta Pi (Education), Pi Gamma Mu (Social Science).

Men: Associated Men Students, Blue Key (national), Oceotl (lower division), College Band, Physical Education Club, Alpha Phi Omega (national), Delta Pi Beta, Epsilon Eta, Eta Omega Delta, Kappa Phi Sigma, Omega Xi, Phi Lambda Xi, Sigma Lambda, Tau Delta Chi.

Women: Women's Governmental Association, Cap and Gown, College Y. W. C. A., Women's Athletic Association, Alpha Phi Delta, Alpha Sigma Alpha, Delta Chi Phi, Epsilon Pi Theta, Gamma Phi Zeta, Kappa Theta, Phi Kappa Gamma, Phi Sigma Nu, Shen Yo, Sigma Pi Theta, Tau Zeta Rho, Theta Chi.

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

Women's Athletics: Rowing, swimming, tennis, golf, horseback riding, and seasonal sports.

Publications: The Aztec (weekly), Del Sudoeste (year book), and El Palenque (quarterly).

### ALUMNI ASSOCIATION

The college has an active alumni association. Since its reorganization in March, 1929, the Association has steadily gained in membership. The annual Homecoming is an important event each year; other meetings take place on dates of important athletic contests. The Association also sponsors the organization of Aztec clubs in various communities. Information concerning the Association may be obtained by writing the secretary at the college.

## DEGREE REQUIREMENTS

### GENERAL REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS IN THE CURRICULA WITH TEACHING CREDENTIALS

#### Total Units, Length of Time, and Residence

A minimum of 124 units of college work is required, representing a four-year course. Students who are planning to secure California teaching credentials through graduation from this college are urged to follow the curriculum pattern for the credential or credentials which they wish to earn, throughout the entire four years. Not less than 54 units must be earned in the junior and senior years; at least 30 units of work at this college; twenty-four of these residence units must be taken with the rank of senior, at least twelve of which must be taken in the fall or spring semester of the final year before graduation.<sup>1</sup>

#### Admission to Upper Division Teacher Training

Students are not admitted to upper division status in teacher training on the basis of merely having completed the lower division work. Application for admission to upper division work should be made during the final semester of the sophomore year and a committee of the faculty, appointed for this purpose, will review the candidate's records and make recommendations regarding admission. In the main, this committee will be guided by the following factors:

1. The completion of the lower division work of a given teacher training curriculum including all the preliminary tests required of teacher training candidates with a scholastic record of C or better.
2. Physical fitness as shown by a prescribed examination given by a college physician.
3. Fitness for teaching, to be based on recommendations by members of the faculty and on the judgment of the committee as a result of personal interviews with the candidate.

<sup>1</sup> Graduates of this college and teachers in service in California have until the summer of 1935 to complete the requirement without attendance during the academic year. Graduates from the three-year (ninety-six unit) course, which was in force from 1928 to 1930, may earn the requisite number of units to make a total of one hundred twenty-four by summer session and extension work, provided they attend for two consecutive summers of nine weeks each immediately before graduation, or one summer session of nine weeks with six units of extension work during the same year, taken at this college or in courses given by the University of California by members of the San Diego State Teachers College faculty. From eight to ten units must be taken during these summers in special "residential degree" courses. Graduates from less than the three-year curriculum and other teachers in service in California will be granted the privilege of the arrangement of two summer sessions with the additional qualifications that all lower division requirements must be satisfied before they are accepted as candidates and that their subject matter offering must be made to conform to present standards. Complete information concerning details may be obtained by writing to the Registrar.



### Upper Division Course Requirements

At least 40 of the units completed during the junior and senior years shall be in upper division courses (see definition under heading Courses of Instruction); junior standing requires 60 units of credit. Introductory courses open to first semester freshmen when taken in the junior or senior year may involve either additional work or reduction in the number of units of credit.

### Advanced Standing in Teacher Training

A maximum of 18 units in courses in education will be credited toward degree requirements in case such work was taken more than 5 years before entering upon the degree curriculum at this college (date of first work taken after an evaluation of record has been made, for students entering with advanced standing). After an interval of 5 years subsequent to last attendance, evaluations are subject to revision with respect to deduction of credit in education courses and such new requirements as may have been put into effect.

Students formerly in attendance will not be considered to be working in the degree curriculum until an evaluation and statement of credit has been secured from the registrar's office. All courses taken either at this college or elsewhere must be approved by an official adviser or the registrar (for courses taken elsewhere) in order to be credited toward meeting degree requirements.

### Summary of Basic Requirements, Common to All Curricula in This Group

Education .....	21 units
Lower division courses in English .....	6 units
Lower division courses in natural science .....	12 units
Physical Education activity .....	2 units
Political Science 101 .....	2 units
Psychology 1A .....	3 units
Lower division courses in social science .....	12 units

### Explanation of the basic requirements:

In the different curricula leading to the various teaching credentials, specific courses are required in the various subjects listed in the summary which may total more than the minimum given in the summary. In addition, the following information must be taken into consideration in connection with fulfilling the requirements in each subject.

#### English

Courses in journalism or in speech arts are not accepted in satisfying this requirement. The following courses or their equivalents are required: English 1A, 1B, and 2A.

#### Natural Science

The electives in natural science may be reduced to a minimum of 6 units if the student presents acceptable grades from the high school in natural science in laboratory courses offered exclusively for the third or fourth year students. In general, each year's work of high school science will

thus reduce the requirements by 3 units of credit. No college credit will be given for the high school work; merely an exemption of the requirements will be permitted. The college courses which may be used in satisfaction of this requirement are: Agriculture 20, Astronomy 1, 5, 11; Biology 10A-10B, Botany 2A-2B, 4, 5, 7; Chemistry, 1A-1B, 2A, 6A-6B, 7-8; Geography 1, 3; Geology 1A, 1B; Physics 1A-1B, 1C-1D, 2A-2B, 3A-3B; Zoology 1A-1B.

### Political Science 101

Political Science 113 or History 171A-171B or History 173A-173B will be accepted as substitutes for this requirement.

### Social Science

Courses in the following departments may be used in satisfaction of this requirement: Anthropology, Economics (except 14A-14B and 18A-18B), Geography (except 1 and 3), History, Political Science, Social Economics.

### Major and Minor Requirements

For the elementary school credential, two academic teaching minors are required; for the junior high school credential, or for both the elementary and junior high school credentials together, an academic teaching major and an academic teaching minor are required. An academic teaching major consists of 24 units in a field other than education, twelve of which must be in the upper division. An academic teaching minor consists of 12 units in a field other than education, six of which must be in the upper division. Academic teaching majors and minors may be established in the following fields: English, foreign languages, general science, mathematics, and social sciences (economics, geography, history, political science, social economics). Academic teaching minors may also be established in art, music, and physical education.

Candidates for the academic teaching major in the field of English will be expected to show credit in English 1A, 1B and 2A with six units of electives in the lower division; English 130A and 130B and six units of electives in the upper division. Candidates for the academic teaching minor in this field will be expected to show credit in English 1A, 1B and three units elected from 2A, 4A, 4B, 52A, 52B in the lower division; three units elected from English 130A or 130B, the remaining three units elected from English 101, 117, 130A, or 130B in the upper division.

Candidates for the academic teaching major in the field of general science must meet the general requirement of twelve units of natural science in the lower division including Biology 10A-10B, unless taken in high school. The remaining units to complete the major must be chosen so as to include a year course in a biological science unless Biology 10A-10B is taken in college, a year course in physics and a concentration of twelve units, at least six of which are upper division, in one major subject (botany, chemistry, physics, zoology).

Candidates for an academic teaching major in the field of the social sciences must meet the general requirements of twelve units of social science in the lower division including Geography 2 and Social Economics 10. The remaining eighteen units must be chosen so as to include a year



course of six units in history in either the lower or upper division and a concentration of twelve units, at least six of which are upper division, in one major subject (economics, geography, history, political science).

### Combinations of Credentials

In the case of students seeking more than one teaching credential, the curriculum for each credential must be completed in full, with only such exceptions as are indicated in the requirements.

### Scholarship

The number of grade points acquired in this college by the candidate for a degree must be equal to the number of units attempted. (See page 25 for an explanation of scholarship grades and grade points.)

### Preparation for Graduate Work

Students who take the A.B. degree with only a special credential and who contemplate doing graduate work for a master's degree in an academic field at another institution of higher learning, will find it advantageous to use their electives to lay a foundation for that work. A student who plans to do graduate work in the field of his academic teaching major is advised so to arrange his electives as to complete the presecondary major to avoid the necessity of making up an undergraduate deficiency.

## CURRICULA LEADING TO TEACHING CREDENTIALS

### A.B. Degree With Elementary School Credential

#### FRESHMAN YEAR

First Semester—	Units
Biology 10A, <sup>1</sup> General (unless taken in high school)-----	3
Geography 1, Elements (Natural Science)-----	3
Physical Education 1A or 36A-----	$\frac{1}{2}$
Art 6A, Structure-----	2
English 1A or 1B, Freshman English-----	1 or 3
<b>Second Semester—</b>	
Biology 10B, <sup>1</sup> General (unless taken in high school)-----	3
Geography 2, Regions (Social Science)-----	3
Physical Education 1B or 36B-----	$\frac{1}{2}$
Music 1A, Music Reading and Ear-training-----	2
English 1B, Freshman English or 2A, Sophomore English--	3
<b>Either Semester—</b>	
Social Economics 10, Foundations of Civilization-----	3
Electives to meet requirements in Natural Science, Social Science and majors and minors <sup>2, 3</sup> -----	8 or 6
	<b>32</b>

#### SOPHOMORE YEAR

First Semester—	Units
Physical Education 1C or 37, Game and Rhythmic Activities	$\frac{1}{2}$
English 2A, Sophomore English (unless taken in freshman year)-----	3
<b>Second Semester—</b>	
Physical Education 1D or 38A-----	$\frac{1}{2}$
Physical Education 53, Physical Education in the Elementary School, or Physical Education 54, Administration of Physical Education-----	2
<b>Either Semester—</b>	
Psychology 1A, General-----	3
Art 61A, Elementary Crafts-----	2
Art 61B, Elementary Crafts-----	2
Electives to meet requirements in Natural Science, Social Science and majors and minors <sup>2, 3, 4</sup> -----	19-22
	<b>32</b>

<sup>1</sup> Possible substitutions for the requirement in Biology 10A-10B.

1. Botany 2A-2B and Zoology 1A-1B—16 units.

2. High school Botany and Zoology 1A-1B.

3. High school Zoology and Botany 2A-2B.

4. High school Botany and high school Zoology.

<sup>2</sup> See Summary of Basic Requirements for total requirement in English, Natural Science, and Social Science.

<sup>3</sup> Unless minor is English, Natural Science or Social Science.

<sup>4</sup> If 6 units in minor taken in freshman year, none needed in sophomore year.



JUNIOR YEAR	
First Semester—	Units
Psychology 102, Genetic.....	3
Education 147, Education Practicum—Lower Levels.....	7
Second Semester—	
Education 108, Educational Measurements.....	3
Education 148, Education Practicum—Upper Levels.....	7
Either Semester—	
Physical Education 151, Health Education.....	2
Political Science 101, American Institutions.....	2
Electives to meet needs of majors and minors.....	6
	30
SENIOR YEAR	
First Semester—	
Education 116, Practice Teaching <sup>1</sup> .....	6 or 7½
Either Semester	
Education 106, <sup>2</sup> Philosophy of Education.....	3
Electives including two minors <sup>3</sup> (for the year).....	21 or 19½
	30
SUMMARY	
Art 6A, 61A, 61B.....	6
Education 106, 108, 116, 147, 148.....	26 or 27½
English.....	6 or 7
Music 1A.....	2
Natural Science (incl. Biology 10A-10B and Geography 1).....	12
Physical Education 1A-B-C-D or 36A-36B, 37, 38A; 53; 151.....	6
Political Science 101.....	2
Psychology 1A, 102.....	6
Social Science (incl. Social Economics 10 and Geography 2).....	12
Electives, including two academic teaching minors.....	46 or 43½
	124

<sup>1</sup> Candidates for the elementary school credential in combination with any other type of credential are required to do not less than 6 units of practice teaching in the elementary school.

<sup>2</sup> Not required if junior high school or special credential is earned at the same time.

<sup>3</sup> If 6 units in minor taken in junior year, none needed in senior year.

# A.B. Degree With Junior High School Credential

FRESHMAN YEAR	
First Semester—	Units
Biology 10A, <sup>1</sup> General (unless taken in high school).....	3
Geography 1, Elements (Natural Science).....	3
Physical Education 1A or 36A.....	½
English 1A or 1B.....	1 or 3
Second Semester—	
Biology 10B, <sup>1</sup> General (unless taken in high school).....	3
Geography 2, Regions (Social Science).....	3
Physical Education 1B or 36B.....	½
English 1B or 2A <sup>2</sup> .....	3
Either Semester—	
Social Economics 10, Foundations of Civilization.....	3
Electives, <sup>3</sup> including major and minor <sup>4</sup> (for the year).....	10 or 12
	32
SOPHOMORE YEAR	
First Semester—	
English 2A, Sophomore English (unless taken in freshman year).....	3
Psychology 1A, General.....	3
Physical Education 1C or 38A.....	½
Second Semester—	
Physical Education 1D or 38B.....	½
Either Semesters—	
Electives, <sup>3</sup> including major and minor <sup>5</sup> (for the year).....	25-28
	32
JUNIOR YEAR	
First Semester—	
Education 125 Elementary School Curriculum.....	3
Political Science 101, American Institutions.....	2
Psychology 102, Genetic.....	3
Education 108, Educational Measurements.....	3
Second Semester—	
Education 116, Practice Teaching.....	3

<sup>1</sup> Possible substitutions for the requirements in Biology 10A-10B:

1. Botany 2A-2B and Zoology 1A-1B—16 units.
2. High school Botany and Zoology 1A-1B.
3. High School Zoology and Botany 2A-2B.
4. High School Botany and high school Zoology.

<sup>2</sup> Depending on result of Subject A test.

<sup>3</sup> See Summary of Basic Requirements for total requirement in English, Natural Science, and Social Science.

<sup>4</sup> Unless major or minor is English, Natural Science or Social Science.

<sup>5</sup> If 6 units in minor taken in freshman year, none needed in sophomore year.



Either Semester—	Units
Curriculum in Field of Academic Major.....	2
Physical Education 151, Health Education.....	2
Electives, including major and minor (for the year).....	12
	30

# SENIOR YEAR

First Semester—	
Education 116, Practice teaching.....	3

Second Semester—	
Education 121, Principles of Secondary Education.....	3

Either Semester—	
Education, elective.....	3
Electives, including major and minor <sup>1</sup> (for the year).....	21
	30

# SUMMARY

Education 108, 116, 121, 125, Curriculum in Field of Academic Major, and elective in Education.....	20
English.....	6 or 7
Natural Science (incl. Biology 10A-10B and Geography 1).....	12
Physical Education 1A-B-C-D or 36A-36B, 38A-38B; 151.....	4
Political Science 101.....	2
Psychology 1A, 102.....	6
Social Science (incl. Social Economics 10 and Geography 2).....	12
Electives, including academic teaching major and minor.....	62 or 61
	124

<sup>1</sup> If 6 units in minor taken in junior year, none needed in senior year.

# A.B. Degree With Special Credential in Art

This course leads to the A.B. degree and to the Special Credential in Art which entitles the holder to teach art in senior high, junior high, and elementary schools.

# LOWER DIVISION

	Units
Art 6A-6B, Structure.....	4
Art 61A-61B, Elementary Crafts.....	4
Education 19, Art in the Elementary School.....	2
English 1A, 1B, 2A, Freshman and Sophomore English.....	6 or 7
†Natural Science.....	12
Physical Education 1A-1B, 1C-1D (men); 36A-36B, 38A-38B (women).....	2
Psychology 1A, General.....	3
†Social Science, incl. Social Econ. 10, Foundations of Civilization.....	12
Electives, including additional Art for major.....	18-19
	64

# UPPER DIVISION

Education 116, Practice Teaching (4 units in special field).....	6
Education 119, Art in the Junior High School.....	2
Education 121, Principles of Secondary Education.....	3
Education 125, Elementary School Curriculum.....	3
Education electives (suggested: Education 106 or 108 or 130).....	3
Political Science 101, American Institutions (or substitute).....	2
Electives, including additional courses in Art.....	41
	60

# SUMMARY

Art major.....	50
Education.....	19
English.....	6 or 7
Natural Science.....	12
Physical Education.....	2
Political Science 101, American Institutions.....	2
Psychology.....	3
Social Science (including Soc. Econ. 10).....	12
Electives.....	17-18
	124

† See Summary of Basic Requirements.



### A.B. Degree With Special Credential in Commerce

This course leads to the A.B. degree and to the Special Credential in Commerce, which entitles the holder to teach commercial subjects in senior high and junior high schools.

In addition to the following academic requirements, satisfactory evidence of one-half year, or 1000 hours of approved experience in the field must be submitted.

#### LOWER DIVISION

	Units
Economics 1A-1B, Principles of	6
Economics 11, Economic History of the United States	3
Economics 14A-14B, Accounting	8
Economics 18A-18B, Commercial Law	6
English 1A, 1B, 2A, Freshman and Sophomore English	6 or 7
Geography 1, Elements (Natural Science)	3
Geography 2, Regions (Social Science)	3
Mathematics 2, Mathematics of Investment	3
† Natural Science	9
Physical Education 1A-1B-1C-1D (men); 36A-36B-38A-38B (women)	2
Psychology 1A, General	3
Secretarial Training A, Business Mathematics	1
Secretarial Training 3A, Office Methods and Appliances	3
Social Economics 10, Foundations of Civilization	3
Elective	5-6
	65

#### UPPER DIVISION

Economics 121, Business Administration	3
Economics 140, Statistical Methods	3
Economics 160A-160B, Advanced Accounting	6
Economics 161, Cost Accounting	3
Economics 163, Machine Accounting	3
Education S21, Penmanship Methods (to be taken in Summer Session)	2
Education 116, Practice Teaching	6
Education 121, Principles of Secondary Education	3
Education 163, Stenography	2
Education 164, Bookkeeping	2
Education 165, Typewriting	2
Education, Elective (Educational Psychology recommended)	3
Geography 141, Economic Geography	3
Political Science 101, American Institutions	2
Secretarial Training 1A-1B, Typewriting	6
Secretarial Training 5A-5B, Stenography	10
Elective	1
	60

† See Summary for Basic Requirements.

### SUMMARY

	Units
Economics	41
Education	20
English	6 or 7
Geography	9
Mathematics	3
Natural Science (in addition to Geography 1)	9
Physical Education	2
Political Science 101, American Institutions	2
Psychology	3
Secretarial Training	20
Social Economics 10—Foundations of Civilization	3
Elective	6-7
	125



### A.B. Degree With Special Credential in Music\*\*

This course leads to the A.B. degree with a Special Credential in Music entitling the holder to teach music in senior high, junior high, and elementary schools.

	Units
Education 17, Music in the Elementary School.....	2
English 1A, 1B, 2A, Freshman and Sophomore English.....	6 or 7
*Music, Applied.....	18
Music 1A-1B, 1C-1D, or 1B, 1C, 1D, 1E, Music Reading and Ear Training.....	8
Music 2A-2B, Appreciation and History.....	4
Music 4A-4B, Elementary Harmony.....	6
Music 11, or 12, or 20.....	2
‡Natural Science.....	12
Physical Education 1A-1B, 1C-1D (men); 36A-36B, 38A-38B (women).....	2
Psychology 1A, General (sophomore year).....	3
‡Social Science, incl. Soc. Econ. 10, Foundations of Civilization.....	12

### UPPER DIVISION COURSES

Education 116, Practice Teaching (at least 4 units in Music).....	9
Education 121, Principles of Secondary Education.....	3
Education 127, Music in the Secondary School.....	2
Education 145, Org. and Adm. of Music Education.....	2
Music 103A-103B, Appreciation and History.....	2
Music 105A-105B, Advanced Harmony.....	6
Music 107A-107B, Conducting.....	2
Music 108, Instrumentation.....	2

\* Applied Music to be distributed as follows:

Orchestral instrument(s) (Including at least one year of Orchestra (if qualified) and/or Instrumental Ensemble).....	6
*** Piano.....	6
Voice.....	6

(Applied Music credits, 1½ units per semester, for not less than one lesson per week, with six hours practice per week, totaling at least ten hours instruction and one hundred hours practice per semester. Applied Music is taken under outside private teachers, subject to the approval and supervision of the music department of the college, which determines credit and grades by examination. Upper division credit not allowed for beginning work in Applied Music.)

‡ See Summary of Basic Requirements.

‡‡ Minimum attainment for completion of Piano Requirement in Music curriculum is the ability to play accompaniments such as are found in the Teachers Manuals of the Progressive Music Series, Books Three and Four.

\*\* Applicants for admission to the Music curriculum will be required to take an entrance examination in Piano, to determine their ability to play satisfactorily hymns and folk songs of the type found in the Golden Book of Favorite Songs. Those not able to meet this requirement must study piano without credit until able to pass such an examination. They may also take examinations in Fundamentals of Music, and Harmony, for advanced standing in these subjects.

### UPPER DIVISION COURSES—Continued

	Units
Music 111, or 112, or 120.....	2
Political Science 101, American Institutions.....	2
Electives.....	16-17
	124

### SUMMARY

Education.....	18
English.....	6 or 7
Music major.....	52
Natural Science.....	12
Physical Education.....	2
Political Science 101, American Institutions.....	2
Psychology.....	3
Social Science (including Soc. Econ. 10).....	12
Electives.....	16-17
	124



### A.B. Degree With Special Credential in Physical Education

This course leads to the A.B. degree and to the Special Credential in Physical Education which entitles the holder to teach physical education in senior high, junior high, and elementary schools.

#### MEN

##### LOWER DIVISION

	Units
Biology 10A-10B, General (unless taken in high school)-----	6
or	
Zoology 1A, General-----	4
English 1A, 1B, 2A, Freshman and Sophomore English-----	6 or 7
Hygiene 1-----	2
†Natural Science-----	2 or 4
Physical Education:	
1A-1B, 1C-1D-----	2
6A, Tennis-----	2
54, Administration-----	2
62A, 62B, Gymnastic Activities-----	4
*Sports and Athletics-----	3
Psychology 1A, General (sophomore year)-----	3
Red Cross Swimming Test-----	1
†Social Science, incl. Soc. Econ. 10 and 50-----	12
Speech Arts 1A, Elements of Public Speaking-----	3
Zoology 1B, General-----	4
Electives-----	13-14
	64

##### UPPER DIVISION

Education 116, Practice Teaching-----	6
Education 121, Principles of Secondary Education-----	3
Education 125, Elementary School Curriculum-----	3
Education, elective-----	6
Physical Education:	
101, Emergencies-----	1
151, Health Education-----	2
155, Applied Anatomy-----	2
156A-156B, Sports Methods-----	4
166, Technique of Officiating-----	1
169, Technique of Teaching Activities-----	3
171, Community Recreation-----	2
172, Principles-----	2
180, Tests and Measurements-----	2
*Sports and Athletics-----	3

† See Summary of Basic Requirements.

\* Men majoring in Physical Education must actively participate in three sports each year.

#### MEN—Continued

##### UPPER DIVISION—Continued

	Units
Political Science 101, American Institutions-----	2
Psychology 102, Genetic (first semester, junior year)-----	3
Zoology 100, Embryology-----	3
or	
Zoology 114A, Genetics-----	2
or	
Zoology 121, Entomology-----	3
Electives-----	9-10
	60

##### SUMMARY

Education-----	18
English-----	6 or 7
Speech Arts 1A-----	3
Natural Science (including Biol. 10A-10B or substitute and Zoology 1B)-----	12
Physical Education major-----	26
Political Science 101, American Institutions-----	2
Psychology-----	6
Social Science (including Soc. Econ. 10 and 50)-----	12
Zoology (upper division)-----	2 or 3
Electives-----	35-37
	124



WOMEN

LOWER DIVISION

	Units
Biology 10A-10B, General (unless taken in high school)-----	6
or	
Zoology 1A, General-----	4
English 1A, 1B, 2A, Freshman and Sophomore English-----	6 or 7
Hygiene 2, Personal and Civic-----	2
Natural Science-----	2-4
Physical Education:	
36A, Rhythmic Activities, Group Games, Stunts-----	$\frac{1}{2}$
36B, Athletic Games-----	$\frac{1}{2}$
37, Game and Rhythmic Activities-----	$\frac{1}{2}$
38A, Recreational Activities-----	$\frac{1}{2}$
53, Physical Education in the Elementary School-----	2
55A-55B, Swimming-----	1
56, Tennis-----	$\frac{1}{2}$
57, Golf-----	$\frac{1}{2}$
58, Rowing-----	0
Psychology 1A, General-----	3
Social Economics 50, General Sociology-----	3
Social Science, incl. Soc. Econ. 10, Foundations of Civilization-----	9
Speech Arts-----	3
Zoology 1B-----	4
Electives-----	19-20
	64

UPPER DIVISION

Education 108, Educational Measurements-----	3
Education 116, Practice Teaching-----	6
Education 121, Principles of Secondary Education-----	3
Education 125, Elementary School Curriculum-----	3
Education 140, Educational Statistics-----	
or	
Education 106, Philosophy-----	3
Physical Education:	
102, Emergency and Safety Programs-----	1
151, Health Education-----	2
154, Applied Anatomy-----	2
157A-157B, Sports Methods-----	4
158, Stunts and Tumbling-----	1
160, Formalized Activities-----	2
161, Folk Dancing-----	2
164, Dancing-----	2
169, Technique of Teaching Activities-----	3
170, Recreational Leadership-----	2
173, Principles-----	2
153, Administration of Secondary Physical Education-----	2
175, Current Problems-----	2
177, Individual Program Adaptations-----	2

WOMEN—Continued

UPPER DIVISION—Continued

	Units
Political Science 101, American Institutions-----	2
Psychology 102, Genetic (first semester, junior year)-----	3
Zoology 100, Embryology-----	
or	
Zoology 106, Comparative Anatomy of the Vertebrates-----	
or	
Zoology 121, Entomology-----	3
Electives-----	5
	60

SUMMARY

Education-----	18
English-----	6 or 7
Hygiene-----	2
Speech arts-----	3
Natural Science (including Biol. 10A-10B or substitute, and Zoology 1B)-----	12
Physical Education major-----	35 $\frac{1}{2}$
Political Science 101, American Institutions-----	2
Psychology-----	6
Social Science (including Social Economics 10 and 50)-----	12
Zoology (upper division)-----	3
Electives-----	23 $\frac{1}{2}$ -24 $\frac{1}{2}$
	124

DIPLOMA OF GRADUATION

A diploma of graduation carrying with it any of the credentials the college is authorized to grant or any combination of them may be granted to the holder of a bachelor's degree from an accredited college, upon the completion of a minimum of 24 units. Ordinarily at least one semester of residence during the academic year is required subsequent to securing the degree; the remainder of the work may be in summer session or, in the case of students who had attended the college prior to attaining the degree elsewhere, in credit earned as an upper division student. The candidate for a diploma must offer the equivalent of all of the requirements listed in the curriculum with the A.B. degree with the credential or credentials sought.

ADMINISTRATION AND SUPERVISION CREDENTIALS

The State Board of Education has authorized this college to make recommendations for the issuance of Administration and Supervision credentials for holders of Elementary and Junior High School credentials who have completed the required 15 units beyond the requirements for the teaching credential and who have completed two years of successful teaching experience. *But holders of general secondary credentials must*



take the required courses in and receive recommendation from an accredited graduate school, even though they may wish to qualify for administrative or supervisory work only on the elementary or junior high school level.

In order to secure the recommendation of this college for either one of these credentials, the following number of the 15 required units must be completed at this institution:

1. Graduates of this college—6, subsequent to graduation.
2. Graduates of other institutions—9.
3. County certified teachers—12.

## REQUIREMENTS FOR THE JUNIOR CERTIFICATE AND FOR THE DEGREE OF BACHELOR OF ARTS IN THE PRESECONDARY CURRICULA

This course leads to the A.B. degree. Completion of the requirements of this curriculum also enables the graduate to satisfy the undergraduate requirements for the General Secondary credential which, with post-graduate work, will enable the holder to teach in a senior high school or junior college. The degree courses are limited to majors in art, chemistry, commerce, economics, English, geography, history, mathematics, music, Romanic languages, and zoology.

### Total Units, Length of Time, and Residence

The junior certificate will be granted on the completion of 64 units of college work and the degree on the completion of 124 units, representing a four-year course. Certain requirements of the junior certificate may be met by courses taken in the high school. No high school course, however, can be used to reduce the amount of college work required for the junior certificate or for the degree. Not less than 54 units must be earned in the junior and senior years; at least 30 units of work at this college; twenty-four of these residence units must be taken with the rank of senior, at least twelve of which must be taken in the fall or spring semester of the final year before graduation.

### Upper Division Course Requirements

At least 40 of the units completed during the junior and senior years shall be in upper division courses (see definition under heading Courses of Instruction); junior standing requires 60 units of credit. Introductory courses open to first-semester freshmen when taken in the junior or senior year may involve either additional work or reduction in the number of units of credit.

### Minor Subject

A minimum of 12 units in a minor subject is required, at least 6 units of which shall be in upper division courses completed in the junior and senior years. Minors are available in the following subjects: art, chemistry, economics, English, foreign language, geography, history, mathematics, music, physics, political science, psychology, zoology.

### Subject Matter Requirements in the Lower Division

Physical Education .....	2 units
Hygiene 1 or 2 .....	2 units
English .....	6 units
Foreign Languages .....	15 units
Social Science, including Social Economics 10 .....	12 units
Natural Science .....	12 units
Year-course in foreign language in addition to the 15-unit requirement, or Mathematics, or Philosophy .....	6 units
Minor, unless included in one of the above requirements, see above .....	6 units
Lower division subjects required for the major. See page 49.	
Electives to make total of 64 units.	



# Explanation of lower division requirements

## English

This requirement may be satisfied either in the freshman year or in the sophomore year. To be chosen from the following year-courses: English 1B-2A, 4A-4B, 52A-52B, 56A-56B.

## Foreign Language

At least 15 units in not more than two languages required in the lower division, except that only 10 units in a modern language are required in the commerce major. Each year of high school work in a foreign language will be counted in satisfaction of 3 units of this requirement. A minimum of two high school units is acceptable in any language except Latin, in which one unit is permissible.

## Social Science

Courses must be chosen from the following list: Anthropology 50A-50B, 54, Economics 1A-1B,\* 11, 18A-18B, Geography 1-2,\* History 4A-4B,\* 8A-8B,\* Political Science 1A-1B,\* Social Economics 10, 50.

## Natural Science

Twelve units are required from the following lists of high school and college courses.

Only those high school courses that are offered exclusively for students in the third or fourth year may be used. Each year of high school work in science will be counted in satisfaction of 3 units of the requirement. Not more than 6 units may be counted from the following high school laboratory courses: Physics,\* Chemistry,\* Botany, Biology, Physiology, Zoology.

Six or more units must be chosen from the following college courses: Astronomy 1, 11, Biology 10A-10B,\* Botany 2A\*2B,\* 4, 5, Chemistry 1A\*1B,\* 6A-6B,\* 7-8,\* Geology 1A, 1B, Physics 2A-2B, 3A-3B,\* 1A-1B,\* 1C-1D,\* Zoology 1A\*1B,\* 100.\*

## Additional Year-Course

In addition to the minimum requirement of 15 units in not more than two languages, of 6 units in English, and of year courses in high school elementary algebra and plane geometry, 6 units must be chosen from one of the following groups:

Modern foreign language: Any two consecutive college courses.

Latin: Two years of high school courses in Latin.

Mathematics: 3A-3B, 7A-7B, or 1, 3A. Students with the Commerce major may take Mathematics 1 and 2, or equivalent.

Philosophy: 5A-5B.

\* At least one of the courses marked with an asterisk must be chosen to meet the social science requirement and the natural science requirement, respectively.

## Electives

Among both electives and required work, a total of not more than 12 units of the applied and vocational courses listed below will be counted toward the junior certificate or the A.B. degree, in both the lower and upper division combined:

Agriculture 20; Art 61A, 61B; Journalism 53A-53B, 153A-153B; all courses in Applied Music, and all musical organizations; Physical Education 2A-B to 14A-B, 37, 53, 54, 55, 56, 57, 62A, 62B, 151, 153, 155, 156A, 156B, 157A, 157B, 160, 163, 165, 166, 168, 169, 170, 171, 172, 173, 174, 175, 177, 178A, 178B, 179, 180; Secretarial Training, all courses.

## Recommended Program for Meeting the Lower Division Requirements

	Units Sem. I	Units Sem. II
<b>FRESHMAN YEAR</b>		
Social Economics 10	3	—
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
Hygiene 1 or 2	2	—
English	1 or 3	3
Foreign Language or electives	3-5	3-5
Social Science	—	3
Natural Science and/or electives, including preparation for the major	2 $\frac{1}{2}$ -6 $\frac{1}{2}$	4 $\frac{1}{2}$ -6 $\frac{1}{2}$
	16	16
<b>SOPHOMORE YEAR</b>		
Physical Education	$\frac{1}{2}$	$\frac{1}{2}$
Foreign Language	3	3
Additional year course	3	3
Social Science	3	3
Natural Science or electives	3	3
English (if only 4 units taken in freshman year)	3	—
Electives, including preparation for the major	$\frac{1}{2}$	3 $\frac{1}{2}$
	16	16

## Lower Division Subjects Required for the Presecondary Majors

The student is advised to choose his major as early in his college course as practicable so that he may be able to plan his work according to the major requirements. Failure to meet the lower division requirements of the major department before the junior year may make it impossible to satisfy the upper division requirements within the normal period of two years.

## Art

Eighteen units carefully chosen from lower division art courses to meet the stated prerequisites for upper division work. These shall include Art A-B, 5, 6A-6B, 50 or the accepted equivalents, and six elective units in art.



## Chemistry

Chemistry 1A-1B with an average grade of C or better, Chemistry 6A-6B or 7-8, Physics 2A-2B and 3A-3B or their equivalent, Mathematics 7A-7B or the equivalent, and a reading knowledge of German. Students planning to do graduate work in chemistry or to transfer to another college, and there work for a degree with a major in chemistry, are advised to take Physics 1A-1B-1C-1D and Mathematics 3A-3B-4A-4B in place of the courses listed above.

## Commerce

Economics 1A-1B, 11, 14A-14B (6 units); English 1B-2A; Geography 1-2; Mathematics\* 1, and 2; History 4A-4B or 8A-8B or Political Science 1A-1B.\*\*

## Economics

Economics 1A-1B and at least one of the following: Political Science 1A-1B; History 4A-4B; History 8A-8B; Psychology 1A and 1B or 4A or 4B; Geography 1 and 2; Anthropology 50A-50B. Recommended: Social Economics 50; Economics 14A-14B, 18A-18B.

## English

English 1B-2A and six units from 52A-52B, 56A-56B. Recommended: A reading knowledge of German or French.

## Foreign Languages

Group major: French A-B, C-D, and Spanish A-B, C-D.

The group major requirements are based on the assumption that the student will have taken courses in the high school, equivalent to the college course in elementary French or Spanish.

## Geography

Geography 1, 2, 3 and Geology 1A-1B. Recommended: A reading knowledge of French or German.

## History

History 4A-4B, or 8A-8B, and either Political Science 1A-1B, Economics 1A-1B, or Geography 1 and 2. No student shall enroll in more than one lower division history course during a semester. Students who wish to major in history and who have had less than two years of European history in high school must take History 4A-4B.

## Mathematics

Mathematics 3A-3B, 4A-4B. With permission of the department, 7A-7B may replace 3A-3B. Recommended: Physics, Surveying, Descriptive

\* For the equivalent of Mathematics 1, see the prerequisite to Mathematics 2.

\*\* Summary of all lower division requirements for the commerce major.

Economics 1A-1B	6 un.	History 4A-4B, 8A-8B or	
Economics 11	3	Political Science 1A-1B	6 un.
Economics 14A-14B	6	Hygiene	2
Economics 18A-18B	6	Mathematics* 1, 2	6
English 1B-2A	6	Natural Science	12
Foreign Language	10	Physical Education	2
Geography 1-2	6	Social Economics 10	3

tive Geometry, Astronomy and a reading knowledge of French and German.

## Music

Music 1A-1B, 2A-2B, 4A-4B, and 2 units of electives in music. The electives in music in both lower and upper division must include at least 6 units in Applied Music (study of voice, or an instrument), of which at least 3 units must be in piano. Upper division credit will not be given for beginning work in Applied Music. (For restrictions on applied courses, see page 49.)

## Zoology

Zoology 1A, 1B, and high school chemistry or Chemistry 1A. Recommended: Chemistry 1B, French, German, Botany 2A, 2B, 4, and 5.

\* \* \* \* \*



# SUBJECT MATTER REQUIREMENTS IN THE UPPER DIVISION

Psychology 1A (unless elected in lower division)-----	3 units
Political Science 101-----	2 units
Education-----	12 units
Minor (minimum in upper division courses)-----	6 units
Major-----	

Electives to make a grand total of 124 units.

Explanation of upper division requirements listed above:

## Political Science 101

Political Science 113 or History 171A-171B or History 173A-173B will be accepted as substitutes for this requirement.

## Education

A minimum of 12 units in education is required and a maximum of 18 units will be counted toward the degree. The courses in education for the minimum requirement must be chosen from the following list:

Ed. 1, Introductory Principles (lower division elective); Ed. 121, Principles of Secondary Education; Ed. 106, Philosophy of Education; Ed. 107, History of Education; Ed. 108, Educational Measurements; Ed. 109, Educational Administration and Supervision; Ed. 137, Comparative Education; Ed. 130, Educational Psychology; Ed. 140, Elementary Educational Statistics; Psychology 102, Genetic Psychology.

## Major

The specific requirements in each major field are listed in the paragraphs immediately following.

## Electives

These must be so chosen that, with the required subjects, a minimum of 40 units will be completed in upper division courses after the student has attained upper division standing. (See, also, restrictions concerning the choice of applied and vocational courses, as explained on page 49.)

## Major Requirements in the Various Fields

### Art

Not less than twenty-four units of upper division art. These shall include Art 112A, 115A-115B, 150, 152A, 195, and ten upper division elective units in art.

It is recommended that students in meeting degree requirements and in choosing free electives, select from the following courses; English 4A-4B, 106A-106B, 117; French A-B; History 4A-4B, 111A-111B.

### Chemistry

A minimum of twenty upper division units in chemistry including Chemistry 101-102. The choice of a related minor and the organization

of the course of a major student must follow a definite plan approved by the department.

## Commerce

Econ. 18A-18B (it is recommended that this be taken in the lower division if possible), 121, 140, 199 and 16 units additional chosen in one of the following groups:

A. Accounting: Econ. 160A-160B, 161, 163, and 4 units in electives.

B. Banking and Finance: Econ. 131, 133, 134, 135, and 4 units in electives.

C. Marketing and Merchandising: Econ. 123, 125, 171, and 7 units in electives.

Geog. 141 may be used in the electives under A, B, C.

## Economics

Required: Economics 100, 140 and 199, with 7 units selected from the following: Economics 121, 123, 127, 131, 133, 134, 135, 171 and 194. Electives: Nine upper division units in economics. Economic geography may be substituted for three elective units in economics.

## English

Twenty-four units in upper division English to be selected and arranged under supervision of the department. Not over four units may be in composition. A reading knowledge of German or French.

## Foreign Languages

Group major: Eighteen upper division units in one language or twelve units in one language and six units in the other.

## Geography

Twenty-four units of upper division work in geography or 18 units in geography and six units in related subjects arranged in consultation with the chairman of the department.

## History

Twenty-four units in upper division courses in history to be arranged in consultation with the chairman of the department. The student must, in his senior year, enroll in History 199.

## Mathematics

Twenty-four units of upper division work in mathematics, or eighteen units in mathematics and six units in closely related subjects, arranged in consultation with the chairman of the department. Mathematics 111, 112, and 119 should be included in every major. Related courses offered by other departments include Statistical Methods (Economics 140), Mathematics in the Junior High School (Education 112) and certain upper division courses in chemistry and physics.



## Music

Music 103A-103B, 105A-105B, 107A-107B, 108, and 12 units of upper division elective courses in music. (See statement concerning Applied Music under lower division requirements.)

## Zoology

(1) At least a C average in upper division major courses. (2) Twenty-four units of upper division courses in zoology or 18 in the major subject and six in related courses in botany, organic chemistry, physics and physiology.

### Lower Division Arrangements and the Junior Certificate

The State Board of Education has authorized fields in which majors and minors may be given in the California Teachers Colleges as follows: Agriculture, Art, Biological Science, Education, Commercial Education, English, Foreign Languages, Home Economics, Industrial Arts Education, Mathematics, Music, Physical Education, Physical Science, Philosophy, Psychology, Social Science.

Since the professional training of teachers requires the maintenance of the standard lower division courses in the field of letters and science, certain courses are available for students of this college who wish to make adaptations of their lower division curricula to correspond to the typical lower division preprofessional curricula. The completion of a curriculum will give junior standing upon transfer to a college offering upper division work in the appropriate field. Such available adaptations of freshman and sophomore courses offered by this college are: Prelegal, premedical, pre dental, social service, engineering, preagricultural, accountancy, secretarial training. Special advisers have been appointed for each of the above curricula, who will assist students at registration time in making out programs so that they may qualify for the Junior Certificate. A list of these advisers is published in the Time Schedule each semester.

## COURSES OF INSTRUCTION

Figures in parentheses indicate the unit value of the course.

Courses numbered from 1 to 99 are lower division (freshman or sophomore) courses; those numbered 100 and above are upper division (junior or senior) courses.

Freshmen are not admitted into upper division courses. First semester sophomores who have an average grade of not less than 2.0 grade points and second semester sophomores who have an average grade of not less than 1.5 grade points may enroll in an upper division course provided they were registered in at least 12 units in the preceding semester. It is understood that ordinarily the instructor will be consulted by sophomores wishing to take upper division courses. In such cases an upper division course will count as lower division credit.

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.

The semester for offering courses is designated as follows: (1) Fall; (2) Spring; (3) Fall and Spring; (4) Year course, beginning either Fall or Spring (5) Year course. Courses designated as "Year course" begin in the Fall, but those given in the list below may be taken in the reverse order (i.e., the second semester of the course may be taken before the first semester) or the second semester may be taken alone. In the case of other year courses, students who have completed the equivalent of the first semester's work may seek permission from the instructor to take the second half of the course. Single semester courses having the letter B as a part of the number (as for example, Art 61B) are not supposed to follow another course of the same number unless so indicated in the prerequisites to the course.

### YEAR COURSES OPEN TO REGISTRATION IN THE MIDDLE OF THE YEAR

Economics 18A-18B	Spanish 110A-110B
Economics 160A-160B	History 4A-4B
English 4A-4B	History 8A-8B
English 52A-52B	History 111A-111B
English 56A-56B	History 121A-121B
English 106A-106B	History 145A-145B
French 101A-101B	History 146A-146B
French 105A-105B	History 151A-151B
French 107A-107B	History 156A-156B
French 110A-110B	History 171A-171B
French 111A-111B	History 173A-173B
Spanish 101A-101B	Music 2A-2B
Spanish 102A-102B	Music 103A-103B
Spanish 104A-104B	Music 110A-110B
Spanish 105A-105B	Political Science 1A-1B



Although the College fully expects to carry out the arrangements planned in the list of courses, it reserves the right to make changes.

Classes in the courses listed in which the enrollment does not come up to the minimum number set by the State Department of Education may not be offered or may be postponed for a semester or a year.

## AGRICULTURE

### 20. Nature Study.

SKILLING

A course 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). May be credited as natural science only for students majoring in Education.

Fall and Spring (3).

## ANTHROPOLOGY

### LOWER DIVISION COURSES

#### 50A-50B. Man's Evolutionary History.

ROGERS

Origin and antiquity of man. Classification of races. Origin and development of civilization. Prerequisite: Sophomore standing or special arrangement with instructor. Students wishing to take the second half of the course without the first half should consult the instructor.

Year course (3-3).

#### 51A-51B. The American Indian.

ROGERS

Pre-Columbian cultures of the American Indian. Origin and migration of New World peoples. Prerequisite: Sophomore standing or special arrangement with instructor. Students wishing to take the second half of the course without the first half should consult the instructor.

Year course (3-3).

#### 52. Primitive Cultures.

ROGERS

History and cultural development of primitive races of mankind. Particular consideration given to religion, arts and social organization of living primitive peoples.

Fall (3). (Offered in odd-numbered years.)

#### 53. Primitive Religious Culture.

ROGERS

Beliefs and ritual of primitive man. Magic and religion. Forms of animism and polytheism. Primitive mentality and the supernatural.

Spring (3). (Offered in even-numbered years.)

#### 54. Social Anthropology.

ROGERS

An anthropological study of social institutions in primitive and civilized societies. The evolution of family organization, religion, property right, and government traced in elementary and advanced civilization. Ritualism and education considered as processes of culture conservation and social control.

Fall and Spring (3).

## ART

Lower division preparation for the presecondary major in art and for the junior certificate: Eighteen units carefully chosen from lower division art courses to meet the stated prerequisites for upper division work. These shall include Art A-B, 5, 6A-6B, 50 or the accepted equivalents, and six elective units in art.

Presecondary major (upper division): Not less than twenty-four units of upper division art. These shall include Art 112A, 115A-115B, 150, 152A, 195, and ten upper division elective units in art.

It is recommended that students in meeting degree requirements and in choosing free electives, select from the following courses: English 4A-4B, 106A-106B, 117; French A-B; History 4A-4B; 111A-111B.

### LOWER DIVISION COURSES

#### *Art Appreciation and History*

#### 5. Fundamentals.

JACKSON

An illustrated lecture course intended to increase appreciation and give a basic understanding of the elements and principles of art as expressed in the architecture, painting, sculpture, and crafts of the past and present.

Fall and Spring (2).

#### 50. Appreciation and History.

JACKSON

A survey of the development of painting, sculpture, architecture, and handicrafts from the dawn of art to the Renaissance, by means of illustrated lectures and discussion. (Not open to freshmen, except by special permission.)

Fall (3).

#### *Design*

BORSUM

#### 6A. Structure.

Fundamentals of design and composition and theory of color. Basic course used as a prerequisite for all advanced art work.

Fall and Spring (2).

#### 6B. Structure (continued).

PATTERSON

Original work in creative design with special stress on modern tendencies. Prerequisite: Art 6A.

Spring (2).

#### 11A. Industrial Design.

PATTERSON

Problems in creating original designs for decorative and useful articles, jewelry, lamps, and objects that may be made in various materials by hand or machine process. Prerequisite: Art 6A-6B.

Fall (2). (Offered in even-numbered years.)

#### 11B. Applied Design.

PATTERSON, BORSUM

Designing and completion of actual objects by the students. Such processes involved as carving, painting, dyeing, block printing, batik and the like. Prerequisites: Art 6A-6B, 11A.

Spring (2). (Offered in odd-numbered years.)



#### 14A. Lettering.

Fundamental art principles applied to lettering. Practice for quick, accurate lettering; original problems using letters as design. Prerequisite: Art 6A.

Fall (2).

BORSUM

#### 14B. Posters and Commercial Art.

The application of lettering to posters, newspaper and magazine advertising, and other forms of commercial art. The study of composition combined with lettering and special study of modern tendencies in publicity. Prerequisites: Art 6A, 14A.

Spring (3).

BORSUM

#### 52A. Stage Design.

Theory of line, color, and lighting in relation to the stage. Original sets and costumes developed on a miniature stage. Study of the development of the modern art of the theater. Upper division credit will be given in this course to students of junior standing upon the completion of extra theme work and additional original problems. Prerequisite: Art 6A.

Fall (3).

PATTERSON

#### 94. Costume Design.

Original problems in designing modern costumes. A study of line, color, texture, type, and suitability to the wearer and to the occasion; foreign and historic influence on dress. Prerequisite: Art 6A.

Fall (3). (Offered in odd-numbered years.)

PATTERSON

#### *Drawing and Painting*

##### A-B. Freehand Drawing.

Semester I: Problems involving perspective to develop ability to draw still life, furniture, exteriors, interiors, and the like.

Semester II: Outdoor sketching of landscape and figure, and studio work from still life and costume pose. Emphasis on composition and technique in the handling of various mediums, pencil, pen and ink, charcoal, pastel, and water color.

Year course (2-2).

JACKSON

##### 15A-15B. Life Drawing.

Drawing from the nude model. Does not duplicate the former course in painting, numbered Art 15A-15B.

Year course, beginning either Fall or Spring (2-2).

JACKSON

##### 16A-16B. Painting.

Semester I: Composition of still life and flower forms in water color.

Semester II: Landscape and more advanced composition in water color. Prerequisite: Art A-B. No credit for students having completed Art 15A-15B, painting.

Year course, beginning either Fall or Spring (2-2).

JACKSON

#### *Crafts*

##### 61A. Elementary Crafts.

HAMANN

Practical problems in elementary craft work, bookbinding, basketry, weaving, puppetry (including the dramatization and production of a puppet play), and demonstration of such processes as paper making, papier-mache, paper decoration through batik, and the like. Prerequisite: Art 6A, when possible.

Fall and Spring (2).

##### 61B. Elementary Crafts.

HAMANN

Aimed to develop creative expression; to gain a certain ability to use simple tools, and some knowledge of suitable materials for elementary schools. The work covers toys in wood, tin, and the like; elementary clay modeling and pottery; demonstrations of cement mixing and of soldering and the adaptation of these processes to student-conducted activities.

Prerequisite: Art 6A.

Fall and Spring (2).

##### 62. Advanced Crafts.

HAMANN

Problems for advanced students involving the application of design principles to metal work, pottery, weaving, bookbinding, and other crafts.

Prerequisites: Art 6A and 6B.

Spring (2).

#### UPPER DIVISION COURSES

##### *Art Appreciation and History*

##### 150. Appreciation and History.

JACKSON

The period from the Renaissance through the modern school, treated in the same manner as in Art 50.

Spring (3).

##### *Design*

##### 112A-112B. Composition.

JACKSON

Imaginative composition of natural forms in black and white and color. Prerequisites: Art A-B, 6A-6B, and if possible 15A-15B.

Year course (3-3).

##### 112C. Illustration.

JACKSON

Composition fulfilling the requirements of book illustration from poetry, imaginative tales, and legends, in black and white and color. Prerequisite: Art 112A.

Spring (3). (Offered in odd-numbered years.)

##### 152A. Stage Design.

See Art 52A.

##### 152B. Stage Costume.

PATTERSON

Costume studied in relation to drama. Original designs for mood and character. Practical problems in designing and decorating costumes and



accessories for college productions. A brief history of costume from the Egyptian to the modern time. Prerequisites: Art 6A, 52A or 152A.

Spring (3). (Offered in even-numbered years.)

#### 195. Home Decoration.

PATTERSON

House planning and landscaping. Interior decoration. Study of period styles and modern decoration. Illustrated lectures and original problems. Prerequisites: Art A, 6A.

Spring (3).

#### *Drawing and Painting*

#### 115A-115B. Life Drawing and Painting.

JACKSON

Drawing and painting from nude and costume models.

Year course, beginning either Fall or Spring (2-2).

#### 115C-115D. Advanced Life.

JACKSON

Painting from nude and costume models and advanced composition in oil. Portraiture. Prerequisite: Art 115A-115B.

Year course, beginning either Fall or Spring (2-2).

#### 116A-116B. Advanced Painting.

JACKSON

Painting in water color and oils from still life and landscape, stressing composition and technique. Prerequisite: Art 16A-16B.

Year course, beginning either Fall or Spring (2-2).

### ASTRONOMY

Lower division preparation in astronomy for advanced work and for the junior certificate: Astronomy 1, Plane Trigonometry, Mathematics 3A-3B, 4A-4B, Physics 2A-2B and 3A-3B, or 1A-1B and 1C-1D; a reading knowledge of French or German.

#### 1. Descriptive Astronomy.

SKILLING

A cultural course planned to give as comprehensive a view as possible of the solar system and the stars. Only calculations of an elementary nature. Especial attention to the methods and instruments by means of which astronomical knowledge has been gained. A six-inch Alvin Clarke telescope used for observation. Demonstrations given with a large spectrometer; also a good selection of lantern slides used to illustrate various topics. Prerequisites: Elementary Algebra and Plane Geometry.

Fall and Spring (3).

#### 5. Historic Development of Astronomy.

SKILLING

The leading facts now known in astronomy in the light of circumstances attending their discovery. Prerequisite: Astronomy 1.

Spring (3).

#### 11. Modern Astronomy.

SKILLING

Stars and nebulae. Modern methods and instruments used in the observatory. Theory of matter as it applies to such studies. Prerequisites: Astronomy 1 and a knowledge of Physics.

Fall (3).

### BIOLOGICAL SCIENCES

(Biology, Botany, Zoology)

General students who wish to take only one or two courses in this department should register for Biology 10A-10B, Zoology 113C, 114A or 114B, Botany 4 or 5 (see below for prerequisites for each course).

Lower division preparation in botany for advanced work and for the junior certificate: Botany 2A, 2B, 4, 5, and Chemistry 1A.

Lower division preparation for the presecondary major in zoology and for the junior certificate: Zoology 1A, 1B, and high school chemistry or Chemistry 1A. Recommended: Chemistry 1B, French, German, Botany 2A, 2B, 4 and 5.

Presecondary major in zoology: (1) At least a C average in upper division major courses. (2) Twenty-four units of upper division courses in zoology or eighteen in the major subject and six in related courses in botany, organic chemistry, physics, and physiology.

Students preparing to teach science in the junior high school should try to include in their courses work in zoology, botany, physics, chemistry (at least high school chemistry), and Education 120. The following are also desirable: geography, geology, anthropology, astronomy, and upper division biological sciences. See page 30.

Fees: A fee is required in all laboratory courses in this department. (See page 21 for list of fees.) The fee covers the cost of materials used. For breakage and extra material in addition to the estimated need an extra charge must be made.

### BIOLOGY

#### LOWER DIVISION COURSES

M. E. JOHNSON

#### 10A-10B. General

The fundamentals of plant and animal biology, with elementary work in human physiology and heredity. Laboratory work supplements the lectures and includes a study of living and preserved material. Aim of the course to acquaint the student with the basic facts of biology. 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 and one three-hour laboratory period per week. Designed for those who do not expect to specialize in zoology or botany, but not open for credit to students who have taken Zoology 1A, or Botany 2A. Students who have taken 10A-10B may elect Zoology 1A or Botany 2A for credit.

Year course (3-3).

### BOTANY

#### LOWER DIVISION COURSES

HARVEY

#### 2A. General.

Fundamentals of structure and general behavior of seed plants. Two lectures or recitations and two three-hour laboratory periods per week.

Fall (4).



**2B. General.**

HARVEY

A continuation of 2A treating morphology and relationship of the lower plants and including an introduction to classification of seed plants. Lectures and laboratory as in 2A.

Spring (4).

**4. California Plants.**

HARVEY

Classification and ecology of representative orders of flowering plants of the San Diego region, including practice in the use of keys. One lecture and three hours laboratory per week.

Spring (2). (Offered in even-numbered years.)

**5. Trees and Chaparral.**

HARVEY

Practice in the determination of the important species of the San Diego region. One lecture and three hours laboratory per week, with several Saturday field trips.

Spring (2). (Offered in odd-numbered years.)

**7. Plant Physiology.**

HARVEY

The functions of plants including metabolism, absorption, conduction, transpiration, respiration, growth and movement. One lecture and one three-hour laboratory period per week. Prerequisite: Biology 10A-10B or Botany 2A.

Fall (2). (Not offered in 1934-1935.)

**UPPER DIVISION COURSES**

**102. Plant Geography.**

HARVEY

Lectures and field work on the principles of geographical distribution of plants. Prerequisite: Botany 2A-2B, or 4, or equivalent.

Fall (2). (Offered in odd-numbered years.)

**104. Taxonomy.**

HARVEY

Identification, classification, and distribution of representative orders of flowering plants. Six hours per week of lectures, laboratory, and field work. Prerequisites: Botany 2A-2B, 4.

Spring (3). (Offered in even-numbered years.)

**106. Marine Plant Biology.**

HARVEY

Marine algae of the San Diego region, including a study of structure, development, identification, and distribution. Collecting trips to the various beaches. One hour lecture and six hours laboratory per week. Prerequisite: A laboratory course in general biology or botany.

Spring (2 or 3). (Offered in odd-numbered years.)

**199. Special Study.**

INSTRUCTORS OF THE DEPARTMENT  
(M. E. JOHNSON in charge)

Reading or work other than is outlined in the above courses. Admission by consent of the instructor with whom the work is to be done and the head of the department. Credit and hours to be arranged in each case.

Open to students who have completed at least ten units of lower division work in the department with a grade of A or B.

Fall and Spring (1 or 2).

**ZOOLOGY**

**LOWER DIVISION COURSES**

**1A. General.**

HARWOOD

An introduction to animal biology dealing with structure, functions, and evolution of animal life. Laboratory work supplementing the lectures and based on the study and observation of living and preserved material. Valuable to the general student as well as to the biology specialist, acquainting one with the fundamental facts and theories of biology as they pertain to animal life. Two lectures or recitations and two three-hour laboratory periods per week.

Fall (4).

**1B. General.**

HARWOOD

A continuation of 1A. The structure, relationships, and classification of the chordates. Two lectures and two three-hour laboratory periods per week. Prerequisite: Zoology 1A.

Spring (4).

**20. Anatomy and Physiology.**

CROUCH

An elementary course in human anatomy and physiology. Prerequisite: High school biology, or Biology 10A-10B. Lectures three hours per week.

Fall (3). (Offered in even-numbered years.)

**UPPER DIVISION COURSES**

**100. Embryology.**

M. E. JOHNSON

The development of vertebrates as illustrated by the frog, chick, and pig. Six hours of laboratory and two hours of lecture per week. Prerequisite: Zoology 1B or Biology 10B.

Spring and Fall (4). (Offered in odd-numbered years.)

**106. Comparative Anatomy of the Vertebrates.**

CROUCH

Dissection, study, and comparison of organ systems of typical vertebrates. Two hours per week of lecture and six hours of laboratory. Prerequisite: Zoology 1B or Biology 10B.

Fall (4). (Offered in odd-numbered years.)

**112. Marine Zoology.**

M. E. JOHNSON

Designed to acquaint the student with the many interesting animals found along the beaches in the San Diego region. Identification, distribution, associations, structure, and to some extent, behavior and life histories of the organisms. Frequent collecting trips to the beach and study of the living animals in the laboratory. Prerequisite: A laboratory course in elementary Biology or Zoology.

Fall (3). (Offered in odd-numbered years.)



**114A. Genetics.**

HARWOOD

General introductory course designed to acquaint the student with the fundamental principles of heredity and variation. Special attention given to the Mendelian interpretations of the facts of inheritance. Two lectures per week.

Fall (2).

**114B. Evolution.**

JOHNSON

The development of theories of evolution. Two lectures per week.

Fall (2). (Offered in even-numbered years.)

**121. Entomology.**

HARWOOD

The classification, life history, structure, and physiology of insects. Prerequisite: Zoology 1A or Biology 10B. Two hours of lecture and six hours of laboratory per week.

Spring (4). (Offered in odd-numbered years.)

**113A. Taxonomy and Natural History of the Vertebrates.**

HARWOOD

Frequent field trips and the identification of preserved material. One hour of lecture and six hours of laboratory per week. Prerequisite: Zoology 1B or Biology 10B.

Spring (3). (Offered in even-numbered years.)

**113B. Ornithology.**

CROUCH

The study and identification of birds, especially those of the Pacific coast and the San Diego region. Six hours per week of lectures, laboratory, or field excursions. Prerequisite: Zoology 1B, or Biology 10B.

Spring (3). (Offered in odd-numbered years.)

**113C. Field Study of Birds.**

CROUCH

The study and identification of the birds of the San Diego region. Three hours of laboratory or field work per week.

Spring (1). (Offered in even-numbered years.)

**130. Readings in Biology.**

HARWOOD

Readings from a suggested bibliography with informal class discussion of topics. Subjects discussed will include history of biology, biological principles, ecology, economic zoology, zoogeography, breeding habits, animal behavior.

Spring (2). (Offered in even-numbered years.)

**199. Special Study.**

INSTRUCTORS OF THE DEPARTMENT  
(M. E. JOHNSON in charge)

Reading or work other than is outlined in the above courses. Admission only by consent of the instructor with whom the work is to be done and the head of the department. Credit and hours to be arranged in each case. Open to students who have completed at least ten units of work in the department with a grade of A or B.

Fall and Spring (1 or 2).

**CHEMISTRY**

Lower division preparation for the presecondary major in chemistry and for the junior certificate: Chemistry 1A-1B with an average grade of C or better, Chemistry 6A-6B or 7-8, Physics 2A-2B and 3A-3B or their equivalent, Mathematics 7A-7B or the equivalent, and a reading knowledge of German. Students planning to do graduate work in chemistry or to transfer to another college, and there work for a degree with a major in Chemistry, are advised to take Physics 1A-1B-1C-1D and Mathematics 3A-3B-4A-4B in place of the courses listed above.

Presecondary major (upper division): A minimum of twenty upper division units in chemistry including Chemistry 101-102. The choice of a related minor and the organization of the course of the major student must follow a definite plan approved by the department.

**LOWER DIVISION COURSES**

**1A-1B. General Chemistry.**

MESSNER, ROBINSON

The general principles and laws of chemistry, and a description of the elements and their compounds. Two lectures, one quiz and two laboratory periods per week. The laboratory work in the second semester consists of work in qualitative analysis. Prerequisites: At least two years of high school mathematics. Recommended: High school chemistry and physics.

Year course (5-5).

**2A. Descriptive Chemistry.**

ROBINSON

A one-semester lecture course designed for students who do not expect to do further work in chemistry but who desire an appreciation and understanding of the subject. The fundamental laws of chemistry, the constitution of matter, radioactivity, and a brief discussion of the field of organic chemistry, besides the customary description of the properties and uses of the more common chemical substances.

Spring (3).

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

MESSNER

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

Year course (3-3).

**7-8. Organic Chemistry.**

ROBINSON

A general consideration of the carbon compounds (both aliphatic and aromatic) and their derivatives; their synthesis, constitution and properties, and the principles involved. Two lectures and one laboratory period per week first semester; one lecture and two laboratory periods per week second semester. Prerequisite: Chemistry 1A-1B.

Year course (3-3).



## UPPER DIVISION COURSES

### 101-102. Advanced Inorganic Chemistry. MESSNER

The laws and theories of elementary work from the viewpoint of physical chemistry. Laboratory work covering such topics as gas law, mol weights, laws of combination, ionization, equilibrium relationships, and electrochemistry. Two lectures, two laboratory periods per week. Prerequisites: Chemistry 1A-1B, 6A-6B, and Mathematics 7A-7B or equivalent.

Year course (4-4).

### 106A-106B. Quantitative Analysis. MESSNER

An upper division course covering the same field as Chemistry 6A-6B but including some more advanced work. One lecture and two laboratory periods per week. Prerequisite: Chemistry 1A-1B.

Year course (3-3).

### 107-108. Organic Chemistry. ROBINSON

An upper division course covering the same field as Chemistry 7-8 but including some more advanced work. Two lectures and one laboratory period per week first semester; two lectures and two laboratory periods per week second semester. Prerequisite: Chemistry 1A-1B.

Year course (3-4).

### 110. Industrial Chemistry. ROBINSON

An introductory lecture course designed to acquaint the student with types of apparatus and unit processes of importance in the industry. A few typical industrial processes discussed in detail. Prerequisites: Chemistry 1A-1B and credit or registration in Chemistry 6A-6B and 7-8.

Spring (3). (Offered in even-numbered years.)

### 112. Industrial Analysis. ROBINSON

A laboratory course including the analysis of fuels, petroleum products, water, and gas. Prerequisite: Chemistry 6A-6B.

Spring (2). (Offered in even-numbered years.)

### 114. Biochemistry. MESSNER

An introductory lecture course covering the carbohydrates, proteins, fats and the changes which they undergo in digestion and metabolism, as well as a consideration of the vitamins and other accessory food factors and their importance to the body. A brief discussion of the chemistry of plant life. Prerequisites: Credit or registration in Chemistry 101-102.

Spring (3). (Offered in odd-numbered years.)

### 123-124. Organic Preparations. ROBINSON

A laboratory course illustrating some of the more important synthetic methods of organic chemistry. Laboratory and conferences. Prerequisite: Chemistry 7-8. A reading knowledge of German recommended.

Year course, beginning either Fall or Spring (2 to 5-2 to 5).

### 125. History of Chemistry. ROBINSON

Development of the science of chemistry from the time of the alchemists to the present. Conducted on the reading, report, and seminar basis. Prerequisite: Chemistry 101-102.

Fall (2). (Offered in even-numbered years.)

### 199. Special Topics. INSTRUCTORS OF THE DEPARTMENT

Supervised individual work in specialized branches of chemistry such as colloid chemistry, biochemistry, applications of the phase rule, etc. Admission only by the consent of the instructor. Hours and credit to be arranged in each case. Open only to upper division students who have shown their ability to do A or B work in chemistry.

Fall and Spring (1-3).

## ECONOMICS

Lower division preparation for the presecondary major in economics and for the junior certificate: Economics 1A-1B and at least one of the following: Political Science 1A-1B; History 4A-4B; History 8A-8B; Psychology 1A and 1B or 4A or 4B; Geography 1 and 2; Anthropology 50A-50B. Recommended: Social Economics 50; Economics 14A-14B, 18A-18B.

Presecondary major (upper division) in economics, required: Economics 100, 140 and 199, with 7 units selected from the following: Economics 121, 123, 127, 131, 133, 134, 135, 171, and 194. Electives: Nine upper division units in economics. Economic geography may be substituted for three elective units in economics.

## Commerce

Lower division preparation for the presecondary major in commerce and for the junior certificate: Economics 1A-1B, 11, 14A-14B (6 units); English 1B-2A; Geography 1-2; Mathematics\* 1 and 2; History 4A-4B or 8A-8B or Political Science 1A-1B.

Presecondary major (upper division) in commerce, required: Economics 18A-18B (it is recommended that this be taken in the lower division if possible), 121, 140, 199 and 16 units additional chosen in one of the following groups:

A. Accounting: Economics 160A-160B, 161, 163 and 4 units in electives.

B. Banking and Finance: Economics 131, 133, 134, 135, and 4 units in electives.

C. Marketing and Merchandising: Economics 123, 125, 171, and 7 units in electives.

Geography 141 may be used in the electives under A, B, C.

## LOWER DIVISION COURSES

### 1A-1B. Principles of Economics. CAMERON

The basic principles of economics: utility, wealth, value, price; economic production, distribution, and consumption; rent, interest, wages,

\* For the equivalent of Mathematics 1, see the prerequisite to Mathematics 2.



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. Aims of the course: (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 future citizens to political and economic problems of our time. Lectures, discussions, quizzes, and collateral reading. Not open to entering freshmen except by special arrangement.

Year course (3-3).

# 11. Economic History of the United States.

WRIGHT

A comprehensive survey of American economic development and of national legislation in the field of industry.

Spring (3).

# 14A-14B. Accounting.

WRIGHT

A knowledge of bookkeeping not required and not advantageous. 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 stores accounting, etc., keeping in view the best modern accounting practice. Five hours lecture and laboratory.

Year course (3 or 4-3 or 4.)

# 18A-18B. Commercial Law.

STANTON

The leading and fundamental principles of business law. Simple cases showing the actual application of the principles to commercial and business transactions, rather than the development of those principles. The subjects covered: contracts, sales, agency, partnerships, coporations, real property, negotiable instruments, insurance, and wills, with a brief study of evidence.

Year course (3-3).

## UPPER DIVISION COURSES

# 100. Modern Economic Thought.

A. G. PETERSON

Classical doctrine in the light of recent economic theory. A critical analysis of contemporary economic thought. Prerequisite: Economics 1A-1B.

Spring (3).

# 121. Business Administration.

A. G. PETERSON

Problems of business administration as an interrelated whole and as an indication of lines of study which may lead to the solution of those problems. A discussion of the problems of the business administrator with particular reference to the character of the problems involved and to the control policies and devices of the manager. Questions, problems, and case studies. Prerequisite: Economics 1A-1B.

Fall (3).

# 123. Marketing.

CAMERON

Our distributive organization and its functions, including the marketing of both agricultural and manufactured products. Prerequisite: Economics 1A-1B.

Spring (3). (Not offered in 1934-1935.)

# 125A. Advertising

Functions, theory, principles and applications; selecting the right appeal; surveys and analyses; studying markets; budgeting the appropriation; layouts, type, borders and illustrations; use of color; choice of mediums; writing publicity and promotion stories; openings, anniversaries, sales and special events; institutional copy; the advertising agency and its functions; sales and collection letters.

Fall (2). (Not offered in 1934-1935.)

# 125B. Salesmanship.

Salesmanship, the market basket of knowledge; the mechanics of the mind; overcoming fear; the human element in selling; meeting competition; analyzing a sale in advance and methods of using this analysis in consummating a sale; personal attributes; selling an invisible commodity; selling a specialty; retail selling; the steps of a sale. Actual merchandise will be used in demonstration. Outstanding salesmen in the various crafts will illustrate correct methods of selling.

Spring (2). (Not offered in 1934-1935.)

# 127. Urban Land Economics.

CAMERON

The development of urban economy, location and structure of cities, urban land utilization, city planning and zoning, taxation, housing, urban land credit and land valuation, with special emphasis upon local conditions. Prerequisite: Economics 1A-1B.

Spring (3). (Not offered in 1934-1935.)

# 131. Public Finance.

Principles and practice of taxation, public expenditures, and financial administration. Prerequisite: Economics 1A-1B.

Spring (3). (Not offered in 1934-1935.)

# 133. Corporation Finance

CAMERON

The corporate form of organization, instruments of long-time finance, methods of raising capital, efficient financial management, and the financing of reorganizations. Prerequisite: Economics 1A-1B.

Fall (3).

# 134. Investments.

CAMERON

Investment principles and practices with emphasis upon problems of the small investor, such as tests of a good investment, sources of information, types of stocks and bonds, mechanics of purchase and sale, investment trusts, real estate mortgages, and the like.

Spring (3).



### 135. Money and Banking.

CAMERON

The elements of monetary theory. History and principles of banking with special reference to the banking system of the United States. Prerequisite: Economics 1A-1B.

Fall (3).

### 140. Statistical Methods.

BROOM

The nature and uses of statistical method in the social sciences. Practice in the tabular and graphical presentation of data; in the computation of averages, ratios and coefficients, measures of dispersion, and measures of relationship. Research studies are made, utilizing data obtained from typical economic and commercial situations, involving index numbers, time series, and business cycles and barometers. Opportunity to obtain practice in the use of calculating machines and other aids to computation. Prerequisite: Mathematics B and C, or equivalents, or Mathematics I. Only two units of credit are available for this course in the case of students who previously have completed Education 140.

Spring (3).

### 151. Personnel Administration.

A. G. PETERSON

Principles of scientific management, labor turnover, selection and placement of personnel, discipline and discharge, methods of wage payment, health and safety, labor participation in management. Prerequisite: Economics 1A-1B.

Spring (3). (Not offered in 1934-1935.)

### 160A-160B. Advanced Accounting.

WRIGHT

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. Prerequisite: Economics 14A-14B.

Year course (3-3.)

### 161. Cost Accounting.

WRIGHT

Principles and methods of cost accounting in the mercantile establishment and in the factory. A study of bookkeeping procedure, the forms used, and their application to practical problems. Prerequisite: Economics 14A-14B.

Spring (3). (Not offered in 1934-1935.)

### 162. Accounting Systems.

WRIGHT

The accounting systems used in various types of business and financial concerns. Some practice in devising and installing systems. Prerequisite: Economics 14A-14B.

Spring (3). (Not offered in 1934-1935.)

### 163. Machine Accounting.

WRIGHT

The application of mechanical accounting devices to accounting conditions together with a study of efficient machine methods that conform

to good accounting practice and yet meet the practical accounting requirements that are found in many classes of business. In addition to a thorough study of machine installations, the course requires considerable practice in the operation of standard accounting machinery. Prerequisite: Economics 14A-14B.

Fall (3). (Not offered in 1934-1935.)

### 171. Transportation.

CAMERON

The development of railway transportation; railroad financing; rates and rate making; government regulation; government operation of railroads during the war; recent development of motor and air transportation; current problems. Prerequisite: Economics 1A-1B.

Spring (3).

### 194. International Economic Relations.

A. G. PETERSON

A brief treatment of certain geographical, sociological, and legal phases of international relations followed by a study of the commercial and industrial basis of world economy touching upon a number of special problems involved, and supplemented by an introductory study of materials covering the processes, principles, and policies of international trade.

The course concerns itself primarily with the economic basis of international relations, but political aspects are almost constantly taken into account in recognition of the fact that international relations are frequently political in form but economic in content.

Spring (3).

### 199. Special Study.

THE STAFF

Designed exclusively for seniors with a major in economics or commerce.

Spring (2).

Economic Geography

(See Geography)

Social Economics

## LOWER DIVISION COURSES

### 10. Foundations of Civilization.

A. G. PETERSON

A survey course designed to give the student a preliminary view of selected fields of human knowledge so that he may be able to correlate for himself the knowledge which is available in artificially separated fields and may have a larger measure of unity and coherence in his college work; to aid the student to orient himself effectively and use fully in the complex social life about him; to introduce the student to sound methods of approach in dealing with the problems of civilization and to cause him to develop a scientific way of looking at himself and society; to stimulate interest and concern in the problems of the day and to arouse the student to independent and constructive thinking by bringing together the various lines of present-day thought, by offering interpretations of far-reaching and deep-moving changes in social institutions, and by calling attention to the essential unity of all knowledge and the



basic objectives common to government, industry, education, religion and other social institutions.

Fall and Spring (3).

#### 50. General Sociology.

KELLY

A study of the nature and organization of human group activity, including the relation of cultural heritage to public opinion and social change. Previous preparation in biology and psychology recommended.

Fall and Spring (3).

#### Social Psychology

(See Psychology)

#### Secretarial Training

##### A. Business Mathematics.

WRIGHT

A practical course in the mathematics of business. Development of the ability to add, subtract, and divide rapidly and accurately. A thorough study of interest, compound interest, discount, amortization tables, insurance rates, etc.

Fall (1).

##### 1A-1B. Typewriting.

AMSDEN

A rapid development of a thorough command of a keyboard by the touch method. The acquisition of speed and the artistic arrangement of type-written material with special reference to commercial forms, tabulation and billing; specifications, legal forms, and preparation of manuscripts; transcription, mimeographing, etc. Eight hours lecture and laboratory practice.

Year course (3-3).

##### 2A. Typewriting.

AMSDEN

A short course designed for those not wishing to enter the business office but desiring a knowledge of the use of the typewriter. Five hours laboratory practice.

Spring (2).

##### 3A. Office Methods and Appliances.

WRIGHT

Practice and principles of office management, including organization, arrangement, and operation. Study and use of modern office appliances, such as the multigraph, mimeograph, filing devices, calculating and book-keeping machines. Trips made to local establishments to study at first hand actual business conditions. Prerequisite: Secretarial Training 1A or its equivalent.

Spring (3).

##### 5A-5B. Stenography.

AMSDEN

An intensive course designed for the practical preparation of office secretaries. A thorough study of the Gregg System. Development of the ability to read and write shorthand rapidly and correctly, both literary

and commercial. The shorthand speed necessary to pass a civil service examination is attained by the end of the year.

Year course (5-5).

#### 6A. Advanced Stenography.

AMSDEN

Development of speed in writing and transcription. Advanced dictation on letter forms, legal forms, speeches, and literary material.

Fall (3).

### EDUCATION

#### LOWER DIVISION COURSES

##### 1. Education—Introductory Principles.

BACON, DEPUTY

An orientation course in professional education. A preliminary survey covering briefly the historical and philosophical background of the modern public school and culminating in a consideration of modern educational practice, with special reference to public and quasi public organizations which more or less directly participate in the program of education.

Not offered in 1934-1935. Upper division students who need this course to complete curriculum requirements may substitute Education 107 or S107.

##### 17. Music in the Elementary School.

L. D. SMITH

Main objectives of music teaching in the public elementary schools. Study of the child voice. Organization of song material by grades. Procedure in presenting rote songs, ear training, elementary notation, sight singing, and part singing. Conducting. Offered only to upper division students who need to complete curriculum requirements in 1934-1935. Prerequisite: Music 1A, or the equivalent.

Fall and Spring (2).

##### 19. Art in the Elementary School.

BORSUM

Discussion of the elements and principles of art and their place in the art expression and appreciation of the elementary school child. Lectures illustrated with examples of children's work and opportunity given for experience with mediums used in elementary school problems. Offered only to upper division students who need to complete curriculum requirements in 1934-1935. Prerequisite: Art 6A.

Fall and Spring (2).

#### UPPER DIVISION COURSES

##### 106. Philosophy of Education.

AULT

The fundamental biological, psychological, philosophical, social principles underlying modern education, in connection with the demands of modern society in a complex social, economic, and scientific world, with a view to the formulation of a working philosophy for the educative process. Designed as a culmination of the studies of education and its procedures. Open only to students with senior standing.

Spring (3).



107. History of Education.

AULT

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; brief reviews of the educational philosophies of the great reformers; a concluding study of the development of the American school system and of American ideals and practices in education. Only 2 units allowed for students having credit for Education S107, History of Education in the United States (offered in the summer session).

Fall (3).

108. Educational Measurements.

BROOM

A brief survey of the development of scientific measurement in the elementary school field, including an intensive study of the more reliable and valid tests of school achievement and of mental ability. Statistical training given in handling data obtained by using measurements in typical school situations, leading to a study of the uses of tests. Practice in the construction of teacher-made, objective tests in the elementary school subjects.

Fall and Spring (3).

109. Educational Administration and Supervision.

BROOM, HARDY

A survey of the systems of organization, classification, and promotion of pupils, and such problems as finance, the teaching staff, building standards, extra-curricular activities, etc. Prerequisites: Education 125, 108, or equivalents.

Spring (2).

110. Educational Organization and Supervision

BROOM

Types of supervision and methods of evaluating and improving teaching. Prerequisites: Education 125, 108, or equivalents.

(2)

111. English in the Junior High School.

F. L. SMITH

Objectives of literature and language teaching in the junior high school; criteria for selection of material; technique of classroom procedure; observation in the city schools. Prerequisite: The satisfaction of the lower division requirements in English for the teaching major in English.

Spring (2).

112. Mathematics in the Junior High School.

RICHARDS

The subject matter, management of it, and methods of teaching it in a junior high school curriculum in general mathematics. Specific problems: the application of arithmetic in current social and business life, intuitive geometry, graphic representation, the phase of algebra suitable to the junior high school pupil, preparation for senior high school mathematics. Prerequisites: Psychology 1A and a passing grade in the Fundamentals Test.

(2) (Not offered in 1934-1935. Students will substitute Mathematics 19).

114. Social Science in the Junior High School.

NIDA

The teaching of some of the elementary facts and principles of a "general" social science suited to the experience and development of the junior high school pupil, through the medium of such social studies in the junior high school curriculum as history, geography, and civics. Methods of developing a genuine and continuing interest in social and civic problems through observation and reading, discussed and illustrated. Special stress on evaluating historical and geographical material for educative purposes on this level. Prerequisites: Six units of geography and six units of history.

Fall (2).

116. Practice Teaching.

AULT AND SUPERVISORS

Systematic observation, participation and teaching under supervision in the campus training school, the Euclid affiliated city elementary school, and the junior and senior high schools of the city of San Diego and vicinity.

The general plan is for elementary school credential candidates to take, in addition to the education practicums, two hours of teaching daily in the campus training school or two and one-half hours daily in the Euclid school throughout one semester; junior high school and in the Euclid school throughout one semester; junior high school and in the Euclid school throughout one semester. For those seeking a combination of credentials, the requirements for each teaching level must be satisfied. Further information regarding this requirement should be requested of the Dean of Education when the student first registers for practice teaching.

Thirty clock hours of practice teaching will usually carry one unit of credit in the course, but the final amount of credit allowed will depend upon the character and quality of the teaching done by the student. Practice teaching requirements may be reduced for those who furnish evidence of successful public school experience.

The maximum amount of credit allowed for this course is twelve units. The universities usually reduce the amount of practice teaching credit they will allow to four units. Students planning to transfer to such institutions should be prepared to meet this reduction with an equal number of acceptable units in other courses.

No grade below a C is acceptable for credit in this course. Prerequisites: Admission to upper division teacher training; a C average in all college work and in the work of the preceding semester; three units of work in psychology. No credit will be given for this course unless registration is made in the office of the Dean of Education.

119. Art in the Junior High School.

Art curriculum planning for junior high schools and studio problems and discussion. Prerequisite: Education 19.

Spring (2). (Offered in odd-numbered years.)

120. General Science in the Junior High School.

SKILLING, M. E. JOHNSON

The content, methods, field work, text books, laboratory work, equipment, and reference reading for teaching general science in a junior



high school. Prerequisites: Eighteen units of college science including one year-course in a college biological science, Physics 2A-2B, or equivalent, and high school or college chemistry.

Spring (2). (Offered in odd-numbered years.)

#### 121. Principles of Secondary Education.

NIDA

The principles of educational science that should underlie the organization, administration and curriculum of the secondary school. Prevailing patterns of high school education; tendencies in the direction of future development. Particular attention to the method of directing learning in the secondary schools. Prerequisite: Psychology 1A. Open only to students with senior standing.

Fall and Spring (3).

#### 124. Romance Languages in the Junior High School.

PHILLIPS

A consideration of the main questions of pronunciation, grammar, composition, reading, texts, etc., as applied to teaching elementary classes in French and Spanish; the different methods; their history and value. Prerequisite: Two years of college French or Spanish.

Spring (2). (Not offered in 1934-1935.)

#### 125. The Elementary School Curriculum.

BROOM

An analytical and constructive curricular study of the subject matter taught in the elementary school, with particular emphasis on the upper elementary grades; together with an intensive study of teaching techniques in the elementary school, including observation of typical teaching procedures. The course embraces individual and group research work in curricular materials, visual aids, type lessons, and experimental studies of teaching methods.

Required of candidates for only the junior high school credential. Candidates for a combination of the elementary and junior high school credentials must register for the education practicum instead of this course. Prerequisite: Education 108, taken previously or at the same time.

Fall (3).

#### 127. Music in the Secondary School.

L. D. SMITH

Main objectives of music teaching in the public secondary schools. Organization of the chorus and glee clubs, voice testing, seating, a survey of song materials available. Organization of courses in applied music, harmony, history and appreciation.

Fall (2). (Offered in even-numbered years.)

#### 130. Educational Psychology.

BROOM

Man's equipment for learning and the learning process. Consideration given to human behavior which is fundamental to learning. The study of learning includes such topics as laws of learning, improvements in learning, remembering and forgetting in learning, and the transfer of training. Prerequisite: Psychology 1A.

Spring (3).

#### 137. Comparative Education.

AULT

School systems of England, France, Germany, and Denmark; traits of peoples; origin and development of school systems; literacy of populations; traditional influences; characteristic types of schools and educational procedures; governmental and private support; training of teachers. A knowledge of History of Education desirable but not required.

Fall (3). (Not offered in 1934-1935.)

#### 140. Elementary Educational Statistics.

BROOM

An introductory study of measures of central tendency, of variability, and of relationship which are commonly used in connection with educational work. Laboratory training in statistical method and opportunity to obtain practice in the use of calculating machines and other aids to computation. Data for statistical research taken from typical school situations. Only 2 units allowed students who have taken Economics 140.

Fall (3).

#### 145. Organization and Administration of Music Education.

L. D. SMITH

Theory of the general principles of music administration; correlation of music with the various subjects in the public schools; music tests; creative work.

Fall (2). (Offered in even-numbered years.)

#### 147. Education Practicum—Lower Levels (See description below).

#### 148. Education Practicum—Upper Levels (See description below).

##### I. Tentative Plan for 1934-1935.

In the fall semester of 1934-1935 the department will discontinue offering Education 1, 17, and 19 to lower division students and Education 125A-B, 126, and 129 to upper division students who are candidates for the elementary school credential. During the year 1934-1935, Education 17 and 19 will be offered only to upper division students who are deficient in these courses.

In place of the discontinued courses all upper division candidates for the elementary school credential will be required to take the two education practicums, neither of which is considered prerequisite to the other. The educational theory covered by the two practicums in the year 1934-1935 will be equivalent to the discontinued education courses enumerated above, plus four units of credit in practice teaching. The maximum credit allowed for either of the practicums for the year 1934-1935 is seven units.

A group of courses taken at this or another institution will not be accepted as a substitute for the educational practicums. If such independent courses have been completed previous to September, 1934, credit may be submitted to the Dean of Education and with his approval an equivalent may be allowed.

##### II. Proposed Schedule of Work in the Practicums for the Year 1934-1935.

Conferences, lectures, discussions and reports held daily by each classroom supervisor of the upper levels (fourth, fifth, and sixth grades) of



the training school at 8.10 a.m., and by each supervisor of the lower levels (first, second, and third grades) of the training school at 3.10 p.m. As part of the preparation for this work students are required to reserve two hours per week for observation under the direction of the supervisors at 9.10 a.m. on Tuesdays and Thursdays.

*Participation* for one hour daily in the activities of the pupil-group to which he is assigned will be required of each student. The hour assignment for this work will be made by the supervisor at the time the student registers for the course.

### III. Registration for Education Practicums.

The practicum courses are to be taken by the student in his junior year. Assignments will be made by the principal of the training school at the time of preregistration of upper division teacher training students.

#### 160. Vocational Education.

WRIGHT

Aims and objectives of vocational education of less than college grade.

Spring (3). (Not offered in 1934-1935.)

#### 161. Junior Business Training.

WRIGHT

The methods and content of the course in the elements of business training as offered in the junior high school. Not open for credit for those who have taken Secretarial Training 3A.

Spring (2).

#### 163. Stenography.

AMSDEN

Methods and content of courses in stenography. Prerequisite: Secretarial Training 5A.

Fall (2).

#### 164. Bookkeeping.

WRIGHT

Various types of bookkeeping method, with considerable study of content.

Fall (2).

#### 165. Typewriting.

AMSDEN

Methods in typewriting and office procedure. Prerequisite: Secretarial Training 1A.

Spring (2).

#### 170. Administration of a Visual Instruction Program.

EVANS

Supervised study and practical experience in the various phases of work in a visual instruction center. Aims to give teachers a specific knowledge of visual instruction materials and methods and to meet the needs of individuals interested in obtaining training in the administration phases of a visual instruction program to fit them for positions as directors or staff workers in the field.

The service program of a visual instruction center is studied as a collecting, selecting, organizing and distributing center for classroom illustrative materials; a teacher training and advisory bureau in the technique and correct use of visual aids; a photographic production

laboratory for making current and local illustrative materials for the curriculum; a testing division for evaluating visual equipment, standardization and upkeep of same; a center for correlating and integrating the school program with opportunities offered by other community educational institutions and organizations; an advisory department for supervising school film productions and for instructing teachers and students in the art of photography and appreciation of photoplays.

This course is given at the visual education center of the San Diego city schools and the enrollment is limited to students who have made previous arrangements with the head of the Education Department and with the instructor.

Fall and Spring (2).

#### 199. Educational Problems.

EDUCATION STAFF  
(Dean of Education in Charge)

A course for senior students in teacher training who have shown ability to work independently on educational problems. Admission only by consent of the staff. Credit and hours to be arranged.

Fall and Spring (1-3).

### ENGLISH

Lower division preparation for the presecondary major in English and for the junior certificate: English 1B-2A and six units from 52A, 52B, 56A, 56B.

Presecondary major (upper division): 24 units in upper division English to be selected and arranged under supervision of the department. Not over four units may be in composition. A reading knowledge of German or French.

### LOWER DIVISION COURSES

#### 1A. Freshman English.

ADAMS, KEENEY

The elements of composition, including drill in grammar and usage. exercises in vocabulary building and careful reading, and an introduction to the principles of effective writing.

Fall and Spring (1).

#### 1B. Freshman English.

ADAMS, KEENEY, ROGERS, F. L. SMITH, F. D. WALKER

Reading and Composition. Reading chosen from essay material of England and America since 1850. Composition stressing exposition. Prerequisite: English 1A or equivalent (as indicated by Subject A test or record from other college).

Fall and Spring (3).

#### 2A. Sophomore English.

F. D. WALKER

Reading and Composition. Reading from field of biography and memoirs. Composition stressing personal narrative and informal essay. Prerequisite: English 1B.

Fall and Spring (3).



**2B. Sophomore English.**

ADAMS

Reading and Composition. Reading from contemporary periodical literature. Composition stressing article writing of varied types. Prerequisite: English 1B.

Fall and Spring (2).

**4A-4B. Great Books.**

OUTCALT

A survey of books and bodies of literature that are significant sources or expressions of European and American culture. These include the Hebrew Bible, Greek Epic and Tragedy, Norse Eddas, and other literature of religious and communal character; and highly significant masterpieces in poetry and prose by great authors down to the nineteenth century.

Year course (3-3).

**10. Recreational Reading.**

F. L. SMITH

Development of personal tastes for leisure time reading through lectures and oral or written reports. May be taken a second time with new material.

Fall and Spring (1).

**52A-52B. Types of Literature.**

OUTCALT

Semester I: Introduction to the study of lyrical and narrative poetry; origin and elements of poetry; typical poems. Semester II: Introduction to the study of dramatic poetry and prose, the essay, novel and short story; elements, principles and characteristics; examples.

Year course (3-3).

**56A-56B. Survey of English Literature.**

KEENEY, ADAMS

The most important masterpieces of English literature from the Anglo-Saxon period through the Victorian age.

Year course (3-3).

**UPPER DIVISION COURSES**

**101. Modern Prose Fiction.**

F. L. SMITH

Recent and contemporary fiction in novel and short story, beginning with Meredith and including the best British and American fiction of today.

Spring (3).

**106A, 106B. Advanced Composition.**

F. L. SMITH

A laboratory course in modern prose writing. Semester I: Artistic narrative, with description. The short story. Semester II: The essay, the magazine article, criticism. Outside readings. Prerequisite: One year of college composition. Either semester may be taken first.

Fall, Spring (3, 3). (Not offered in 1934-1935.)

**107A, 107B. Advanced Composition.**

ADAMS

These courses, which have the same requirements as 106A, 106B, are designed for students who wish to do independent work in composition. The discussions will consider the problems of effective expression as

exhibited in the work of the members of the class. Either semester may be taken first.

Fall, Spring (2, 2).

**110. Recreational Reading.**

F. L. SMITH

An advanced course similar in character to English 10.

Fall and Spring (1).

**116. Elizabethan Literature.**

ADAMS

An introduction to the principal writers from Wyatt and More to Johnson and Bacon. Approximately equal attention is given to the non-dramatic poetry, the prose, and the drama of the period.

Fall (3). (Offered in even-numbered years.)

**117. Shakespeare.**

OUTCALT

Extensive reading of Shakespeare's plays, with special attention to a select group of the comedies and another of the tragedies. Lectures and special reports.

Spring (3).

**118. Makers of Eighteenth Century Literature.**

KEENEY

Pope, Defoe, Swift, Johnson, Goldsmith, Fielding, and their contemporaries as interpreters and teachers of their age.

Spring (3).

**119. The Romantic Poets.**

ADAMS

A study of early nineteenth century poetry; the work of Wordsworth, Coleridge, Byron, Shelley, and Keats, in relation to the thought of the revolutionary period.

Spring (3).

**121. Poetry of the Victorian Period.**

F. D. WALKER

A study of Tennyson and Browning and their contemporaries and successors, relating English poetry to nineteenth century life and thought.

Fall (3). (Offered in odd-numbered years.)

**126. Anglo-Irish Prose from Landor to Galsworthy.**

F. L. SMITH

Discussion, criticism, belle-lettres in England and Ireland from the Victorians to the late Georgians, including selections from Carlyle, Mill, Huxley, Newman, Stevenson, Pater, Shaw, Russell, West, Beerbohm, Chesterton, Inge, and others. Lectures and reports on outside reading.

Fall (3).

**130A. American Literature.**

OUTCALT

A survey of American Literature with its backgrounds from the beginning of the 19th century to about 1890. Cooper, Melville, Hawthorne, Poe, Emerson, Thoreau, Whitman, Mark Twain and others are considered and related to national development. Lectures, discussions, and reports.

Fall (3).



**130B. American Literature.**

F. D. WALKER

A survey of American literature with its backgrounds, covering the period from about 1890 to the present time. Extensive reading in recent and contemporary poetry, fiction, etc. Lectures, discussions and reports.

Spring (3).

**143. The Development of the English Novel.**

F. D. WALKER

History of the English novel from the beginnings to Hardy. Extensive reading of novels with reports. Lectures and discussion.

Fall (3). (Offered in even-numbered years.)

**151. Medieval Literature.**

KEENEY

The literature of the fourteenth century, especially the verse romances and the poetry of Chaucer.

Fall (3).

**160. Milton and Dryden.**

ADAMS

Studies in the poetry of the seventeenth century, relating it to the thought and the social life of the age.

Fall (3). (Offered in odd-numbered years.)

**Speech Arts**

**LOWER DIVISION COURSES**

**1A. Elements of Public Speaking.**

PFAFF

Training in fundamental processes of oral expression; methods of obtaining and organizing material; outlining principles of attention and delivery; extemporaneous speaking and open forum debating; practice in construction and delivery of type forms of speech.

Fall and Spring (3).

**1B. Extemporaneous Speaking (or Forum Speaking).**

PFAFF

Practice in extemporaneous speaking on subjects of current interest both national and local, with stress laid on the organization and delivery of content material. Forum discussion will provide speakers with the opportunity of assembling facts quickly to meet such questions as any audience situation might demand.

Spring (3).

**1C. Oral Interpretation.**

PFAFF

The oral interpretation of longer literary selections, both in poetry and prose; designed to assist the beginning student in drama as well as the student majoring or minoring in English literature.

Fall (3).

**1D. Advanced Interpretation.**

PFAFF

Emphasis placed on stage poise and grace with adequate attention given to variations in the presentation of literary selections. Much opportunity is provided for individual and group creative work. No prerequisite. Class limited.

Spring (3).

**20. Vocal Production.**

PFAFF

Corrective laboratory training prescribed on the basis of vocalization tests made on Edison machine. Required of education majors who fail to meet speech requirements test. Also recommended for those who plan public careers.

Fall and Spring (1).

**UPPER DIVISION COURSE**

**101B. Argumentation and Debate.**

PFAFF

Obtaining and organizing of evidence and the construction and use of the brief; study and discussion of current issues; the presentation of formal and informal debates. Attention to intramural and intercollegiate debating.

No credit for students having taken 1B previous to 1934-1935.

Spring (3).

**JOURNALISM**

(See page 92)

**FOREIGN LANGUAGES**

Lower division preparation for advanced work in a foreign language and for the junior certificate: Sixteen units of credit in the language chosen for the major. Recommended: History 4A-4B.

Lower division preparation for the presecondary group major in the Romanic languages: French A-B, C-D, and Spanish A-B, C-D.

The group major requirements are based on the assumption that the student will have taken courses in the high school equivalent to the college course in elementary French or Spanish.

Presecondary group major (upper division). Eighteen upper division units in one language or twelve units in one language and six units in the other, taken in the junior and senior years, with at least a C average in all courses.

**French**

**LOWER DIVISION COURSES**

**A-B. Elementary.**

E. M. BROWN, PHILLIPS

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 temporary prose writers; study of the principles of French prosody, with temporary prose writers. Credit not given for French A unless followed by French B. Students who have had one year of French in high school should register for French A, but will receive only two units of credit. Those who have had two years of French in high school should register for French B, in which case they will receive four units of credit.

Year course (5-5).

**C-D. Intermediate.**

E. M. BROWN, L. P. BROWN, PHILLIPS

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. Prerequisite: French B or three years of high school French, or its equivalent. Students with credit for four years of high school French, or its equivalent, should enter French D.

Year course (3-3).

### SC. Scientific.

L. P. BROWN

Readings taken from the fields of chemistry, physics, medicine, zoology, biology, etc. Outside readings of books and periodicals. Oral and written reports.

Fall (2). (Offered in 1935-1936.)

## UPPER DIVISION COURSES

### 101A-101B. Conversation and Composition.

E. M. BROWN

Prerequisite: French D, or its equivalent, with grade of C.

Year course (3-3).

### 105A-105B. Modern French Drama.

E. M. BROWN

Plays of Musset, Scribe, Augier, Dumas fils, Pailleron, Brieux, Hervieux, Maeterlinck, Rostand, and others read and discussed as to subject matter and technique. Outside reading and reports. Prerequisite: French D, or its equivalent, with grade of C.

Year course (3-3). (Offered in 1937-1938.)

### 107A-107B. Eighteenth Century Literature.

L. P. BROWN

The philosophical ideas of the century as contained in the works of Montesquieu, Voltaire, and Rousseau. The Encyclopédistes. Prerequisite: French D, or its equivalent, with a grade of C.

Year course (3-3). (Offered in 1936-1937.)

### 110A-110B. Modern French Novel.

E. M. BROWN

The French novel from Victor Hugo to the present day, including such authors as: Hugo, Dumas, Stendhal, Balzac, Flaubert, Loti, Anatole France, Bourget, Bordeaux, Bazin, Barres, Romain Rolland, A. Gide, Marcel Proust, and others. Class and outside reading and reports. Prerequisite: French D, or its equivalent, with grade of C.

Year course (3-3). (Offered in 1935-1936.)

### 111A-111B. Seventeenth Century Dramatic Literature.

E. M. BROWN

Reading in class of plays of Molière, Corneille, and Racine. Outside readings and lectures on the background of the seventeenth century in France. Prerequisite: French D, or its equivalent, with a grade of C, and upper division standing.

Year course (3-3).

## German

### LOWER DIVISION COURSES

#### A-B. Elementary.

H. K. WALKER

Pronunciation, reading and grammar, with practice in simple conversation, narration and description, both oral and written. Credit not given for German A unless followed by German B. Students who have had one year of German in high school should register for German A, but will receive only two units of credit. Those who have had two years of German in high school should register for German B, in which case they will receive four units of credit.

Year course (5-5).

#### C-D. Intermediate.

H. K. WALKER

Reading and composition; study of standard prose as basis for class work; collateral reading with written reports; German conversation, with the texts read as a basis; dictation. Prerequisite: German B or three years high school German, or its equivalent. Students with credit for four years high school German, or its equivalent, should enter German D.

Year course (3-3).

#### SC-SD. Scientific.

H. K. WALKER

Fall semester. Readings in scientific reader on chemistry, physics, etc.; occasional written reports on scientific subjects read outside of class; sight reading. Spring semester. Readings in special scientific or technical works; weekly written reports required; sight reading. Prerequisite: German SC-German B with a grade of C or three years of high school German; German SD-German C with a grade of C or four years of high school German.

Year course (2-2). (Offered in 1935-1936.)

## Spanish

### LOWER DIVISION COURSES

#### A-B. Elementary.

L. P. BROWN, PHILLIPS

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. Credit not given for Spanish A unless followed by Spanish B. Students who have had one year of Spanish in high school should register for Spanish A, but will receive only two units of credit. Those who have had two years of Spanish in high school should register for Spanish B, in which case they will receive four units of credit.

Year course (5-5).

#### C-D. Intermediate.

PHILLIPS

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. Prerequisite: Spanish B or three years of high school Spanish, or its equivalent. Students with credit for four years of high school Spanish, or its equivalent, should enter Spanish D.

Year course (3-3).

#### UPPER DIVISION COURSES

##### 101A-101B. Conversation and Composition.

PHILLIPS

Prerequisite: Spanish D, or its equivalent, with grade of C.

Year course (3-3). (Offered in 1935-36.)

##### 102A-102B. Introduction to Spanish Classics.

L. P. BROWN

Reading from several types of classical literature. *Lazarillo de Tormes*, and other novels of *Roguery*; selections from *Don Quixote*, and the *Cien Mejores Poesias Castellanas*; one drama each from the works of *Lope de Vega*, *Calderon*, *Alarcon*, and *Moreto*; collateral reading and reports. Prerequisite: A grade of C in Spanish D or permission from the instructor.

Year course (3-3).

##### 104A-104B. Spanish-American Literature.

PHILLIPS

A survey of the whole field of Spanish-American literature during the colonial, revolutionary and modern periods, with special attention during the second semester to the literature of one country. Collateral reading and reports. Prerequisite: A grade of C in Spanish D or permission from the instructor.

Year course (3-3). (Offered in 1936-1937.)

##### 105A-105B. Modern Spanish Drama.

L. P. BROWN

The development of the drama of Spain from the beginning of the nineteenth century to the present time. Prerequisite: A grade of C in Spanish D or permission from the instructor.

Year course (3-3). (Offered in 1935-1936.)

##### 110A-110B. Novel and Short Story in Spain.

L. P. BROWN

The development of the novel and short story in Spain from 1830 to the present time. Prerequisite: A grade of C in Spanish D or permission from the instructor.

Year course (3-3). (Offered in 1937-1938.)

#### General Language

#### LOWER DIVISION COURSE

##### A. Latin and Greek Word Derivation.

L. P. BROWN

A general and elementary course in philology. A study of Latin and Greek roots of most frequent occurrence in English, and of the English words derived from them. Not open to first semester freshmen.

Spring (2).

#### GEOGRAPHY

Lower division preparation for the presecondary major in geography and for the junior certificate; Geography 1, 2, 3, and Geology 1A-1B. Recommended: A reading knowledge of French or German.

Presecondary major (upper division): Twenty-four units of upper division work in geography or 18 units in geography and six units in related subjects arranged in consultation with the chairman of the department.

#### LOWER DIVISION COURSES

##### 1. Introduction to Geography; Elements.

BROOKS, CLARK, SUHL

The fundamental principles of geography, the distribution of life upon the earth, and the effects of environment upon the activities of man. Climate, land forms, bodies of water, natural resources, and location in their relation to human activities. Open to all students.

Fall and Spring (3).

##### 2. Introduction; Natural Regions and the Distribution of Population and of Cultures.

CLARK, SUHL

The application of the fundamental principles of geography to the various regions of the world. Comparison of regions with regard to different stages of development. Prerequisite: Geography 1.

Fall and Spring (3).

##### 3. Elementary Meteorology.

An elementary study of the earth's atmosphere and changes in it which produce our weather and influence human affairs. Special attention given to local conditions, instruments, and records.

(3).

#### UPPER DIVISION COURSES

##### 116. Geography of South America.

CLARK

The climate, topography, and natural resources of the South American countries; the effect of those physical factors upon the economic, commercial, and racial problems of the different nations. Prerequisite: Geography 1.

Spring (3).

##### 117. Geography of Northwestern Europe.

CLARK

The physical environment of each of the nations of the area and their reactions to physical environment in their political and social relations. Importance of the countries in manufactures. This course is planned so to familiarize the student with modern European countries that he can read current periodical literature with understanding and interest. Prerequisite: Geography 1.

Fall (3).

##### 118. Geography of the Mediterranean Area.

CLARK

A treatment of Southern Europe, Western Asia, and Northern Africa as a unit and a comparison of the land forms, climates, types of native



vegetation, cultivated crops, industrial status, and present world position; also the effect of geographic factors on the history of the area. Prerequisite: Geography 1.

Spring (3).

#### 121. Geography of North America SUHL

The natural regions of North America, their formation and economic and historical development. Prerequisite: Geography 1.

Fall (3).

#### 124. Geography of Asia. SUHL

The cultural regions of Asia, their physical environment, and historical development. Prerequisite: Geography 1.

Spring (3).

#### 135A. Geography of the San Diego Area: Rural. CLARK

Directed field work within the county designed to familiarize prospective teachers with the local area or field work and mapping of a small area and its geographic interpretation. Prerequisites: Geography 1 and 2.

Spring (2).

#### 135B. Geography of the San Diego Area: Urban. SUHL

Directed field work within the city designed to aid in teaching this region or directed field work in the analysis of urban evolution. Prerequisites: Geography 1 and 2.

Fall (2).

#### 141. Economic Geography. SUHL

A world-wide survey of the raw materials of world trade; their production and distribution as related to the major geographic regions of the world. Prerequisites: Geography 1 and 2.

Fall (3).

### GEOLOGY

#### LOWER DIVISION COURSES

##### 1A. General. BROOKS

Materials of the earth; their composition, distribution, and modification through processes both mechanical and chemical, operating upon and within the earth, with the production of varied surface conditions. Three lectures and one two-hour laboratory period weekly.

Fall and Spring (3).

##### 1B. Historical. BROOKS

Geological history of the earth from time of probable origin to the present as interpreted through lithologic and paleontologic sequence, with especial attention to North America as illustrative of earth chronology. Three lectures and one two-hour laboratory period weekly. Prerequisite: Geology 1A.

Spring (3).

#### UPPER DIVISION COURSES

##### 100. Physical Geology. BROOKS

The evolution and description of structural and topographic features of the earth. Lectures, discussions, and problems. Prerequisite: Geology 1A.

Fall (3).

##### 101. Geologic Problems. BROOKS

Directed reading from a prepared syllabus introducing the several phases of geologic literature; or geologic reconnaissance of adjacent areas with elementary mapping; or selection and preparation of materials for the departmental collections. Prerequisite: Geology 1A-1B. Registration subject to approval of instructor.

Spring (1-4).

#### GERMAN

(See Foreign Languages)

#### HEALTH AND PHYSICAL EDUCATION

(See Physical Education)

#### HISTORY

Lower division preparation for the presecondary major in history and for the junior certificate: History 4A-4B, or 8A-8B, and either Political Science 1A-1B, Economics 1A-1B, or Geography 1 and 2. No student shall enroll in more than one lower division history course during a semester. Students who wish to major in history and who have had less than two years of European history in high school must take History 4A-4B.

Presecondary major (upper division): Twenty-four units in upper division courses in history to be arranged in consultation with the chairman of the department. The student must, in his senior year, enroll in History 199.

#### LOWER DIVISION COURSES

##### 4A-4B. History of Modern Europe. LESLEY

Development of European society and institutions from about 1500 A.D. to the present time.

Year course (3-3).

##### 8A-8B. History of the Americas. NASATIR

A general survey of the history of the western hemisphere from the discovery to the present time. Emphasis on the process of planting European civilization in the new world, the international contest for the continents, the wars for independence, the development of the American republics, and their relations with each other and with the rest of the world. Based on H. E. Bolton's "Syllabus of the History of the Americas."

Year course (3-3).



## UPPER DIVISION COURSES

### 111A-111B. Ancient History.

LESLEY

Semester I: Social, economic, political, and cultural development of the Greek states with emphasis upon the growth of democracy, attempts at federal union, imperialism, and Hellenism. Semester II: Roman history from the earliest times to the beginning of the medieval period; discussions of Roman imperialism and the main constitutional, economic, social, and religious developments in the republic and the empire.

Year course (3-3). (Not offered in 1934-1935.)

### 121A-121B. Medieval History.

LESLEY

General survey of European politics and the cultural development of the Middle Ages; the antecedents of the Renaissance; development of medieval life and institutions, feudalism, the church, the universities, and intellectual tendencies. The rise of towns, of new nations, and of new thought, especially in the twelfth and thirteenth centuries. Period covered 500-1500 A.D.

Year course (3-3).

### 145A-145B. Europe Since 1789.

LESLEY

Revolutionary era; conflict of reaction and liberalism; development of nationalism, with special attention devoted to the unification of Germany and Italy; events leading up to the World War and contemporary problems of Europe resulting from that conflict.

Year course (3-3).

### 146A-146B. Diplomatic History of Europe.

LESLEY

European diplomatic and colonial policies since 1648, with detailed attention to the basic factors in international organization and procedure. During the second semester special emphasis upon the period 1870-1914.

Year course (3-3). (Not offered in 1934-1935).

### 151A-151B. England Since the Norman Conquest.

NASATIR

A survey of political and constitutional development in England since 1066, stressing the transition from medieval to modern England, Tudor despotism, the struggle for self-government under the Stuarts, the rise and development of present-day political and social institutions.

Year course (3-3).

### 156A-156B. History of British Expansion.

NASATIR

A study of the growth, development, and break-up of the older overseas empire; the beginnings of the newer empire after 1783; the rise, federation, and imperial relations of the self-governing dominions; the crown colony system; India under British rule; and British expansion in Africa and the Pacific.

Year course (3-3). (Not offered in 1934-1935.)

### 161. South America Since Independence.

NASATIR

A study of the republics of South America. Attention directed to the development of nationality in South America, the struggles for political stability, the exploitation of resources, diplomatic and commercial rela-

tions with the United States, and other international problems of South America. Survey of present-day conditions, political, economic, and social.

Spring (3).

### 163. Mexico and the Caribbean Countries.

NASATIR

Same plan in general as outlined in History 161. Special attention to the relations of the United States with these countries, and to the recent developments in Mexico.

Fall (3).

### 171A-171B. The Rise of the American Nation.

LEONARD

Semester I. English colonization in North America and the development of colonial institutions and politics. Semester II. The revolutionary movement and the Revolutionary War; the establishment of the government under the Constitution to the close of the War of 1812.

Year course (3-3).

### 173A-173B. The Expansion of the United States.

LEONARD

The rise of Jacksonian Democracy; territorial expansion and the Mexican War; the slavery controversy; the Civil War, and reconstruction; the growth and progress of the United States to the World War.

Year course (3-3). (Not offered in 1934-1935.)

### 199. Special Course for Advanced Students.

LEONARD

Required of all students with a history major in the presecondary curriculum and to be attended during the senior year. Other students may be admitted with the permission of the instructor.

Spring (2).

## HYGIENE

## LOWER DIVISION COURSES

C. E. PETERSON

### 1. Personal and Civic (Men).

An informational course in personal and community hygiene. A study of social hygiene and the hygienic principles of living. Investigations by each student of special topics which serve to vitalize the means for protecting and improving the health of the community. It is especially desirable that this course be taken in the first semester of the freshman year.

Fall and Spring (2).

TANNER

### 2. Personal and Civic (Women).

An informational course reviewing the principles underlying the improvement and preservation of personal and civic health. Social hygiene in its relations to the practical problems of young women and prospective home makers. The laws and procedures in local civic health matters of particular interest to women studied in detail. Reports following personal investigation of at least three major topics required of each member, these reports being given and discussed before the class. Required of all freshmen who are candidates for the junior certificate or the degree in the presecondary curricula.

Fall and Spring (2).



## INDUSTRIAL ARTS

### LOWER DIVISION COURSES

- 21. Descriptive Geometry.** WALLING  
Fundamental principles of descriptive geometry and their application to problems of engineering. Lectures and drafting. Prerequisite: Mechanical Drawing, and sophomore standing.  
Fall (3).
- 22. Machine Drawing.** WALLING  
Design and drawing of simple machine parts with emphasis upon the production of standard drawings. Lectures and drafting. Prerequisite: Industrial Arts 21.  
Spring (3).
- 23. Materials of Construction.** WALLING  
Structural properties and adaptability of materials used in engineering. Lectures. Prerequisite: Sophomore standing.  
Spring (2).
- 25. Elements of Electrical Engineering.** WALLING  
Mathematical and descriptive consideration of electrical circuits together with a general survey of the electrical industry. Lectures. Prerequisite: Mathematics 4A.  
Spring (3).
- 28. Elements of Heat Power Engineering.** WALLING  
Fundamental consideration of fuels, combustion, steam, boilers, furnaces, chimneys, steam engines, steam turbines and auxiliaries, internal combustion engines. Lectures. Prerequisite: Mathematics 3B, Physics 1B. Primarily for engineering students other than mechanical or electrical.  
Fall (3).
- 29. Elements of Radio Communication.** WALLING  
Theory and characteristics of fundamental radio circuits. Theory and characteristics of the vacuum tube as detector, amplifier, and generator of alternating current power. Lectures. Prerequisites: Physics 1C, Mathematics 4A or enrollment in those courses.  
Fall (3).
- NOTE.—Both Industrial Arts 28 and 29 will not be given the same year. The course with the greater demand will be the one given.

## JOURNALISM

Lower division preparation in journalism for advanced work and the junior certificate: History 4A-4B, or 8A-8B; Psychology 1A-4A; English Composition, 4 units; Secretarial Training 2A; Political Science 1A-1B or Economics 1A-1B; Journalism 51A-51B. Recommended: English Literature, 6 units; Speech Arts 1A-1B; Social Economics 50; Economics 18A-18B; Journalism 53A-53B.

For the profession of journalism introductory work in the fields of literature, history, political science, social science, economics, the arts, etc., is recommended.

The aim in the specialized courses in journalism is to offer introductory training in the principles and practices of journalistic writing only after a good foundation in correct speaking and writing English has been laid. Practical training in news reporting and editing for student publications and for the daily press is emphasized.

### LOWER DIVISION COURSES

- Journalism 51A-51B. News Gathering and Reporting.** F. L. SMITH  
Study of news sources and types; practice in news writing; newspaper organization; excursions and special lectures. Course planned for sophomores who have had English 1A-1B, with high school Journalism or equivalents.  
Year course (3-3).
- Journalism 53A-53B. Applied Journalism.** F. L. SMITH  
Credit earned for editorial or other staff work throughout a full semester on student publications such as *The Aztec*, *El Palenque*, *Del Sudoeste*.  
Fall and Spring (1 to 3-1 to 3).

### UPPER DIVISION COURSES

- Journalism 100. News and Manuscript Editing.** F. L. SMITH  
Practice in copy reading, proof reading, headline writing, and newspaper makeup. Study of editorial pages. Prerequisite: Journalism 51A-51B or equivalent in composition.  
Spring (3). (Not offered in 1934-35.)
- Journalism 153A-153B. Advanced Journalism Practice.** F. L. SMITH  
Upper division work of the same type as that in 53A-53B, but with advanced requirements.  
Fall and Spring (1 to 3-1 to 3).
- NOTE.—Not more than six units in all will be given for journalism practice on student publications.

## MATHEMATICS

Lower division preparation for the presecondary major in mathematics and for the junior certificate: Mathematics 3A-3B, 4A-4B. With permission of the department, 7A-7B may replace 3A-3B. Recommended: Physics, Surveying, Descriptive Geometry, Astronomy and a reading knowledge of French and German.

Presecondary major (upper division): Twenty-four units of upper division work in mathematics, or 18 units in mathematics and six units in closely related subjects, arranged in consultation with the chairman of the department. Mathematics 111, 112, and 119 should be included in every major. Related courses offered by other departments include Statistical Methods (Economics 140), Mathematics in the Junior High School (Education 112), and certain upper division courses in chemistry and physics.



## LOWER DIVISION COURSES

- 1. Elementary Functions.** GLEASON  
Algebra, numerical trigonometry, functions and graphs. Prerequisites: Plane geometry and one year of high school algebra.  
Spring (3).
- 2. Mathematics of Investment.** WRIGHT  
Interest and annuities; amortization; sinking funds; valuation of bonds; depreciation; mathematics of building and loan associations; mathematics of life insurance. Prerequisites: Mathematics 1, or trigonometry and two years of algebra in high school, or equivalent.  
Fall (3).
- 3A-3B. Analytic Geometry and Calculus.** LIVINGSTON, WALLING  
Analytic geometry and differential calculus, together with an introduction to the integral calculus. Prerequisites: Trigonometry, plane and solid geometry, and two years of algebra in high school.  
Year course (3-3).
- 4A-4B. Intermediate Calculus.** GLEASON, LIVINGSTON  
Integration, partial differentiation, infinite series and introduction to differential equations. Prerequisite: Mathematics 3A-3B, or a high grade in 7A-7B.  
Year course (3-3).
- 7A-7B. Introduction to Analysis.** LIVINGSTON  
Trigonometry, analytic geometry, differential calculus, introduction to integral calculus. Prerequisites: Plane geometry and one and one-half years of high school algebra.  
Year course (4-4).
- 10. Appreciation and History of Mathematics.** THE STAFF  
Recreational reading in the history and philosophy of mathematics.  
Spring (2). (Not offered in 1934-1935.)
- 19. Foundations of Arithmetic.** GLEASON  
A connected idea of the subject of arithmetic. Beginning with counting, the number system is developed and the four fundamental operations extended accordingly. Applications are made in the fields of commerce and science. Prerequisite: Sophomore standing.  
Fall (3).

## UPPER DIVISION COURSES

- 102. Elementary Algebra for Advanced Students.** GLEASON  
Selected topics viewed from the standpoint of higher mathematics. Prerequisites: Introductory courses in analytic geometry and calculus.  
Fall (3).

- 104. History of Mathematics.** GLEASON  
A nontechnical course open to students who have some knowledge of the fundamental ideas of mathematics.  
Fall (3). (Not offered in 1934-1935.)
- 105. Modern Geometry.** LIVINGSTON  
The geometry of the circle and the triangle. Prerequisite: Mathematics 3A-3B or 7A-7B.  
Fall (3). (Not offered in 1934-1935.)
- 106. Projective Geometry.** LIVINGSTON  
The construction and study of conic sections by means of perspectives, poles and polars, and involutions. Prerequisite: Mathematics 105, or permission of the instructor.  
Spring (3). (Not offered in 1934-1935.)
- 111. Theory of Equations.** LIVINGSTON  
General solutions of algebraic equations; approximate numerical solutions; applications. Prerequisite: Mathematics 3A-3B or 7A-7B.  
Fall (3).
- 112. Analytic Geometry of Space.** LIVINGSTON  
Planes, lines, and quadric surfaces. Prerequisite: Mathematics 111, or permission of the instructor.  
Spring (3).
- 119. Differential Equations.** GLEASON  
Ordinary differential equations of first and second order, with applications. Prerequisite: Mathematics 4B or permission of instructor.  
Spring (3). (Not offered in 1934-1935.)
- 124. Vector Analysis.** GLEASON  
Vector analysis and allied topics with applications to geometry and mechanics. Prerequisite: Mathematics 4B, or permission of instructor.  
Spring (3).

## MUSIC

For course in preparation for Public School Music teaching, refer to curriculum in Music Education, page 40.

Lower division preparation for the presecondary major in music and for the Junior certificate: Music 1A-1B, 2A-2B, 4A-4B, and two units of the elective in music. The electives in both lower and upper division must include at least six units in Applied Music (study of voice, or an instrument), of which at least three units must be in piano. Upper division credit will not be given for beginning work in Applied Music. (For restrictions on applied courses, see page 49.)

Presecondary major (upper division): Music 103A-103B, 105A-105B, 107A-107B, 108, and 12 units of upper division elective courses in music. (See statement concerning Applied Music under lower division requirements.)

For information regarding majors and minors in music, and other details not found here, consult the Music Education Adviser.



## LOWER DIVISION COURSES

### 1A. Music Reading and Ear Training—Fundamentals of Music.

BEIDLEMAN, L. D. SMITH, SPRINGSTON

Elementary music theory; scale construction; drill in music reading both with syllables and with words; ear training, elementary music dictation; the elements and materials of music. Basic course used as prerequisite for all advanced music work and for the courses in music education. Text—Gehrken: Fundamentals of Music. Students majoring in music may be exempted from this course by examination.

Fall and Spring (2).

### 1B. Music Reading and Ear Training.

L. D. SMITH

Tonal and rhythmic dictation, rhythmic writing, sight singing with Latin syllables and with words. Text—Wedge: Ear Training and Sight Singing. Prerequisite: Music 1A, or the equivalent.

Spring (2).

### 1C-1D. Advanced Music Reading and Ear Training.

L. D. SMITH

Tonal and rhythmic dictation, rhythmic writing, and sight singing in two and three parts. Text—Wedge: Advanced Ear Training and Sight Singing. Prerequisite: Music 1A-1B.

Year course (2-2).

### 1E. Advanced Music Reading and Ear Training.

L. D. SMITH

Advanced tonal and rhythmic dictation, rhythmic writing, and sight singing in two, three, and four parts. Prerequisite: Music 1C-1D.

Fall (2). (Offered in odd-numbered years.)

### 2A-2B. Appreciation and History of Music.

SPRINGSTON

How and of what music is made. How to listen to, enjoy, and appreciate it. The development of music from the earliest times, with a particular effort to gain some acquaintance with the music of the various periods and composers by listening to examples of it. Illustrated with numerous phonograph records. A general fundamental, and nontechnical course, requiring no previous musical training or background.

Year course (2-2).

### 4A-4B. Elementary Harmony.

SPRINGSTON

Scale construction, intervals, chords, structure, modulation, through various types of seventh chord. Especial attention is paid to the keyboard application of problems in harmonization, transposition, and modulation. Prerequisites: Music 1A, or the equivalent, and at least one year of piano study.

Year course (3-3).

### 19. Instrumental Ensemble.

BEIDLEMAN

The practice and performance of music for small groups of string, wind, and brass instruments.

Fall and Spring (1)

### 20. Vocal Ensemble and Chorus.

L. D. SMITH

A general course open to all students but one which may be offered by music students toward satisfying the requirement in vocal ensemble. Mixed harmony in two, three, and four parts; voice quality; phrasing, interpretation, and enunciation considered in detail; study of song material suitable for junior and senior high school.

Fall and Spring (1).

## UPPER DIVISION COURSES

### 103A-103B. Appreciation and History of Music—Great Music.

SPRINGSTON

Study of the great masterpieces of music in the larger forms, by means of phonograph records and scores. Prerequisite: Music 2A-2B, or 4A-4B, or equivalent.

Year course (1-1).

### 105A-105B. Advanced Harmony.

BEIDLEMAN

Completion of harmonic theory; modulation, inharmonic tones, etc. Continuation of harmonic analysis, and keyboard harmony. Melody writing. Prerequisite: Music 4A-4B.

Year course (3-3).

### 107A. Conducting.

BEIDLEMAN

The technique of the baton. Methods and materials for use in directing choral organizations. Prerequisite: Music 1A-1B, or 4A-4B.

Fall (1).

### 107B. Conducting (Instrumental).

BEIDLEMAN

Theory and practice of instrumental conducting, with study of materials and methods. Taught in conjunction with, and requiring participation in, Instrumental Ensemble (Music 119). Prerequisite: Music 107A.

Fall and Spring (1).

### 108. Instrumentation.

BEIDLEMAN

Theory and practice of arranging music for instrumental combinations. Prerequisite: Music 4A-4B.

Spring (2).

### 110A-110B. Piano Class Principles.

SPRINGSTON

Materials and methods used in piano classes in the elementary schools. Prerequisite: At least two years of piano study.

Year course (1-1), beginning either semester.

### 119. Instrumental Ensemble.

BEIDLEMAN

(See Music 19.)

### 120. Vocal Ensemble and Chorus.

L. D. SMITH

(See Music 20.)



## MUSICAL ORGANIZATIONS

11 or 111. Treble Clef (Women's) Glee Club. L. D. SMITH  
Membership based on competitive try-outs.  
(1-1).

12 or 112. Men's Glee Club. BEIDLEMAN  
Membership based on competitive try-outs.  
(1-1.)

13 or 113. Orchestra. BEIDLEMAN  
(1-1.)

### Applied Music

Credit for applied music is available only for students majoring in music, and is subject to special permission and arrangement.)

15 or 115. Stringed Instruments.

16 or 116. Wind Instruments.

17 or 117. Voice.

18 or 118. Piano (Organ).

## PHILOSOPHY

### LOWER DIVISION COURSES

5A. Introduction to Philosophy. STEINMETZ  
Elementary orientation; the persistent problems of philosophy, especially in epistemology, metaphysics, and ethics; the Republic of Plato, and social systems. Prerequisite: Sophomore standing or consent of instructor.  
Fall (3).

5B. The Philosophy of Science. STEINMETZ  
The problems of philosophy systematized according to related sciences; their achievements and perplexities; politico-economic movements; technology in modern civilization. Prerequisite: Philosophy 5A, except that sophomores planning to major in natural science may be admitted without prerequisite.  
Spring (3).

### UPPER DIVISION COURSES

105B. The Philosophy of Science. STEINMETZ  
Same as Philosophy 5B, save that upper division students will be held to more exacting contribution.  
Spring (3).

120. Logic, and Philosophy of Mind. STEINMETZ  
Formal and functional logic; examination of reflective procedures in various fields; epistemological assumptions and traditional viewpoints,

especially as illustrated in recent scientific writings; review of some psychological, experimentally supported explanations of thought. Prerequisites: Psychology 1A and Philosophy 5A.

Spring (3). (Offered in even-numbered years.)

## PHYSICAL EDUCATION

### Men's Department

A two-hour activity course each semester is required for the two years of lower division. A medical examination is given each student when entering and the work is fitted, as far as possible, to his needs. Physical efficiency tests are given at the beginning in order to classify the student as to his physical ability. The content of the required two years is planned to give each student fundamental training in those sports which have carry-over value into after life. Opportunity is given all students to take part in the regular competitive sports program.

### LOWER DIVISION COURSES

1A-1B. Freshman activity.

Year course, beginning either Fall or Spring (1-1).

1C-1D. Sophomore activity.

Year course, beginning either Fall or Spring (1-1).

Class sections are so arranged that the student may choose the activity he is most desirous of learning. Fundamentals of the sports listed are taught during the class hour. Each student must choose different activities for three of the four semesters required.

2A or B. Golf. Spring (1).

3A or B. Track. Spring (1).

4A or B. Baseball. Spring (1).

5A or B. Basketball. Spring (1).

6A or B. Tennis. Fall and Spring (1).

7A or B. Boxing. Fall and Spring (1).

8A or B. Wrestling. Fall and Spring (1).

9A or B. Fall Track. Fall (1).

10A or B. Swimming. Spring (1).

11A or B. Fencing. Fall and Spring (1).

13A or B. American Football. Fall (1).

14A or B. Gymnastics. Spring (1).

The following courses fulfill degree requirements for physical education majors and meet state requirements for teaching credentials in physical education.



#### 54. Administration of Physical Education. GROSS

The problems that arise in the everyday experience of the instructor in physical education, such as policies in administration, classification of students, administration of activities, organization of the leadership of students, arrangement and care of the physical equipment, personal relationships with students, interdepartmental adjustments, rolls, records and reports. Material presented in latest State Department Manual used as basis.

Fall and Spring (2).

#### 62A. Gymnastic Activities. C. E. PETERSON

Theoretical and practical work in marching, free exercises, and light and heavy apparatus. Emphasis on progression and method of presenting material. The simplest and most explanatory terminology. Prerequisite: Sophomore standing.

Fall (2).

#### 62B. Gymnastic Activities. C. E. PETERSON

Acquisition of proficiency in the performance of a great group of gymnastic stunts always popular in the gymnasium and on the playground. Work of the recreational or self-interesting type rather than the formal. Tumbling, stunts, and pyramid building given chief attention, although games of low organization are also considered. Prerequisite: Sophomore standing.

Spring (2).

### UPPER DIVISION COURSES

#### 101. Emergencies. GROSS

The accepted procedure in meeting the emergencies which daily arise in schoolroom, play or athletic field, beach, mountains, or any of the many places where the physical director is called on for first aid. Special attention given to the arrangement of the apparatus and the activities so that many of the most common accidents are prevented or minimized.

(1)

#### 151. Health Education.

(See Women's Department.)

Fall and Spring (2).

#### 155. Applied Anatomy. C. E. PETERSON

Mechanics of the human skeletal and muscular systems and their actions in games, formalized activities, and general body movements; mechanical strength and durability as influenced by anatomical factors.

(2). (Offered in alternate years.)

#### 156A. Sports Methods. C. E. PETERSON AND STAFF

Different theories and methods of teaching the more highly organized sports: baseball, basketball, tennis, and track.

Fall (2).

#### 156B. Sports Methods. C. E. PETERSON AND STAFF

Methods of teaching those sports most adaptable to intramural and interclass competition: golf, handball, soccer, speedball, and volley ball.

Spring (2).

#### 166. Technique of Officiating. GROSS

Methods of officiating all the sports common to the school or college program; also methods of training student officials. Practice in the handling of elementary, junior high, high school, and interclass college competition.

Fall (1).

#### 169. Technique of Teaching Activities. PHYSICAL EDUCATION STAFF

Directed leadership in activities. A course preliminary to practice teaching in which students are given opportunity to develop leadership and teaching technique.

Spring and Fall (1½ or 3).

#### 171. Community Recreation. C. E. PETERSON

Planned to meet the needs of the various workers in community playground systems apart from schools, as well as the needs of directors of play and recreation in social service institutions, industrial plants, shops, and factories. Special attention given to scout and campcraft.

Spring (2).

#### 172. Principles of Physical Education. HERREID

The material which seeks to establish the place of physical education and to indicate its indispensable character in modern life.

Fall (2). (Offered in alternate years.)

#### 179. Physical Education Tests and Measurements.

(2).

#### 180. American Football. HERREID

Theory and practice of individual and team play. Each student taught the fundamentals of football. Two hours of lecture and three hours of laboratory.

Fall (2).

### PHYSICAL EDUCATION

#### WOMEN'S DEPARTMENT

All new students are given a medical examination to the end that the physical needs of each student may be determined and her work planned accordingly. Two hours weekly of directed physical activity are required in freshman and sophomore years. Emphasis is upon rhythmic activities, games, and sports. In order to meet this requirement, students taking the curriculum leading to the A.B. degree with an elementary credential must take Physical Education 36A-36B, 37, and 38A. Those seeking the junior certificate or the degree in any of the presecondary curricula or the degree with the junior high school credential or with a special credential in art, commerce, or music, are required to take the Physical Education 36A-36B, 38A-38B.



## LOWER DIVISION COURSES

**36A. Rhythmics, Group Games, Stunts.** TANNER  
Fall and Spring ( $\frac{1}{2}$ ).

**36B. Athletic Games.**  
Fall and Spring ( $\frac{1}{2}$ ).

**37. Game and Rhythmic Activities.** TANNER  
Prerequisite: Physical Education 36A-36B.  
Fall and Spring ( $\frac{1}{2}$ ).

**38A. Recreational Activities (Elective).** TANNER  
Dancing, folk dancing, rowing, stunts, golf, horseback, swimming, tennis, or seasonal sports.  
Fall and Spring ( $\frac{1}{2}$ ).

**38B. Recreational Activities (Elective).** TANNER  
Golf, horseback, swimming, tennis, or seasonal sports; or any one of the following that was not chosen in Physical Education 38A; dancing, folk dancing, rowing, or stunts.  
Fall and Spring ( $\frac{1}{2}$ ).

**53. Physical Education in the Elementary School.** TANNER  
Physical education problems, administration of tests, methods of classifying children for play activities, developing leaders, and carrying on intramural ideals. Particular attention given posture problems. The content of the state program in physical education forms the basis of the course. Prerequisite: Physical Education 37 must precede or accompany.  
Fall and Spring (2).

**\*55. Swimming.**  
A. Beginning or intermediate ( $\frac{1}{2}$ ).  
B. Red Cross Life Saving Test ( $\frac{1}{2}$ ).  
Required of all freshmen women majoring in physical education.

**\*56. Tennis.**  
Required of all sophomore women majoring in physical education. Tests given on playing skills and knowledge of teaching technique.  
( $\frac{1}{2}$ ).

**\*57. Golf.**  
Required of all women majoring in physical education.  
( $\frac{1}{2}$ ).

**58. Rowing.**  
No credit.

\* Women majoring in physical education are expected to select one yearly sport as a major activity and two others as minors. This requirement refers to rules, teaching methods, and technique of playing, as well as to the skills of the individual.

## UPPER DIVISION COURSES

### 102. Emergency and Safety Programs.

Means by which the number of accidents, especially among children, may be reduced on street, playground, or at home; practical application of first aid methods. Of value to classroom teachers as well as to specialists in physical education.

(1).

### 151. Health Education. TANNER

A course for teacher-training students which includes the study of the diseases, common physical defects, and health indices of school children; the detection and control of communicable diseases which may appear in the school; and the elements which underlie a health education program. Methods of presenting personal and group health to children of different ages. Hygiene of the schoolroom, such as seating, lighting, and ventilation.

Fall and Spring (2).

### 153. Administration of Secondary Physical Education. TANNER

Study of department organization and procedures with practical experience in administration. The college department and like departments in high schools serve as laboratories. Open only to seniors majoring in physical education.

(2).

### 154. Applied Anatomy. TANNER

A study of the movements of the human body with especial reference to the physical activities and capacities of girls and women.

(2).

### 157A-157B. Sports Methods.

Practice for skill, study of rules, and of coaching methods. Prerequisite: A season's experience in at least four of the following sports—volley ball, basketball, hockey, speedball, soccer, baseball, tennis, and track activities.

Year course (2-2).

### 158. Stunts and Tumbling.

A practical course in personal technique. Progressive series of individual, dual, and group stunts, including simple pyramids.

( $\frac{1}{2}$ ).

### 160. Formalized Activities. TANNER

The scientific adaptation of formalized exercises to individuals and to groups; an activity and methods class with opportunity for supervised practice teaching; elementary exercises on apparatus.

(2).

### 161. Folk Dancing.

A series of folk and national dances for elementary and junior high



schools. Emphasis placed on methods of presentation as well as upon ability to execute the various dances. Note books required.

(2).

#### 164. Dance Activities.

A course introductory to dramatic expression, interpretative, character, and tap dancing, particularly adapted to elementary and junior high schools.

(2).

#### 169. Technique of Teaching Activities.

Observation, lesson planning, and teaching of college classes.

Fall and Spring (3).

#### 170. Recreational Leadership.

TANNER AND STAFF

Fundamentals of recreational leadership developed by instruction in Scout craft, Camp Fire lore, Girl Reserve activities, the study of school recreational needs and facilities, and of civic recreation.

(2).

#### 173. Principles of Physical Education.

TANNER

The relation of physical education to other phases of education, with emphasis upon health and social adaptation.

(2).

#### 174. Campcraft.

TANNER AND STAFF

The technique of life in open camp developed by camp experience, preceded by study of selection of equipment, proper outfitting clothes, tents, making beds in the open, making camp fires, camp cooking, and camp recreations. Enrollment only by permission of the instructor.

(2).

#### 175. Current Problems in Physical Education.

TANNER

The latest phases of general physical education; problems particularly related to the work with younger children, girls, and college women; the responsibility of the physical instructor toward emergencies and health service. Open only to seniors majoring in physical education.

(2).

#### 177. Individual Program Adaptations.

TANNER

Adjustments of the physical education program to the physical needs and capacities of individuals; problems concerning protective and preventive measures which are not highly specialized corrective phases.

(2).

#### 178A-178B. Camp Fire and Girl Scout Leadership.

The principles and procedures fundamental to leadership in these two important organizations for girls taught by authorized local directors. Useful to college women interested in recreational aspects of social service. Open to all students.

A. Camp Fire Leadership (1).

B. Girl Scout Leadership (1).

## PHYSICS

Lower division preparation in physics for advanced work and for the junior certificate: Required: Physics 1A-1B and 1C-1D; Chemistry 1A-1B; Mathematics 3A-3B and 4A-4B, or their equivalents. Recommended: A reading knowledge of French and German.

### LOWER DIVISION COURSES

#### 1A-1B. General.

MOE

Mechanics, properties of matter, and heat. A development of the fundamental ideas which underlie the subject of physics, and the application of them in the discussion of practical problems. Lectures, text assignments, problem sets, and experimental laboratory work. Two lectures, and one laboratory period each week. Prerequisites: High School physics or chemistry and trigonometry.

Year course (3-3).

#### 1C-1D. General.

BAIRD

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

Year course (3-3).

#### 2A-2B. General.

BAIRD

Properties of matter, mechanics, heat, sound, light, electricity, and magnetism. A nonengineering course. Lectures, demonstrations, and discussions. Prerequisite: Two years of high school mathematics.

Year course (3-3).

#### 3A-3B. Physical Measurements.

MOE

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

Year course (1-1).

### UPPER DIVISION COURSES

#### 105A-105B. Analytical Mechanics.

MOE

Treatment of fundamental principles of statics, kinematics and dynamics of particles and rigid bodies. Prerequisites: Physics 1A-1B or 2A-2B and a working knowledge of calculus.

Year course (3-3). (Offered in even-numbered years.)

#### 106. Optics.

BAIRD

Refraction, color, interference, diffraction, polarization, radiation, and optical instruments.

Fall (3). (Offered in even-numbered years.)

#### 107A-107B. Electrical Measurements.

BAIRD

Devoted mainly to the study of potentiometer methods, capacity,



inductance, resistance, and magnetic flux. Two lectures and one laboratory period each week. Prerequisite: Eight units in physics.

Year course (3-3). (Offered in odd-numbered years.)

#### 108. Modern.

BAIRD

An introductory survey of the problems of modern physics. Theories of atomic structure and series in optical spectra, radioactivity, conduction of electricity through gases, radiation and the quantum theory. Prerequisite: Eight units in physics.

Spring (3). (Offered in odd-numbered years.)

#### 112. Advanced Heat.

MOE

Thermal properties of matter. An introduction to the kinetic theory of gases and the laws of thermodynamics. Prerequisites: Eight units in physics and a working knowledge of calculus.

Spring (3). (Offered in even-numbered years.)

#### 114. Wave Motion and Sound.

A study of wave motion and its applications to sound production and transmission. The principles of musical instruments and architectural acoustics.

Prerequisite: Eight units of physics.

Fall (3). (Offered in odd-numbered years.)

#### 199. Special Study.

BAIRD, MOE

Reading or work on special problems in physics. Admission by consent of the instructor. Credit and hours to be arranged in each case. Open to students who have completed at least eight units of work in the department with grade of A or B.

Fall and Spring (1 or 2—1 or 2).

### POLITICAL SCIENCE

Lower division preparation in political science for advanced work and for the junior certificate: Political Science 1A-1B and Economics 1A-1B or History 4A-4B or Geography 1 and 2. High school civics is presupposed in the following courses:

#### LOWER DIVISION COURSES

##### 1A-1B. Comparative Government.

LEONARD

A comparative study of typical European governments and the government of the United States. Semester I: England, France, Germany, Italy and Switzerland. Semester II: The lesser European states and the United States.

Year course (3-3).

### UPPER DIVISION COURSES

##### 101. American Institutions.

LEONARD

Origins and principles of the United States Constitution, and a survey of the political institutions which have developed under it.

Prescribed by the State law for all candidates for the bachelor's degree. Enrollment is limited to juniors and seniors, except with the consent of the instructor. Attention is called to the fact that this course is offered only during the Fall semester.

Fall (2).

##### 111. Theory of the State.

LEONARD

The nature of the State, its organization and activities, and its relation to individuals and to other states.

Fall (3).

##### 113. American Political Ideals.

LEONARD

Underlying theories and principles of American governmental policy.

Spring (3).

##### 151. Governmental Organization in the United States.

LEONARD

Origins; the federal system; organization, powers and functions of the executive, legislative, and judicial branches of the National government and expansion of its activities; the party system.

Fall (3). (Not offered in 1934-1935.)

##### 152. Popular Government in the United States.

LEONARD

Development of the means for democratic control of government in the United States: the history, motivation, methods and control of political parties; party machines; election systems; influence of minority groups; the lobby; the press.

Spring (3). (Not offered in 1934-1935.)

### PSYCHOLOGY

Lower division preparation in psychology for advanced work and the junior certificate. Required: Psychology 1A-1B, Zoology 1A-1B, or Biology 10A-10B, Philosophy 5A-5B. Recommended: French, German, Chemistry, Physics, and Anthropology.

#### LOWER DIVISION COURSES

BELL, STEINMETZ

##### 1A. General.

An elementary survey of normal adult psychology, focused upon personality; the subjective and objective aspects of behavior; use of a work book assures individual participation and contribution. Furnishes basis for all other courses in psychology. No prerequisites except sophomore standing.

Fall and Spring (3).



# **1B. General.**

BELL, STEINMETZ

Systematic psychologies, problems of development and of malfunction. Extensive readings of experimental studies; one thorough study required of each student. Prerequisite: Psychology 1A.

Spring (3).

# **4A. Applied.**

BELL

Applications of psychology to problems of the individual in learning, making social adjustments, choosing a vocation, developing desirable personality traits, and achieving success and happiness. Survey of psychology as applied in business, education, music, art, speaking, writing, and in the professions. No credit for those who have had Psychology 2B. Prerequisite: Psychology 1A. Recommended: Psychology 1B.

Fall (2).

# **4B. Psychology Applied in Business.**

BELL

Applications of psychology to a wide range of problems encountered by the man in business. Motives, attitudes, habits, and traits in their relation to behavior of employer, employee, and executive. Advertising, salesmanship, and problems of selecting, placing and increasing the efficiency of employees. Prerequisite: Psychology 1A. Recommended: Psychology 1B.

Spring (2).

## **UPPER DIVISION COURSES**

# **102. Genetic (Growth and Development of the Child).**

BELL, STEINMETZ

The mental and physical growth and development of the child, especially with relation to norms of structure and function. Diagnosis of individual children by comparison with norms. Behavior problems and the growth of personality traits as conditioned by physical and mental factors. An intensive study of one child presenting a problem of physical or mental maladjustment made by each student. Prerequisite: Psychology 1A.

Fall and Spring (3).

# **105. Mental Testing.**

BELL

A brief history of intelligence testing and the fundamental assumptions underlying the construction of tests. The Stanford revision of the Binet-Simon test illustrated by demonstrations. Each student required to give at least 20 individual tests. Group intelligence tests discussed and demonstrated. The nature of intelligence and skill in testing it and interpreting results. Prerequisites: Psychology 1A and Education 108. Recommended: Psychology 102, Education 140.

Fall (3).

# **118. Mental Hygiene.**

BELL

A study of mental health, or the normal mind; factors which contribute to, or disturb integration. Forms of maladjustment and their treatment. Prerequisite: Psychology 1A.

Fall (2).

# **120. History of Psychology.**

BELL, STEINMETZ

Historical development of psychology out of mental philosophy; sensationism; the body-mind problem; associationism; structuralism; functionalism; rise of the schools and experimental procedures. Prerequisites: Psychology 1A, 1B.

Fall (2). (Offered in even-numbered years.)

# **140. Contemporary Psychology.**

STEINMETZ

Psychoanalysis, behaviorism, and Gestalt psychology; the modern eclectic viewpoint; non-Aristotelian speculation; factor analysis; characteristic British, French, German, and American contributions; outstanding problems, publications and fields. Prerequisites: Psychology 1A, 1B, 120, or other upper division work in the department provided instructor and head of the department consent.

Spring (2). (Offered in odd-numbered years.)

# **145. Social.**

BELL

Personality as it develops in relation to social environment. Suggestion, imitation, leadership, the crowd, public opinion, social control, prejudice, propaganda, sex differences, race differences, etc. Prerequisite: Psychology 1A.

Spring (3).

# **160. Experimental: Psychology of Learning.**

BELL, BROOM

Preparatory study of learning, including such topics as laws of learning; improvement in learning; remembering; and forgetting; fatigue; and transfer of training. Extensive reading in reports of experimental studies in learning. Individual experimental work required of each student. Prerequisites: Psychology 1A, 1B. Recommended: Education 130.

Spring (3).

Educational Psychology. See Education 130.

Educational Measurements. See Education 108.\*

## **SPEECH ARTS** (See English)

## **SURVEYING** LOWER DIVISION COURSE

GLEASON

# **1A-1B. Plane Surveying.**

Use and adjustment of surveying instruments, computations and map-making, together with a study of land, topographic, city, and mine surveying. Two instruction periods and one three-hour period for field

\* Students taking a curriculum in which Education 108 is required, must substitute another three-unit course in education, if they wish to count Education 108 in a psychology minor.



work and mapping each week. Prerequisite: Trigonometry and Mechanical Drawing, and sophomore standing.

Year course (3-3).

## ZOOLOGY

(See Biological Sciences)

## INDEX

	Page
Administration and Supervision Credentials.....	45
Admission Requirements—	17
General .....	18
Advanced Standing .....	17
Freshman Standing .....	18
Special Standing .....	56
Agriculture .....	28
Alumni Association .....	56
Anthropology .....	57
Art, Courses in .....	37
Art, Special Credential in .....	60
Astronomy .....	21
Auditors .....	61
Biological Sciences .....	61
Biology .....	61
Botany .....	15
Buildings and Equipment .....	2
Calendar .....	16
Calendar and Registration .....	21
Changes in Registration .....	65
Chemistry .....	24
Classification .....	14
Climate .....	20
College Aptitude Test .....	38
Commerce, Special Credential in .....	14
Culture and Recreation .....	47
Curricula or the A.B. Degree—Presecondary .....	54
For Junior Certificate .....	47
Curriculum for the A.B. Degree with—	33
Elementary School Credential .....	35
Junior High School Credential .....	37
Special Credential in Art .....	38
Special Credential in Commerce .....	40
Special Credential in Music .....	42
Special Credential in Physical Education (Men) .....	44
Special Credential in Physical Education (Women) .....	29
Special Credential in Physical Education (Women) .....	45
Degree Requirements—Curricula with Teaching Credentials .....	26
Diploma of Graduation .....	67
Disqualification .....	73
Economics .....	33
Education .....	79
Elementary School Credential .....	20
English .....	15
English Composition Test .....	26
Euclid School—Affiliated Practice School .....	26
Examinations—	26
At Special Times .....	26
Conduct of .....	4
Special .....	21
Faculty .....	83
Fees .....	83
Foreign Languages .....	20
French .....	86
Fundamentals Test .....	87
General Language .....	88
Geography .....	85
Geology .....	25
German .....	89
Grade Points .....	13
Health and Physical Education .....	89
Historical Sketch .....	91
History .....	91
Hygiene .....	91



INDEX—Continued

	Page
Industrial Arts .....	92
Journalism .....	92
Junior Certificate .....	47, 54
Junior High School Credential .....	35
Late Registration .....	20
Living Expenses .....	22
Loan Funds .....	22
Lower Division Courses (definition) .....	55
Mathematics .....	93
Matriculation .....	19
Matriculation Recommendations for Certain Curricula .....	18
Music, Courses in .....	95
Music, Special Credential in .....	40
Officers for Consultation .....	24
Organizations .....	28
Philosophy .....	98
Physical Education, Courses for—	
Men .....	99
Women .....	101
Physical Education, Special Credential in the—	
Men's Department .....	42
Women's Department .....	44
Physical Examination .....	20
Physics .....	105
Placement Service .....	27
Political Science .....	106
Practice Teaching, Eligibility for .....	26
Presecondary Degree .....	47
Probation and Disqualification .....	26
Psychology .....	107
Registration .....	20
Residence .....	24
Routine and Procedure .....	16
Scholarship, Grades and Grade Points .....	25
Scholarships and Prizes .....	23
Secretarial Training .....	72
Self-Help and Loan Funds .....	22
Social Economics .....	71
Spanish .....	85
Speech Arts .....	82
Standards of Health, Scholarship, and Character .....	15
Study-Lists Limits .....	25
Supervision Credential .....	45
Surveying .....	109
Tests .....	20
Units of Work and Study-Lists Limits .....	25
Upper Division Courses (definition) .....	55
Upper Division Teacher Training, Admission to .....	29
Withdrawals from Class .....	27
Zoology .....	63