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1923-1924

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SACRAMENTO, 1923

27538

STATE TEACHERS COLLEGE OF SAN DIEGO

Administered Through

DIVISION OF NORMAL AND SPECIAL SCHOOLS

OF THE

STATE DEPARTMENT OF EDUCATION

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FACULTY, 1922–1923

EDWARD L. HARDY, President. School Administration. B.L., University of Wisconsin; M.A., University of Chicago; study of European secondary schools, 1898–1899; Principal San Diego High School, 1906–1910. (Appointed September 1, 1910.)

*ARTHUR G. PETERSON, Dean of Junior College. Economics and Sociology. A.B., College of the Pacific; M.A., Stanford University; Vice Principal San Diego High School and Director of Junior College, 1919, 1920, 1921. (Appointed September 1, 1921.)

MRS. ADA HUGHES COLDWELL, Dean of Women, Head Department of Household Economies. Special study, Europe, 1899–1900; special student in Domestic Science, Teachers College, Columbia University, New York City, 1907. (Appointed June, 1907).

**GERTRUDE LAWS, Director of Education, Practice Teaching and Supervision. Graduate, State Normal School, San Diego; B.A., Stanford University; Departmental Teacher, City Schools of San Diego; Class Supervisor and Principal of Training School, State Normal School of San Diego; Director of Education, including Practice Teaching and Supervision, State Teachers College of San Diego, 1921. (Appointed September 1, 1913.)

**CAROLINE I. TOWNSEND, Director of Primary Education. Ph.B., University of Chicago; Indianapolis Normal School; Teachers College, Columbia University; Teacher of Primary Reading and Literature in the public schools of Indianapolis and Tacoma. (Appointed July 1, 1913.)

MRS. GERTRUDE SUMPTION BELL, Director of Tests and Measurements. A.B., Indiana University; M.A., Stanford University; graduate Indiana State Normal School; research work, Clark University; Assistant in Education and Director of Practice Teaching, University of Colorado; State Institute Lecturer, Montana; Instructor, School of Education, Indiana University. (Appointed August 1, 1916.)

O. W. BAIRD, Physics. A.B., University of Wisconsin; graduate study at University of Wisconsin, University of California, University of Washington; Instructor in Physics, University of Washington, one year; Head Department of Science, Tacoma High School, six years. (Appointed September 1, 1921.)

RUTH C. BAGLEY, English. A.B., University of Michigan; A.M., University of California; graduate study, University of Illinois and Columbia University; Head Department of English, State Normal School, Oshkosh, Wisconsin, ten years; Instructor, San Diego Junior College, 1919–1921. (Appointed September 1, 1921.)

MARY BENTON, Head Department of Fine Arts. Student at Rosemont Dezaley, Lausanne, Switzerland; at Chicago Art Institute; at New York School of Art; pupil of W. J. Whittemore, of New York; pupil of Mrs. Butterworth, of New York; Instructor, State Normal School of San Diego. (Appointed July 1, 1916.)

**MARY M. BOWER, Assistant Physical Education. Graduate State Normal School of San Diego. (Appointed October 1, 1917.)

LESLIE P. BROWN, Romanic Languages. M.A., Harvard University; formerly instructor in French and Spanish, University of Chicago. (Appointed July 1, 1922.)

VINNIE B. CLARK, Geography. A.B., University of Wisconsin. Graduate student, University of Chicago; Assistant in Geography, University of Wisconsin; Oak Park, Ill., High School, 1913–1914. (Appointed September 1, 1914.)

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*On leave of absence, May, July and August, 1923.
**On leave of absence, 1923–1924.

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KATHERINE E. CORBETT, Class Supervisor. B.Pd., Michigan State Normal School; B.S. and A.M., Teachers College, Columbia University; public school teacher for seven years; special teacher in Americanization courses; Training Supervisor four years in Kent State Normal College, Ohio. (Appointed July 1, 1921.)

**KATHERINE COX, Vocational Home Economics. A.B., Stanford University; graduate student at State Teachers College at San Jose, State Teachers College of Santa Barbara, University of California, Stanford University Hospital and with Dr. Emerson; instructor in California Schools, ten years; at State Normal School, Cheney, Washington, one year. (Appointed September 1, 1921.)

*GEORGIA V. COY, Botany. Graduate San Diego Normal School; Teacher in San Diego County Schools, 1909–1910; B.S., Columbia University; Ph.D., University of Chicago; Bachelor's Teaching Diploma in Biology, Teachers College, Columbia University; graduate work at University of California, 1915. (Appointed September 1, 1912.)

N. M. CUMMINGS, Physical Science. B.S., University of California; Research Assistant, Scripps Institute, La Jolla, California. (Appointed September 1, 1922.)

LESLIE S. EVERTS, Accounting. B.L., University of Wisconsin; Public Accounting in Milwaukee, Wisconsin, and San Diego, California, 1909–1921. (Appointed September 1, 1921.)

**MARY LOUISE FIELD, Class Supervisor. Graduate Los Angeles State Normal School; A. B., Stanford University; professional study at University of California and Columbia University; public school teacher, five years; Critic Teacher at State Normal School, Cheney, Washington, one year. (Appointed July 1, 1921.)

EDNA H. GUILLESPIE, English and Typing. A.B., Southwestern College; A.M., University of Kansas; Principal of High School, Sedgwick, Kansas; Secretary to the President and Instructor in English, University of Southern California. (Appointed July 1, 1921.)

**EDITH C. HAMMACK, Class Supervisor. Graduate State Normal School of San Diego; professional study at University of California; public school teacher, five years. (Appointed September 1, 1910.)

EDGAR L. HEWITT, Anthropology. D.Sc., University of Geneva, Switzerland; Director, American Schools of Archaeology; Director, San Diego Museum. (Appointed September 1, 1922.)

***CARL IDDINGS, Chemistry. B.S., University of California; post-graduate study, University of California; Assistant in Chemistry, University of California; Chief Chemist and Acting Superintendent Burnham Chemical Company. (Appointed March 1, 1922.)

MYRTLE ELIZABETH JOHNSON, Biology. B.S., M.S., Ph.D., University of California; Research Assistant, Scripps Institute, La Jolla, California; Instructor, Pasadena High School, 1912–1921. (Appointed September 1, 1921.)

CHARLES B. LEONARD, History. A.B., M.A., University of California; graduate study, one year, at University of California; Instructor in History, Lowell High School, San Francisco. (Appointed September 1, 1921.)

GEORGE R. LIVINGSTON, Mathematics. B.S., M.A., University of California; graduate study, one year, University of California; Instructor, San Diego Junior College, 1914–1918; Instructor, Santa Barbara Junior College, 1919–1921. (Appointed September 1, 1921.)

*On leave of absence, 1922–1923.
**On leave of absence, 1923–1924.
***Resigned, July 1, 1923.

*BEULA MARKER, Assistant Fine Arts. B.S., Columbia University; Teachers College diploma; graduate of Los Angeles State Normal School, with general professional and special art diplomas; Assistant in Fine Arts Department, Teachers College, Columbia University, 1918–1919. (Appointed July 1, 1919.)

CHESLEY MILLS, Orchestra. Violin training in San Francisco under Max Fleishman, later under Gustav Pringnitz and Wenzel Kopta; has held the following among other positions; First violin, Atlanta Symphony Orchestra, Atlanta, Georgia; director of Symphony Orchestra, San Diego, two seasons. (Appointed January 1, 1919.)

WILLIAM L. NIDA, Supervisor of Practice and Appointment Secretary. Ph.B., Ohio State University; graduate student, University of Chicago; Principal of Ohio High Schools, nine years; Superintendent of Schools, seventeen years, Illinois. (Appointed July 1, 1921.)

IRVING E. OUTCALT, Head Department of English. A.B., Stanford University, 1896; A.M., 1897, University of Illinois; Head Department of English, San Diego High School, 1907–1911; graduate student, Stanford University, 1921–1922. (Appointed September 1, 1912.)

KATHERINE OWERS, Assistant in Biology. A.B., 1920 and M.A., 1921, University of California; Technician, State Hygienic Laboratory, 1922. (Appointed February 1, 1923, for second semester, 1922–1923.)

CHARLES E. PETERSON, Physical Education. Student at Oregon Agricultural College, the University of California and the State Normal School of San Diego; student two years under Robert Krohn; Director of Playgrounds, Y. M. C. A. Physical Education, Physical Education and Recreation in United States Army camps; Instructor, Edison Junior High School, Berkeley, California; Instructor, State Normal School of San Diego. (Appointed July 1, 1921.)

MABEL M. RICHARDS, Arithmetic and Class Supervisor. A.B. and A.M., University of Missouri; graduate student, University of Southern California; rural school, city school and high school teacher; City Superintendent of Schools, six years; Supervisor of Mathematics, Training School, State Teachers College, Warrensburg, Missouri; Director in Demonstration School, Northeast Missouri State Teachers College, two years. (Appointed September 1, 1921.)

CHARLES R. SCUDDER, Industrial Arts. Preparation at University of Illinois; teacher of industrial work at Grand Rapids, Michigan, and Director of Industrial Arts at Washington State Normal School at Bellingham. (Appointed September 1, 1918.)

W. T. SKILLING, Agriculture and Nature Study. State Normal School, Los Angeles, Cal.; M.S., University of California; teacher in public schools, Los Angeles, California, several years; Assistant in Physics, University of California, 1899–1901. (Appointed September, 1901.)

**FLORENCE L. SMITH, English, A.B., Northwestern University; M.A., University of Chicago; Critic Teacher, State Normal School at Oshkosh, Wisconsin. (Appointed July 1, 1917.)

LEILA D. SMITH, Music. Mus.B., A.B., Oberlin College; formerly Head of Department of Music, State Teachers College, Winona, Minnesota. (Appointed September 1, 1922.)

WILL J. STANTON, Commercial Law. LL.B., University of Michigan; graduate study, University of Michigan; editor legal journal, fourteen years; prosecuting attorney, Michigan and California; Instructor San Diego High School and Junior College. (Appointed September 1, 1921.)

*On leave of absence, July 1, 1922, to February 1, 1923.
**On leave of absence, August 15, 1923, to July 1, 1924.

JESSIE RAND TANNER, Head Department of Physical Education. Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Bachelor's Teaching Diploma, Teachers College, Columbia University; tutor, Brookline, Massachusetts, 1901–1902. (Appointed July, 1904.)

NESTA M. THOMPSON, French and German. M.A., Washington University, St. Louis, Missouri; formerly Assistant at Washington University. (Appointed September 1, 1922.)

*ELIZABETH TOHILL, Public Speaking and Dramatics. A.B., State Teachers College, Greeley, Colorado; formerly Head Department of Public Speaking and Dramatics, State Teachers College, Chaldron, Nebraska. (Appointed September 1, 1922.)

WILLIAM H. WRIGHT, Commerce. B.S., University of California; graduate study, one year, University of California; Head Department of Commerce, Union High School, Visalia, California, 1919–1921. (Appointed September 1, 1922.)

APPOINTMENTS FOR 1923–1924

MARVIN F. BEESON, Director of Education. A.D., Meridian College, 1910; Ph.D., Leipzig, "cum laude," 1914; graduate study, Stanford University, 1918; Professor of Education and Psychology, Colorado State Teachers College, 1917–1920; Director of Cooperative Extension Service for Teachers, Western Colorado, 1920–1923; Summer Session Lecturer at Colorado State Teachers College, University of Colorado, and University of Ohio. (Appointed September 1, 1923.)

RUTH ELIZABETH BELL, Class Supervisor, Training School. Ph.B., University of Chicago; graduate State Normal School of San Diego; Public School Teacher; Class Supervisor, State Normal School, Bellingham, Washington; graduate student Columbia University. (Appointed September 1, 1923.)

MARGARET BOSTIAN, Household Art and Science. M.A., University of Missouri; Instructor in Summer Session, University of Missouri; Instructor, Francis W. Parker School, San Diego, California. (Appointed September 1, 1923.)

RUBY MINOR, Primary Education. B.S., Teachers College, Columbia University; graduate student, Columbia University, two and one-half years. Stanford University, one year; Public School Teacher; Class Supervisor and Instructor, State Normal Colleges of Bowling Green, Ohio, Trenton, N.J., Emporia, Kansas; Summer Session Instructor, University of Indiana; Supervisor of Primary Instruction, Anderson, Indiana. (Appointed July 1, 1923.)

MARIAN L. PEEK, Class Supervisor, Training School. A.B., and A.M., Stanford University; Teacher in Public Schools; Assistant in History, Stanford University; Dean of Women, State Normal School, Cheney, Washington; Frances W. Parker School, San Diego, California. (Appointed September 1, 1923.)

LEO. F. PIERCE, Chemistry. B.S., Grinnell College; M.Sc., Tulane University; Ph.D., Stanford University; Research Assistant and Instructor, University of Idaho; Professor of Chemistry, Washburn College; Instructor, Tulane University; University Fellowship, Stanford University. (Appointed September 1, 1923.)

ALICE M. RAW, Physical Education. A.B., University of Southern California; Assistant in Physical Education, Polytechnic High School, Los Angeles; Assistant in Physical Education University of Southern California. (Appointed September 1, 1923.)

*Resigned, July 1, 1923.

SPECIAL LECTURERS AND INSTRUCTORS

SUMMER SESSION, 1923

H. C. JOHNSON, M.A., The Junior High School. Superintendent City Schools, San Diego.

ADA YORK, School Law and Administration. County Superintendent of Schools, San Diego.

MARGRET T. PARKER, M.A., Geography. Assistant Professor of Geography, Wellesley College.

OSGOOD HARDY, Ph.D., History. Teaching Fellow, University of California.

B. F. STELTER, Ph.D., Literature. Head Department of English, Occidental College.

HISTORICAL SKETCH

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

In June of 1921, under an enactment of the legislative session of the same year, known as the "junior college" law, the San Diego Junior College was merged with the State Teachers College of San Diego. Under the arrangement thus made, collegiate courses of the lower division (freshman and sophomore years) are offered, both to students who wish to prepare for the work of the upper division (junior and senior years) of colleges and universities and to students who wish to prepare themselves for the teaching service in the new three- and four-year curricula recently established by the State Board of Education. The four-year curricula leading to the degree A.B. (Major in Education), were established for this institution June 30, 1923.

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

GENERAL INFORMATION

CALENDAR, 1923–1924

July 9, Summer Session begins
August 11, Summer Session ends
September 13, 14, 15, Registration
September 17, First Semester begins
November 23, Term I ends
December 22, Christmas Recess begins
January 5, Christmas Recess ends
February 8, Term II ends
February 11, Second Semester begins
April 11, Term I ends
April 12, Easter Recess begins
April 20, Easter Recess ends
April 21, Term II begins
May 1, Dedication Day
May 30, Memorial Day; a holiday
June 20, Commencement
June 21–29, Interim Recess
June 30, Summer Session begins

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THE CALENDAR AND REGISTRATION

The college year is divided into the autumn and spring semesters of eighteen weeks each, followed by a summer quarter consisting of a first term of six weeks (the regular summer session) and a second term* of four weeks in which professional courses of a seminar type are offered to students and teachers whose certification needs may be met by supplemental units of credit (not to exceed 4) earned in this term. Students may enter at the beginning of either semester and at the beginning of Term I of the summer quarter.

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

The autumn semester will begin on Monday, September 17. Registration of students will be made from September 10 to September 15. A duly certified transcript of the applicant's record must be in the possession of the Registrar of the Teachers College or the Dean of the Junior College on or before the day of the applicant's registration.

N. B.—For details, see "Requirements for Admission."

DEPARTMENTS OF INSTRUCTION

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

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

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

Descriptions of the courses in both the professional and the collegiate field, with complete information as to admission requirements, will be found on the pages following under the headings "Admission," "Curricula," etc.

STANDARDS OF HEALTH, SCHOLARSHIP AND CHARACTER

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

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

*Not offered in 1923.

Standards of character, as developed by and measured by honest student work, and as revealed by evidences of the possession of thorough-going self-respect and community feeling, particularly as to ideals in the important matters of citizenship and future parenthood, are more important than all else, and every student will have full opportunity to show that he is worthy and that he has the capacity and the will to manifest and develop character.

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

THE STUDENT ADVISERS

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

Concerning appointments to teaching positions—The Appointment Secretary.

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

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

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

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

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

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

STUDENT LIFE AND ORGANIZATIONS

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

Scientific: Chemistry Club.
Literary: English Club, Poetry Club, Press Club, Debate Club.
Dramatic: Two-Masque Players.
Musical: Treble Clef Club, Male Chorus, Choral Club, College Orchestra.
Social and Athletic:
Men: Men's Club, Hod Club, Epsilon Eta Society, The "Golden S," College "Y" Club.
Women: Associated Women Students, College Y. W. C. A., J. U. G. Club, Shen Yo Society, Sphynx Society, Rowing Crews: Pristis, Albatross, Petrel, Dogwatch, Triton, Sculpin, Sou' Wester.
Men's Athletics: Football, baseball, basket ball, track, swimming, tennis and golf.
Women's Athletics: Tennis, basket ball, rowing and swimming.
Publications: The Paper Lantern (weekly), and The Del Sudoeste (year book).

APPOINTMENT SERVICE

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

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

FEES AND EXPENSES

Tuition is free to all students.

Registration fee, each semester (not returnable)	$1 50
Student body fee, each semester (not returnable)	4 50
Men's and women's organizations, each (not returnable)	50

LABORATORY FEES AND DEPOSITS

	Fee	Deposit
Bacteriology ($5 returnable), each semester	$10 00	$5 00
Biology 10, each semester	1 00	
Biology 10A–10B ($2 returnable), each semester	2 00	2 00
Botany ($2 returnable), each semester	3 00	2 00
Chemistry ($2.50 returnable), each semester	7 50	2 50
Fine Arts (certain courses), each semester	1 00	
Home Economics, each semester	1 00	
Physics ($3 returnable), each semester	1 00	3 00
Physiology, each semester	1 00	
Surveying, each semester	1 00	
Zoology ($2 returnable), each semester	3 00	2 00
Physical Education Expenses: Women Students		1 00

EXPENSES: WOMEN STUDENTS

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

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

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

SELF HELP AND LOAN FUND

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

BUILDINGS AND EQUIPMENT

The college building houses the library, the auditorium, the gymnasium, offices, laboratories and class rooms. The training school is housed in three separate units, and new buildings for this department are planned for the biennial period 1925–1927.

The building for Applied Arts was made ready for occupancy in September, 1922, as a result of the remodeling of the old Training School Building. A new building for physical education of men was finished January 1, 1923, and new quarters for the physical education of women at the same date.

The institution has facilities and equipment as follows:

A College Library of 22,000 volumes.

Laboratories for Physics, Chemistry, and Biological Science.

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

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

PHYSICAL CONDITIONS: CLIMATE

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

OPPORTUNITIES FOR CULTURE AND RECREATION

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

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

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

The Junior College courses in commerce and other branches of economics will be considerably aided by San Diego's growing importance as a commercial point, particularly as the College will be able, as is planned, through its Depart-

ment of Economics, to assist the local Chamber of Commerce in industrial and commercial surveys.

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

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

Routine and Procedure

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

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

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

REQUIREMENTS FOR ADMISSION

I. Freshman Standing

a) A graduate of a California high school may enter either the Teachers College or the Junior College division of the San Diego State College without examination, provided the following requirements are satisfied:

1. The candidate must be duly certified as a graduate of an accredited California high school.
2. The graduate must have completed a four-year high school course aggregating at least 15 standard units of preparatory work, including the following requirements for graduation prescribed by the California State Board of Education: English, 2 units; United States History and Civics, 1 unit; Laboratory Science, 1 unit; and two majors of at least 3 units each—a major consisting of three years of study in one of the following groups: (a) English (in vocational courses 1 unit of citizenship may be included with 2 units of English to make one major); (b) Mathematics, including Mechanical Drawing; (c) History and Social Science; (d) Physical and Biological Sciences; (e) Foreign Language—3 or more units in one language, or 2 units in each of two languages.
3. The candidate must be specially recommended for admission to the San Diego State College on the basis of a scholarship record that satisfies the prescribed requirements for admission to the University of California.

N. B.—The admission form prescribed by the University of California must be used, and will be furnished upon request.

b) A candidate from a secondary school outside California that is accredited by the New England College Entrance Certificate Board, by the North Central Association of Colleges and Secondary Schools, or by other colleges and universities of recognized standing, will be admitted to freshman standing provided he has satisfied the requirements in (2) above, and has maintained an average scholarship standing well above the mark required by the school for graduation.

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

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

PREPARATION FOR THE VARIOUS CURRICULA

Junior College

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

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

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

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

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

English	2 units
Elementary Algebra	1 unit
Algebraic Theory	½ unit
Plane Geometry	1 unit
Trigonometry	½ unit
Physics	1 unit
Chemistry	1 unit
United States History and Civics	1 unit
Geometrical Drawing	1 unit
Electives[1]	6 units

Teachers College

A candidate for admission to the Teachers College curricula must have completed a standard high school course of 15 units, including the following: Three units in each of two of any of the following five groups of subjects: English, Mathematics, Foreign Language, Physical and Biological Science, Social Science, with a required minimum, further of 2 units in English, 1 in United States History and Civics and 1 unit in a Laboratory Science.

II. Advanced Standing

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

Holders of California Teachers' Certificates, or holders of similar certificates recognized by the California State Board of Education, may be admitted with credit to be determined by the Committee on Advanced Standing. All teachers with experience must present verified statements of successful experience for the time (up to five years) for which they wish credit.

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

III. Special Students

Junior College

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

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

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

Teachers College

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

GENERAL REGULATIONS

Registration

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

Matriculation

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

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

Classification

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

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

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

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

Units of Work and Study-lists Limits

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

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

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Special Subject Requirements

English A

All entrants to the College who fail to pass a special examination in Elementary English Composition must take English A until they attain a passing grade in the subject.

Physical Education and Hygiene

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

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

Scholarship Grades and Grade Points

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

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

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

Conditions and Failures

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

Disqualification

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

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

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

A limited student who fails to pass in all subjects for which he is registered and every other student who fails to pass in 12 units of work in any quarter is ineligible in the next succeeding quarter to represent the College in connection with any athletic, literary, musical, dramatic, social, or other organization; and all students who fail to attain an average of "C" grade in all work undertaken up to the end of any semester shall be ineligible to represent the college in like manner in the next succeeding semester.

Special Examinations and Re-examinations

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

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

Withdrawals from Class

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

Leave of Absence

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

Honors

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

Fellowships

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

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

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

PROFESSIONAL COURSES

The Elementary Diploma Course

This course can be completed, ordinarily, in two and one-half academic years, or in two calendar years by attendance at summer sessions. No student, except by special permission of the proper study-lists officer, will be permitted to carry more than 16 units of work a semester, or six units in a summer session. The total requirement is 76 semester units.

Junior Division

(Two Semesters)

	Credit
Education I (Elementary Educational Psychology)	3.00
Education II (Advanced Educational Psychology)	5.00
Elementary School Curriculum:	
Language Studies	1.50
Social Studies (Geography, etc.)	2.00
Natural Science Studies	2.00
Elementary Mathematics	3.00
Music	2.50
Art	2.50
Biology or General and Applied Psychology	6.00
Technique of Study and Social Ethics	.50
Physical Education	2.50

Senior Division

(Three Semesters, or Two Semesters and Two Summer Sessions)

Educational Sociology	3.00
Civic Education	2.00
School Law and Administration	2.00
Class Management	2.00
Health Education (School and Personal Hygiene)	2.00
Physical Education	3.00
Teaching and Observation (minimum)	3.50
Educational Measurements	10.00
General Collegiate Electives	2.00
*Professional Electives	15.00
	3.00
Total	76.00

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

1. Language Subjects, including both linguistic and literary courses in English of collegiate grade.
2. Natural Science Subjects, including Mathematics, Geography, the Physical Sciences, etc.
3. Biological Science, including Bionomics.
4. Social Science, including Rural Life, Selected Aspects of History, Sociology, Political Science, etc.
5. Psychology, Principles of Education, Ethics, Logic, etc.

Six units of special elective work must be taken in the following groups:

Manual and Industrial Arts
Household Arts
Physical Education
Music
Fine and Applied Arts
Elements of Agriculture

The Three-year Curriculums

(Leading to special elementary certification)

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

"The three-year curricula shall include 32 units additional to the number of units required for the elementary diploma curriculum, which 32 units shall

*Intelligence Testing, Rural School Problems, Advanced Elementary Education (Ed VI), Technical Arts, Fine Arts, Household Arts and Science, Elementary School History and Civics, etc.

be selected and arranged to meet both the needs of individual students and the requirements of the State Board of Education as to the various types of certification; provided that candidates for special certification shall be required to meet the prescriptions, only, of the State Board of Education for such certification."

THE DEGREE COURSES

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

Lower Division (Freshman and Sophomore Years)

I. Required — 42 units
   1. Psychology — 6 units
   2. Social Sciences — 12 units
      a) Contemporary Civilization
      b) Economics
      c) Political Science
      d) Sociology
      e) Geography
   3. Biological and Physical Sciences — 12 units
   4. English (including oral English) — 6 units
   5. Physical Education — 6 units

   42 units

II. Required Group Electives[1] — 22 units
   1. English
   2. History
   3. Political Science
   4. Sociology
   5. Education[2]
   6. Biological Sciences
   7. Philosophy or Psychology
   8. Mathematics
   9. Physics
   10. Chemistry
   11. Geography
   12. Greek or Latin
   13. Romanic Languages
   14. Art
   15. Music
   16. Agriculture
   17. Commerce
   18. Physical Education
   19. Industrial and Mechanical Arts
   20. Home Economics

Upper Division (Junior and Senior Years)

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

maximum number of professional units shall be 40. Every degree course shall include the following professional subjects:

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

21 units

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

Total ..... 128 units

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

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

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

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

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

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

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

CURRICULA FOR THE A. B. DEGREE

(Major in Education)

ELEMENTARY SCHOOL COURSE—LOWER GRADES

LOWER DIVISION

First Year

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

Second Year

Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography)	6
Biology (Human Physiology and Hygiene)	7
Music I and II	3
Elementary School Natural Science	3
Physical Education	3
*Electives	10
	32

UPPER DIVISION

Third Year

Educational Psychology (Education I and II A)	6
Curriculum Studies (A and B)	6
Educational Measurements II	3
School Administration and California School Law	3
Civic Education	2
**Electives	12
	32

Fourth Year

History of Education	3
Outlines of Culture Growth	3
Professional Electives	3
Laboratory Practice	11
**Electives	12
	32

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

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

ELEMENTARY SCHOOL COURSE—UPPER GRADES

Lower Division

First Year

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

Second Year

Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography)	6
Biology (Human Physiology and Hygiene)	7
Physical Science (General Physics 2A and 2B)	6
Physical Education	3
*Electives	10
	32

Upper Division

Third Year

Educational Psychology (Education I and II B)	6
Curriculum Studies (B, C)	6
Educational Measurements II	3
School Administration and California School Law	3
Civic Education	2
**Electives	12
	32

Fourth Year

History of Education	3
Outlines of Culture Growth	3
Professional Electives	3
Laboratory Practice	11
**Electives	12
	32

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

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

JUNIOR HIGH SCHOOL COURSE

Lower Division

First Year

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

Second Year

Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography)	6
Biology (Human Physiology and Hygiene)	7
Physical Science (General Physics 2A and 2B)	6
Physical Education	3
*Electives	10
	32

Upper Division

Third Year

Educational Psychology (Education I and II B)	6
Curriculum Studies (B, C)	6
Educational Measurements II	3
School Administration and California School Law	3
Civic Education	2
**Electives	12
	32

Fourth Year

History of Education	3
Outlines of Culture Growth	3
Principles of Secondary Education	3
Laboratory Practice	11
**Electives	12
	32

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

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

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EDUCATION

Education I—Analysis of Teaching Process BEESON, G. S. BELL

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

Three units; one semester.

Education II—Psychology of the Elementary School Curriculum

BEESON, MINOR

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

a) Primary.
b) Elementary.

Prerequisite: Education I.

Five units; one semester.

Education III—School Law and Administration NIDA, HARDY

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

Three units; one semester.

Education IV A—Rural School Problems COLDWELL, MINOR

The distinct purposes of this course are:

1. To lead students to realize the actual conditions of rural life through their own observation and through the study of the literature dealing with the subject.
2. To discover what is being done to ameliorate rural conditions.
3. To ascertain the part the school should take in this work.
4. To formulate some definite ideas and plans as to the service a teacher may render her community, and to equip her with specific methods for rural school teaching.

Two units; one semester.

Education IV B—Class Management CORBETT

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

Two units; one semester.

Education V—Primary Education (Advanced) MINOR

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

Two units; one semester.

Education VI—Pedagogy of the Problem-Project Method BEESON

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

Two units; one semester.

Education VII—Educational Measurements I—Intelligence Testing: Theory and Practice G. S. BELL

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

Two units; one semester.

Education VIII—Educational Measurements II—Achievement Tests: Theory and Practice G. S. BELL

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

Three units; one semester.

Education IX—Objectives in Education (Curriculum Studies)

MINOR, BEESON, NIDA

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

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

A. MINOR

This course deals with the kindergarten-primary division of the curriculum.
Three units; one semester.

B. BEESON

Deals with grades IV, V and VI.
Three units; one semester.

C. NIDA

Deals with the junior high school grades, VII, VIII, IX, X.
Three units; one semester.

Education X—History of Education LAWS, G. S. BELL

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

Three units; one semester.

Education XI—Civic Education HARDY, NIDA

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

Two units; one semester.

Education XII—Principles of Secondary Education. (With reference to the Junior High School) HARDY

This course deals with the principles of educational science that should underlie the organization, administration and curriculum of the secondary school, especially in the junior high school field. The prevailing patterns of high school education are studied, and tendencies in the direction of future development are indicated. Particular attention is given to the problem of individual differences and to that of articulation of the secondary school with the lower and higher schools.

Two units; one semester.

THE STATUTORY CURRICULUM

(Elementary School)

NOTE.—The courses listed under this head do not include reviews of elementary school subject matter. They are professional courses, and presuppose a reasonable mastery of the materials of the elementary school curriculum and of the general curriculum of the secondary school.

Language

This course includes a study of the psychology and hygiene of reading, with a study of methods and materials suitable for the equipment of the elementary school teacher, and with a study, also, of its teaching of writing and spelling.

One and one-half units.

Mathematics

A discussion of the applications of psychology and experimental education to the teaching of arithmetic and elementary general mathematics, together with study and observation of the newer methods as used under ordinary classroom conditions.

Three units; one semester.

Social Studies (Required World Geography, History, etc.)

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

Three units; one semester.

Natural Science

The course aims to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children, with special reference to school and home gardening and agriculture. The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from life studies of the plant and animal world (for lower grades).

Two units; one semester.

Music I L. D. SMITH

A course in the rudiments of music and in elementary theory; study of major and minor scales (three forms), intervals, correct notation, music terminology and sight singing in one, two and three parts. This course is prerequisite to Music II. Advanced students are excused from this course by special examination.

One-half unit; one semester.

Music II. Elementary School Music 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. Prerequisite: Music I or its equivalent.

Two units; one semester.

Art I BENTON, MARKER

Study of fine examples of painting, architecture, sculpture and handicraft. Problems are intended to give a practical working knowledge of design and color theory.

One-half unit; one semester.

Art Methods I BENTON

Prerequisite—Art I or its equivalent. This course is a practical application of the elements and principles of art to problems for grades 1-6. It is presented through lectures, reports, demonstration lessons and laboratory work.

Two units; one semester.

PHYSICAL EDUCATION

Special Methods in Play Activities

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

One unit; one semester.

Administration of Physical Education Program in Elementary and Junior High Schools

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

Two units; one semester.

Technique of Physical Training Activities

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

One unit (36 hours); both semesters.

Hygiene (Child Growth and Development)

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

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

Texts:

"The Hygiene of the School Child" ---------- Terman
"Health Work in the Schools" ---------- Hoag and Terman
"Home and Community Hygiene" ---------- Broadhurst

Three units; one semester.

Physical Diagnosis

Designed to train physical directors in the technique of the physical examination; history taking and its application; heart and lung tests and examinations; inspection, diagnosis and prognosis. Lectures, clinics and discussions. (Not given in 1923-24.)

Five units; one semester.

Special Methods in Formal Activities

(For Elementary and Junior High Schools)

a) A systematic study of the principles and technique of teaching Physical Training activities.
b) A study of the selection, classification, arrangement and progression of formal activities. The responsibility of the Physical Instructor toward the problems of age, growth, and sex variations as affected by exercise is stressed.

Three units; one semester.

Athletic Games and Sports (Methods)

(For Elementary and Junior High Schools)

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

Two units; one semester.

Practice in Teaching

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

Three units; one semester.

Health Supervision and Growth Control

a) Health Supervision and daily inspection.
b) Study of the relation of height, weight and age to health and development.
c) Health conditions in the school environment.
d) Methods of hygiene instruction.

Five units; one semester.

Physiology of Exercise

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

Two units; one semester.

Human Anatomy

A study of the human body, for students in Physical Education particularly. Not open to lower division students. Demonstrations, lectures, laboratory. (Not given in 1923–24).

Five units; one semester.

Organization of Physical Education Program in Secondary Schools

(Not given in 1923–24).

Three units; one semester.

Practice Teaching in the Secondary Schools

(Not given in 1923–24).

Three units; one semester.

Kinesiology

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

One unit; one semester.

Pedagogy of Physical Education

A study of the purpose, scope and ideals of Physical Education. Reports on current problems and developments in Hygiene and Physical Education will be made and discussed in class and in conference. (Not given in 1923–24).

Three units; one semester.

Folk Dancing (Theory and Practice)

Special attention is given to such folk and national dances as are best adapted to festivals and pageants in elementary and high schools.

Two units; one semester.

PROFESSIONAL ELECTIVES

Agriculture I and II — SKILLING

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

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

Two units each.

Music 4. History and Appreciation of Music — L. D. SMITH

Development of primitive systems; mediaeval music; the school of counterpoint; history of oratorio and opera; the rise of classic forms. A study of the works of the composers of the classic and romantic periods. Illustrations, lectures and reports.

Three units; one semester.

Art Methods II BENTON

Prerequisite—Art I and Art Methods II. This course is for the third year students working for Elementary Special certification. It includes problems for grades 7, 8 and 9 and curriculum planning, and is presented in the same manner as Art Methods I.

Two units; one semester.

Elementary School History and Civics PEEK

This course involves a study of history for the discovery of the proper content of the work of the elementary school in history and in education for citizenship, and is based upon a study of objectives.

Two units; one semester.

COURSES FOR SECONDARY SCHOOL TEACHERS IN THE JUNIOR HIGH SCHOOL FIELD

Organization and Administration (Education XII) HARDY

This course deals with the present tendencies in secondary education, especially in the junior high school field, and with the prevailing patterns of junior high school administration and educational science with which the teacher must be familiar, and to which she must adapt herself and her work. Particular attention is given to the problem of individual differences and to that of articulation of the junior high school with lower and higher schools.

Two units; one semester.

The Curriculum (See Curriculum Studies "C," page 25) NIDA

The junior high school curriculum as a general training for life and citizenship, as a pre-vocational and vocational training, and as a preparation for advanced high school and college work, will be dealt with in this course by means of lectures and required readings and in reports upon the experimental work that is being done in the junior high school field.

Two units; one semester.

English OUTCALT, BAGLEY

This course consists of the following items: (a) Lectures, and required papers, on the objectives of secondary school work in English and on the selection and interpretation of materials; (b) of the study of methods with respect to pupil abilities and activities; (c) of observation of the work in the city schools.

Two units; one semester.

Social Science PETERSON

This course for prospective junior high school teachers attempts to meet the problem of 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 securing direct experience and training through suitable school and other survey and study projects, and of developing a genuine and continuing interest in social and civic problems through observation and reading, will be discussed and illustrated.

Two units; one semester.

History LEONARD

A study of subject matter, organization, materials and methods for the teaching of history in the junior high school. The course includes a study of test books, maps, pictures and other material.

Two units; one semester.

Geography CLARK

This course deals, first, with the subject matter suitable for secondary schools, particularly the junior high school, and with the arrangement and interpretation of this subject matter; second, with the problems of teaching geography in the junior high school grades. Lectures, papers, readings and observations are included.

Two units; one semester.

Romance Languages BROWN

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.

Two units; one semester.

Biological Science JOHNSON

The content of courses in elementary biology and the materials needed for illustration and study are considered in this course. Lectures, readings, student reports, class discussion, and observation will all contribute to an understanding of the problems involved.

Two units; one semester.

Physical Science BAIRD

This course deals with the major considerations in the teaching of the physical sciences in the secondary schools, and with the principal factors and materials in a good method of teaching general science in a junior high school both as preparatory for general education and for the advanced and specialized courses of the senior high school.

Two units; one semester.

Mathematics RICHARDS

The subject matter, management of it and methods of teaching it, in a junior high school curriculum in general mathematics, make up the principal topics of this course. Specific problems discovered include the application of arithmetic in current social and business life, intuitive geometry, graphic representation and the phases of algebra suitable to the junior high school pupil, together with the problem of making the work useful in preparation for senior high school mathematics.

Two units; one semester.

REQUIREMENTS FOR THE JUNIOR COLLEGE CERTIFICATE, 1923–24

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

LETTERS AND SCIENCE (LIBERAL ARTS) CURRICULUM

(With the required entrance credits and a proper selection of electives in the freshman and sophomore years, the curriculum in Letters and Science will prepare for the major work required for an A.B. degree in the following subjects: Anatomy, Anthropology, Astronomy, Bacteriology, Biochemistry,

Botany, Chemistry, Economics, Education, English, French, Graphic Art, History, Household Art, Household Science, Mathematics, Physical Education, Physics, Physiology, Political Science, Psychology, Public Speaking, Spanish, Zoology.)

a) General Requirements for All Students:
Hygiene, 2 units.
Physical Education, 2 units.
Social Ethics, ½ unit.
How to Study, ½ unit.

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

c) Mathematics.
Elementary Algebra and Geometry.

d) Natural Science.
At least 12 units chosen from the following list:
High School Physics, 3 units.
High School Chemistry, 3 units.
Astronomy 1, 3 units.
Bacteriology 1, 4 units.
Biology 10, 3 units; 10A–10B, 6 units.
Botany 2A–2B, 8 units.
Chemistry, 1A–1B, 10 units; 2A–2B, 6 units; 3A–3B, 2 units; 6A–6B, 6 units; 8, 3 units; 9, 3 units.
Physics, 2A–2B, 6 units; 3A–3B, 2 units.
Zoology, 1A–1B, 10 units.

e) English.
1A–1B, 6 units.

f) Additional.
At least 9 units from one of the following groups and at least a year course in each of two others:
1. English.
Year Course: English 1A–1B.
9-unit option: English 1A–1B, plus 3 additional units.
2. Foreign Language, additional to (b).
Year course:
French: Any two consecutive courses of A, B, C, D.
Spanish: Any two consecutive courses of A, B, C, D.
German: Any two consecutive courses of A, B.
9-unit option: 9 units selected from French, Spanish, or German courses. High School Latin may be used to satisfy this requirement in part or in whole, each year of High School Latin counting as 3 units.
3. Mathematics.
Year course: 1A–1B, 3A–3B.
9-unit option: Any 9 units selected from C, 1A–1B, 3A–3B, 4A–4B. High School Plane Trigonometry will count as 2 units.
4. History, Economics, Political Science.
Year course: History 4A–4B, 8A–8B, Economics 1A–1B, Political Science 1A–1B.
9-unit option: A year sequence plus 3 units selected from History 4A–4B, 171A–171B, 182A, 8A–8B, Economics 1A–1B, Political Science 1A–1B.

Commerce Curriculum

a) General Requirements:
Hygiene, 2 units.
Physical Education, 2 units.
Social Ethics, ½ unit.
How to Study, ½ unit.
b) A reading knowledge of French, Spanish, or German, 9 units.
(A high school language may be used to satisfy this requirement in part or in whole, each year-course counting as 3 units.)
c) History 4A–4B, 8A–8B, 171A–171B or Political Science 1A–1B, 6 units.
d) Economic Geography 3A, 3 units.
e) Mathematics of Investment 2, 4 units.
(Prerequisite: Algebra A or one year of high school advanced Algebra.)
f) Natural Science, 9 units.
(This requirement may be satisfied in part by high school courses in Physics and Chemistry, each year-course counting as 3 units.)
g) Economics 1A–1B, 6 units.
h) English 1A–1B, 6 units.
i) *Electives, 18 units.

*Electives recommended: Psychology 2A–2B, Sociology 50, Public Speaking 1A–1B, Commercial Law 18A–18B, Accounting 14A–14B, additional Foreign Language.

Curriculum in Journalism

The aim of the course in Journalism is twofold: (1) to provide studies in the four departments of instruction—English, history, economics, and political science—which constitute a foundation essential to the successful pursuit of journalism as a profession; (2) to offer introductory courses in the principles and practice of journalism, supplemented by lectures of specialists in the field and by practical work in news gathering and writing for student publications and for the local daily press.

First Year	Sem. I Units	Sem. II Units
English 1A–1B	3	3
Economics 1A–1B	3	3
Political Science 1A–1B	3	3
Hygiene		2
Physical Education	½	½
Social Ethics and How to Study	½	
**Electives	5	5
	15	16½
Second Year		
*News Writing 51A	3	
*Reporting and Correspondence 51B		3
Types of Literature 52A–52B	3	3
Psychology 2A–2B	3	3
Sociology 50	3	
History of Modern Europe 4A–4B	3	3
Physical Education	½	½
**Electives	1	4
	16½	16½

*With the consent of the instructor, News Writing and Reporting may be taken in the freshman year.
**Electives should be chosen so as to conform to the requirements of the Letters and Science curriculum or the Commerce curriculum.
Electives recommended: Shorthand and Typewriting, Accounting 14A–14B, Business Law 18A–18B, Freehand Drawing A, Art History and Appreciation 1, Art Structure 6A, Music History and Appreciation 3, Great Books 4, Periodic Literature 60, American Literature 130A–130B or Shakespeare 117A–117B or English Literature 56A–56B, Outlines of Culture Growth 103, Social Psychology 145, Astromony 1.

Prelegal Curriculum

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

b) Additional recommendations:
Public Speaking 1A–1B, 6 units.
Economics 1A–1B, 6 units.
Sociology 50, 3 units.
Psychology 2A–2B, 6 units.
History 4A–4B, 6 units.
History 171A–171B, 6 units.
Political Science 1A–1B, 6 units.
Business Law 18A–18B, 6 units.
Accounting 14A–14B, 8 units.

Premedical Curriculum

First Year	Sem. I Units	Sem. II Units
Chemistry 1A–1B	5	5
English 1A–1B	3	3
Hygiene	1	
Physical Education	½	½
*Electives	6	7
	15½	15½

Second Year		
Chemistry 8–9	3	3
Zoology 1A–1B, (or Biology 10A–10B)	5	5
Physical Education	½	½
Physics 2A–2B	3	3
Physics 3A–3B	1	1
*Electives	4	4
	16½	16½

Mechanical, Electrical, Civil and Mining Engineering Curricula

First Year	Sem. I Units	Sem. II Units
Mathematics 3A–3B	3	3
Physics 1A–1B	3	3
Chemistry 1A–1B	5	5
Plane Surveying 1A–1B	3	3
English 1A–1B	3	3
Hygiene I		1
Physical Education	½	½
Social Ethics and How to Study	½	
	18	18½

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

Second Year

Mechanical and Electrical Engineering	Sem. I Units	Sem. II Units
Mathematics 4A–4B	3	3
Physics 4A–4B	3	3
Descriptive Geometry 3D	3	
Machine Design 6A		5
Applied Mechanics 1	3	
Electrical Engineering 1		3
Pattern Shop 8A–8B	2	2
Physical Education	½	½
Electives	4	2
	18½	18½

Civil Engineering	Sem. I Units	Sem. II Units
Mathematics 4A–4B	3	3
Physics 4A–4B	3	3
Descriptive Geometry 3D		3
Applied Mechanics 1	3	
Economics 1A–1B	3	3
Physical Education	½	½
Railroad and Irrigation:		
Pattern Shop 8A–8B	2	2
Electives	4	4
	18½	18½
Sanitary and Municipal:		
Chemistry 8–9	3	3
Chemistry 6A–6B	3	3
	18½	18½

Curriculum in Industrial and Engineering Chemistry

First Year	Sem. I Units	Sem. II Units
Mathematics 3A–3B	3	3
Physics 1A–1B	3	3
Chemistry 1A–1B	5	5
German A–B	5	5
Hygiene 1		1
Physical Education	½	½
Social Ethics and How to Study	½	
	17	17½

Second Year		
Mathematics 4A–4B	3	3
Physics 4A–4B	3	3
Chemistry 8–9	3	3
Physical Education	½	½
English 1A–1B	3	3
*Electives	2	2
	17½	17½

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

Curriculum in Agriculture

One Year	Sem. I Units	Sem. II Units
Chemistry 1A–1B	5	5
Zoology 1A	5	
Botany 2A–2B	4	4
Hygiene 1	1	
Physical Education	½	½
Social Ethics and How to Study	½	
*Electives	2	9
	18½	18½

Curricula in Accountancy and Secretarial Training

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

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

Accountancy

One-Year Course		
Accounting 14A–14B	4	4
Commercial Law 18A–18B	3	3
Penmanship	1	1
Economics 1A–1B	3	3
English 1A–1B	3	3
Business Mathematics A	2	
Social Ethics and How to Study	½	
Electives		2
	16½	16

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

Two-Year Course (leading to Junior College Certificate in Accountancy)

First Year	Sem. I Units	Sem. II Units
Accounting 14A–14B	4	4
Penmanship	1	1
Typewriting 1A–1B	4	4
English 1A–1B	3	3
Business Mathematics A	2	
Hygiene		2
Physical Education	½	½
Social Ethics and How to Study	½	
Elective	1	
	16	16½

Second Year		
Advanced Accounting 160A–160B	3	3
Commercial Law 18A–18B	3	3
Economics 1A–1B	3	3
Economic Geography 3A		3
Physical Education	½	½
Electives	7	4
	16½	16½

Secretarial Training

One-Year Course	Sem. I Units	Sem. II Units
Commercial Law 18A–18B	3	3
Shorthand 1A–1B	5	5
Typewriting 1A–1B	4	4
English 1A–1B	3	3
Business Mathematics A	2	
Office Practice 3A		3
Social Ethics and How to Study	½	
	17½	18

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

First Year	Sem. I Units	Sem. II Units
Shorthand 1A–1B	5	5
Typewriting 1A–1B	4	4
Business Mathematics A	2	
French or Spanish	5	5
Hygiene		2
Physical Education	½	½
Social Ethics and How to Study	½	
	17	16½

Second Year	Sem. I Units	Sem. II Units
Commercial Law 18A–18B	3	3
Office Practice 3A		3
Economics 1A–1B	3	3
Accounting 14A–14B	4	4
English 1A–1B	3	3
Physical Education	½	½
Electives[1]	3	
	16½	16½

ACCOUNTANCY AND SECRETARIAL TRAINING

One-Year Combined Course[2]	Sem. I Units	Sem. II Units
Accounting 14A–14B	4	4
Penmanship	1	1
Shorthand 1A–1B	5	5
Typewriting	4	4
Business Mathematics A	2	
Office Practice 3A		3
Social Ethics and How to Study	½	
	16½	17

Two-Year Combined Course[3]

First Year	Sem. I Units	Sem. II Units
Accounting 14A–14B	4	4
Penmanship	1	1
Shorthand 1A–1B	5	5
Typewriting	4	4
Business Mathematics A	2	
Hygiene		2
Physical Education	½	½
Social Ethics and How to Study	½	
	17	16½

Second Year		
Advanced Accounting 160A–160B	3	3
Commercial Law 18A–18B	3	3
Office Practice 3A		3
Economics 1A–1B	3	3
English 1A-1B	3	3
Physical Education	½	½
Electives	4	1
	16½	16½

[1]Students who plan to enter the consular service should elect Political Science 1A–1B, 3–3 units.
[2]Recommendations for matriculation: Business Law, Economics and French or Spanish (two years).
[3]Recommendations for matriculation: French or Spanish (two years).

COLLEGIATE COURSES OF INSTRUCTION, 1923-24

One "unit" represents an hour recitation or lecture, together with the required preparation, or three hours laboratory work each week, for a semester of 18 weeks. Credit for 64 units, or more, according to the course chosen, is required for a certificate.

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

ANATOMY

102. General Human Anatomy

Study of the human body. Observation and study of dissections, models, and prepared slides. Designed for students of Physical Education and Public Health or other non-medical students. Two demonstration hours and one laboratory period. Prerequisite: Zoology 1A or Physiology 1 or Biology 10A–10B.
Three units; second semester. (Not offered in 1923-24.)

ANTHROPOLOGY

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

1A. General Anthropology: Origin and Antiquity of Man HEWETT

Man as an animal; heredity; races and race problems; earliest culture.
Three units; one semester. (Not offered in 1923-24.)

1B. General Anthropology: Origin and Development of Civilization HEWETT

The source and growth of institutions, art, customs, industries, language, and religion. Prerequisite: Anthropology 1A.
Three units; one semester. (Not offered in 1923-24.)

103. Outlines of Culture Growth HEWETT

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

104. Culture History of the Southwest BLOOM

Origin and culture of the Indians of the Southwest; their arts; customs, industries, beliefs.
Three units; first semester.

ARTS AND CRAFTS

(Not offered in 1923-24)

177. Art Metal Work

The processes of etching, bending, soft and hard soldering, riveting, sawpiercing, enameling and raised work are covered, and design stressed. Prerequisite: Art 6.
Four units; one semester.

178. Pottery

Building pottery forms by hand and potter's wheel, glazing, casting in cement. Prerequisite: Art A or its equivalent.
Two units; one semester.

179. Modeling

Modeling in clay from casts, illustration and life, in the round, in low relief and in intaglio.
Two units; one semester.

180. Leather Work

Two units; one semester.

181. Bookbinding

Two units; one semester.

182. Weaving

Two units; one semester.

ASTRONOMY

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

1. Descriptive Astronomy — SKILLING

This cultural course is planned to give as comprehensive a view as possible of the solar system and the stars. Only calculations of an elementary nature are made. Especial attention is given to the methods and instruments by means of which astronomical knowledge has been gained. An observatory equipped with a six-inch Alvan Clark telescope is used for observation. Also a good selection of lantern slides is used to illustrate various topics. Prerequisites: Elementary Algebra and Plane Geometry.
Three units; second semester.

BACTERIOLOGY

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

1. General Bacteriology and Microbiology — COY

A study of the bacteria, their form, life history and occurrence; microscopic examination and identification; sterilization; preparation of media for bacterial cultures; microbiology of air, water, soil, foods (including milk), and some of the human, plant and animal diseases.
The aim of the course is to give an introduction to bacteriological facts and methods, a knowledge of which is essential to students in Medicine, Agriculture, and Biological Sciences and Nursing. A student who is preparing to assist in the office of a doctor or dentist would find this course most valuable. Two lectures or recitations and two laboratory periods per week. Prerequisite: Chemistry 1A or Chemistry 2A.
Four units; second semester.

BOTANY

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

2A-2B. General Botany — COY

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

CHEMISTRY

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

1A-1B. General Chemistry — PIERCE, SKILLING

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

2A-2B. General Inorganic Chemistry — SKILLING

A non-engineering course, covering Elementary Chemistry including all the essential phases of the subject. Open to all students. Three hours lecture, demonstration and recitation per week.
Three units; throughout the year. (Not offered in 1923-24.)

3A-3B. General Inorganic Chemistry-Laboratory — SKILLING

Designed to supplement and emphasize important facts as given in 2A–2B, and to give the student some experience in laboratory operations. One laboratory period per week.
One unit; throughout the year. (Not offered in 1923-24.)

6A-6B. Introductory Quantitative Analysis — PIERCE

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

8-9. Organic Chemistry — PIERCE

A study of the carbon compounds and their derivatives, including the synthesis of different compounds and the proof of their constitution. A general application of the subject and the principles involved. Two lectures or recitations and one laboratory period, first semester; one lecture or recitation and two laboratory periods, second semester. Prerequisite: Chemistry 1A–1B.
Three units; throughout the year.

ECONOMICS

Preparation for a major in economics, Economics 1A–1B and at least one of the following: Political Science 1A–1B, History 4A–4B, 8A–8B, Psychology 2A–2B. Recommended: Sociology 50, Accounting 14A–14B.

1A-1B. Principles of Economics

A. G. PETERSON

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

Three units; throughout the year.

3A. Introduction to Economic Geography

(See Geography.)

50. General Sociology

A. G. PETERSON

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

Three units; first semester.

145. Social Psychology

A. G. PETERSON

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

Three units; second semester.

149. Field Studies

A. G. PETERSON

Scientific methods of social and industrial field work and investigation; methods of securing data; classification, tabulation and interpretation of field work data. Each member of the class is required to assist in a survey of a definite field of work in co-operation with social and industrial organizations of San Diego and under the direction of the instructor in charge of the course. May be taken concurrently with Sociology 50. Prerequisites: Required: Sociology 50. Recommended: Psychology 2A and Economics 1A–1B.

One or two units; first semester.

18A-18B. Commercial Law

STANTON

The object of the course in Commercial Law is to give clearly and concisely the leading and fundamental principles of Business Law. Simple cases showing the actual application of the principles to commercial and business transactions

are given, rather than development of those principles. The subjects covered are contracts, sales, agency, partnerships, corporations, real property, negotiable instruments, insurance and wills, with a brief study of evidence.

Three units; throughout the year.

1A-1B. Typewriting

GILLESPIE

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

Four units; throughout the year.

2A-2B. Typewriting

GILLESPIE

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

Two units; throughout the year.

1A-1B. Stenography

WRIGHT

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

Five units; throughout the year.

3A. 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 bookkeeping machines. Trips are made to local establishments to study at first hand actual business conditions. Prerequisite: Typewriting 1A or its equivalent.

Three units; second semester.

A. Business Mathematics

WRIGHT

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

Two units; first semester.

14A-14B. Accounting

EVERTS, WRIGHT

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

Four units; throughout the year.

160A-160B. Advanced Accounting EVERTS, WRIGHT

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

Three units; throughout the year.

ENGINEERING

C. Mechanical Drawing SCUDDER

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

Three units; either semester.

3D. Descriptive Geometry SCUDDER

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

Three units; either semester.

6A. Machine Design CUMMINGS

Function of machines; motion, force, and work in machines; analysis of mechanism; velocity, acceleration, and effort diagrams; parallel motions, cams; ratchets; toothed wheels; valve gear analysis and design. Three lectures and two drafting periods. Prerequisite: Descriptive Geometry 3D.

Five units; second semester.

1A-1B. Plane Surveying LIVINGSTON

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

Three units; throughout the year.

8. Pattern Making SCUDDER

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

Two units; either semester.

9. Machine Work in Iron

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

Two units; either semester.

1. Applied Mechanics CUMMINGS

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

Three units; first semester.

1. Elements of Electrical Engineering CUMMINGS

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

Three units; one semester.

8A-8B. Pattern Making SCUDDER

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

Two units; throughout the year.

1. Applied Mechanics CUMMINGS

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

Three units; first semester.

1. Elements of Electrical Engineering CUMMINGS

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

Three units; second semester.

ENGLISH

Preparation for a major in English—Six units from English 1A–1B, and six units from 50A–50B, 52A–52B, 53A–53B, 56A–56B, 60. Recommended: A reading knowledge of German or French.

A. English BAGLEY, F. L. SMITH, GILLESPIE

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

No credit; either semester.

1A-1B. English Composition — BAGLEY, F. L. SMITH

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

Three units; throughout the year.

4. Great Books — OUTCALT

A survey of books and bodies of literature that are of prime importance as immediate sources or direct expression of European and American culture.

Three units; second semester.

50A-50B. The Drama

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

Two units; throughout the year. (Not offered in 1923-24.)

52A-52B. Types of Literature — OUTCALT

Introduction to the study of poetry: origin, elements, and types; typical poems; contributions to English poetry from Hebrew, Greek, Norse and other literatures. (First semester.)

Study of types of prose literature: the essay, drama, novel, short-story, etc. (Second semester.)

Three units; throughout the year.

53A-53B. Introduction to Poetry — OUTCALT

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

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

Three units; throughout the year. With the consent of the instructor either semester may be taken separately. (Not offered in 1923-24.)

56A-56B. Survey of English Literature — BAGLEY

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

Three units; throughout the year.

60. Periodical Literature — OUTCALT

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

Two units; first semester.

101. Modern Prose Fiction — OUTCALT

A study of recent and contemporary fiction in drama, novel, and short-story, beginning with Meredith and including the best British and American fiction of today.

Three units; first semester.

117A-117B. Shakespeare. Textual Study — OUTCALT

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

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

Three units; throughout the year. With the consent of the instructor either semester may be taken separately. (Not offered in 1923-24.)

121. Victorian Poetry — OUTCALT

Wadsworth, Tennyson, Browning and their contemporaries.

Three units; second semester.

130A-130B. American Literature — OUTCALT

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

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

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

177. The Short-Story

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

Three units; second semester.

FINE ARTS

Preparation for the major in Fine Arts—Art. A, 1, 6A–6B, 12.

A-B. Freehand Drawing — BENTON, MARKER

Freehand drawing from objects and figure. Perspective, memory drawing and out door sketching. Mediums are charcoal, pencil, pen and ink and water color.

Two units; throughout the year.

6A-6B. Art Structure — BENTON, MARKER

Theory of design and color. Study of fine examples of painting, architecture, sculpture and handicrafts. The problems are intended to give a practical working knowledge of design and color.

Two units; throughout the year.

12A-12B. Advanced Design and Color — MARKER

Prerequisite: Art 6A–6B.

12A—Problems in creative design presented in relation to materials and processes of application, such as wood block printing, batik, etc.

12B—Includes the application of design to posters, lettering and illuminating.

Two units; throughout the year.

1. Art History and Appreciation — MARKER

Prerequisite: Art 6A.

A study of architecture, sculpture, painting and handicraft from the dawn of art to modern art, through illustrated lectures, research and discussion.

Three units; second semester.

102. Stage Craft — BENTON, MARKER

Prerequisite: Art 6A–6B.

Theory of line, color and lighting studied in relation to stage effects. Study of the New Theater movement and its personalities. Minature stages permit individual problems in settings, lighting and costume. The actual making of costumes and settings for a play produced by the Dramatic Society is the final problem.

Four units; second semester.

115A-115B. Life Drawing and Painting — BENTON, MARKER

Prerequisite: A–B.

115A—Pose drawing from the figure.

115B—Illustration.

Throughout the year; 2 units each semester. (Not offered in 1923-24.)

194A-194B. Costume Design — MARKER

Prerequisite: Art 6A–6B.

194A—Design studied in relation to textiles and to modern dress for general and individual types. This course includes some drawing from costume models, sketching from costumes in the shops and original problems in costume design.

194B—A study of the history of costume. Advanced problems in design are executed in materials. Some stitchery is included and processes of dyeing and dye resists.

Throughout the year.

194A—3 units; first semester.

194B—2 units; second semester

194B—Not offered in 1923-24.

195A-195B. Home Decoration — BENTON

Prerequisite: Art 6A–6B.

195A—Design in relation to the home. Planning, decorating and furnishing with emphasis on spacing, color and lighting. Study of furniture, floor coverings and textiles. Original problems in house planning and color elevations of rooms.

196B—Takes up more intensive study of period styles and historic ornament. Original problems in designing furniture and fireplaces, and in selecting and combining textures.

Throughout the year.

195A—3 units; first semester.

196B—2 units; second semester.

195B—Not offered in 1923-24.

FOREIGN LANGUAGE

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

Elementary German

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

A. Elementary German — THOMPSON

Five units; first semester.

B. Elementary German — THOMPSON

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

Five units; second semester.

Elementary French

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

A. Elementary French — THOMPSON

Five units; first semester.

B. Elementary French — THOMPSON

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

Five units; second semester.

Intermediate French

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

C. Intermediate French — THOMPSON

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

Three units; first semester.

D. Intermediate French — THOMPSON

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

102A-102B. Introduction to French Classics — BROWN

Prerequisite: French D, or its equivalent.

Three units; throughout the year. (Not offered in 1923-24.)

Elementary Spanish

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

A. Elementary Spanish — BROWN

Five units; first semester.

B. Elementary Spanish — BROWN

Prerequisite: Spanish A or two years of the high school course in Spanish, or its equivalent.
Five units; second semester.

Intermediate Spanish

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

C. Intermediate Spanish — BROWN

Prerequisite: Spanish B or three years of the high school course in Spanish, or its equivalent.
Three units; first semester.

D. Intermediate Spanish — BROWN

Prerequisite: Spanish C or four years of the high school course in Spanish, or its equivalent.
Three units; second semester.

102A-102B. Introduction to Spanish Classics — BROWN

Prerequisite: Spanish D, or its equivalent.
Three units; throughout the year.

GEOGRAPHY

Geography 1 — CLARK

This course includes a study of the fundamental principles of geography and their adaptation to teaching geography in the elementary schools. Required of all students working for a teacher's certificate.
Two units; repeated each semester.

116D. Latin America — CLARK

This course deals with the climate, topography and natural resources of the countries and the effect of those physical factors upon the economic, commercial and racial problems of the different nations. Prerequisite: Geography 1, or its equivalent.
Four units; first semester, 1923-24.

116C. Europe — CLARK

This course deals with the physical environment of each of the nations, their reactions to physical environment and their economic, political and social relations with each other.
Prerequisite: Geography 1, or its equivalent.
Four units; second semester, 1923-24.

127. Human Geography, Principles of — CLARK

This course deals with physical controls and the reactions of different races to their environments.
Three units; second semester, 1923-24.

3A. Economic Geography — CLARK

The course in Economic Geography includes a study of the economic activities of nations and peoples, as influenced by geographical factors, with a study of present day problems in the field of the subject.
Three units; first semester, 1924-25.

1B. Elementary Meteorology — CUMMINGS

A study of the earth's atmosphere and the changes in it which produce our weather and influence human affairs.
Three units; first semester.

2B. Map and Instrument Study of Weather and Climate — CUMMINGS

The making and recording of meteorological observations; practical work with meteorological instruments and a study of weather and weather maps. Prerequisite: 1B Elementary Meteorology.
Two units; second semester.

HISTORY

Preparation for the major in History—History 4A–4B or History 8A–8B, and either Political Science 1A–1B or Economics 1A–1B.

4A-4B. Modern European History — LEONARD

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

8A-8B. History of the Americas — LEONARD

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

121A-121B. Medieval History — LEONARD

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

171A-171B. History of the United States LEONARD

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

Three units; throughout the year.

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

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

Three units; second semester. (Not offered in 1923–24.)

HOME ECONOMICS

HOUSEHOLD ART

Preparations for the major in Household Art. Required: High school courses in botany, chemistry, physics, and mechanical drawing, or Botany 2A, Chemistry 2A–2B, Physics 2A–2B, and Mechanical Drawing C. Household Art 1A–1B; Art 6A–6B, 12, 94; History 4A–4B; Economics 1A–1B, or equivalents. Recommended: High school course in clothing, Art 1, Psychology 2A–2B, French or German.

1A-1B. Clothing and Costume Design BASTIAN

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

Three units; throughout the year.

2A. Home Making COLDWELL

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

Two units; either semester.

HOUSEHOLD SCIENCE

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

1A-1B. Elementary Food Economics BASTIAN

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

Three units; throughout the year.

HYGIENE

1. Hygiene C. E. PETERSON

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

One unit; either semester.

2. Hygiene TANNER

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

Two units; either semester.

JOURNALISM

51A. News Writing SMITH

Practice in news writing and study of news sources.

Three units; first semester.

51B. Reporting and Correspondence SMITH

Study of the different types of stories covered by the reporter and the correspondent.

Three units; second semester.

MATHEMATICS

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

A. Algebra CUMMINGS

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

Three units; first semester.

C. Trigonometry — CUMMINGS

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

Three units; second semester.

1A-1B. General Course — LIVINGSTON

The course begins with the solution of simple problems by graphical methods; then by the more exact methods of differential and integral calculus. The work in calculus is later extended to problems in Trigonometry and Analytic Geometry, the essentials of these subjects being presented as needed. This course should give at least a general view of those processes in Mathematics which are so necessary to the solution of problems in the exact sciences and which are proving a valuable aid to students of Social Science and Business Administration. It is intended primarily for non-engineering students. Those unable to take the entire course will find the first semester's work complete in itself. Students who have already studied Trigonometry will find very little of mere repetition. Prerequisites: Elementary Algebra and Geometry.

Three units; throughout the year.

2. Mathematics of Investment — LIVINGSTON, WRIGHT

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

Four units; first semester.

Elements of Analysis, with Applications

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

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

Prerequisites: Mathematics A and C or their equivalents.

Three units; throughout the year.

4A–4B. Solid Analytic Geometry and Integral Calculus — LIVINGSTON

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

Three units; throughout the year.

MUSIC

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

1A. Treble Clef Club — SMITH

One unit; either semester.

1A. Male Chorus — SMITH

One unit; either semester.

1A. Choral Club — SMITH

One-half unit; either semester.

1A. Orchestra

One unit; either semester.

3. Music History and Appreciation — SMITH

(See page 29)

PHILOSOPHY AND PSYCHOLOGY

Preparation for the major in Psychology. Required: Psychology 2A and 2B, Zoology 1A–1B, or Biology 10A–10B. Recommended: French, German, Chemistry, Sociology 50.

A. Social Ethics — COLDWELL

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

One-fourth unit; either semester.

A. How to Study — BELL

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

One-fourth unit; either semester.

2A. General Psychology — BELL

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

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

Three units; first semester.

2B. Applied Psychology — BELL

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

Three units; second semester.

145. Social Psychology

(See Economics.)

PHYSICAL EDUCATION

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

Physical Education for Men — C. E. PETERSON

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

1A, B, C or D. Physical Education. One-half unit; throughout the year.
13A or B. American Football. One-half unit; first semester.
3A or B. Track. One-half unit; second semester.
4A. Baseball. One-half unit; second semester.
5A or B. Basketball. One-half unit; second semester.
6A or B. Tennis. One-half unit; either semester.
7A or B. Boxing. One-half unit; either semester.
8A or B. Wrestling. One-half unit; either semester.
10A, B, C or D. Swimming. One-half unit; either semester.

Physical Education for Women — TANNER

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

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

52A-52B. Physical Education

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

52C-52D. Physical Education

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

PHYSICS

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

1A-1B. General Physics — BAIRD

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

Three units; throughout the year.

2A-2B. General Physics — BAIRD, CUMMINGS

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

Three units; throughout the year.

3A-3B. Physical Measurements — BAIRD, CUMMINGS

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

One unit; throughout the year.

4A-4B. General Physics — BAIRD

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

Three units; throughout the year.

PHYSIOLOGY

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

1. Introductory Human Physiology

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

Five units; first semester. (Not offered in 1923-24.)

POLITICAL SCIENCE

Preparation for the major in Political Science: Political Science 1A–1B and Economics 1A–1B or History 4A–4B.

The foundation work in Political Science consists of comparative study of the governments and politics of Continental Europe, England and the United States. The aim of the course is to broaden the viewpoint of the student in matters of government and politics, and to prepare the way for more intensive study. The classroom work consists of lectures, special reports, oral and written quizzes. High School Civics is presupposed.

1A. Comparative Government — LEONARD

The governments and parties of England and France.

Three units; first semester.

1B. Comparative Government — LEONARD

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

Three units; second semester.

PUBLIC SPEAKING

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

1A-1B. Elements of Public Speaking

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

Three units; throughout the year.

2A. Elements of Expression and Interpretation

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

Three units; first semester.

118A. Art of Acting: Theory and Practice

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

Three units; second semester.

ZOOLOGY

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

1A. Zoology

JOHNSON

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

Five units; first semester. (Not offered in 1923-24.)

1B. Zoology

JOHNSON

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

Five units; second semester. (Not offered in 1923-24.)

10. General Biology

JOHNSON

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

Three units; second semester.

10A-10B. Biology

JOHNSON

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

Three units; throughout the year.

114. Heredity and Evolution

JOHNSON

A discussion of the facts of heredity, in plants, animals and man; the Mendelian law and its application; development of theories of evolution. Reports on assigned topics are required. The course is designed to make the student familiar with some of the current literature and opinions of scientists concerning heredity and evolution. Prerequisite: Biology 10A–10B or Zoology 1A–1B or Botany 2A–2B.

Three units; first semester.

115. Eugenics

JOHNSON

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

Two units; second semester.

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