Bulletin
San Diego State Teachers College

Announcement of Courses
1930-1931

June, 1930

STATE TEACHERS COLLEGE
SAN DIEGO, CALIFORNIA

CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO, 1930
Bulletin
San Diego State Teachers College

Announcement of Courses
1930-1931

June, 1930
CALENDAR 1930-1931

SUMMER SESSIONS, 1930.

Term I, six weeks, June 23-August 1.
Term II, four weeks, August 4-26.

FALL SEMESTER, 1930-1931.

September 10, 8:00 a.m., College Aptitude Test.*
September 10, 1:30 p.m., Assembly of New Students.
September 11, 8:00 a.m., Examination in Subject A.
(English Composition.)
September 11, 10:30 a.m., Assembly of New Students.
September 12, 1:30 p.m., Fundamentals Test.*
September 12, 8:30-12 a.m. and 1:00-2:00 p.m., Registration of Old Students.
September 13, 8:30-12 a.m. and 1:00-2:00 p.m., Registration of New Students.
September 15, Class Work Begins.
November 11, Legal Holiday.
November 27-30, Thanksgiving Recess.
December 13, Christmas Recess Begins.
January 5, Class Work Resumes.
January 19-23, Final Examinations for Mid-Year Graduates.
January 29, Mid-Year Examinations Begin.

SPRING SEMESTER, 1931.

February 5-8, Mid-Year Registration Period.
February 5, 8:00 a.m., College Aptitude Test.*
February 5, 1:30 p.m., Assembly of New Students.
February 6, 8:00 a.m., Examination in Subject A (English Composition).
February 6, 10:30 a.m., Fundamentals Test.*
February 6, 8:30-12:00 a.m. and 1:00-2:00 p.m., Registration of Old Students.
February 7, 8:30-12:00 a.m. and 1:00-2:00 p.m., Registration of New Students.
February 9, Class Work Begins.
March 28-April 5, Easter Recess.
May 1, Dedication Day.
June 10-16, Final Examinations.
June 16, Annual Commencement Exercises.

SUMMER SESSIONS, 1931.

Term I, six weeks, June 29-August 7.
Term II, four weeks, August 10-September 1.

* See page 18.

FACULTY

EDWARD L. HARDY, LL.D., President
B.L., University of Wisconsin; M.A., University of Chicago; LL.D.,
La Verne College.
Study of European secondary schools; Principal of San Diego High School.
(appointed September, 1910.)

IRVING E. OUTCALT, M.A. Vice President and Professor of English
B.A., A.B., Stanford University.
Student, University of Illinois; graduate study and research work,
University, Travel in Europe.
Head of Department of English, San Diego High School.
(appointed September, 1912.)

J. W. AULT, M.A. Acting Dean of Education, Principal of
Training School, and Professor of Education
B.S., Valparaiso University; M.A., University of South Dakota.
Student, Miami University; graduate student, University of Iowa and
University of Southern California.
Superintendent of city schools; conductor and instructor in teachers
institutes; Professor of Education at Southern State Teachers College,
Springfield, South Dakota.
(appointed September, 1926.)

ARTHUR G. PETERSON, M.A. Dean of Liberal Arts, Ex Officio in
General Charge of Lower Division
Studies, and Professor of Economics
B.A., College of the Pacific; M.A., Stanford University.
Graduate student, University of Southern California.
Vice Principal of San Diego High School and Director of Junior
College.
(appointed September, 1921.)

ADA HUGHES COLDWELL, Dean of Women
Student, Hopkins Art School and California Medical College, San
Francisco; Columbia University. Special Study in Europe. Licensed
Pharmacist, State of California.
Grade Teacher, Alameda, California; Head of Home Economics
Department, University of Montana, summer session of 1915.
(appointed Head of Home Economics Department September, 1917; Dean of Women June, 1915.)

CHARLES E. PETERSON, A.B. Dean of Men and Associate Professor
of Physical Education and Director of
Physical Education for Men
A.B., State Teachers College of San Diego.
Student, Oregon Agricultural College, University of California, and
two years under Robert Krohn.
Director of Playgrounds, Portland, Oregon; Director of Physical
Education, Y. M. C. A.; Physical Education and Recreation work in
the United States Army Camp; Director of Physical Education in
Junior High School, Berkeley, California.
(appointed July, 1921.)

JOHN R. ADAMS, M.A. Instructor in English
A.B., M.A., University of Michigan.
Instructor in Rhetoric, University of Michigan; Associate in English,
University of Washington.

GEORGIA C. AMSDEN Assistant Professor of Commerce
Graduate School, Chicago; special secretarial training in various
institutions; University of California summer session and extension division
work.
Teacher in University of California summer school; Traveling Repre-
sentative and Secretary for the Federal Board for Vocational Educa-
tion, France, World War; In charge of Studentic Division, Department
of Personnel, American Red Cross Headquarters, Paris, World
War; Secretary, Standard Life and Accident Insurance Company,
Detroit, Michigan; Assistant Editor and Reporter, Daily Press, Ypsil-
anti, Michigan; Instructor, San Diego High School.
(appointed September, 1925.)
LAURENCE EDWIN ANDERSON, M.S.  
B.S., M.S. (Civil Engineering), University of California; Student, American Bridge Company; Night School; Assistant Engineer with Shell Oil Company at Wilmington, California; Skilled in Casco, Dutch West Indies; Assistant Valuation Engineer, San Joaquin, Speckels, California; Engineer with American Bridge Company, Los Angeles, California; Assistant Engineer, Bridge Construction, California State Department of Public Works, American Bridge Company, Gary, Indiana; Designer, Bridge Department, Santa Fe Railroad, Chicago.  
(Appointed September, 1929.)

RUTH G. BAGLEY, A.M.  
ASSOCIATE PROFESSOR OF ENGLISH  
A.B., University of Michigan; A.M., University of California.  
Graduate student, University of Illinois and Columbia University; Head of Department of English, State Normal School, Oshkosh, Wisconsin; Instructor, San Diego Junior College.  
Travel in Europe.  
(Appointed September, 1921.)

O. W. BAIRD, M.A.  
ASSOCIATE PROFESSOR OF PHYSICS  
A.B., University of Wisconsin; M.A., University of California.  
Graduate student, University of Wisconsin; Head of Science Department, University of Wisconsin High School and Stadium High School, Tacoma, Washington; Assistant in Physics Department, University of Washington, Seattle.  
(Appointed September, 1921.)

FRED BEIDLEMAN, B.MUS.  
ASSOCIATE PROFESSOR OF MUSIC  
A.B., M.Mus., Columbia University.  
Teaching Assistant in Music, Boys High School, Brooklyn, New York; Instructor, Associate Professor, Modern Language Department, Boston University; Captain of Infantry, United States Army, Military Intelligence Division.  
(Appointed September, 1922.)

GERTRUDE SUMPTION BELL, M.A.  
PROFESSOR OF PSYCHOLOGY  
A.B., Indiana University; M.A., Stanford University.  
Graduate student, Indiana State Normal School; Research Work, Assistant in Education; Director of Practice Teaching, University of Colorado; State Institute Lecturer, Montana; Instructor, School of Education, Stanford University.  
(Appointed August, 1916.)

MARY BENTON  
ASSOCIATE PROFESSOR OF ART  
Institute: New York School of Art; Teacher College, Columbia University; Instructor, School of Education, University of Chicago.  
(Appointed August, 1916.)

LESLEY P. BROWN, M.A.  
ASSOCIATE PROFESSOR OF SPANISH  
A.B., Yale University; M.A., Harvard University.  
Instructor in French and Spanish, Northwestern University; Harvard University; University of North Carolina; University of Wisconsin.  
(Appointed July, 1922.)

M. EUSTACE BROOM, M.A.  
ASSISTANT PROFESSOR OF EDUCATION  
A.B., M.A., University of Illinois; A.B., University of Chicago; graduate student, University of Southern California.  
Instructor in Psychology, University of Illinois; Teacher in Illinois; Instructor in Education, Extension Division, University of Wisconsin; Teacher, Francis W. Parker School of San Diego; Associate Editor, The High School Teacher.  
(Appointed February, 1921.)

ROY E. CAMERON, PH.D.  
ASSISTANT PROFESSOR OF ECONOMICS  
A.B., Ph.D., University of California.  
Student, Creighton University; University of Nebraska; University of Chicago; University of Southern California.  
Teaching Fellow in Economics, University of California.  
(Appointed September, 1929.)

VINNIE B. CLARK, A.B.  
ASSOCIATE PROFESSOR OF GEOGRAPHY  
A.B., University of Wisconsin.  
Graduate student, University of Chicago; University of Mexico.  
Travel in Mexico and Europe.  
(Appointed September, 1921.)

KATHERINE E. CORBETT, A.M.  
TRAINING SUPERVISOR AND ASSOCIATE PROFESSOR OF PHYSICS  
B.F.D., Michigan State College; B.S., A.M., Teachers College, Columbia University.  
Graduate Public School Music Course, Ypsilanti Conservatory of Music.  
Teacher in Public Schools, Ypsilanti, Michigan; Training Supervisor, Kent State Normal College, Ohio; Evening High School, San Diego.  
(Appointed July, 1921.)

J. GRANT Cramer, M.A.  
ASSISTANT PROFESSOR OF MODERN LANGUAGES  
A.B., M.A., New York University.  
Student, Columbia Law School; University of Leipzig, Germany; Twenty years residence, travel, and study in Europe.  
Instructor, French and German, Lehigh University, Bethlehem, Pennsylvania.  
Associate Professor, Modern Language Department, Boston University; Captain of Infantry, United States Army, Military Intelligence Division.  
(Appointed September, 1922.)

HELEN LOIS DALE, M.A.  
INSTRUCTOR IN BIOLOGY  
A.B., B.S., Stanford University.  
Graduate student, Stanford University; Teaching Assistant in Biology, Reed College; Instructor in Zoology, Mills College; Assistant and Acting Instructor in Biology, Stanford University.  
(Appointed September, 1926.)

WALDO H. FURGASON, B.A.  
INSTRUCTOR IN BIOLOGY  
B.A., St. Olaf College.  
Diplomats, St. Olaf School of Music; graduate student, University of Southern California and Stanford University.  
Teaching Fellow, St. Olaf College; Instructor in Music, Roosevelt Junior High School, San Diego.  
(Appointed September, 1926.)

MORRIS HUBBARD GROSS, A.B.  
INSTRUCTOR IN PHYSICAL EDUCATION  
A.B., State Teachers College of San Diego.  
Teacher, Chula Vista Grammar School; Basket Ball Coach, U. S. Marines and U. S. Naval Hospital.  
(Appointed September, 1926.)

EDITH C. HAMMACK, B.A.  
TRAINING SUPERVISOR AND ASSISTANT PROFESSOR OF EDUCATION  
B.A., State Teachers College of San Jose.  
Graduate of State Normal School of San Diego; graduate student, University of California.  
Public School Teacher.  
(Appointed February, 1911.)

DOROTHY R. HARVEY, M.A.  
INSTRUCTOR IN BIOLOGY  
A.B., State Teachers College of San Diego; M.A., University of Southern California.  
Graduate student, Scripps Institute for Biological Research, La Jolla; University of California.  
Public School Teacher.  
(Appointed September, 1924.)

* On leave of absence 1929-1930 and 1938-1939.
ROBERT D. HARWOOD, PH.D. ASSISTANT PROFESSOR OF ZOOLOGY
B.A., Pomona College; Ph.D., Cornell University.
Assistant in Biology, Cornell University; Field Entomologist, Natural
Survey of Illinois; Teacher, Kearsley County Union High School and
Junior College, Bakersfield; Assistant in Entomology, Cornell University;
Stream Survey, Conservation Department, New York.
(Appointed September, 1928.)

WALTER R. HERREID, A.B. INSTRUCTOR IN PHYSICAL EDUCATION
A.B., Washington State College.
Graduate student, University of California and University of Southern
California.
Freshman Football Coach, Washington State College; Director of
Physical Education, Aberdeen High School, Aberdeen, Washington;
Coach, Huntington Park Union High School.
(Appointment effective September, 1926.)

MARGUERITE YEASEY JOHNSON, A.M. REGISTRAR AND ASSISTANT
PROFESSOR OF CULTURE HISTORY
A.B., Radcliffe College; A.M., Columbia University.
Teacher of Latin, History and French; Assistant in the Registrar's
Office, Teachers College, Columbia University.
(Appointed July, 1927.)

MYRTLE ELIZABETH JOHNSON, Ph.D. PROFESSOR OF BIOLOGY
B.S., M.S., Ph.D., University of California.
Research Associate, Scripps Institute for Biological Research, La
Jolla; Instructor, Pasadena High School.
(Appointed September, 1921.)

SYBIL ELIZA JONES, M.L. ASSISTANT PROFESSOR OF ENGLISH
B.L., M.L., University of California.
Director, Junior Players of Pasadena Community Playhouse; Drama
and Instructor in Play Writing of Summer Art Colony at Pasadena
Community Service.
(Appointed September, 1926.)

GENEVIEVE KELLY, A.M. INSTRUCTOR IN SOCIOLOGY
A.B., Student, Los Angeles Public Library School.
Research Associate, Corcoran Union High School; Travel in Europe.
Normal School, Flagstaff; Scripps Foundation for Research in Popular-
ization Problems, Oxford, Ohio.
(Appointed September, 1924.)

J. ROYAL KELLY, A.B. INSTRUCTOR IN ART
A.B., University of California at Los Angeles.
Extro, Russian Stage Designer.
(Appointed September, 1927.)

GWINIVER KOTTER, M.A. TRAINING SUPERVISOR AND ASSISTANT
PROFESSOR OF EDUCATION
B.S., Utah Agricultural College; M.A., Stanford University.
Graduate student, Stanford University; Graduate College, Columbia University; University of California; Teacher in Public Schools; Primary Supervisor.
(Appointed July, 1928.)

CHARLES B. LEONARD, Ph.D. PROFESSOR OF HISTORY
A.B., M.A., Ph.D., University of California.
Fellow in History, University of California; Teacher in History, University of California.
(Appointed September, 1921.)

LEWIS B. LESLEY, M.A. ASSOCIATE PROFESSOR OF HISTORY
A.B., Stanford University; M.A., University of Chicago;
Traveling Fellow in Europe from University of California.
Instructor, Principia School, St. Louis, Missouri; Teaching Fellow in History, University of California; Acting Assistant Professor of American History, Pomona College.
(Appointed September, 1924.)

GEORGE R. LIVINGSTON, M.A. ASSOCIATE PROFESSOR OF MATHEMATICS
B.S., M.A., University of California.
Instructor, San Diego Junior College; Head of Department of Mathematics, Santa Barbara Junior College.
(Appointed September, 1921.)

MARY RANKIN MOON, A.B. INSTRUCTOR IN ART
A.B., University of California.
Student, State Teachers College of San Diego and Colorado Springs
Academy of Fine Arts; Travel in Europe.
(Appointed September, 1926.)

ABRAHAM P. NARATH, Ph.D. ASSISTANT PROFESSOR OF HISTORY
A.B., M.A., Ph.D., University of California.
Native Son Traveling Fellow in History, University of California;
Assistant Teaching Fellow in History, University of California; Instructor in History, State University of Iowa.
(Appointed January, 1928.)

WILLIAM L. NIDA, M.A. PROFESSOR OF EDUCATION, SUPERVISOR OF
PUBLIC SCHOOL PRACTICE TEACHING, AND APPOINTMENT SECRETARY
Ph.B., Ohio State University; M.A., University of Southern California.
Graduate student, University of Chicago; Principal of Ohio High Schools; Superintendent of Schools in Illinois; Supervisor, Junior High Schools, San Francisco.
(Appointed July, 1921.)

WALTER T. PHILLIPS, M.A. ASSISTANT PROFESSOR OF SPANISH
AND FRENCH
A.B., University of Washington; M.A., Stanford University.
Graduate student, University of California and University of Washington.
Graduate Assistant in Spanish and graduate scholarship in Spanish.
Stanford University; Assistant Professor of Modern Languages, Will-
iamette University.
(Appointed September, 1927.)

LEO FRANCIS PIERCE, Ph.D. PROFESSOR OF CHEMISTRY
B.S., Grinnell College; M.S., Tulane University; Ph.D., Stanford University.
Graduate student, Tulane University; University Fellowship, Stan-
ford University.
Research Assistant and Instructor, University of Idaho; Professor of
Chemistry, Washburn College; Instructor, Tulane University; Deutsche Chemische Gesellschaft; Lecturer in Chemistry, Mercy Hospital, San Diego.
(Appointed September, 1928.)

ALICE M. RAW, A.B. INSTRUCTOR IN PHYSICAL EDUCATION
A.B., University of Southern California.
Graduate student, University of Southern California; Travel in Europe.
(Appointed September, 1923.)

MABEL M. RICHARDS, A.M. TRAINING SUPERVISOR AND ASSOCIATE
PROFESSOR OF EDUCATION
B.S., A.M., University of Missouri.
Graduate student, University of Southern California.
Rural, City and High School Teacher; City Superintendent of Schools, Supervisor of Mathematics, Training School, State Teachers Colleges, Warrensburg, Missouri; Director in Demonstration School, Northeast Missouri State Teachers College.
(Appointed September, 1921.)
DUDLEY H. ROBINSON, B.S.C. 

INSTRUCTOR IN CHEMISTRY 

B.S. in Sugar Engineering, University of Louisiana. 

Chemist, Factory: State Sugar House, Louisiana; Racedale Sugar and Company; Chief Chemist, Pacific Marine Chemicals, Inc. 

(Appointed September, 1928.)

CHARLES R. SCUDDER, A.B.* 

ASSOCIATE PROFESSOR OF INDUSTRIAL ARTS 

A.B., State Teachers College of San Diego. 

Student, University of Illinois and State Normal School, Bellingham, Washington; graduate student, University of Southern California. 

Teacher of Industrial Work: East Chicago, Indiana; and Grand Mound, Iowa. 

Institute, Munee, Wisconsin; State Normal School, Bellingham, Washington. 

(Appointed September, 1918.)

W. T. SKILLING, M.S. 

PROFESSOR OF ASTRONOMY 

B.S., M.E., University of California. 

Student, State Normal School, Los Angeles; Stanford University. 

Teacher, Los Angeles County and City public schools; Assistant in Physics, University of California. 

(Appointed September, 1901.)

FLORENCE L. SMITH, M.A. 

ASSOCIATE PROFESSOR OF ENGLISH 

A.B., Northwestern University; M.A., University of Chicago. 

Instructor, State Normal School, Oshkosh, Wisconsin. 

(Appointed July, 1917.)

L. DEBORAH SMITH, A.M. 

ASSOCIATE PROFESSOR OF MUSIC 

Mus.B., A.B., Oberlin College; A.M., Columbia University. 

Head of Department of Music, State Teachers College, Winona, Minnesota. 

(Appointed September, 1922.)

MARIAN PERK SMOOR, A.M. 

TRAINING SUPERVISOR AND ASSISTANT PROFESSOR OF EDUCATION 

A.B., A.M., Stanford University. 

Travel in Europe. 

Teacher in Public Schools: Assistant in History, Stanford University. 

Instructor, Francis W. Parker School, San Diego, California. 

(Appointed September, 1923.)

CHRISTINE SPRINGFORD, B.M. 

INSTRUCTOR IN MUSIC 

B.A., B.M., University of Redlands. 

Graduate student, University of Southern California; student in piano with A. E. Guerius of St. Louis. 

American, Fontainebleau, France; Supervisor of Music, Needles, Redlands; Instructor, San Diego High School. 

(Appointment effective September, 1930.)

HARRY C. STEINMETZ, A.M. 

ASSOCIATE IN EDUCATION 

A.B., University of California; A.M., University of Southern California. 

Assistant in Journalism, University of the Philippines, Manila; 

Instructor, Glendale Union High School and San Mateo Junior College. 

(Appointment effective September, 1930.)

S. LA VENDER STOYALL, B.S. 

ASSOCIATE PROFESSOR OF MECHANICAL ARTS 

B.S. (Electrical Engineering), University of Texas. 

Chief Engineer of M. Whitney Power and Electric Company; Irrigation Engineer; Off fields of California. 

(Appointed September, 1924.)

* On leave of absence February 1, 1930, to January 31, 1931.
THE COLLEGE  
HISTORICAL SKETCH

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

In June, 1921, under an enactment of the legislative session of the same year, known as the "Junior College Law," the San Diego Junior College was merged with the State Teachers College of San Diego. Under the arrangement thus made, collegiate courses of the lower division (freshman and sophomore years) were offered, both to students preparing for the work of the upper division (junior and senior years) of colleges and universities and to students preparing themselves for the teaching service in the new three- and four-year curricula recently established by the State Board of Education. The four-year curricula leading to the A.B. degree (major in Education) were established for this institution June 30, 1925.

Since July 1, 1927, the courses formerly carried as "junior college" courses have been offered as lower division courses of the regular four-year curricula. On July 12, 1928, the college was authorized by the State Board of Education to offer presecendary curricula with majors in Chemistry, History, English and Romance languages, and special secondary certification curricula with majors in Physical Education, and Art, all of them leading to the A.B. degree. On January 6, 1930, the State Board of Education authorized the following additional majors in the presencillary curricula: Art, Biological Science (Zoology now offered), and Social Sciences (Economics, Geography and History now offered); also the special secondary certification curricula with a major in music. (See pages 31 and 39 for curricula in Commerce.)

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

ENVIRONMENT AND STANDARDS  
OPPORTUNITIES FOR CULTURE AND RECREATION

Environmental conditions other than physical must be taken into account by the student choosing a college. In cultural standards in art, music, literature and science, San Diego is a favorable college city because, while it is not large, yet it has certain metropolitan advantages for the student. Many of these are to be found in the heritage resulting from the San Diego Exposition of 1915-16, including the buildings themselves,
which in their consistent and effective carrying out of motifs of the best
types of Spanish colonial art, make up one of the finest exhibits in architecture in America. Housed in these buildings are exhibits in anthropology and natural history which are unsurpassed in certain fields, together with natural history collections, and materials for the study of American archaeology. There is a complete cooperation with the Board of Directors controlling the collections, and the Director of the San Diego Museum is a member of the faculty of the college. The Fine Arts Gallery contains excellent exhibits of paintings. There are plans for the development of a Public Conservatory of Music for which the great out-of-door organ furnishes a beginning. Balboa Park, in which all of these facilities are located, also contains a modern architectural form and a great stadium for games, community gatherings and pageants.

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

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

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

PHYSICAL CONDITIONS: CLIMATE

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

Recreational opportunities of an unusual number and variety are open to students, because of the combination of bay, sea beach, mountains, all within compass of two hours travel by automobile. Outdoor sports of all kinds, including swimming and rowing, are possible the year round.

BUILDINGS AND EQUIPMENT

The main college building houses the library, the auditorium, the gymnasium, offices, laboratories, and classrooms. The training school is housed in three separate units.

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 32,000 volumes.
Laboratories for physics, chemistry, and biological science.
Studies, shops, and laboratories for the courses in fine and industrial arts.

For physical education, a well-equipped gymnasmum, lockers and showers, classrooms, and athletic field, tennis courts, etc.

On January 1, 1931, the college will remove to its new campus and buildings.

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. 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.

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

ROUTINE AND PROCEDURE

Outside of the necessary routine and procedure in the conduct of registration, class attendance, conduct of examinations, 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.

ORGANIZATION

THE CALENDAR AND REGISTRATION

The college year is divided into the fall and spring semesters of eighteen weeks each, followed by a summer session consisting of a first term of six weeks and a second term of four weeks. Students may enter at the beginning of either semester and at the beginning of either summer term.
ADMISSION TO COLLEGE

1. Freshman Standing.

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

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

Candidates may be admitted by either of two methods:

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

2. Provisional admission. High school graduates who present fewer than the prescribed number of recommended units, but who through their principals’ estimations of academic ability, evidence of personal qualities, and recommendations, present satisfactory evidence of ability to profit by courses in teacher training, who have abilities, aptitude, and desires for teaching, and who pass suitable college examinations of the first semester in residence, will be admitted as provisional students. At the close of the first semester in residence, a complete reevaluation of the credentials and records of all such students will be made. Students will then be granted clear admission, dropped from the college, or for sufficient reasons continued as provisional students.

Certificates of successful examinations before the College Entrance Examination Board will be accepted to admit candidates who can not meet the requirements of either of the above methods. The entrance examinations of the Board are held in June each year (in California, at Berkeley, Los Angeles, San Diego, and other places applications for examinations must be addressed to the College Entrance Examination Board, 431 West 117th street, New York. They must be made upon request.

II. Advanced Standing.

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

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

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

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

III. Special Standing.

Either of the two following types of candidate may be admitted as a special student, provided he is at least 21 years of age. (Applicants will not ordinarily be admitted directly from the secondary schools to the status of special students.)

1. High school graduates who did not make a sufficient number of recommended grades to obtain a principal’s recommendation may be admitted as special students in such courses as they seem qualified to undertake. In such cases candidacy for graduation depends upon meeting the scholarship requirement of a C average.

2. A candidate who has not had the opportunity to complete a satisfactory high school course, but who is considered competent to undertake certain courses, may be admitted to special standing. Entrance examinations in the subjects of fundamental importance for the work proposed will be assigned whenever it seems advisable. Such a student may become a candidate for graduation upon removing the high school deficiency.

MATRICULATION

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

REGISTRATION PROCEDURE

REGISTRATION

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

TESTS REQUIRED AT REGISTRATION TIME AND LATER
(See Calendar for dates.)

1. An examination for the determination of physical fitness is required of all students at entrance. Appointments are made during registration.
2. All students entering the college are required to take the following tests, mainly for purposes of guidance and assistance: (a) College Aptitude Test. (b) English Composition Test.* (c) Social Relations Test. (d) Speech Test. Exceptions may be made for students who register for six units of work or less, for former graduates of this college, and for graduates of approved four-year colleges.
3. The Fundamentals Test in reading, spelling, arithmetic and handwriting is a prerequisite for certain courses in Education (see descriptions of courses in Education). Exceptions may be made for former graduates of this college and for graduates of approved four-year colleges.

LATE REGISTRATION

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

CHANGES IN REGISTRATION

Changes in program may be made only with the approval of the student's adviser. The late registration fee of $2 is required for the addition of one or more courses after the first week of the semester, if the student is responsible for the change. In addition, the instructor's approval must be secured for entering a course after the first week.

AUDITORS

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

*This is required mainly for classification purposes. The results must be considered by students and advisers in the making of schedules. Stragglers are students primarily responsible in the matter of overcoming deficiencies. No student whose use of the English language continues to be notably inaccurate or inadequate should expect to receive a certificate of graduation from the 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 supervisors of training.

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

Concerning appointments to teaching positions.—The Appointment Secretary.

Concerning use of the building.—Superintendent of Buildings.

CLASSIFICATION

Regular students are those students who have complied with the requirements of admission 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 30 to 50 units of work are classified as sophomores; those who have completed 60 to 80 units, as juniors, and those who have completed 90 or more units as seniors.

UNITS OF WORK AND STUDY—LISTS LIMITS

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

Sixteen units, in addition to physical education (1 unit), constitute a normal semester's program for all students. An entering freshman, how students for a maximum of 18 units, provided such additional enrollment is the advisor necessary in order to round out education. Ordinarily, only 16 units, in addition to physical student's first semester at the college, a program of 17 units, in addition for at least 12 units in the preceding semester and attained an average student attained an average of not less than 1.5 grade points; 18 units will be credited provided the student was registered of not less than 1.6 grade points; 18 units will be credited provided the course in which a student received a passing grade may be used in the of the units credited for graduation. Credit for a program that does the mission of the Scholarship Committee, upon petition. No student under out the permission of the Registrar.

SCHOLARSHIP GRADES AND GRADE POINTS

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

Grade points are assigned as follows: Grade A, 4 points per unit; B, 2 points per unit; C, 1 point per unit; D, no points; E, minus 1 point per unit; F, minus one point per unit.

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

To qualify for a certificate in any curriculum or for a transcript of record with recommendation, 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. On a transcript of record for a student whose scholarship is below C average, the honorable dismissal shall be qualified by the phrase "except for scholarship."

ELIGIBILITY FOR PRACTICE TEACHING

No student shall be eligible for teaching in the training school whose entire record, and also his record for the preceding semester, does not average C grade.

PROBATION AND DISQUALIFICATION

A scholarship record below an average of grade D per unit of work undertaken in any single semester disqualifies a student for further attendance at the college. Any student whose scholarship record shows a cumulative deficit of 12 or more grade points for all work undertaken in the College to the close of any semester will be placed on probation. A student whose study lists have averaged less than 12 units per semester will be placed on probation if his cumulative deficit equals or exceeds the average number of units carried per semester.

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

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

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 semester is ineligible in the next succeeding semester to represent the college in connection with any athletic, literary, musical, dramatic, social, or other organization.

SPECIAL EXAMINATIONS

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

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

EXAMINATIONS AT SPECIAL TIMES

No final examinations shall be given to individual students before the regular final. Any student who finds it impossible to take a final examination on the date scheduled must make arrangements with the instructor at the beginning of the examination period. No books or papers of any kind shall be brought into the examination room, except by special order of the instructor.

CONDUCT OF EXAMINATIONS

All final examinations shall be written in Blue Books or other forms which shall be furnished by the college and distributed by the instructor at the beginning of the examination period. No books or papers of any kind shall be brought into the examination room, except by special order of the instructor.

WITHDRAWALS FROM CLASS

A student may not withdraw from class without the permission of the proper study-lists officer on a "change of registration card," which must be filed in the Registrar's Office. An unauthorized withdrawal from a class will result in a mark of failure on the student's record; this applies also in the case of complete withdrawal from college. A withdrawal after the sixth week of a semester except for reasons beyond the student's control is interpreted as a failure in the course.

LEAVE OF ABSENCE

A leave of absence from college for a period not to exceed two weeks may be obtained for satisfactory reasons from the Dean of Women or the Dean of Men. If the student concerned fails to return to college, he should notify the Registrar's Office. A leave of absence does not relieve the student from making every possible attempt to complete the work of each course to the satisfaction of the instructor. Enforced absence beyond two weeks necessitates obtaining the permission of each instructor to continue in the course; if the student is refused permission to return to one or more classes, he should arrange at the Registrar's Office for withdrawal from these courses.

APPOINTMENT OF 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.

STUDENT LIFE

ORGANIZATIONS

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

- Art Guild, College Orchestra, Delta Kappa (Chemistry), Engineering Club, Golden Quill, International Relations Club, Kappa Delta Pi (National Education Honor), Men's Glee Club, Pendragon, Psychology Club, Silver Scroll, Spanish Club, Skull and Dagger, Treble Clef Club.

- Men: Associated Men Students, College Band, College "Y" Club, Delta Phi Beta, Epsilon Eta, Eta Omega Delta, Kappa Phi Sigma, Omega Xi, Phi Lambda Xi, Sigma Lambda, Tau Delta Chi.


- Men's Athletics: Football, baseball, basketball, track, swimming, and tennis.

- Women's Athletics: Basketball, rowing, swimming, and tennis.

- Publications: The Astee (weekly), Del Sudeoste (year book), and El Palenque (quarterly).

ALUMNI ASSOCIATION

The college has an active alumni association. Since its reorganization in March, 1929, the Association has steadily gained in membership. The annual Homecoming is held during the Commencement season; other meetings take place on dates of important athletic contests.
DEGREE REQUIREMENTS

GENERAL REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The electives must be so chosen that, with the required work, the student will have a total of 6 units of credit in English, 12 units in social science and 12 units in natural science. Courses in journalism or in speech arts are not accepted as satisfying the English requirements. The electives in natural science may be reduced to a minimum of 6 units if the student presents acceptable grades from the high school in natural science or in laboratory courses offered in the third or fourth year. In general, each year's work of high school science will thus reduce the requirements by 3 units of credit. No college credit will be given for the high school work; simply an exemption of the requirements will be permitted.

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

The course in American Institutions (Political Science 101), or the substitute courses in Political Science 113 or History 171A-171B, is required of all candidates for the A.B. degree.

The minimum in education required by the State run from 12 to 24 or more units, and may be ascertained at registration.

A minimum of 124 units of college work is required. Not less than 54 of these units must be earned in the junior and senior years. All candidates for the A.B. degree must complete at least 30 units of work at this college. Twenty-four of these residence units must be taken with the rank of senior, at least twelve of which are to be taken in the full or spring semester.

The number of grade points acquired in this college by the candidate for a degree must be equal to the number of units registered on his permanent record card. (See page 21 for an explanation of scholarship grades and grade points.)

Students who are planning to secure California teaching credentials through graduation from this college are urged to follow the curriculum or credentials which they wish to earn, throughout the entire four years.

Students are urged to fulfill the requirements for at least two credentials, as for example, the General Junior High School and Elementary, the Special credential in Art, Music, or Physical Education and the General Junior High School credential; it is also desirable to secure a General Elementary School credential. In such cases, the curriculum for each credential sought must be completed in full. This will facilitate placement upon graduation, especially for inexperienced teachers.

An academic teaching major consists of 24 units in a field other than education, twelve of which must be in the upper division. An academic teaching minor consists of 12 units in a field other than education, six of which must be in the upper division. Academic teaching majors and minors may be established in the following fields: English, foreign languages, mathematics, natural sciences, physical education, and social sciences (economics, geography, history, political science, sociology). A student who plans to do graduate work in the field of his academic teaching major is advised so to arrange his electives as to complete the presecondary major to avoid the necessity of making up an undergraduate deficiency.

Specific requirements for presecondary majors in art, chemistry, commerce, economics, English, foreign language, geography, history, and zoology may be found in the section giving the presecondary degree curricula and also immediately preceding the course descriptions in those subjects.

Students who take the A.B. degree with only a special credential and who contemplate doing graduate work for a master's degree at another institution of higher learning in an academic field, are advised to use their electives to lay a foundation for that work.
CURRICULA LEADING TO TEACHING CREDENTIALS

A.B. Degree With General Elementary School Credential

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 10A, General (unless taken in high school)</td>
<td>3</td>
</tr>
<tr>
<td>Social Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Geography 1 or 1A, Elements (Natural Science)</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Physical Education 1A or 52A</td>
<td>3</td>
</tr>
<tr>
<td>Art 6A, Structure</td>
<td>2</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 10B, General (unless taken in high school)</td>
<td>3</td>
</tr>
<tr>
<td>Geography 2 or 2A, Regions (Social Science)</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Physical Education 1B or 52B</td>
<td>3</td>
</tr>
<tr>
<td>Education XIX, Art in the Elementary School</td>
<td>2</td>
</tr>
</tbody>
</table>

Either Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Economics 10, Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including two minors* (for the year)</td>
<td>12 or 14</td>
</tr>
</tbody>
</table>

32

SOPHOMORE YEAR

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 1A, General</td>
<td>3</td>
</tr>
<tr>
<td>Music 1A, Sight-singing and Ear-training</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 1C or 52, Play Activities (women)</td>
<td>1</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education XVII, Music in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 53, Administration of Phys. Educ.</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 1D or 52D</td>
<td>3</td>
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</table>

Either Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education I, Introductory Principles of Art 61A, Elementary Crafts</td>
<td>3</td>
</tr>
<tr>
<td>Art 61B, Elementary Crafts</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including two minors* (for the year)</td>
<td>15</td>
</tr>
</tbody>
</table>

32

JUNIOR YEAR

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXVII, Curricular Activities—Lower Levels</td>
<td>3</td>
</tr>
<tr>
<td>Education CXVIII, Educational Measurements</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 151, Health Education</td>
<td>2</td>
</tr>
<tr>
<td>Political Science 101 (or substitute)</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including two minors (for the year)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>30</td>
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</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXVI, Practice Teaching</td>
<td>3</td>
</tr>
<tr>
<td>Education CXVII, Curricular Activities—Upper Levels</td>
<td>3</td>
</tr>
</tbody>
</table>

Either Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CVI, Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including two minors* (for the year)</td>
<td>21 or 18</td>
</tr>
</tbody>
</table>

30

SENIOR YEAR

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXVI, Practice Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CVI, Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including two minors* (for the year)</td>
<td>21 or 18</td>
</tr>
</tbody>
</table>

30

* If 6 units in minor taken in Junior year, none needed in Senior year.
### A.B. Degree With General Junior High School Credential

#### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1A; General (unless taken in high school)</td>
<td>3</td>
</tr>
<tr>
<td>Social Ethics</td>
<td>0</td>
</tr>
<tr>
<td>Geography 1 or 1A, Elements (Natural Science)</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Physical Education 1A or 52A</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 10B; General (unless taken in high school)</td>
<td>3</td>
</tr>
<tr>
<td>Geography 2 or 2A, Regions (Social Science)</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Physical Education 1B or 52B</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Either Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Economics 10, Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including major and minor (for the year)</td>
<td>16 or 18</td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology 1A, General</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 1C (men) 52, Play Activities (women)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 1D or 52D</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Either Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 1, Introductory Principles</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including major and minor (for the year)</td>
<td>25</td>
</tr>
</tbody>
</table>

#### JUNIOR YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXXVB, Curricular Activities—Upper Levels</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 101, American Institutions (or substitute)</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 102C, Genetics</td>
<td>3</td>
</tr>
<tr>
<td>Education CVIII, Educational Measurements</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXVI, Practice Teaching</td>
<td>3</td>
</tr>
</tbody>
</table>

#### SENIOR YEAR

<table>
<thead>
<tr>
<th>Either Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum in Field of Academic Major</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 151, Health Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including major and minor (for the year)</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXVI, Practice Teaching</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXXI, Principles of Secondary Education</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Either Semester</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, elective</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including major and minor (for the year)</td>
<td>19 or 22</td>
</tr>
</tbody>
</table>

If 6 units in minor taken in Junior year, none needed in Senior year.

---

#### Footnotes

1. Possible substitutions for the requirement in Biology 10A-10B:
   2. High school Botany plus Zoology 1A-1B.
   3. High school Zoology plus Botany 2A-2B.

2. See first paragraph of Degree Requirements.

3. Unless major or minor is English, Natural Science or Social Science.

4. If 6 units in minor taken in Freshman year, none needed in Sophomore year.
A.B. Degree With Special Credential in Art

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

LOWER DIVISION

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 6A-6B, Structure</td>
<td>4</td>
</tr>
<tr>
<td>Art 61A-61B, Elementary Crafts</td>
<td>4</td>
</tr>
<tr>
<td>Education I, Introductory Principles</td>
<td>3</td>
</tr>
<tr>
<td>Education XIX, Art in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 1A-1B, 1C-1D (Men); 52A-52B, 52C-52D (Women)</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 1A, General</td>
<td>3</td>
</tr>
<tr>
<td>Social Economics 10, Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Ethics (First semester, freshman year)</td>
<td>0</td>
</tr>
<tr>
<td>Electives, including additional Art for major†</td>
<td>43</td>
</tr>
</tbody>
</table>

| Lower Division Total                                                  | 64    |

UPPER DIVISION

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXVI, Practice Teaching (4 units in special field)</td>
<td>9</td>
</tr>
<tr>
<td>Education CXIX, Art in the Junior High School</td>
<td>2</td>
</tr>
<tr>
<td>Education CXXI, Principles of Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education CXXVII, Curricular Activities—Upper Levels</td>
<td>3</td>
</tr>
<tr>
<td>Education, elective (suggested: Education CVI or CVIII or CXXXI)</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 101, American Institutions</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including additional courses in Art</td>
<td>39</td>
</tr>
</tbody>
</table>

| Upper Division Total                                                  | 60    |

† See first paragraph of Degree Requirements.

SUMMARY

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art major</td>
<td>50</td>
</tr>
<tr>
<td>Education</td>
<td>24</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Political Science 101, American Institutions</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (including Soc. Econ. 10 and Pol. Science 101)</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>124</td>
</tr>
</tbody>
</table>

Students who wish to secure the General Junior High School Credential may arrange their electives to satisfy the requirements of that pattern if they choose Social Science or Natural Science as an academic teaching major. Complete requirements may be found on page 28.

A.B. Degree With Special Credential in Commercial Education

In April, 1930, after the material for this Bulletin had been prepared, the State Board of Education authorized the granting of the special certification curriculum with a major in Commerce, leading to the A.B. degree. This credential entitles the holder to teach Accounting or Secretarial Training subjects in the senior high school, junior high school, and the elementary school.

The lower division requirements are the same as those for the pre-secondary curriculum in Commerce, listed on page 39, except that Soc. Econ. 10 is to be substituted for Orientation; Hygiene 1 or 2 may be omitted; no Foreign Language is required, and Geog. 1 may be used in reducing the Natural Science requirement.

Upper division requirements include Econ. 18A–18B, 121, 140; Educ. I or Psych. 102C, Educ. CXVI, GLX, CXXI, Methods in Commercial Subjects; Geog. 141, Pol. Sci. 101, Psych. 2A, special subject requirements in Accounting or Secretarial Training and one-half year, or 1000 hours, of approved experience in the field named on the credential.
A.B. Degree With Special Credential in Music

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

**LOWER DIVISION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music*</td>
<td>6</td>
</tr>
<tr>
<td>Education I, Introductory Principles</td>
<td>3</td>
</tr>
<tr>
<td>Education XVII, Music in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Music 1A-1B, 1C-1D, Sight Singing and Ear Training</td>
<td>3</td>
</tr>
<tr>
<td>Music 2A-2B, Appreciation and History</td>
<td>4</td>
</tr>
<tr>
<td>Music 4A-4B, Elementary Harmony</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education 1A-1B, 1C-1D (Men): 52A-52B, 52C-52D (Women)</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 1A, General (Sophomore year)</td>
<td>2</td>
</tr>
<tr>
<td>Social Economics 10, Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Ethics (First semester, freshman year)</td>
<td>0</td>
</tr>
<tr>
<td>Vocal Ensemble and Choral Music</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
</tr>
</tbody>
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**UPPER DIVISION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Music*</td>
<td>12</td>
</tr>
<tr>
<td>Education CVI, Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Education CXVI, Practice Teaching (at least 4 in Music)</td>
<td>9</td>
</tr>
<tr>
<td>Education CXXI, Principles of Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education CXXVII, Music in the Secondary School</td>
<td>2</td>
</tr>
<tr>
<td>Education, elective</td>
<td>2</td>
</tr>
<tr>
<td>Music 106A-106B, Appreciation and History</td>
<td>2</td>
</tr>
<tr>
<td>Music 105A-105B, Advanced Harmony</td>
<td>4</td>
</tr>
<tr>
<td>Music 107A, Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Music 106A, Instrumentation</td>
<td>2</td>
</tr>
<tr>
<td>Political Science 101, American Institutions (or substitute)</td>
<td>2</td>
</tr>
<tr>
<td>Vocal Ensemble and Choral Music</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>90</td>
</tr>
</tbody>
</table>

*Applied Music to be distributed as follows:
- Orchestral instrument(s) (6 units)
- Piano, 2 years (6 units)
- Voice, 2 years (6 units)

By choosing Natural Science or Social Science as the minor, the General Junior High School Credential may also be earned with this degree. Complete requirements may be found on page 28.

---

**SUMMARY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>24</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Music major</td>
<td>50</td>
</tr>
<tr>
<td>Natural Science</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Political Science 101, American Institutions</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Social Science, including Social Econ. 10 and Pol. Sci. 101 as above</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>124</td>
</tr>
</tbody>
</table>

---

*See first paragraph of Degree Requirements.
A.B. Degree With Special Credential in Physical Education

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

**MEN**

**LOWER DIVISION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 30A-50B, General (sophomore year)</td>
<td>6</td>
</tr>
<tr>
<td>Biology 10A-10B, General (unless taken in high school)</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Zoology 1A-1B, General</td>
<td>8</td>
</tr>
<tr>
<td>Education 1A, Introductory Principles (sophomore year)</td>
<td>3</td>
</tr>
<tr>
<td>Hygiene 1, Personal and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Music 2A, History and Appreciation</td>
<td>1</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Speech Arts 1A, Elements of Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

**Physical Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A-1B, 1C-1D</td>
<td>2</td>
</tr>
<tr>
<td>6A, Tennis</td>
<td>1</td>
</tr>
<tr>
<td>54, Administration</td>
<td></td>
</tr>
<tr>
<td>Psychology 1A, General (sophomore year)</td>
<td>2</td>
</tr>
<tr>
<td>Rod Cross Swimming Test</td>
<td>1</td>
</tr>
<tr>
<td>Social Economics 10, Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Ethics (first semester, freshman year)</td>
<td>0</td>
</tr>
<tr>
<td>Electives†</td>
<td>32-35</td>
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</tbody>
</table>

**UPPER DIVISION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CXVI, Practice Teaching</td>
<td>9</td>
</tr>
<tr>
<td>Education CXXI, Principles of Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education CXXVII, Curricular Activities—Upper Levels</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>7</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>101, Emergencies</td>
<td>1</td>
</tr>
<tr>
<td>131, Health Education</td>
<td>1</td>
</tr>
<tr>
<td>135, Applied Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>CLXXV-CLXXVII, Sports Methods</td>
<td>2</td>
</tr>
<tr>
<td>CLXXIA-CLXXII, Gymnastic Activities</td>
<td>3</td>
</tr>
<tr>
<td>Aquatics</td>
<td>4</td>
</tr>
<tr>
<td>465, Self Defense</td>
<td>1½</td>
</tr>
<tr>
<td>CLXXVII, Technique of Officiating</td>
<td>1½</td>
</tr>
<tr>
<td>171, Community Recreation</td>
<td>1</td>
</tr>
<tr>
<td>CLXXII, Principles</td>
<td>2</td>
</tr>
<tr>
<td>CLXXIV, Tests and Measurements</td>
<td>2</td>
</tr>
<tr>
<td>Sports and Athletics</td>
<td>1</td>
</tr>
</tbody>
</table>

† See first paragraph of Degree Requirements.

**UPPER DIVISION—Continued**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 101, American Institutions (or substitute)</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 106, Genetic (first semester, junior year)</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 100, Embryology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Zoology 114A, Genetics</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Zoology 121, Entomology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>64</td>
</tr>
</tbody>
</table>

**SUMMARY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>24</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1</td>
</tr>
<tr>
<td>Music 2A or Speech Arts 1A</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Natural Science (including Biol. 10A-10B or substitute and upper division Zoology)</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education major</td>
<td></td>
</tr>
<tr>
<td>Political Science 101, American Institutions</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
</tr>
<tr>
<td>Social Science (including Soc Econ 10 Anthro 30A-50B and Political Science 101)</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>124</td>
</tr>
</tbody>
</table>

Students are advised to secure the General Junior High School Credential in addition. The requirements may be met at the same time if a suitable academic teaching major is chosen; the minor subject may be omitted. For complete requirements, see page 28.
### LOWER DIVISION

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 50A-50B, General</td>
<td>6</td>
</tr>
<tr>
<td>Biology 10A-10B, General (unless taken in high school)</td>
<td>6</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Zoology 1A-1B, General</td>
<td>8</td>
</tr>
<tr>
<td>Education 1, Introductory Principles (sophomore year)</td>
<td>3</td>
</tr>
<tr>
<td>Hygiene 2, Personal and Civic</td>
<td>2</td>
</tr>
<tr>
<td>Music 2A, History and Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Speech Arts 1A, Elements of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>52, Play Activities</td>
<td>1</td>
</tr>
<tr>
<td>52A-52B, 52D</td>
<td></td>
</tr>
<tr>
<td>55, Administration</td>
<td>2</td>
</tr>
<tr>
<td>55, Swimming</td>
<td></td>
</tr>
<tr>
<td>56, Tennis</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A, General</td>
<td>3</td>
</tr>
<tr>
<td>Social Economics 10, Introduction to Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Ethics (first semester, freshmen year)</td>
<td>0</td>
</tr>
<tr>
<td>Electives</td>
<td>31-33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

### UPPER DIVISION

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education CVIII, Educational Measurements</td>
<td>3</td>
</tr>
<tr>
<td>Education CXVI, Practice Teaching</td>
<td>9</td>
</tr>
<tr>
<td>Education CXXI, Principles of Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education CXXV, Curricular Activities—Lower Levels</td>
<td>3</td>
</tr>
<tr>
<td>Education CXL, Educational Statistics</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Education CVII, Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Education, elective</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>151, Health Education</td>
<td>2</td>
</tr>
<tr>
<td>153, Applied Anatomy</td>
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</tr>
<tr>
<td>CXXI-B, Sports Methods</td>
<td>2</td>
</tr>
<tr>
<td>CXXI-A, Stunts and Tumbling</td>
<td>4</td>
</tr>
<tr>
<td>CXXII, Formzized Activities</td>
<td>1</td>
</tr>
<tr>
<td>CXXIII, Folk Dancing</td>
<td>2</td>
</tr>
<tr>
<td>CXXIV, Dancing</td>
<td></td>
</tr>
<tr>
<td>CXXV, Recessional Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CXXVI, Principles</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>CXXIV, Tests and Measurements</td>
<td>2</td>
</tr>
<tr>
<td>CXXV, Current Problems</td>
<td>2</td>
</tr>
<tr>
<td>CXXVII, Individual Program Adaptations</td>
<td>2</td>
</tr>
</tbody>
</table>

1. See first paragraph of Degree Requirements.

### SUMMARY

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 101, American Institutions (or substitute)</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 106C, Genetic (first semester, junior year)</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 100, Embryology</td>
<td>3</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Zoology 114A, Genetics</td>
<td>2</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>Zoology 121, Entomology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>11-10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Students are advised to secure the General Junior High School Credential in addition. The requirements may be met at the same time if a suitable academic teaching major is chosen; the minor subject may be omitted. For complete requirements, see page 28.

### Administration and Supervision Credentials

The State Board of Education has authorized this college to make recommendations for the issuance of Administration and Supervision credentials for holders of Elementary and Junior High School credentials who have completed the required 15 units beyond the requirements for the teaching credential and who have completed two years of successful teaching experience.
REQUIREMENTS FOR THE JUNIOR CERTIFICATE AND THE A.B. DEGREE IN THE PRE-SECONDARY CURRICULA

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

The junior certificate will be granted on the completion of 64 units of college work and the degree on the completion of 124 units. Certain requirements of the junior certificate may be met by courses taken in the high school. No high school course, however, can be used to reduce the amount of college work required for the junior certificate or for the degree.

<table>
<thead>
<tr>
<th>LOWER DIVISION</th>
<th>FRESHMAN YEAR</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>1 or 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td>or electives</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3-5</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>or electives, including preparation for the major</td>
<td>2-5</td>
<td>5-7</td>
</tr>
<tr>
<td></td>
<td>164</td>
<td>164</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SOPHOMORE YEAR</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Additional year course</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Natural Science</td>
<td>or electives</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including preparation for the major</td>
<td></td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

|                | 154         | 154   |       |

1. The English requirement may be satisfied either in the freshman year or in the sophomore year.
2. 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.
3. To be chosen from the following: Anthropology 50A-50B, Economics 1A-1B, *Geography 1-3, History 4A-4B, 5A-5H, 6A-6B, 7A-7B.
4. Twelve units required.
5. A maximum of 6 units of the following high school laboratory courses offered in the third or fourth year of the high school will be counted in satisfaction of 3 units of the requirement: Physics, Chemistry, Botany, Biology, Physiology, Zoology.

A minimum of 6 units must be chosen from the following: Astronomy 1A, 1B, Biology 10A-10B, Botany 3A-3B, 4A-4B, 5A-5B, 6A-6B, 7A-7B, 8A-8B, Zoology 1A, 1B, 2A, 2B, 3A-3B, 4A, 4B, 5A-5B, 6A-6B, 7A-7B, 8A-8B. A total of not more than 12 units of the applied and vocational courses listed below will be counted toward the degree or the junior certificate.


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

† Presecondary Curriculum with Major in Commerce.

In April, 1940, after the arrangement of this Bulletin had been completed, the State Board of Education authorized the presecondary curriculum with a major in Commerce, leading to the A.B. degree. The lower division requirements conform to the above pattern, except that (1) English 1A-1B must be taken to satisfy the English requirement, (2) a total of only 10 units of foreign language (modern) are needed, and (3) the social science requirement in the freshman year must be satisfied by Hist. 4A-4B, 4A-4B, or Pol. Sci. 1A-1B.

The upper division requirements stated on page 41 must be met in full. Presecondary major (lower division): Econ 1A-1B, 2A-2B, 3A-3B (6 units); Geol. 1-2, and Mathematics 3.

Presecondary major (upper division): Econ 1A-1B, 1A-1B, 1A-1B, and 18 units additional chosen in one of the following groups:

A. Accounting: Econ 1A-1B, 1A-1B, 1A-1B, and 9 units in electives.

B. Banking and Finance: Econ 1A-1B, 1A-1B, 1A-1B, and 6 units in electives.

C. County and Municipal Administration: Econ 1A-1B, 1A-1B, 1A-1B, and 3 units in electives in Economics; Soc. Sci. 1-5, 1-5; Pol. Sci. 5 units. Recommended 6 additional units in Pol. Sci. to complete a minor in Pol. Sci. 6 units in this group.

D. Marketing and Merchandising: Econ 1A-1B, 1A-1B, 1A-1B, and 9 units in electives.

Geog. 141 may be used in the electives under A, B, D.
LOWER DIVISION REQUIREMENTS FOR PRE-SECONDARY MAJORS

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

Art

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

Chemistry

Chemistry 1A-1B with a grade of C or better. Chemistry 6A-6B, 11-12, Physics 2A-2B or 1A-1B, Mathematics C and 3A-3B or their equivalent, and a reading knowledge of German. Recommended: Physics 3A-3B or 1C-1D, Mathematics 4A-4B.

Economics

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

English

English 1A-1B and six units from 5A-5B, 52A-52B. Recommended: A reading knowledge of German or French.

Foreign Languages

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

Geography

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

History

History 4A-4B, 5A-5B, or 8A-8B, and either Political Science 1A-1B, more than one of the three history courses at a time. Students of European history in high school must take History 4A-4B or 5A-5B.

Zoology

Zoology 1A, 1B, and high school chemistry or Chemistry 1A. Recommended: Chemistry 1B, 7 and 8, French, German, Botany 2A, 2B, 4, and 5.

Additional lower division majors available for the Junior certificate of astronomy, journalism, mathematics, physics, political science, psychology.

UPPER DIVISION

For requirements in upper division courses, residence requirements, and scholarship requirements for graduation, see regulations under the heading General Requirements for the Degree of Bachelor of Arts.

For restrictions on applied and vocational courses see footnote 5 under lower division requirements.

Political Science 101, American Institutions, or the substitute course in Political Science 113 or History 171A-171B, is required of all candidates for the A.B. degree.

Three units in general psychology must be included in the upper division program if not taken in the lower division.

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

- Ed. I, Introductory Principles (lower division elective); Ed. CXXI, Principles of Secondary Education; Ed. CVI, Philosophy of Education; Ed. CVII, History of Education; Ed. CVIII, Educational Measurements; Ed. CXIX, Educational Administration and Supervision; Ed. CXXX, Educational Psychology; Ed. CXL, Elementary Statistics; Psychology 102C, Genetic Psychology.

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

The major requirements of one of the following fields must be completed:

Art

Not less than twenty-four units of upper division art. These shall include Art 112A, 115A-B, 150A-B, 152A, 105, and eight upper division elective units in art.

It is recommended that students in meeting degree requirements and in choosing free electives, select from the following courses: English 4A-B, 16A-B, 117; French A-B, History 1A-B, 111A-B; Speech Arts 55A-B, 155A-B.

Chemistry

All units in excess of fourteen are counted as upper division units when taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senior year. The minimum requirement for the taken in the junior or senio
English

Thirty-six units in English, of which not more than six may be in journalism and public speaking and not more than nine in composition. At least fifteen units in upper division courses must be completed in the junior and senior years.

Foreign Languages

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

The group major requirements are based on the assumption that the student will have taken courses in the high school, equivalent to the college course in elementary French or Spanish. A student who offers matriculation credit for only two years of the high school course in a Romance language may take a placement test to determine his eligibility for the third semester of the college course.

Geography

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

History

Twenty-four units in upper division courses in history to be arranged in consultation with the chairman of the department. The student must, in his senior year, enroll in History 199, in connection with which he will write a paper, the subject matter to be arranged in consultation with the instructor.

Zoology

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

Lower Division Arrangements and the Junior Certificate

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

Since the professional training of teachers requires the maintenance of certain courses are available for students of this college who wish to make lower division pre-professional curricula, the completion of a curriculum in the appropriate field of these courses: Pre-medical, pre-dental, social service, commerce, engineering, pre-agricultural, and pre-nursing. The student may also elect courses offered by this college are: Pre-legal, pre-accountancy, secretarial training.

COURSES OF INSTRUCTION

One “unit” represents a hour recitation or lecture, together with the required preparation, or three hours laboratory work each week for a semester of 18 weeks.

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

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

AGRICULTURE

SKILLING


A course to show the student what material, selected from the various sciences, may be woven into a nature study course suitable for children. The subject matter covered is partly drawn from the physical sciences, astronomy, physics, etc. (for the upper grades), and partly from the world of plants and animals (for lower grades). May be credited as natural science only for students majoring in Education.

Fall and Spring (2).


A study of ornamental gardening to familiarize students with material used in gardening and methods of propagation. A part of the work consists in the study of the techniques and art of floriculture. The student will be expected to make a study of the flora of the world and learn the means of cultivation and propagation. May be utilized for credit as a course in natural science.

Fall and Spring (2).

ANTHROPOLOGY

Byron, Rogers

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


Year course (3-3).

ART

Preparation for the presecondary major (lower division), required also

Preparation for the presecondary major (lower division), required also

Preparation for the presecondary major (lower division), required also

Preparation for the presecondary major (lower division), required also
LOWER DIVISION COURSES

5. Fundamentals. Art Appreciation and History

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

Fall and spring (2).

50A. Appreciation and History. Moon

A survey of the development of painting, sculpture, architecture, and handicrafts from the dawn of art to the Renaissance, by means of illustrated lectures and discussion.

Fall (2).

50B. Appreciation and History. Poland, Patterson, Moon

The period from the Renaissance through the Modern School, treated in the same manner as in Art 50A.

Spring (2).

6A. Structure. Design. Moon, Kelly, Benton

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

Fall and spring (2).

6B. Structure (continued). Moon, Kelly, Benton

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

Fall and spring (2).

11A. Industrial Design. Kelly

Problems in creating original designs for decorative and useful articles, hand or machine process. Prerequisite: Art 6A-B.

Fall (2).

11B. Applied Design. Kelly

Designing and completion of actual objects by the students. This involves such processes as carving, painting, dyeing, block printing, batik.

Spring (2).

14A. Lettering. Kelly

A study of fundamental art principles applied to lettering. Practice for quick, accurate lettering; original problems using letters as design.

Fall (2).

14B. Posters and Commercial Art. Kelly

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

Spring (3).

52A. Stage Design. Benton

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

Fall (3).

94. Costume Design. Moon, Kelly

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

Fall (5).

A-B. Freehand Drawing. Kelly

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

Semester II: Outdoor sketching of landscape and figure, and studio. Emphasis on composition and technical work from still life and costume pose. Emphasis on composition and technical work from still life and costume pose. Emphasis on composition and technical work from still life and costume pose.

Year course (2-2).

15A-15B. Painting. Kelly

Semester I: The representation of still life, flowers, and figure poses in water color and oil.

Semester II: Landscape and figure painting emphasized. Prerequisite: Art A-B.

Year course (2-2).

61A-61B. Elementary Crafts. Borton

Practical problems in the handling of materials through such problems as clay modeling and pottery, paper making, book binding, weaving, as well as sculpture, painting, and crafts. Involving such projects as papier-mache, and elementary woodworking. Involving such projects as papier-mache, and elementary woodworking. Involving such projects as papier-mache, and elementary woodworking.

Year course (2-2).

UPPER DIVISION COURSES

50A-50B. Art Research. Poland, Patterson

A critical and analytical study for advanced students, involving lecture, research, and discussion at the Fine Arts Gallery. Prerequisite: Art 50B.

Year course (2-2).

112A. Composition. Kelly

Quick, imaginative composition of natural forms in black and white and color. Prerequisites: Art A-B, 6A-6B, 15A.

Fall (2).
112B. Illustration.
Composition fulfilling the requirements of book illustration from poetry, imaginative tales, and legends, in black and white and color. Prerequisite: Art 112A. Spring (2).

152A. Stage Design.
See Art 52.

152B. Stage Costume.
Costume studied in relation to drama. Original designs for mood and character. Practical problems in designing and decorating costumes and accessories for college productions. A brief history of costume from the Egyptian to the modern time. Prerequisites: Art 6A, 52. Spring (3).

152C. Stagecraft.
Study of stage terminology and technique. Scene building and decoration. Study of materials and their treatment for stage effects. Experience in setting and lighting college productions. Prerequisite: Art 52 or 152A. Spring (3).

196. Home Decoration.
House planning and landscaping. Interior decoration. Study of period styles and modern decoration. Illustrated lectures and original problems. Prerequisites: Art A, 5A. Spring (3).

115A. Life Drawing.
Charcoal and pencil drawing from the nude model. Short poses for memory training and long poses for drawing and technique. Fall and spring (2).

115B. Life Drawing and Painting.
Drawing and painting from nude and costume models. Prerequisite: Art 115A. Fall and spring (2).

115C. Advanced Painting.
Painting from nude and costume models. Portraiture. Prerequisites: Art 115A, Art 115B.

ASTRONOMY
Preparation for the major in Astronomy (lower division) required for the junior certificate: Astronomy 1, Plane Trigonometry, Mathematics knowledge of French or German.

*B. These courses can be taken in the night class at the college or at the San Diego Academy of Fine Arts. Special fees will be charged.

1. Descriptive Astronomy.
A cultural course planned to give as comprehensive a view as possible of the solar system and the stars. Only calculations of an elementary nature are made. Special attention is given to the methods and instruments by means of which astronomical knowledge has been gained. An observatory equipped with a six-inch Alvin Clarke telescope is used for observation. Demonstrations are given with a large spectrometer. Also a good selection of lantern slides is used to illustrate various topics. Prerequisites: Elementary Algebra and Plane Geometry.
Fall and spring (3).

A study of the leading facts now known in astronomy in the light of circumstances attending their discovery. Prerequisite: Astronomy 1. (2).

Stars and nebulae. A study of modern methods and instruments used in the observatory. Theory of matter as it applies to such studies. Prerequisite: Astronomy 1 and a knowledge of physics. (3).

BIOLICAL SCIENCES
(Biology, Botany, Physiology, Zoology)

General students who wish to take only one or two courses in this department should register for Biology 10A, 10B, 10C, 114A or 114B (see below for prerequisites for each course). Preparations for the pre-secondary major in zoology (lower division): Preparation for the pre-secondary major in zoology (lower division) require: Chemistry 1A, 1B, and high school chemistry or Chemistry 1A. Recommended: Chemistry 1B, 7 and 8, French, German, Botany 2A, 2B, 4 and 5. Preparations for the major in Botany (lower division), required for the Junior certificate: Botany 2A, 2B, 4, and Chemistry 1A.

Pre-secondary major in zoology: (1) At least a C average in upper division major courses. (2) Twenty-four units of upper division courses in zoology and eighteen in the major subject of the college five courses, organic chemistry, physics and psychology. The college five courses, organic chemistry, physics and psychology. The college five courses, organic chemistry, physics and biology. Students preparing to teach science in the junior high school should attend in their courses work in zoology, botany, physics, chemistry (at least high school chemistry), and Education CXX. The following are also desirable: geography, geology, anthropology, astronomy, and upper division biology.
Fees: A fee of $2 is required in all laboratory courses in this department in addition to the estimated cost for materials used. For breakage and extra material, the fee covers the cost of all materials used. For breakage and extra material, the fee covers the cost of all materials used.
BIOLOGY

LOWER DIVISION COURSES

10A–10B. General. M. E. JOHNSON

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

Year course beginning either fall or spring (3–3).

10C. General.

An outline of the main facts and principles of biology and their bearing upon human life. Lectures, demonstrations, and conferences. Designed for students who do not expect to specialize in botany or zoology. Not open for credit to students who have taken Biology 10A–10B, Zoology 1A, or Botany 2B. Students who have taken 10C may elect Zoology 1A or Botany 2A for credit. Two lectures and one conference hour per week.

Fall and spring (3). (Not offered in 1930–1931.)

BOTANY

LOWER DIVISION COURSES

2A. General. HARVEY

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

Fall (4).

2B. General. HARVEY

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

Spring (4).

4. California Plants. HARVEY

Classification and ecology of representative orders of flowering plants of the San Diego region, including practice in the use of keys. One lecture spring (2).

5. Trees and Chaparral. HARVEY

Practices in the determination of the important species of the San Diego Saturday field trips.

Spring (2).

UPPER DIVISION COURSES

102. Plant Geography. HARVEY

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

Fall (2).

104. Taxonomy. HARVEY

Six hours per week of lectures, laboratory, and field work on the identification, classification, and distribution of representative orders of flowering plants. Prerequisite: Botany 2A–2B, 4.

Spring (3).

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

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

Fall and spring (1 or 2).

PHYSIOLOGY

DALT

100. Physiology of Exercise.

A study of the mechanism of the human body with special reference to the physiology of the motor system. Lectures, demonstration experiments, class discussions, and reports. Prerequisite: Zoology 1B or Biology 10B.

Fall (2). (Not offered in 1930–1931.)

ZOOGOGY

LOWER DIVISION COURSES

1A. General. HARWOOD

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

Fall (4).

1B. General. HARWOOD

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

Spring (4).

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UPPER DIVISION COURSES

100. Embryology. M. E. Johnson
The development of vertebrates as illustrated by the frog, chick, and pig. Six hours of laboratory and one hour of lecture per week. Prerequisite: Zoology 1B or Biology 10B.
Given alternate years. (Not offered in 1930-1931.)
Spring (3).

112. Invertebrate. M. E. Johnson
The structure, classification, habits, and life histories of the invertebrates of the region, particularly of the marine fauna. One hour of lecture and six hours of laboratory per week. Prerequisite: Biology 10A-10B or Zoology 1A.
Given alternate years. (Not offered in 1931-1932.)
Fall (2).

114A. Genetics. Dale
A study of the laws of inheritance in plants and animals. Two lectures per week.
Fall (2).

114B. Evolution. Dale
A study of the development of theories of evolution. Two lectures per week.
Fall (2).

121. Entomology. Harwood
The classification, life-history, structure, and physiology of insects. Three hours of laboratory per week.
Given alternate years. (Not offered in 1930-1931.)
Spring (3).

113A. Taxonomy and Natural History of the Vertebrates. Harwood
One hour of lecture and six hours of laboratory per week. Frequent field trips and the identification of preserved material. Prerequisites: Zoology 1A or Biology 10B.
Given alternate years.
Fall (3).

113B. Ornithology. Dale
The study and identification of birds, especially those of the Pacific coast and the San Diego region. Six hours per week of lectures, lab, 10A-10B, or 10C.
Spring (3).

196. Special Study. Instructors of the Department (M. E. Johnson in charge)
Reading or work other than is outlined in the above courses is permissible by consent of the instructor. Credit and hours to be arranged in each case. Open to students who have completed at least three units of lower division work in the department with a grade of A or B.
Fall and Spring (1 or 2).

CHEMISTRY

Preparation for the presenior major (lower division) required also for the Junior certificate: Chemistry 1A-1B, with a grade of C or better.
Chemistry 6A-6B, Chemistry 11-12, Physics 2A-2B or 1A-1B, Mathematics C and 3A-3B or their equivalent, and a reading knowledge of German.
Recommended: Physics 5A-5B or 1C-1D, Mathematics 4A-4B.

Presenior major (upper division): All units in excess of fourteen are counted as upper division units when taken in the junior or senior years. The minimum requirement for the major includes Chemistry 7-8, 101-102, and 123-124. The organization of the course for the major student must follow a definite plan approved by the department. The related minor must also be approved by the department.

LOWER DIVISION COURSES

1A-1B. General Chemistry. Pierce, Robinson
The general principles, laws of chemical combination, and a description of the elements and their important compounds. Two lectures and two laboratory sessions per week. The second semester laboratory is qualitative analysis throughout. Prerequisites: High school chemistry or high school physics and trigonometry.
Year course (3-5).

5AA. Qualitative Analysis. Pierce
A study of qualitative separations and theories as applied not only to solutions but to ores, slags, alloys, and solid salts. One hour lecture and quiz, three laboratory periods per week. Prerequisite: Chemistry 1A-1B.
Fall (4).

6A-6B. Introductory Quantitative Analysis. Pierce, Robinson
Determinations by gravimetric, volumetric, and electro-analysis, particular attention being given to the cultivation of laboratory technique. One lecture and two laboratory sessions per week. Prerequisite: Chemistry 1A-1B.
Year course (3-3).

7-8. Organic Chemistry. Pierce, Robinson
A study of the carbon compounds (aliphatic and aromatic) and their derivatives, including the synthesis of different compounds and the proof of their constitution. A general consideration of the subject and the principles involved. Two lectures or quiz and two laboratory periods, second year course, one lecture or quiz and two laboratory periods, second year course. Prerequisite: Chemistry 1A-1B.
Year course (3-3).

11-12. Mathematics of Chemical Calculation. Pierce
Applied mathematics for chemical calculation, including the calculus. Not counted as upper division credit.
Year course (3-2).
UPPER DIVISION COURSES

101-102. Advanced Inorganic Chemistry. PIECE

The laws and theories of elementary work from the viewpoint of physical chemistry. The laboratory work covers such typical items as gas laws, mol weights, laws of combination, ionization, equilibria (homo-
genous, heterogeneous and complex) and electrochemistry. Two lectures, two laboratory periods per week. Prerequisites: Chemistry 1A-1B, 6A-6B, 7-8, 11-12. Year course (4-4).

110. Industrial Chemistry. ROBINSON

A course of lectures on the application of chemistry to the arts. The most important industries are embraced and principles of evaporation, distillation, sublimination, filtration, crystallization, calcination, refrigeration, use of fuels and water purification are discussed. Prerequisites: Chemistry 6B-8. Spring (3).

123-124. Organic Preparations. PIECE

A laboratory course illustrating some of the more important synthetic methods of organic chemistry. A reading knowledge of German is required. Laboratory and conferences. Prerequisite: Chemistry 7-8. Hours to be arranged. Year course (2 to 5-2 to 5).

125. History of Chemistry. PIECE

Development from time of Geber on reading, report, and seminar basis. Considers both experimental advances and production of the experimenters by the Ostwalds, Remsen, Emil Fischer, and Victor Meyer. Prerequisites: Chemistry 101-102. Fall and spring (2).

130. Teaching of Chemistry. PIECE

Laboratory planning, fitting, optional fields of development beyond basic matter are covered. Relative methods of presentation and a con-

Chemistry 101-102. Spring (2).

200. Research. THE STAFF

Special investigational work on such problems as equipment and the library will permit. Open to students of senior standing only. Prerequisite: Chemistry 102, 124. Fall and spring (2 to 5).

ECONOMICS

Preparation for the presenotary major in Economics (lower division) is required also for the junior certificate: Economics 1A-1B and at least Psychology 1A, 2B; History 4A-4B, 8A-8B, 52; Economics 14A-14B, 18A-18B. Recommended: Social Eco-

Preseory major (upper division) required: Economics 100 and 140, with 9 units selected from the following: Economics 121, 123, 127, 131, 133, 134, 135, and 171. Effective: Three upper division units in general and applied economics; 6 additional upper division units in any combination of general and applied economics, social economics, and economic geography.

LOWER DIVISION COURSES

1A-1B. Principles of Economics. CAMERON, A. G. PETERSON

The basic principles of economics: utility, wealth, value, price; econom-

ic 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 future citizens to political and economic problems of our time. Lectures, discussions, quizzes, and collateral reading. Not open to entering freshmen except by special arrangement. Year course (3-3).

11. Economic History of the United States. WIGHT

A comprehensive survey of American economic development and of national legislation in the field of industry. Spring (3).

14A-14B. Accounting. WIGHT

A knowledge of bookkeeping not required and not advantageous. A study of the balance sheet; profit and loss statement; various types of books of original entry; opening, conducting and closing of books for books of original entry; the opening, conducting and closing of books of different kinds of businesses; organizations, reorganizations, dissolutions; best modern accounting practice. Eight hours lecture and laboratory. Year course (3 or 4-3 or 4).

18A-18B. Commercial Law. STANTON

The leading and fundamental principles of business law. Simple cases showing the actual application of the principles to commercial and busi-

Year course (3-3).

UPPER DIVISION COURSES

100. Modern Economic Thought. A. G. PETERSON

A study of classical doctrine in the light of recent economic theory. Prerequisite: Economics 1A-1B. Spring (3).
121. Business Administration.  
A. G. Peterson
A study of the problems of business administration as an interrelated whole and as an indication of lines of study which may lead to the solution of those problems. A discussion of the problems of the business administrator with particular reference to the character of the problems involved and to the control policies and devices of the manager. Questions, problems, and case studies. Prerequisite: Economics 1A–1B.  
Fall (3).

123. Marketing.  
Camerson
A study of our distributive organization and its functions, including the marketing of both agricultural and manufactured products. Prerequisite: Economics 1A–1B.  
Spring (3). (Not offered in 1930–1931.)

125. Advertising and Salesmanship.  
Principles and problems.  
(4)

127. Urban Land Economics.  
Camerson
The development of urban economy, location and structure of cities, urban land utilization, city planning and zoning, taxation, housing, urban land credit and land valuation, with special emphasis upon local conditions.  
Spring (3). (Not offered in 1930–1931.)

131. Public Finance.  
Camerson
Principles and practice of taxation, public expenditures, and financial administration. Prerequisite: Economics 1A–1B.  
Spring (3).

133. Corporation Finance.  
Camerson
A study of the corporate form of organization, instruments of long-term finance, methods of raising capital, efficient financial management, and the financing of reorganizations. Prerequisite: Economics 1A–1B.  
Fall (3).

134. Investments.  
Camerson
Investment analysis and a study of the investment of personal savings.  
Spring (3).

135. Money and Banking.  
Camerson
The elements of monetary theory. History and principles of banking. Prerequisite: Economics 1A–1B.  
Fall (3). (Not offered in 1930–1931.)

140. Statistical Methods.  
Broom
An introductory study of the statistical measures and devices most commonly used in connection with work in the field of economics. Opportunity to computation. Prerequisite: Two years of high school algebra.

151. Personnel Administration.  
A. G. Peterson
Principles of scientific management, labor turnover, selection and placement of personnel, discipline and discharge, methods of wage payment, health and safety, labor participation in management.  
Spring (3).

160. Advanced Accounting.  
Wright, Everett
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.  
Fall (3).

161. Cost Accounting.  
Wright, Everett
Principles and methods of cost accounting in the mercantile establishment and in the factory. A study of bookkeeping procedure, the forms used, and their application to practical problems.  
Spring (3). (Not offered in 1930–1931.)

162. Accounting Systems.  
Wright, Everett
The accounting systems used in various types of business and financial concerns. Some practice in devising and installing systems.  
Spring (3).

171. Transportation.  
Camerson
The development of railway transportation; railroad financing; rates and rate making; government regulation; government operation of railroads during the war; recent development of motor and air transportation; current problems. Prerequisites: Economics 1A–1B.  
Fall (5).

Economic Geography  
(See Geography)

Social Economics  
LOWER DIVISION COURSES

A. Social Ethics.  
Coldwell
Required of all entering students. A course aimed 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 10 weeks.  
Fall and spring. No credit.

1. Orientation.  
A. G. Peterson
An orientation course planned to furnish educational and vocational guidance. Lectures and collateral reading. Required of all freshmen who are candidates for the Junior certificate or the degree in the pre-secondary curricula.  
Fall and spring (1).
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 reference reading, and theme writing required. Lectures, class discussions, recitations.
Fall and spring (2).

10. Introduction to Social Science.  PANUNZIO, A. G. PETERSON
A study of man’s descent, race, social organization, ideals of conduct, and civilization. Modern problems.
Fall and spring (3).

50. General Sociology.  KELLY
A study of the nature and organization of human group activity, including the relation of cultural heritage to public opinion and social change. Previous preparation in biology and psychology is recommended.
Fall and spring (3).

UPPER DIVISION COURSES

150. Science of Society.  PANUNZIO
An advanced study of social environment, basic sociological concepts and principles, social institutions and organizations, social origins, social progress, social control, and social values. Open to students who have taken Economics 1A-1B or Social Economics 50 and to other properly reading, lectures, reports on research.
Fall (3).

151. Social Problems.  PANUNZIO
Progress, social change, and social adjustment; with a detailed study of the problems of population, the family, social problems of socialization. Prerequisite: Social Economics 50 or met the above prerequisite may be admitted by special permission of instructor.
Spring (3). (Not offered in 1959-1961.)

185. Introduction to Social Investigation.  PANUNZIO
Theory and practice of social science research. Selection of a social or economic topic for investigation by each student, on which he conducts, makes frequent reports of progress, and has opportunity to by permission of the instructor to such juniors and seniors as have shown to undertake research.
Spring (3).

Social Psychology  (See Psychology)

A. Business Mathematics.  WRIGHT
A practical course in the mathematics of business. The ability to add, subtract, multiply and divide rapidly and accurately is developed. A thorough study in and tables, insurance rates, etc.
Fall. No credit.

1A-1B. Typewriting.  AMBROEN
A rapid development of a thorough command of a 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; etc. Ordinarily no credit given for this transcription, mimeographing, etc.
Year course (4-4).

2A. Typewriting.  AMBROEN
A short course designed for those not wishing to enter the business office but desiring a knowledge of the use of the typewriter. Five hours laboratory practice.
Fall (2).

3A. Office Methods and Appliances.  WRIGHT
Practice and principles of office management, including organization, study and use of modern office appliances, arrangement, and operation. Study and use of modern office appliances, calculating and bookkeeping machines. Trips made to local establishments to study at first hand actual business conditions. Prerequisite: Secretarial Training 1A or its equivalent.
Spring (3).

5A-5B. Stenography.  AMBROEN
An intensive course designed for the practical preparation of office secretaries. A thorough study of the Gregg System. Development of the ability to read and write shorthand rapidly and correctly, both civil service and commercial. The shorthand speed necessary to pass a civil service examination is attained by the end of the year. Ordinarily no credit given for this course except in the curricula in accountancy and secretarial training.
Year course (5-5).

6A. Stenography.  AMBROEN
Development of speed in writing and transcription. Advanced dictation on letter forms, legal forms, speeches, and literary material.
Spring (3).
EDUCATION

LOWER DIVISION COURSES

1. Education—Introductory Principles. BROOM
An orientation course in professional education. A preliminary survey covering briefly the historical and philosophical background of the modern public school and culminating in a consideration of modern educational practice, with special reference to public and quasi public organizations, which more or less directly participate in the program of education. Fall and spring (3).

XVII. Music in the Elementary School. L. D. SMITH
Main objectives of music teaching in the public elementary schools. Study of the child voice. Organization of song material by grades. Procedure in presenting some songs, ear training, elementary notation, sight singing, and part singing. Conducting. Prerequisite: Music 1A. Fall and spring (2).

XIX. Art in the Elementary School. BENTON
A practical application of the elements and principles of art to problems for grades 1-6. Presented through lectures, reports, demonstration lessons and laboratory work. Prerequisite: Art 6A or its equivalent. Fall and spring (2).

UPPER DIVISION COURSES

CVI. Philosophy of Education. BROOM
A study of the fundamental biological, psychological, and philosophical social principles underlying modern education, in connection with the demands of modern society in a complex social, economic and scientific world, with a view to the formulation of a working philosophy for the educative process. Designed as a culmination of the studies of education and its procedures. Open only to students with senior standing. Spring (3).

CVII. History of Education. AULT
A brief study of early Hebrew, Greek, Roman and early Christian Education; of the changes brought about by the Renaissance; of the transition to modern secular education; brief reviews of the educational philosophies of the great reformers; a concluding study of the development of the American school system and of American ideals and practices in education. Fall (3).

CVIII. Educational Measurements. STEINMETZ
A brief survey of the history of scientific measurement in the elec- trical practical use of group intelligence tests, especially of ment tests. Simple statistical training in handling data through practical problems. Open only to students who have passed the Fundamentals test. Fall and spring (3).

CIX. Educational Administration and Supervision. HARDY
A survey of the systems of organization, classification, and promotion of pupils, and such problems as finance, the teaching staff, building standards, extra-curricular activities, etc. Prerequisite: Education CXXV-I-B, CXXVII or equivalents. Spring (2).

CX. Educational Organization and Supervision. BROOM
A study of types of supervision and methods of evaluating and improving teaching. Prerequisite: Education CXXV-I-B, CXXVII or equivalents. Fall (2).

CXI. English in the Junior High School. BAGLEY
Objectives of literature and language teaching in the junior high school; criteria for selection of material; technique of classroom procedure; observation in the city schools. Prerequisite: The satisfaction of the lower division requirements in English for the teaching major in English. Fall (2).

CXII. Mathematics in the Junior High School. RICHARDS
The subject matter, management of it and methods of teaching it in a junior high school curriculum in general mathematics. Specific problems: the application of the arithmetic in current social and business life; interest in and enjoyment of arithmetic; the selection of the algebra suitable to the geometry, graphic representation, the phase of algebra suitable to the algebra in the junior high school curriculum. Prerequisites: Psychology 1A and a passing grade in the Fundamentals Test. Fall (2).

CXIV. Social Science in the Junior High School. NIDA
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, social studies and social civics. Methods of securing direct experience and training through social and civic projects. Prerequisites: observation and reading, will be discussed. Fall (2).

CXVI. Practice Teaching. AULT AND SUPERVISORS
Systematic observation, participation and actual teaching under competent supervision in the Training School and in the city schools of San Diego. The general plan for a student who has not had teaching experience is to take one period of practice teaching daily for a semester and two periods daily for another. In some cases the second assignment is for a half day. Only in case of an extreme emergency will a student be excused for half day. Only in case of an emergency will be permitted to satisfy all prac-
some experience in both upper and lower grades, with the emphasis on the grade or grades in which the student is particularly interested. Deviation from this plan is very likely to result in unsatisfactory training and is tolerated only when unavoidable.

One period of teaching daily for a semester is usually credited with two or three units, and two periods with four to six units, depending upon the character of the assignment and the work. When more time is needed the student is assigned to additional practice.

The practice teaching requirements of a minimum of eight units and a maximum of twelve units are usually reduced for those who have had successful teaching experience. The usual requirement for inexperienced teachers is nine units. Practice teaching credit is usually reduced to four units by the universities.

Students planning to transfer to such institutions should be prepared to meet this reduction with an equal amount of acceptable units in other subjects.

Prerequisite: Passing grade in Fundamentals Test; C average in all college work and in work of the preceding semester: three units of credit in Psychology and six units of credit in Education. No credit will be given for this course unless registration is made in the office of the Dean of Education.

CXVIII. Class Management.

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.

(2)

CXIX. Art in the Junior High School.

Art curriculum planning for junior high schools and studio problems and discussion. Prerequisite: Education XIX and preparation for a teaching major in Art.

Fall (2).

CXX. A-B. Science in the Junior High School.

Courses in the content, methods, field work, textbooks, laboratory work, equipment, and reference reading for Junior High School Science. Prerequisite: 18 units of college science.

CXX-A. Biology.

Prerequisite: Eighteen units of college science including Biology 10A-10B or Zoology 1A-1B and Botany 2A-2B.

Fall (2).

CXX-B. Physical Sciences.

Prerequisite: Eighteen units of college science including Physics 2A-2B or equivalent and high school or college chemistry.

Fall (2).

CXXI. Principles of Secondary Education.

The principles of educational science that should underlie the organization and curriculum of the secondary school; tendencies in the direction of future developments and to that of articulation of the secondary school with the lower and higher schools. Prerequisite: Psychology 1A and Education 1, or equivalent.

Fall and Spring (2).

CXXIV. Romance Languages in the Junior High School.

Brown

An introduction to the main questions of pronunciation, grammar, vocabulary, composition, reading, texts, etc., as applied to teaching elementary classes.

Prerequisite: Two years of college French or Spanish.

(2)

CXXV-A. Curricular Activities—Lower Levels.

Hammack

Units of work; characteristics of children in the primary grades; organization of the activity program; activities and materials based on children’s interests and needs; the local environment; teaching children’s interests and needs through the local environment.

Prerequisite: Education CXXV-A and CXXV-B, preferably in the order listed. If Education CXXV-A and CXXV-B, they should not be taken in the same semester. Prerequisite: Psychology 1A.

Fall and spring (3).

CXXV-B. Curricular Activities—Upper Levels.

Smook

Units of work; characteristics of children in middle and upper grades; techniques of developing activities in reading, use of numbers and symbols; language expression; investigations of methods and materials of the language expression; investigations of methods and materials of the language expression.

Prerequisite: Education CXXV-A and CIV. See note under Education CXXV-A.

Fall and spring (3).

CXXVI. Children’s Literature.

Corbett

A study of the principles of selection underlying the choice of literature for the elementary school, with special emphasis on the social and educational status of the child. A study of source material and its educational status of the child. A study of source material and its educational status of the child.

Prerequisite: Psychology 1A and CIV.

Fall and spring (2).


L. D. Smith

Main objectives of music teaching in the public secondary schools. Organizing and conducting courses in the secondary schools. Organization of courses in applied music literature. An introduction to the main questions of pronunciation, grammar, vocabulary, composition, reading, texts, etc., as applied to teaching elementary classes.

Prerequisite: Education 1, or equivalent.

Fall (2).
CXXIX. Mathematics in the Elementary School.

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. Prerequisites: Psychology 1A and a passing grade in the Fundamentals Test.

Fall and spring (2).

CXXX. Educational Psychology.

A study of the learning process, including such topics as laws and types of learning, curves of learning and of forgetting, economy of learning, amount, rate and limits of improvement, spread of improvement or transfer and experimental studies in learning. Prerequisite: Psychology 1A.

Spring (3).

CXL. Elementary Statistics.

An introductory study of the statistical measures and devices most commonly used in connection with educational work. Data taken from typical school conditions. Opportunity given to obtain practice in the use of calculating machines and other aids to computation.

Fall (3).

CXLV. Organization and Administration of Music Education.

L. D. Smith

Theory of the general principles of music administration; correlation of music with the various subjects in the public schools; music tests; creative work. Prerequisites: Education XVII and CXXVII.

Spring (2).

CLX. Vocational Education.

Scudder, Wright

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

Spring (3).

CLXI. Junior Business Training.

Wright

The methods and content of the course in the elements of business training as offered in the junior high school.

Fall (2).

CLXIII. Secretarial Training.

Amsden

Methods and content of courses in stenography, typing and office procedure.

Fall (2).

CLXIV. Bookkeeping.

Wright

A study of various types of bookkeeping method with considerable study of content.

Fall (2).

ENGLISH

Preparation for the pre-secondary major (lower division), required also for the Junior certificate: English 1A–1B and six units from 50A–50B, 52A–52B. Recommended: A reading knowledge of German or French.

Pre-secondary major in English—Required: Thirty-six units in English, of which not more than six may be in journalism and public speaking and not more than nine in composition. At least fifteen units in upper division courses must be completed in the junior and senior years.

LOWER DIVISION COURSES

1A–1B. Composition.

Adams, Bagley, E. L. Smith, Walker

1A. A course in writing directed to a mastery of technical correctness and a training in the organization of material. 1B. Practice in effective writing based on extensive reading of modern literature.

A classification test in Subject A must be taken before admission.

Year course, beginning fall and spring (2-3).

4A–4B. Great Books.

Outcalt

A survey of books and bodies of literature that are significant sources or expressions of European and American culture. These include the Hebrew Bible, Greek Epic and Tragedy, Norse Eddas, and other literature of ancient and medieval Europe. Poetry and prose by great authors down to the nineteenth century.

Year course (3-3).

52A–52B. Types of Literature.

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

Spring course (2-3).

56A–56B. Survey of English Literature.

Adams, Bagley, Adams, Walker

A study of the most important masterpieces of English literature from the Anglo-Saxon period to the Victorian age.

Year course (3-3).

60. Periodical Literature.

Outcalt

A study of current literature, in content and form, as presented by papers dealing with contemporary essays, fiction and poetry.

Fall and spring (3).

UPPER DIVISION COURSES


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.

Spring (3).
106A-106B. Advanced Composition. F. L. Smith
A laboratory course in modern prose writing. First semester, artistic narrative, with description. Second semester, the essay, the magazine article, criticism, the newspaper syndicate article. Outside readings. Prerequisite: One year of college composition. Year course (2-3). (Either semester may be taken first.)

117. Shakespeare. Outcalt
Extensive reading of Shakespeare's plays, with special attention to a select group of the comedies and another of the tragedies. Lectures and special reports. Fall (3).

118. Makers of Eighteenth Century Literature. Basley
A study of Pope, Swift, Johnson, Goldsmith, Fielding, Burns, and their contemporaries as interpreters and teachers of their age. Spring (3).

119. The Romantic Poets. Adams
A study of early nineteenth century poetry; the work of Wordsworth, Coleridge, Byron, Shelley, and Keats, in relation to the thought of the revolutionary period. Fall (3).

121. Browning and His Contemporaries. Walker
A study of Tennyson and Browning and their contemporaries and successors, relating English poetry to nineteenth century life and thought. Spring (3).

130A-130B. American Literature. Outcalt
Semester I: A survey of American literature and its backgrounds from backgrounds from the Civil War to the present time, giving special attention to the development of prose fiction in the novel, short story and drama. Year course (3-3). (Not offered in 1950-1951.)

151. Medieval Literature. Basley
A study of the literature of the fourteenth century, especially the verse romances, Chaucer, and the poetry of Chaucer. Fall (3).

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

JOURNALISM
(See page 74.)

Speech Arts
(See page 87.)

FOREIGN LANGUAGES
Preparation for the major in a foreign language (lower division), required for the Junior certificate: Sixteen units of credit in the language chosen for the major. Recommended: History 4A-4B.
Preparation for the pre-secondary group major in Romance languages (upper division): French A-B, C-D, and Spanish A-B, C-D.
Pre-secondary group major (upper division): Eighteen upper division units in one language or twelve units in one language and six units in the other.
The group major requirements are based on the assumption that the student will have taken courses in the high school equivalent to the college course in elementary French or Spanish. A student who offers matriculation credit for only two years of the high school course in a Romance language may take a placement test to determine his eligibility for the third semester of the college course.

French
LOWER DIVISION COURSES
A-B. Elementary. Cramer, Phillips
Intensive study of French grammar and syntax; daily written work discussed in class; class drill in conversational idiom and pronunciation; reading with oral discussion and summaries; dictation; introduction to conversational idiom; conversation practice; study of the principles of French prosody, with temporary prose writers; study of the principles of French prosody, with temporary prose writers; study of the principles of French prosody, with temporary prose writers; study of the principles of French prosody, with temporary prose writers. Credit not given for French A unless followed by French B. Students who have had one year of French in high school should take French A. Students who receive only two years of credit. Those who have two years of French in high school should register for French B, in which case they will receive four units of credit. Year course (3-5).

C-D. Intermediate. L. P. Brown
Reading and composition: study of standard prose as a basis for class work; collateral reading with summaries and written reports in French; French; French; French. Individual conferences. Prerequisite: work conducted mainly in French. Students French B or three years of high school French, or its equivalent. Students French B or three years of high school French, or its equivalent, should enter French D. Year course (3-3).

SC. Scientific. Cramer
Readings taken from the fields of chemistry, physics, medicine, zoology. Outside readings of books and periodicals. Oral and written reports. Fall (2).

UPPER DIVISION COURSES
101A-101B. Conversation and Composition. E. M. Brown
Prerequisite: French D, or its equivalent, with grade of C. Year course (3-3). (Not offered in 1950-1951.)
102A–102B. Introduction to French Classics.

E. M. Brown

A study of selected works of Corneille, Racine, Molière, and other writers of the seventeenth century. Prerequisite: French D, or its equivalent, with grade of C.

Year course (3-3). (Not offered in 1930–1931.)

105A–105B. Modern French Drama.

E. M. Brown

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

Year course (3-3).


E. M. Brown

A course intended to give a broad foundation for further study in French literature. The chief movements and writers from the sixteenth through the nineteenth centuries are studied, with selected readings. Prerequisite: French D, or its equivalent, with grade of C.

Year course (3-3). (Not offered in 1930–1931).

German

LOWER DIVISION COURSES

A-B. Elementary.

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

Year course (5-5).

C-D. Intermediate.

Reading and composition; study of standard prose as basis for class work; collateral reading with written reports; German conversation, three years high school German, or its equivalent. Students with credit for German D.

Year course (3-3).

SC-SD. Scientific.

Occasional written reports on scientific subjects read outside of class. Prerequisite: German SC–German B, or its equivalent, with grade of C or three years of high school German.

Year course (2-2).

Latin

Ciceronian Prose.

M. V. Johnson

Reading in Latin and discussion of several of Cicero's orations; consideration of rhetorical devices and historical setting. Review of Latin syntax. Attention to comprehension of the meaning in the Latin order. Not open to students with credit for Ciceronian in high school. Prerequisite: Two years of high school Latin.

Fall (3).

D. Augustan Poetry.

M. V. Johnson

Reading in Latin of portions of Vergil's Aeneid, with special attention to literary qualities, metrical form, and the relation of this poem to its time and to other epics. Artistic translation emphasized. Selections from Ovid possibly included. Not open to students with credit for Vergil in high school. Prerequisite: Latin C, or three years of high school Latin.

Spring (3).

Spanish

LOWER DIVISION COURSES

A-B. Elementary.

Intensive study of Spanish grammar and syntax, with daily written work; class drill in conversational idiom and pronunciation; reading work; class drill in conversational idiom and pronunciation; reading work; class drill in conversational idiom and pronunciation; class drill in conversational idiom and pronunciation; class drill in conversational idiom and pronunciation; class drill in conversational idiom and pronunciation. Credit not given for Spanish A unless followed by Spanish B. Students who have had one year of Spanish in high school should register for Spanish A, but will receive only two units of credit. Those who have had two years of Spanish in high school should register for Spanish B; in which case they will receive four units of credit.

Year course, beginning either fall or spring (5-5).

C-D. Intermediate.

Reading and composition; study of standard prose as basis for class work; collateral reading with written reports; German conversation, three years high school German, or its equivalent. Students with credit for Spanish D.

Year course (3-3).

UPPER DIVISION COURSES

101A-101B. Conversation and Composition.

L. P. Brown

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

Year course (5-5). (Not offered in 1930–1931.)

102A–102B. Introduction to Spanish Classics.

L. P. Brown

Reading from several types of classical literature. Gil Blas, and other novels of Rocquey; one drama each from the works of Lope de Vega, Calderon, Alarcon, and Moreto; selections from Don Quixote, and the plays of Calderon, Alarcon, and Moreto; collateral reading and reports. Prerequisite: Spanish C in Spanish D or permission of the instructor.

Year course (3-3).
UPPER DIVISION COURSES

113. Climatology.  Blake
A survey of the different climates of the world and their effect upon vegetation and human activities. Special attention given to the climate of different parts of the United States. Prerequisite: Geography 3.
Fall (3).

116D. Geography of South America.  Clark
The climate, topography and natural resources of the South American countries; the effect of those physical factors upon the economic, commercial, and racial problems of the different nations. Prerequisites: Geography 1 or 1A.
Fall (5).

117. Geography of Europe.  Clark
The physical environment of each of the nations and their reactions to physical environment in their political and social relations. This course is planned to so familiarize the student with modern European countries that he can read current periodical literature with understanding and interest. Prerequisites: Geography 1 or 1A.
Spring (3).

121. Geography of North America.  Clark
A study of the natural regions of North America, their formation and economic and historical development. Prerequisite: Geography 1 or 1A.
Fall (3). (Not offered in 1930-1931.)

124. Geography of Asia.  Suhl
A study of the cultural regions of Asia, their physical environment, and historical development. Prerequisite: Geography 1 or 1A.
Spring (3).

135A. Geography of the San Diego Area.  Suhl
Historical, economic, and other regional factors of the geography of San Diego. Independent regional field work required. Prerequisites: Geography 1, 2 and 3 and Geography 1A.

135B. Advanced Field Work.  
Prerequisite: Geography 135A.
Spring (2).

141. Economic Geography.  Suhl
A world-wide survey of the raw materials of world trade; their production and distribution as related to the major geographic regions of the world. Prerequisite: Geography 1 or 1A and 2 or 2A.
Fall (3).

1A. General.  Suhl
A study of the surface features of the earth, agencies and processes of change, and evolution of topographic forms.
Fall and spring (3).
GERMAN
(See Foreign Languages.)

HEALTH AND PHYSICAL EDUCATION
(See Physical Education.)

HISTORY

Preparation for the presecondary major in history (lower division), required also for the Junior certificate: History 4A–4B, 5A–5B, or 8A–8B, and either Political Science 1A–1B, Economics 1A–1B, or Geography 1 and 2. No student shall enroll in more than one of the three history courses at a time. Students who wish to major in history and who have had less than two years of European history in high school must take History 4A–4B or 5A–5B.

Pre-secondary major (upper division): Twenty-four units in upper division course in history to be arranged in consultation with the chairman of the department. The student must, in his senior year, enroll in History 199, in connection with which he will write a paper, the subject matter to be arranged in consultation with the instructor.

LOWER DIVISION COURSES

4A–4B. History of Modern Europe.

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

Year course (3-3).


A study of the more important political, constitutional, and cultural phases of English development. The purpose of this course is to convey a good working knowledge of English history and to provide a survey of the part the Anglo-Saxon race has played in world history.

Year course (3-3).

8A–8B. History of the Americas.

A general survey of the history of the western hemisphere from the discovery to the present time. Emphasis is placed on the process of planting European civilization in the new world, the international contest for the republics, and their relations with each other and with the rest of the American world. The course is based on H. E. Bolton's "Syllabus of the History of the Americas." Year course (3-3).

UPPER DIVISION COURSES

111A–111B. Ancient History.

A study of the social, economic, political and cultural development of the Greek states, with emphasis upon the growth of democracy, attempts at federal union, imperialism, and Hellenism. The second semester covers Roman history from the earliest times to the beginning of the medieval period: discussions of Roman imperialism and the main constitutional, economic, social and religious developments in the republic and the empire.

Year course (3-3). (Not offered in 1930-1931.)

121A–121B. Medieval History.

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

Year course (3-3).

145A–145B. Europe Since 1789.

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

Year course (3-3).

146A–146B. Diplomatic History of Europe.

European diplomatic and colonial policies since 1648, with detailed attention to the basic factors in international organization and procedure. During the second semester special emphasis is placed upon the period and the second semester special emphasis is placed upon the period 151A–151B. (Not credited for students with credit for History 151A–151B.)

Year course (3-3). (Not offered in 1930-1931.)

156A–156B. History of British Expansion.

A study of the growth, development, and break-up of the older overseas empire; the rise of the superempire; the beginnings of the newer empire after 1788; the rise of federation; and the international relations of the self-governing dominions; the crown colony system; India under British rule; and British expansion in Africa and the Pacific.

Year course (3-3). (Not offered in 1930-1931.)

161. South America Since Independence.

A study of the republics of South America. Attention will be directed to the development of nationality in South America, the struggles for political stability, the exploitation of resources, diplomatic and commercial relations with the United States, and other international problems of South America. Time will be devoted to a survey of present day conditions, political, economic, and social.

Spring (3).
163. Mexico and the Caribbean Countries.

NASARIR

In general this course will follow the plan outlined in History 161. Special attention will be paid to the relations of the United States with these countries, and to the recent developments in Mexico.

Fall (3).


LEONARD

Semester I. English colonization in North America and the development of colonial institutions and politics. Semester II. The revolutionary movement and the Revolutionary War; the establishment of the government under the constitution to about 1820.

Year course (3-3).

172A-172B. The Expansion of the United States.

LEONARD

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

Year course (3-3). (Not offered in 1960-1961.)

199. Special Course for Advanced Students.

LEONARD

This course is required of all students with a history major in the pre-secondary curricula, and is to be attended during the senior year. Other students interested in history may be admitted with the permission of the instructor.

Spring (2).

HYGIENE

LOWER DIVISION COURSES

1. Personal and Civic (Men).

C. E. PETERSON

An informational course in personal and community hygiene required of all men in the freshman year. A study of sex hygiene and the hygienic principles of exercise, bathing, sleeping, etc. Investigations by each student of special topics which serve to vitalize the means for protecting and improving the health of the community. Required of all freshmen who are candidates for the Junior certificate or the degree in the pre-secondary curricula.

Fall and spring (1).

2. Personal and Civic (Women).

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 procedures in local civic health matters of particular interest to women are studied in detail. Reports of personal investigation of at least three major topics are required of each member, these reports being given and discussed before the class. Required of all freshmen who are candidates for the Junior certificate or the degree in the pre-secondary curricula.

Fall and spring (2).

INDUSTRIAL ARTS

SEGRER

3A. Mechanical Drawing.

Use and care of instruments, lettering, geometrical problems, orthographic projections, revolution, developments, intersections, tracing and blue printing. Nine hours per week.

Fall and spring (3).


STOYALL

Twenty-one or more plates 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. Prerequisites: Mechanical Drawing 3A or the high school course in mechanical drawing.

Fall (3).


STOYALL

Function of machines; motion, force, and work in machines; analysis of mechanism; velocity, acceleration, and effort diagrams; parallel motions, and two drafting periods. Prerequisite: Industrial Arts 21.

Spring (5).

23. Materials of Construction.

ANDERSON

Structural properties and adaptability of various materials commonly used in building construction.

Spring (2).


STOYALL

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 motion; moment of inertia, kinetic and potential energy; work and rotation; moment of inertia, kinetic and potential energy; work and rotation; moment of inertia, kinetic and potential energy.

Prerequisites: Mathematics 3A-3B and Physics 1A 1B.

Fall (5).

25. Elements of Electrical Engineering.

STOYALL

A general survey of the field of electrical engineering. Single and polyphase circuits; power-factor, resistance, generators, motors, transformers. Prerequisites: Mathematics 3A-3B and Physics 1C.

Spring (5).

JOURNALISM

The aim of the course in journalism is to offer introductory training in the principles and practice of journalistic writing only after a good foundation in correct speaking and writing of English has been laid, and to prepare for the necessary broad field of the profession of journalism by introductory work in as many of the fields of literature, history, political science, social science, economics, the arts, etc., as is possible. Practical training in news reporting and editing for student publications and for the daily press is emphasized.

JOURNALISM 51A-51B. News Gathering and Reporting. F. L. Smith

Study of news sources and types; practice in news writing; newspaper organization; excursions and special lectures. Course planned for sophomores who have had English 1A-1B, with high school journalism or equivalents.

Year course (3-3).

JOURNALISM 53A-53B. Applied Journalism. F. L. Smith

Credit earned for editorial or other staff work throughout a full semester on student publications such as The Aztec, El Palosque, Del Sudoeste.

Fall and spring (1 to 3-1 to 3).

JOURNALISM 100. News Editing. F. L. Smith

Practice in copyreading, proofreading, headline writing, and newspaper makeup. Prerequisite: Journalism 51A-51B or equivalent.

Spring (3).

JOURNALISM 153A-153B. Advanced Journalism Practice. F. L. Smith

Upper division work of the same type as that in 53A-53B, but with advanced requirements.

Fall and spring (1 to 3-1 to 3).

Norm.—Not more than six units in all will be given for journalism practice on student publications.

LATIN

(See Foreign Languages)

MATHEMATICS

Preparation for the major (lower division) required for the junior certificate: Mathematics 3A, 3B, 4A, and 6 or equivalent. Recommended: Physics, astronomy, and a reading knowledge of French and German.

LOWER DIVISION COURSES

C. Plane Trigonometry. LAVINGTON

Instruction in the use of logarithms, slide rule, and calculating machine. Prerequisites: Elementary algebra and plane geometry.

Fall (3).

1A-1B. Elementary Functions. LAVINGTON

Theory and use of algebraic, trigonometric, logarithmic, and exponential functions; introductory work in analytic geometry and calculus. Prerequisites: Plane geometry and one and one-half years of high school algebra.

Year course (3-3).

2. Mathematics of Investment. WRIGHT

Interest and annuities; amortization; sinking funds; valuation of bonds; depreciation; mathematics of building and loan associations; mathematics of life insurance. Prerequisites: Plane trigonometry and two years of high school algebra, or equivalent.

Fall (2).

3A-3B. Analytic Geometry and Calculus. LAVINGTON

A unified course in analytic geometry and differential calculus, together with an introduction to the integral calculus. The work of the first semester is complete in itself and may be elected by those wishing only an introductory course. Prerequisites: Trigonometry, plane and solid geometry, and two years of algebra in the high school. Students lacking geometry, and two years of algebra in the high school work, should ordinarily take part or all of 1A-1B, before or concurrently with 3A-3B, according to the judgment of the department.

Year course (3-3).

4A-4B. Analytic Geometry and Calculus—Higher Course. STOVALL

Analytic geometry, both plane and solid; calculus, both differential and integral with special emphasis on their practical use in engineering work. Prerequisite: Mathematics 3A-3B.

Year course (3-3).

6. Introduction to Projective Geometry. LAVINGTON

The construction and study of conic sections by means of perspectives, poles and polars, and involutions. Prerequisite: Plane trigonometry.

Spring (3).

8. College Algebra. LAVINGTON

Rapid review of elementary algebra, followed by logarithms, progressions and series, permutations and combinations, probability, theory of equations. Prerequisites: Plane geometry and one, one and one half or two years of high school algebra. After the first few weeks the class meetings will be reduced from five to three except for the few who require extra drill and review.

Fall (3).

UPPER DIVISION COURSES

101. Elementary Geometry for Advanced Students. LAVINGTON

Selected topics viewed from the standpoint of higher mathematics. Prerequisites: Introductory courses in analytic geometry, projective geometry, and calculus.

Fall (3). (Not offered in 1930-1931.)
102. Elementary Algebra for Advanced Students.  

Interesting topics viewed from the standpoint of higher mathematics.  
Prerequisites: Introductory courses in analytic geometry and calculus.  
Spring (3).  (Not offered in 1930-1931.)

104. History of Mathematics.  

A non-technical course open to students who have some knowledge of the fundamental ideas of mathematics.  
(3).  (Not offered in 1930-1931.)

111. Theory of Equations.  

General solutions of algebraic equations; approximate numerical solutions; applications.  
Prerequisites: Mathematics 3A-3B.  
Fall (5).

112. Analytic Geometry of Space.  

Planes, lines, and quadric surfaces.  
Prerequisite: Mathematics 4A.  
Spring (3).

N.B.—Upper division credit will be granted for Mathematics 4B when taken after the sophomore year.

MUSIC

For course in preparation for Public School Music teaching refer to curriculum in Music Education, page 32.  
For information regarding majors and minors in music, and other details not found here, consult the Music Education Adviser.

LOWER DIVISION COURSES

1A. Sight Singing and Ear Training—Fundamentals of Music.  

L. D. SMITH

Elementary music theory; scale construction; drill in music reading both with syllables and with words; ear training, elementary music dictation; the elements and materials of music.  
This is the basic course used as prerequisite for all advanced music work and for the courses in music education.  
Fall and spring (2).

1B. Sight Singing and Ear Training.  

L. D. SMITH

Tonal and rhythmic dictation, rhythmic writing, sight singing with Latin syllables and with words.  
Text—Wedge: Ear training and sight singing.  
Prerequisite: Music 1A.  
Spring (2).

1C-1D. Advanced Sight Singing and Ear Training.  

L. D. SMITH

Tonal and rhythmic dictation, rhythmic writing and sight singing in two, three, and four parts.  
Text—Wedge: Advanced ear training and sight singing.  
Prerequisite: Music 1A-1B.  
Year course (2-2).

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

Springston

How and of what music is made.  How to listen to, enjoy, and appreciate it.  
The development of music from the earliest times, with a particular effort to gain some acquaintance with the music of the various periods and composers by listening to examples of it.  
Illustrated with numerous phonograph records.  
A general fundamental, and nontechnical course, requiring no previous musical training or background.  
Year course (2).

4A-4B. Harmony (Elementary).  

Springston

Scale construction, intervals, chords, structure, modulation, through various types of seventh chord.  
Special attention is paid to the keyboard application of problems in harmonization, transposition, and modulation.  
Prerequisite: 1A, or the equivalent.  
Three units; both semesters.

19A-B-C-D. Instrumental Ensemble.  

Beidleman

The practice and performance of string, wind, and brass instruments.  
Year course (1-1).

20A-B-C-D. Vocal Ensemble and Chorus.  

L. D. Smith

A general course open to all students but one which may be offered by music students toward satisfying the requirement in vocal ensemble.  
Mixed harmony in two, three and four parts; voice quality, phrasing, interpretation and enunciation will be considered in detail; study of song material suitable for junior and senior high school.  
Fall or spring (4).

UPPER DIVISION COURSES

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

Springston

Study of the great masterpieces of music in the larger forms, by means of phonograph records and scores.  
Prerequisites: Music 2A-2B, or 4A-4B, or equivalent.  
Year course (1-1).

105A-105B. Advanced Harmony.  

Beidleman

Completion of harmonic theory-modulation, inharmonic tones, etc.  
Continuation of harmonic analysis, and keyboard harmony.  
Prerequisite: Music 4A-4B.  
Year course (2-2).


Beidleman

Form and analysis.  Polyphonic treatment of harmony.  
Introduction to musical composition.  
Prerequisite: Music 105A-105B.  
Year course (2-2).

107A. Conducting.  

Beidleman

The technique of the baton.  
Methods and materials for use in directing choral and instrumental organizations.  
Prerequisite: 1A-1B, or 4A-4B.  
Fall (2).

108A. Instrumentation.  

Beidleman

Theory and practice of arranging music for instrumental combinations.  
Prerequisite: 4A-4B.  
Fall and spring (2).
109A-109B. Violin Class Principles. BIDDLEMAN
Methods and materials for teaching violin in classes. Prerequisite: At least some playing ability on the violin.
Year course (1-1).

110A-110B. Piano Class Principles. SPRINGSTON
Materials and methods used in piano classes in the elementary schools.
Prerequisite: At least two years of piano lessons.
Year course (1-1).

119A-B-C-D. Instrumental Ensemble. BIDDLEMAN
(See 19A-B-C-D)

120A-B-C-D. Vocal Ensemble and Chorus. L. D. SMITH
(See 20A-B-C-D)

121A-B. Voice Class Principles. L. D. SMITH
Class methods in the fundamentals of singing, including breathing, tone production, resonance, enunciation and interpretation. Prerequisite: At least one year of vocal study.
Fall and spring (1).

MUSICAL ORGANIZATIONS

11A-11B or 111A-111B. Treble Clef (Women’s) Glee Club. L. D. SMITH
11C-11D or 111C-111D. (Second Year)
Membership based on competitive try-outs.
Year course (1-4).

12A-12B or 121A-121B. Men’s Glee Club.
12C-12D or 121C-121D. (Second Year)
Membership based on competitive try-outs.
Year course (1-4).

13A-13B or 131A-131B. Orchestra.
13C-13D or 131C-131D. (Second Year)
Year course (1-4).

14A-14B or 141A-141B. Band.
14C-14D or 141C-141D. (Second Year)
Year course (1-4).

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

15A-15B or 151A-151B. Stringed Instruments.
15C-15D or 151C-151D. (Second Year)
16A-16B or 161A-161B. Wind Instruments.
16C-16D or 161C-161D. (Second Year)

17A-17B or 171A-171B. Voice.
17C-17D or 171C-171D. (Second Year)
18A-18B or 181A-181B. Piano (Pipe Organ).
18C-18D or 181C-181D. (Second Year)

PHYSICAL EDUCATION

MEN’S DEPARTMENT

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

1A. (Freshman year.) Self-defense and track and field fundamentals.
   Fall (4).

1B. Tennis, swimming and golf.
   Spring (4).

1C. (Sophomore year.) Instruction and competition in handball, basketball and speedball.
   Fall (4).

1D. Instruction and competition in volley ball, baseball and track.
   Fall (4).

3A or B. Track. Spring (4).
4A or B. Basketball. Spring (4).
5A or B. Basketball. Spring (4).
6A or B. Tennis. Fall and spring (4).
7A or B. Boxing. Fall and spring (4).
8A or B. Wrestling. Fall and spring (4).
9A or B. Cross country. Fall (4).
10A or B. Swimming. Fall (4).
13A or B. American football. Fall (4).
14A or B. Gymnastics. Spring (3).

Courses fulfilling degree requirements for physical education majors and meeting state requirements for teaching credentials in physical education, such as policies in administration, classification of students, administration of activities, the organization of the leadership of students, the arrangement and care of the physical equipment, personal

O. E. PETERSON

54. Administration of Physical Education.

The problems that arise in the everyday experience of the instructor in physical education, such as policies in administration, classification of students, administration of activities, the organization of the leadership of students, the arrangement and care of the physical equipment, personal

O. E. PETERSON
relationships with students, interdepartmental adjustments, rolls, records
and reports. Material presented in latest State Department Manual
used as basis.

Fall and spring (2).

UPPER DIVISION COURSES

101. Emergencies.  
Henry

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

(1)

151. Health Education.  
(See Women's Department.)
Fall and spring (2).

Petersen

A study of the mechanics of the human skeletal and muscular systems,
and an analysis of their actions in games, formalized activities and general
body movements. Mechanical strength and durability as influenced by
anatomical factors.

(2)

163. Aquatics.  
Physical Education Staff

Details of handling an aquatic program, with stress on swimming, diving
and life-saving; both theory and practice. 
Spring (1%).

165. Self-defense Activities.  
Both theory and practice of boxing, wrestling and weaponless defense.
Fall and spring (1%).

171. Community Recreation.  
Petersen and Staff

A course planned to meet the needs of the various workers in com-

munity playground systems apart from schools, as well as the needs of
directors of play and recreation in social service institutions, industrial
plants, shops and factories. Special attention given to scout and camp-

craft, the elementary training of a scoutmaster being part of the course.
Spring (2).

Petersen and Staff

Different theories and methods of teaching the more highly organized
sports: American football, baseball, basketball, tennis, and track.
Fall (2).

CLVI-B. Sports Methods.  
Petersen and Staff

Methods of teaching those sports most adaptable to intramural and
interclass competition: golf, handball, soccer, speedball, and volley ball.
Spring (2).

CLXII-A. Gymnastic Activities.  
Petersen

Theoretical and practical work in marching, free exercises, and light
and heavy apparatus. Emphasis on progression and method of presenting
material. The simplest and most explanatory terminology.
Fall (2).

CLXII-B. Gymnastic Activities.  
Petersen

Acquisition of proficiency in the performance of a great group of gym-
nastic stunts always popular in the gymnasium and on the playground.
Work of the recreational or self-stimulating type rather than the formal.
Tumbling, stunts, and pyramid building are given chief attention, although
games of low organization are also considered.
Spring (2).

CLXVI. Technique of Officiating.  
Gross

Methods of officiating all the sports common to the school or college
program, also methods of training student officials. Practice in the
handling of elementary, junior high, high school, and interclass college
competition.
Fall and spring (1).

CLXXII. Principles of Physical Education.  
Petersen

The material which seeks to establish the place of physical education
and to indicate its indispensable character in modern life.
Fall (2).

CLXXIV. Physical Education Tests and Measurements.  
(2).

PHYSICAL EDUCATION

WOMEN'S DEPARTMENT

All new students are given a medical examination to the end that the
physical needs of each student may be determined and her class work
planned accordingly. Two hours weekly of directed physical activity are
required in freshman and sophomore years. Emphasis is upon rhythmic
activities, games and sports.

LOWER DIVISION COURSES

52A. Formalized Activities and Group Games.  
Raw and Assistants
Fall and spring (1).

52B. Stunts and Apparatus.  
Raw and Assistants
Fall and spring (1).

52C. Athletic Games and Sports.  
Raw and Assistants
Fall and spring (1).

52D. Rhythmic Activities.  
Raw and Assistants
Fall and spring (1).

6-75688
52. Game Activities.

Games suitable for large or small groups in elementary and junior high schools are studied and played. These include rhythmic activities, games of low organization and modified athletic games. Required for the elementary school credential instead of 52C.

Fall and spring (1).  

53. Administration of Physical Education.

Consideration of physical education problems, administration of tests, methods of classifying children for play activities, developing leaders, and carrying on intramural ideals. Particular attention is given posture problems. The content and administration of the state program in physical education form the basis of the course.

Fall and spring (2).  

55. Swimming.

Required of all freshmen women majoring in physical education.

(1)  

56. Tennis.

Required of all sophomore women majoring in physical education. Tests are given on playing skills and knowledge of teaching technique.

(1)  

UPPER DIVISION COURSES

151. Health Education.

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

Fall and spring (2).  


(See Men’s Department.)

(2)  

158. Stunts and Tumbling.

A practical course in personal technique. Progressive series of individual, dual, and group stunts, including simple pyramids.

(1)  

161. Folk Dancing.

A series of folk and national dances for elementary and junior high schools. Emphasis is placed on methods of presentation as well as upon ability to execute the various dances. Note books are required.

(2)  

164. Dancing.

An introductory course to the fields of interpretative, character, and tap dancing. Particularly adapted to meet needs of prospective physical education teachers.

(2)  

170. Recreational Leadership.

Fundamentals of recreational leadership are developed by instruction in scoutcraft, campfire lore, girl reserve activities, the study of school recreational needs and facilities, and of civic recreation.

TANNER AND STAFF

(2)  

174. Campercraft.

The technique of life in open camp is developed by camp experience. This is preceded by study of selection of equipment, proper outing clothes, tent making, making beds in the open, making camp fires, camp cooking, and camp recreation. Enrollment only by permission of the instructor.

TANNER AND STAFF

(2)  


Practice for skill, study of rules, and of coaching methods. Prerequisite: A season’s experience in at least four of the following sports—volley ball, basketball, hockey, speedball, soccer, baseball, tennis, and track activities.

Year course (2-2).  

CLX. Formalized Activities.

A study of the scientific adaptation of formalized exercises to individuals and to groups; an activity and methods class with opportunity for supervised practice teaching; elementary exercises on apparatus.

TANNER

(2)  

CLXXXIII. Principles of Physical Education.

The relation of physical education to other phases of education, with emphasis upon health and social adaptation.

TANNER

(2)  

CLXXXIV. Physical Education Tests and Measurements.

TANNER

(2)  

CLXXXV. Current Problems in Physical Education.

The latest phases of general physical education; problems particularly related to the work with younger children, girls, and college women; the responsibility of the physical instructor toward emergencies and health service.

TANNER

(2)  

CLXXXVII. Individual Program Adaptations.

Adjustments of the physical education program to the physical needs and capacities of individuals; problems concerning protective and preventative measures which are not highly specialized corrective phases.

TANNER

(2)  

PHYSICS

Preparation for the major in Physics (upper division) required for the Junior certificate. Required: Physics 1A-1B and 1C-1D; Chemistry 3A-3B and 4A-4B, or their equivalents. Recommended: A reading knowledge of French and German.
LOWER DIVISION COURSES

1A-1B. General.  
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. Lectures, text assignments, problem sets, and experimental laboratory work. Two lectures, one recitation and one laboratory period each week. Prerequisites: High school physics or chemistry and trigonometry.
Year course (3-3).

1C-1D. General.  
A continuation of Physics 1A-1B for students in the sophomore year, including magnetism, electricity, sound, and light. Two lectures and one laboratory period each week.
Year course (3-3).

2A-2B. General.  
Properties of matter, mechanics, heat, sound, light, electricity, and magnetism. A nonengineering course. Lectures, demonstrations, and discussions. Prerequisite: Two years of high school mathematics.
Year course (3-3).

3A-3B. Physical Measurements.  
Laboratory work in mechanics, properties of matter, heat, sound, light, electricity, and magnetism. These exercises are usually taken in conjunction with Physics 2A-2B.
Year course (1-1).

UPPER DIVISION COURSES

106. Optics.  
A study of refraction, color, interference, diffraction, polarization, radiation, and optical instruments. Fall (3).  (Not offered in 1930-1931.)

Devoted mainly to the study of potentiometer methods, capacity, inductance, resistance, and magnetic flux. Two lectures and one laboratory period each week. Prerequisite: Eight units in physics.
Year course (3-3).

108. Modern.  
An introductory survey of the problems of modern physics. Theories of atomic structure and series in optical spectra, radioactivity, conduction of electricity through gases, radiation, and the quantum theory. Prerequisite: Eight units in physics.
Spring (3).  (Not offered in 1930-1931.)

PHYSIOLOGY  
(See Biological Sciences)

POLITICAL SCIENCE

Preparation for the major in Political Science (lower division): Required for the Junior certificate: Political Science 1A-1B and Economics 1A-1B or History 4A-4B or Geography 1 and 2. High school civics is presupposed in the following courses:

LOWER DIVISION COURSES

1A-1B. Comparative Government.  
A comparative study of typical European governments and the government of the United States. The first semester: England, France, Germany, Italy and Switzerland. The second semester: The lesser European states and the United States.
Year course (3-3).

UPPER DIVISION COURSES

Origins and principles of the United States Constitution, and a survey of the political institutions which have developed under it. Prescribed by the state law for all candidates for the bachelor's degree and for all candidates for a teacher's credential. Enrollment is limited to juniors and seniors, except with the consent of the instructor. Those taking History 171A-171B or Political Science 115 are excused from this requirement. Attention is called to the fact that this course is offered only during the fall semester.
Fall (2).

111. Theory of the State.  
The nature of the state, its organization and activities, and its relation to individuals and to other states.
Fall (3).

113. American Political Ideals.  
Underlying theories and principles of American governmental policy.
Spring (3).

PSYCHOLOGY

Preparation for the major in Psychology (lower division) required for the Junior certificate: Required: Psychology 1A and 1B, Zoology 1A-1B or Biology 10A-10B. Recommended: French, German, chemistry, physics.

LOWER DIVISION COURSES  

1A. General.  
An introductory survey of the entire field of psychology. In the study of normal adult human behavior, and the factors which condition it, a conservative position is taken, leaving the student as nearly as possible unbiased toward the special schools of psychology. Prerequisite: 1A-1B. Open to Freshmen, but not to Sophomores without prerequisite. Not credited for students who have already earned credit for Psychology 2A.
Fall and spring (3).
1B. General.

An extensive and intensive study of the entire field of adult human behavior. Prerequisite: Psychology 1A. Spring (3).

2B. Applied.

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. Spring (3).

UPPER DIVISION COURSES

102C. Genetic—Growth and Development of the Child.

A study of the mental and physical growth and development of the child. Special emphasis is given to norms of structure and function as a basis for an interpretation of variations from them. Behavior problems and the growth of personality traits and conditioning factors of physical and mental hygiene are also stressed. Each student makes an intensive study of one child presenting a problem of physical or mental maladjustment. Case study technique is included. Prerequisite: Psychology 1A and Education CVIII taken previously or at the same time. Fall and spring (3).

105. Clinical (Mental Testing).

A brief review of the history and rationale of intelligence testing is followed by a discussion of the Stanford revision of the Binet-Simon Test, with 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. Prerequisite: Psychology 1A, Education CVIII. Recommended: Psychology 102C and Education CXL. (3)

145. Social.

The instinctive and reflective side of man, and his adjustments to civilization. Personality, suggestion and imitation, leadership, the control of public opinion, social control, etc. Prerequisite: Psychology 1A. (2-3)

EDUCATIONAL PSYCHOLOGY

(See Education)

SECRETARIAL TRAINING

(See Economics)

SOCIAL ECONOMICS

(See Economics)

SPANISH

(See Foreign Languages)

SPEECH ARTS

Preparation for the major in Speech Arts (lower division) required for the Junior certificate: Speech Arts 1A–1B, Speech Arts 3A and 5A or Speech Arts 55A–55B.

LOWER DIVISION COURSES

1A–1B. Elements of Public Speaking.

Training in fundamental processes of oral expression; methods of obtaining and organizing material; outlining; principles of attention and delivery; extemporaneous speaking and open forum debating; practice in construction and delivery of type forms of speech. Fall and spring (3). (Not offered in 1930–1931.)

3A. Advanced Public Speaking.

Survey of public speaking methods. Study of selections; observation of speaking in community. Organization and delivery of speeches. Analysis of individual problems in speech making. Participation in a public debate or oratorical contest, or the presentation of an equivalent amount of practical speaking before public assemblies. The membership of the class limited to twenty. Consultation with the instructor required previous to registration for the course. Spring (2). (Not offered in 1930–1931.)

5A. Argumentation and Debate.

Obtaining and organizing of evidence and the construction and use of the brief; study and discussion of current issues; the presentation of formal and informal debates. Attention to intramural and intercollegiate debating. Fall (3). (Not offered in 1930–1931.)


History and technique of dramatic production, with special emphasis on contemporary drama. Rehearsals and presentation of scenes and plays. Arranged for students interested in all the theater arts. Year course (2–3).

55C–55D. Dramatic Interpretation.

Use of speaking voice, correct diction, gesture, and pantomime. Principles of characterization and standards of acting. Practical working knowledge of different types of plays through rehearsal and presentation. Year course (2–3).
UPPER DIVISION COURSES

155A-155B. Dramatic Workshop. JONES

Advanced work along lines of student's individual dramatic interests: acting, directing, staging, costuming, play writing, etc. Special attention given to creative work and practical experience.

Year course (3–3).

156A-156B. Advanced Play Production. JONES

Special training in educational, recreational and community drama activities for professional use. Practical production experience. Prerequisite: Speech Arts 55A-55B and instructor's consent.

Year course (3–3). (Not offered in 1930-1931.)

SURVEYING

1A-1B. Plane Surveying. ANDERSON

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

Year course (3–3).

2. Summer Class in Surveying. ANDERSON

Practical field problems in reconnaissance, triangulation, location and topographic surveys. Observations for meridian, time and latitude. Precise work in linear and angular measurements. Development of self-reliance, accuracy, and professional skill on the part of the student. Four weeks course, commencing after the close of the second semester. Prerequisite: Surveying 1A-1B.

(3) (Not offered in 1930-1931.)

ZOOLOGY

(See Biological Sciences)
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