Announcement of

COURSES OF INSTRUCTION

OFFERED IN

Education, Teacher Training, Arts,
Literature, Science, Commerce,
Social Service

1925-1926
STATE TEACHERS COLLEGE OF SAN DIEGO
Administered Through
DIVISION OF NORMAL AND SPECIAL SCHOOLS
OF THE
STATE DEPARTMENT OF EDUCATION

WILL, C. WOOD - - - - - Superintendent of Public Instruction, ex officio Director of Education
A. R. HERON - - - - - Deputy Director of Education

THE STATE BOARD OF EDUCATION

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C. L. FISKE - - - Superintendent of Buildings
MARTIN ROTH - - - Superintendent of Grounds
A. L. SEELIG - - - Engineer
FACULTY

EDWARD L. HARDY, President. B.E., University of Wisconsin; M.A., University of Chicago; Study of European secondary schools, 1908-1909; Principal San Diego High School, 1906-1910. (Appointed September 1, 1910.)

ARTHUR G. PETERSON, Dean of the College. Economics and Sociology. A.B., College of the Pacific; M.A., Stanford University; Vice Principal San Diego High School and Director of Junior College, 1918, 1920, 1921. (Appointed September 1, 1921.)

MRS. ADA HUGHES CLEWELL, Dean of Women. Head Department of Household Economics. Special study, Europe, 1898-1900; special student in Domestic Science, Teachers College, Columbia University, New York City, 1907. (Appointed June, 1907.)

IRVING E. OUTCALT, Head Department of English and Dean of the Summer Session. Student, University of Illinois, 1898-1899; A.B., Stanford University, 1899; M.A., Stanford University, 1899; graduate student, Stanford University, 1897-1898; Head, Department of English, San Diego High School, 1907-1912; travel in Europe, 1910-1911; research work, Stanford University, 1921-1922. (Appointed September 1, 1912.)

WILLIS E. JOHNSON, Director of Education. Graduate of State Normal School, St. Cloud, Minnesota; B.E., M.E., Illinois Wesleyan University; Ph.D., University of Minnesota; Ed.D., South Dakota State College; I.D., Dakota Wesleyan University. Taught in rural, village and city schools, state normal school and university. President of state normal schools at Elberon, and Aberdeen, South Dakota, and of South Dakota State College, Brookings. Member of staffs of the educational surveys of Virginia and Alabama. (Appointed April 1, 1924.)

MISS GEORGE SUMPTON BELL, Director of Tests and Measurements. A.B., Indiana University; A.B., Stanford University; graduate student, Indiana State Normal School; research work, Clark University; Assistant in Education and Director of Practice Teaching, University of Colorado; State Institute Lecturer, Montana; Instructor, School of Education, Indiana University. (Appointed August 1, 1918.)

RUTH C. BAGLEY, English. A.B., University of Michigan; A.M., University of California; graduate study, University of Illinois and Columbia University; Head Department of English, State Normal School, Oshkosh, Wisconsin, ten years; Instructor, San Diego Junior College, 1910-1921. (Appointed September 1, 1921.)

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

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

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

VINNIE B. CLARK, Geography. A.B., University of Wisconsin. Graduate student, University of Chicago; Assistant in Geography, University of Wisconsin; Oak Park, Ill., High School, 1913-1914; travel in Mexico and graduate study, University of Mexico, 1922; Summer Session Instructor, University of California, Southern Branch, 1923; Travel in Europe, 1924. (Appointed September 1, 1914.)

KATHERINE E. CORBETT, Training Supervisor. B.Pd., Michigan State College; B.S., and A.M., Teachers College, Columbia University; graduate Public School Music course, Ypsilanti Conservatory of Music; Teacher in Public Schools, Ypsilanti; special teacher in Americanization courses; Training Supervisor, Kent State Normal College, Ohio. (Appointed July 1, 1921.)
EARL DUANEY, Orchestra. A.B., A.M., Baylor University, Texas; graduate work, University of Iowa. Supervisor of rural schools (Texas, 1918-1920; Instructor of Instrumental Music, Conservatory of Poplar Bluff, Missouri; County Director of Orchestral Work, Clay County, Arkansas; Conductor of La Jolla High School Orchestra. (Appointed 1924.)

MRS. EARL DUANEY. Director of Training School Orchestra. Graduate in Piano, St. Louis Conservatory of Music; Teacher of Piano and Voice, Minneapolis, Arkansas; Director of Brownie Orchestra, Peach Orchard, Arkansas. (Appointed 1924.)

LESLIE S. Everts, Accounting. B.L., University of Wisconsin; C.P.A.; Public Accountant in Milwaukee, Wisconsin, and San Diego, California, 1900-1921. (Appointed September 1, 1921.)

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

EMILY C. HAMMACK, Training Supervisor. Graduate State Normal School of San Diego; B.A., State Teachers College of San Jose; professional study at University of California; Public School Teacher, five years. (Appointed September 3, 1920.)

MRS. ALICE J. HAHN, French and German. Student at Universities of Bonn, Lausanne, Berlin (Ph.D. Berlin). Postgraduate work at University of Chicago and Columbia University. Head of Department of Modern Languages, State Normal School, Indianapolis, Indiana; Assistant Professor of Modern Languages, St. Lawrence University, N.Y.; Supervisor of Foreign Language Press in United States during World War. Assistant Editor of "Foreign Born." (Appointed September 1, 1924.)

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

MYRTLE ELIZABETH JOHNSON, Biology. B.S., M.S., Ph.D., University of California; Research Assistant, Scripps Institute, La Jolla; Instructor, Pasadena City College. (Appointed September 1, 1922.)

MARIORIE E. LANDERS, Acting Head Department of Home Economics. A.B., Stanford University; Special Certificate Home Economics, Santa Barbara State Teachers College; Head Department Home Economics, San Juan Union High School; Assistant Dietitian, Fuchsia Hospital, Oakland, California; 1918: McKeel High; Honolulu, T.H.; Teacher Domestic Art, Kern County Union High School, Bakersfield, California. (Appointed September 1, 1924.)

F. H. LANE, Public Speaking and Dramatics. A.B., A.M., Northwestern University, and graduate Northwestern School of Oratory; 1905-1906, English Public Speaking at Oberlin College; 1900-1905, Professor of English and Public Speaking, Northwestern College; 1905-1909, Professor of Public Speaking, Tabor College; 1907-1912, Professor of Public Speaking, Washington State University; 1912-1925, Professor of Public Speaking, University of Pittsburgh. (Appointed September 1, 1925.)

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

LEWIS B. LESLIE, History. A.B., Stanford University; M.A., University of California; Instructor, Principia School, St. Louis; editor of the "Western Traveling Pilgrim," from University of California, 1922-1925; Native Sons' Traveling Pilgrim, Europe, from University of California, 1923-1924; Assistant, Department of History, University of California, Summer Session, 1924. (Appointed September 1, 1924.)

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

BUDLAH MARKEN, Assistant Fine Arts. B.S., Columbia University; Teachers College Diploma; graduate in Los Angeles State Normal School, with General *On leave of absence, 1924-1925.

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Professional and Special Art diplomas: Assistant in Fine Arts Department, Teachers College, Columbia University, 1919-1919. (Appointed July 1, 1919.)

LUK Y. MOON, Supervisor, Training School. B.S., Teachers College, Columbia University; graduate student, Columbia University, two and one-half years; Assistant in Training School, 1923-1925; Instructor in Normal Colleges of Bowling Green, Ohio, Trenton, N. J., Emporia, Kansas; Summer Session Instructor, University of Indiana; Supervisor of Primary Instruction, Anderson, Indiana. (Appointed July 1, 1923.)

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

MARIAN L. PECK, Supervisor, Training School. A.B. and A.M., Stanford University; Teacher in Training School, Stanford University; Assistant in High School, Stanford University; Women, State Normal School, Cheney, Washington; Frances W. Parker School, Berkeley, California. (Appointed September 1, 1921.)

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

LEO. F. PIERCE, Chemistry. B.S., Grinnell College; M.Sc., Tulane University; Ph.D., Stanford University; Research Assistant and Instructor, University of Idaho; Professor of Chemistry, Washburn College; Instructor, Tulane University; University Fellowship, Stanford University. (Appointed September 1, 1921.)

ALICE M. RAW, Physical Education. A.B., University of Southern California; Assistant in Physical Education, Polytechnic High School, Los Angeles; Assistant in Physical Education, University of Southern California. (Appointed September 1, 1924.)

MARKI RICHARDS, Arithmetic and Training Supervisor. A.B. and A.M., University of Missouri; graduate student, University of Southern California; Rural School, City School and High School Teacher: City Superintendent of Schools, six years; Associate Professor of Mathematics, Associated Schools of Mathematics, Warrensburg, Missouri; Director in Demonstration School, Northeast Missouri Teacher's College, two years. (Appointed September 1, 1921.)

CHARLES E. SCHUMER, Industrial Arts. Preparation at University of Illinois; Teacher of Industrial Work at Grand Rapids, Michigan; Director of Industrial Arts at Washington State Normal School at Bellingham. (Appointed September 1, 1921.)

W. T. SCOTTING, Agriculture and Nature Study. State Normal School, Los Angeles, California; M.S., University of California; Teacher in Public Schools, Los Angeles, California, several years; Assistant in Physics, University of California, 1905-1907; Assistant Professor of Physics, University of California, 1917-1922; Assistant in Physics, University of California, 1922-1925. (Appointed September 1, 1925.)

Florence E. Smith, English. A.B., Northwestern University; M.A., University of Chicago; Critic Teacher, State Normal School at Oshkosh, Wisconsin. (Appointed July 1, 1917.)

LEDA D. SMITH, Music. Mus. B., A.B., Oberlin College; formerly Head of Department of Music, State Teachers College, Winona, Minnesota. (Appointed September 1, 1918.)

WILL J. STANTON, Commercial Law. LL.B., University of Michigan; graduate study, University of Chicago; Instructor in Business College, 1914-1915; Editor of University Journal; Professor of Business Administration, University of California, Summer Session, 1924. (Appointed September 1, 1921.)

S. LAVENDER STOVALL, Head of Department of Engineering. Student University of Texas, 1885-6, 1887-8; B.S. in Electrical Engineering, University of California, 1922-1924. Five years with the General Electric Company, research and design of apparatus for the Chief Engineer of Mt. Whitney Power and Electric Company; three years on Irrigation Engineering; four years Efficiency Engineer in the fields of California. (Appointed September 1, 1921.)

JESSIE RAND TANNER, Head of Department of Physical Education. Graduate Boston Normal School of Gymnastics; B.S., Columbia University; Teachers College, Columbia University; tutor, Brookline, Massachusetts, 1905-1906. (Appointed July 1, 1904.)

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STANDING COMMITTEES

Executive Committee: President E. L. Hardy; Mr. Outcatl, Vice Chairman; Mr. A. G. Peterson, Dean of the College; Mrs. Coldwell, Dean of Women; Mrs. Delano, Registrar; Dr. Willis F. Johnson, Director of Education; Miss Benton, Mr. Baird; Mr. Skilling.

Faculty-Student Body Relations Committee: Mr. A. G. Peterson, Mrs. Coldwell, Mrs. Delano, Dr. Willis F. Johnson, Miss Tanner, C. E. Peterson, Miss L. D. Smith, Miss Benton, President Hardy (Advisory).

Student Teaching Committee: Dr. Willis F. Johnson, Mrs. Delano, Mr. Nida, Miss Hammack, Miss Corbett, Mr. Scudder.

Advanced Standing Committee: Mrs. Delano, President Hardy, Mrs. Bell, Miss Benton, Mr. Outcatl.

Scholarship and Student Loan Committee: Mr. Livingston, Mrs. Coldwell, Mr. A. G. Peterson, Miss Tanner, Mrs. Delano.

Assembly Committee: Miss Clark, Mr. A. G. Peterson, Miss L. D. Smith, Dr. Coy, Miss Peck, Miss F. L. Smith, Mr. Nida.

Faculty Social Affairs Committee: Miss Peck, Dr. Myrtle Johnson, Miss Bagley, Miss Richards, Mr. Brown, Mrs. Coldwell (Advisory).

Women's Athletics Committee: Miss Tanner, Dr. Coy, Miss Raw, C. E. Peterson, Miss Hammack.

Men's Athletics Committee: C. E. Peterson, Mr. Baird, Mrs. Livingston, Mr. Wright, Mr. Lesley.

Publicity and Student Publications Committee: Miss F. L. Smith, Mr. Scudder, Mr. Nida, Mr. Stevall, Mrs. Bird.

Main Library Committee: Mr. Outcatl, Dr. Myrtle Johnson, Miss Minor, Dr. Pierce, Mr. Lesley, Mrs. Robinson (Advisory).

Training School Library Committee: Miss Minor, Miss Corbett, Miss Richards, Mr. Skillin, Miss Clark, Miss Woods (Advisory), Mrs. Robinson (Advisory).

Tests and Measurements Committee: Mrs. Bell, Dr. Willis F. Johnson, Mr. Skilling, Mr. Livingston, Miss Hammack.

Teaching Loan Committee: Mrs. Bell, Mr. A. G. Peterson, Dr. Coy, Miss F. L. Smith, Mr. Baird, Miss Benton, Mr. Brown, President Hardy (Advisory).

Graduation Committee: Dr. Willis F. Johnson, Miss Clark, Miss Benton, Dr. Coy, Mr. C. E. Peterson.

Affiliation with other Colleges: Dr. Myrtle Johnson, Miss Hassack, Mr. Livingston.

SPECIAL LECTURERS

Summer Session of 1925

Dean Blake, Meteorology. U. S. Weather Observer, San Diego, California.

Osgood Hardy, Ph.D., History. Assistant Professor of History, Occidental College.


Gertrude Laws, B.A., Education. Formerly Director of Education, Practice Teaching and Supervision, State Teachers College of San Diego.

George M. McBrady, Ph.D., Geography and Geology. Associate Professor of Geography, University of California, Southern Branch.

Harold G. Merriam, M.A., English Literature. Professor of English, University of Montana.

Emily R. Fernald, Physical Education. Instructor in Physical Education, Los Angeles City School Department.

Leon O. Smith, M.A., Education. Director of Educational Research, Public Schools of Omaha, Nebraska.

APPOINTMENTS FOR 1925-1926

J. W. Aylt, Principal of the Training School. Undergraduate work at Miami University and Valparaiso University, A. B. Graduate work at the University of Iowa and the University of South Dakota, M. A. Superintendent of city schools twelve years; conductor and instructor in teachers institutes; Professor of Education and Director of Practice Teaching at Southern State Teachers College, Springfield, South Dakota, 1922-24. (Appointed September 1, 1925.)

Wallace A. Gilkey, Assistant in Physical Science. A. B. and C. E. (Chemical Engineer) at Stanford University. Instructor at Santa Clara Military Academy, spring of 1922. Employed three years in chemical engineering with the Santa Cruz Portland Cement Company in the Cottrell Precipitation Plant; the American Smelting and Refining Company as laboratory chemist; and the Refinery of Standard Oil Company at El Segundo, California, as chemical engineer. (Appointed September 1, 1925.)

(To be appointed) Assistant Training School Supervisor.
HISTORICAL SKETCH

The State Teachers and Junior College of San Diego, usually designated the San Diego State College and formerly known as the State Normal School of San Diego, was established by legislative enactment March 35, 1887, and received its first class in the autumn of 1888. In April, 1921, the school, together with all of the California normal schools, received by act of the legislature, later approved by the graduates, the designation of State Teachers College, its full legal title being, "State Teachers College of San Diego."

In June of 1941, 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, four-year courses of the lower division (freshman and sophomore years) are offered, both to students who wish to prepare in the junior high school, and for the degree A.B. (Major in Education), were established for this institution June 30, 1923.

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

GENERAL INFORMATION

CALENDAR, 1925-1926.

June 29—August 7, Term I, Summer Session.
August 10—September 1, Term II, Summer Session.
September 7-12, Registration.
September 14, Matriculation examination in English (see p. 15).
September 15, Class work begins.
November 13, Term I ends.
December 19, Christmas Recession begins.
January 3, Christmas Recession ends.
January 28—February 3, Mid-year examinations.
February 4-7, Mid-year Recession.
February 8, Semester I begins.
April 9, Term I begins.
April 10, Spring Recession begins.
April 18, Spring Recession ends.
April 19, Term II begins.
May 1, Dedication Day (celebrated April 30).
May 9, Memorial Day; a holiday.
June 11-14-17, Annual examinations.
June 18, Commencement.
June 28, Summer Session begins.

THE CALENDAR AND REGISTRATION

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

The Summer Session meets the needs of regular students who wish to gain credits toward the professional diploma or the A.B. degree, of teachers in service who wish further professional training and of Junior College students who wish to earn additional credit or to shorten the time for completion of work for the Junior College Certificate.

Registration of students will be made from September 7 to September 12. A duly signed transcript of the applicant's record must be in the possession of the Registrar of the Teachers College or the Dean of the Junior College on or before the day of the applicant's registration.

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

DEPARTMENTS OF INSTRUCTION

TEACHERS COLLEGE

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

Certificates for candidates for the elementary certificate and for the elementary special certificates of the several types will continue to be regularly offered for those who wish to teach before completing a degree course. The special certification courses offered include preparation for the certificate of elementary and junior high school grades of the Arts Type (general class), Music Type (public school music), Vocational Type (home making, occupations and home mechanics), Physical Education Type (physical training and athletics), and for the special certificate of secondary grades in physical training activities.

Students who wish to enter for special certificate courses should not fail to note the matriculation requirements outlined on page 25.

JUNIOR COLLEGE

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

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

STANDARDS OF HEALTH, SCHOLARSHIP AND CHARACTER

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

Standards of scholarship are based upon high entrance standards. All freshmen are required to take the course in the technique of study, which includes tests of reading ability. The development and refinement of the student’s capacity to learn, and his ability to develop those qualities of character which will enable him to meet the demands of the career for which he is preparing, are the major concerns of the college. The college is not a preparatory school for graduate study, but it is strongly devoted to the development of character and the inculcation of the virtues upon which a well-rounded life is based.

The student is expected to develop a good work habit, to carry out his assignments, to attend classes fairly regularly, and to submit examinations in good time. The student is expected to develop the power of self-control and the capacity for independent thought and action. The student is expected to develop a sense of responsibility and to assume his share of the burden of the college community. The student is expected to develop the capacity to maintain his moral integrity and to live up to the highest standards of conduct.

The student is expected to develop a sense of loyalty to the college, to the university, and to the country. The student is expected to develop a sense of civic responsibility, to be a good citizen, and to take an active part in the life of the country. The student is expected to develop a sense of civic responsibility, to be a good citizen, and to take an active part in the life of the country.

Whether a student has met the requirements for graduation is determined by the faculty of the college. The faculty has the right to require any student to take any course in the college and to require any student to withdraw from the college. The faculty has the right to require any student to take any course in the college and to require any student to withdraw from the college.

THE STUDENT ADVISERS

Concerning matters of student-body policy, leaves of absence (men), personal advice (men), use of buildings, etc.—The Dean of the College of the University of California.
Concerning appointments to teaching positions—The Appointment Secretary.
Concerning the housing and living arrangements of students, rules of conduct, student social affairs, personal advice (women), rules of attendance, etc.—The Dean of Women.
Concerning supervision of practice teaching, conferences, etc.—The Director of Teacher Training.
Concerning matriculation, program of studies and teaching, credits, etc.—The Registrar (Teachers College); The Dean (Junior College).

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

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 the College; The Dean of Women.

STUDENT LIFE AND 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:


Dramatic: Two-Muscle Players.

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

SOCIAL AND ATHLETIC


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

Women’s Athletics: Tennis, basketball, swimming, rowing and swimming.

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

APPOINTMENT SERVICE

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

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

FEES AND EXPENSES

Tuition is free to all students.

Registration fee, each semester (not returnable) $1.00

Tardy registration fee $1.00 per day. Registration is not complete until student is in actual attendance.

Student body fee, each semester (not returnable) 4.00

Men’s and women’s organizations, each (not returnable) 50.00

LABORATORY FEES AND DEPOSITS

(Payable each semester)

Fee Deposit

Bacteriology ($5 returnable) $10.00 5.00

Biology 10A-10B ($2 returnable) 5.00 2.00

Botany (2$2 returnable) 1.00 2.00

Chemistry ($2.50 returnable) 7.50 2.50

Clothing

Fine Arts (Advanced Design, Stage Craft, Costume Design) 1.00 1.00

Food Economics

Industrial Arts

Pattern Shop

Physical Education (men) 2.50 2.50

Physics ($5 returnable) 1.00 1.00

Physiology 1.00 1.00

Surveying 1.00 1.00

Woodwork 1.00 1.00

Zoology ($2 returnable) 2.00 2.00

EXPENSES: WOMEN STUDENTS

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

Board and room may be procured for from $40 to $45 a month. Apartments, consisting of one room, kitchenette and bath, rated at $15 to $35 a month, will accommodate one or two persons. A cafeteria is maintained by the college where noon-day meals are served at cost.

The minimum expense for one semester of eighteen weeks is estimated at $210: Board and room, $150; books, paper and other necessary materials, $15; registration and student-body fees, $6.50; laboratory fees, $1 to $10. Chrysalis, carriage and carfare, recreation and personal expenses are factors for the student to decide, but it is suggested that clothing be of the simplest type, such as gingham dresses, one-piece woolen dresses, one warm outside coat, and a very informal afternoon or evening dress with suitable accessories.

SELF HELP AND LOAN FUND

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

BUILDINGS AND EQUIPMENT

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

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

The institution has facilities and equipment as follows: A College Library of 22,000 volumes.

Laboratories for Physics, Chemistry, and Biological Science.

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

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

PHYSICAL CONDITIONS: CLIMATE

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

OPPORTUNITIES FOR CULTURE AND RECREATION

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

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

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

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

The professional, teacher-training courses profit because of the policy of co-operation with the City Junior College with the Teachers College, and in a plan for laboratory work in practice teaching in the city schools. San Diego's fine system of high schools, and senior high schools, furnishes unusual opportunity for observation and study in training, and for co-operation between the specialists of the city school system and the College.

Much of what is best in modern thought and influences is brought to the student body in its weekly assembly, the programs for which, as arranged by a committee.

ROUTE 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 the student body. There is no honor "system"; but there is a standard of rules and regulations, but are affairs of personal and individual responsibility, dealt with as they arise (if they are not already the subject of custom, or of student action). One problem, in process of solution, is that of student relations to the courses of study.

At present, the studies are prescribed in arrangements of curricula and are, of course, necessary. However, an effort is being made to give the student body a voice in and responsibility for study arrangements, through a joint committee and faculty members.

Recreational opportunities of an unusual number and variety are open to students, within campus limits only, or in a radius of two hours of travel by automobile. Outdoor sports of all kinds, theater makes possible the presentation of many student productions in drama and

REQUIREMENTS FOR ADMISSION

I. Freshman Standing

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

1. The candidate must be duly certified as a graduate of an accredited California high school.

2. The candidate must have completed a four-year high school course aggregating at least 15 standard units of preparatory work, including the following requirements for graduation prescribed by the California State Board of Education: English, 2 units; United States History and Civics, 1 unit; Laboratory Science, 1 unit; and two majors of at least 3 units each—majors consisting of three years of study in one of the following groups: (a) English (in vocation courses 1 unit of citizenship may be included with 2 units of English to make one major); (b) mathematics, including Mechanical Drawing; (c) History and Social Science; (d) Physical and Biological Sciences; (e) Foreign Language—2 or more units in one language, or 2 units in each of two languages.

3. The candidate must be specially recommended for admission to the San Diego State College on the basis of a scholarship record that satisfies the prescribed requirements for admission to the University of California.

Y. D. The admission form prescribed by the University of California must be used, and will be furnished upon request.

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

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

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

For purposes of guidance, all students entering the college are required to take intelligence tests. Exceptions may be made in case of special students by the committee on scholarship and student aid.
PREPARATION FOR THE VARIOUS CURRICULAE

Junior College

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>A Foreign Language</td>
<td>1</td>
</tr>
<tr>
<td>A Laboratory Science</td>
<td>1</td>
</tr>
<tr>
<td>Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Geometry</td>
<td>1</td>
</tr>
<tr>
<td>United States History and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>1</td>
</tr>
<tr>
<td>Algebraic Theory</td>
<td>1</td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>1</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>United States History and Civics</td>
<td>1</td>
</tr>
<tr>
<td>Geometrical Drawing</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Teachers College

A candidate for admission to the Teachers College curricula must have completed a standard high school course of 16 units, including the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>1</td>
</tr>
<tr>
<td>Physical and Biological Science</td>
<td>1</td>
</tr>
<tr>
<td>Social Science</td>
<td>1</td>
</tr>
<tr>
<td>History and Civics</td>
<td>1</td>
</tr>
</tbody>
</table>

II. ADVANCED STANDING

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

Holders of California Teachers' Certificates, or holders of similar certificates recognized by the California State Board of Education, may be admitted with credit to the extent of one year of college credit, provided that they have completed the courses which they wish to take.

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

III. SPECIAL STUDENTS

Junior College

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

Teachers College

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

GENERAL REGULATIONS

Registration

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

Matriculation

A student is matriculated when he has satisfied all entrance requirements and has demonstrated his ability to do satisfactory college work. The standing of all students is therefore provisional during the first semester of residence. A student who, after the first semester, does not receive a passing grade in the major work of the second semester will be declared to have failed, and a student who does not receive a recommending grade shall be declared to have failed. Students who do not receive a grade of B or higher in the major work of the second semester will be declared to have failed.

Classification

Regular students are those students who have completed the requirements of matriculation and are registered in at least 12 units of work. A student who has completed partial course work for the major work of the second semester, and who has been granted an adequate number of academic hours, may be admitted to full matriculation.

Special students are those 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 28 to 63 units of work are classified as sophomores; those who have completed 64 to 91 units are juniors; and those who have completed 92 or more units are seniors.

UNITS OF WORK AND STUDY-LISTS LIMITS

A unit of credit represents approximately, for the average student, three hours of actual work per week—one hour of lecture or recitation, together with two hours of preparation, or three hours of field or laboratory work. Sixteen hours, or units, per week of recitations or lectures, or an equivalent in laboratory work, constitutes an average work-load program. During the first semester of work at the College no student will be permitted to register for more than 16 units of work in addition to physical education. After his first semester of work, a student is ordinarily not permitted to register for less than 12 nor more than 18 units-hours of new work in addition to physical education, unless permission is given in advance by the proper study-lists officer. Ordinarily not more than 18 units, in addition to physical education, will be credited toward graduation for the work of any semester, unless the student was registered for at least 12 unit-hours in the preceding semester and attained an average grade of not less than B.
SPECIAL SUBJECT REQUIREMENTS

ENGLISH COMPOSITION
All entrants to the College are required to take a special examination in elementary English composition. No student who has failed to pass this examination will be given a certificate in either the Teachers College or the Junior College.

PHYSICAL EDUCATION AND HYGIENE
All regular students upon admission to the College must report to the proper health examiner for enrollment in physical education classes. A student may be excused from exercises in physical education on account of illness or physical disability only by petition to the health examiner.
Credit for work in hygiene is required in the freshman or the sophomore year.

SCHOLARSHIP GRADES AND GRADE POINTS
The following grades are used in reporting the standing of students at the end of each semester: A, excellent; B, good; C, fair; D, passed; E, conditioned; F, failed.
Letter grades are assigned as follows: Grade A, 3 points per unit; B, two points per unit; C, one point per unit; D, no points; E, minus one point per unit; F, minus one point per unit. Removal of grade E or F will entitle the student to a cancellation of the "negative grade points" and a grade of D for the course (provision for "negative grade points" to be effective on and after September, 1924).
To qualify for a certificate in either the Teachers College or the Junior College, or for a transcript of scholarship record in transferring to another collegiate institution, a student must have earned as many grade points as he has earned units of credit; that is, he must have attained an average of at least "C" grade in all work undertaken at the College.

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

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

The above rule applies with full force to special students who are registered in 12 or more units of work, but is modified in its application to limited students by considerations of outside work and condition of health.
A disqualified student may be reinstated, after an interval of one semester, for reasons satisfactory to the Committee on Scholarship.

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

SPECIAL EXAMINATIONS AND RE-EXAMINATIONS
Entrance examinations and examinations taken for the purpose of removing matriculation deficiencies or making up a course left "incomplete" are regarded as special examinations. Re-examinations are permitted only for the purpose of removing deficiencies incurred in College courses and can not be taken for the purpose of improving the grade mark recorded on the student's permanent record.
The fee of two dollars, payable in advance, is charged for every special examination and re-examination.

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

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

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

Fellowships
Fellowships (without honorarium) have been instituted, a fellowship to be conferred by vote of the faculty on nomination of the department concerned, and to entitle the recipient to special training and to recommendation to county boards of education for the special elementary or the special junior high school certificate. Candidates must be graduates of California, or equivalent, Teachers Colleges, and must submit satisfactory evidence of special fitness and attainment, or must be able to show two years of college or other equivalent training and special fitness.
Holders of fellowships who have done one year of satisfactory work, will be entitled to recommendation for the special elementary and junior high school certificate; provided, that within the period specified, they are able to meet the requirements of the State Board of Education for special certification.

Professional Courses
The Elementary Diploma Course
(Laurels September 15, 1927)
This course can be completed, ordinarily, in two and one-half academic years, or in two calendar years by attendance at summer sessions. No student, except by special permission of the proper study-lists officer, will be permitted to carry more than 16 units of work a semester, or six units in a summer session. The total requirement is 70 semester units.

Note. - This course of seventy-six units will be superseded by the three-year (ninety-six units) course outlined below, in the course of all students who enter at such times as will bring completion of the course to the date September 15, 1927. The latest date at which a candidate can safely enter for the course of seventy-six units will be September, 1925, provided that his program includes the summer sessions of 1926 and 1927.

First Year (Two Semesters) 1

| Education I (Introduction to Study of Education) | 4 |
| Education II (Psychology of Elementary School Subjects) | 5 |
| History | 2.0 |
| Geography | 2.5 |
| Mathematics | 2.5 |
| Natural Science | 2.0 |
| Art | 2.5 |
| Music | 2.5 |
| Biology or Psychology | 6 |
| Physical Education | 3 |

1 Four or five units of electives may be taken in the first year by postponing certain professional courses to the second year.
Second Year (Three Semesters or Two Semesters and Two Summer Sessions)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Education</td>
<td>2</td>
</tr>
<tr>
<td>Educational Measurements</td>
<td>3</td>
</tr>
<tr>
<td>School Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Practice</td>
<td>2</td>
</tr>
<tr>
<td>Civic Education ¹</td>
<td>2</td>
</tr>
<tr>
<td>Public Education In California ¹</td>
<td>2</td>
</tr>
<tr>
<td>The Constitution of the United States</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>16</td>
</tr>
</tbody>
</table>

The general collegiate electives must be taken from the following groups:
1. Language Subjects, including both linguistic and literary courses in English.
2. Natural Science Subjects, including Mathematics, Geography, the Physical Sciences, etc.
4. Social Science, including Rural Life, Selected Aspects of History, Sociology, Political Science, etc.
5. Psychology, Principles of Education, etc.

Six units of special elective work must be taken in the following groups:
- Manual and Industrial Arts
- Household Arts
- Physical Education
- Music
- Fine and Applied Arts
- Elements of Agriculture

The Revised Elementary Diploma Course

(Required of all students entering after September, 1925)

<table>
<thead>
<tr>
<th>Pre-Education Curriculum (Freshman Year)</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (Written and Oral)</td>
<td>6</td>
</tr>
<tr>
<td>Problems of Contemporary Civilization 1A, 1B, 1C, 1D</td>
<td>6</td>
</tr>
<tr>
<td>Social Ethics</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Psychology 2A</td>
<td>3</td>
</tr>
<tr>
<td>Education I (Introduction to Study of Education)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Group Electives ²</td>
<td>7</td>
</tr>
</tbody>
</table>

Education Curriculum (Sophomore Year)

<table>
<thead>
<tr>
<th>Curriculum Studies</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>2.5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.5</td>
</tr>
<tr>
<td>History</td>
<td>2.0</td>
</tr>
<tr>
<td>Natural Science</td>
<td>2.0</td>
</tr>
<tr>
<td>Art</td>
<td>2.0</td>
</tr>
<tr>
<td>Music</td>
<td>2.5</td>
</tr>
</tbody>
</table>

| Educational Measurements             | 14              |
| Physical Education                   | 3               |
| Group Electives ²                     | 7               |

<table>
<thead>
<tr>
<th>Education Curriculum (Junior Year)</th>
<th>Units of Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles of Education</td>
<td>2</td>
</tr>
<tr>
<td>Public Education In California</td>
<td>2</td>
</tr>
<tr>
<td>The Constitution of the United States</td>
<td>2</td>
</tr>
<tr>
<td>Education for Citizenship</td>
<td>12</td>
</tr>
<tr>
<td>Practice in Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education</td>
<td>2</td>
</tr>
<tr>
<td>Group Electives ²</td>
<td>8</td>
</tr>
</tbody>
</table>

Pattern for Second Year in a Junior College

| Group Electives of sophomore and junior years ² | 16 |
| Suggested electives to cover the fundamentals in the elementary school curriculum | 16 |
| Health Education                          | 2 |
| Physical Education                        | 2 |
| The Constitution of the United States     | 2 |
| Art (Freehand Drawing and Design)         | 2 |
| Music (Elements of)                       | 2 |
| Geography (preferably North America)      | 2 |
| History (preferably Culture History)       | 14 |
| Other Electives                           | 2 |
| Note—Six units of the fundamentals outlined above can be done in the College Summer Session. If the student finds it difficult to arrange for them in the Junior College. |

The Degree Courses

In accordance with legislation enacted in 1921, the State Board of Education has prescribed the following general requirements for the degree of Bachelor of Arts:

Low Division (Freshman and Sophomore Years)

<table>
<thead>
<tr>
<th>I. Required</th>
<th>42 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Psychology</td>
<td>6 units</td>
</tr>
<tr>
<td>2. Social Sciences</td>
<td>12 units</td>
</tr>
<tr>
<td>a) Contemporary Civilization</td>
<td></td>
</tr>
<tr>
<td>b) Economics</td>
<td></td>
</tr>
<tr>
<td>c) Political Science</td>
<td></td>
</tr>
<tr>
<td>d) Sociology</td>
<td></td>
</tr>
<tr>
<td>e) Geography</td>
<td></td>
</tr>
<tr>
<td>3. Biological and Physical Sciences</td>
<td>12 units</td>
</tr>
<tr>
<td>4. English (including oral English)</td>
<td>6 units</td>
</tr>
<tr>
<td>5. Physical Education</td>
<td>6 units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. Required Group Electives ³</th>
<th>22 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English</td>
<td>42 units</td>
</tr>
<tr>
<td>2. History</td>
<td></td>
</tr>
<tr>
<td>3. Political Science</td>
<td>4 units</td>
</tr>
<tr>
<td>4. Sociology</td>
<td>5 units</td>
</tr>
<tr>
<td>5. Education ³</td>
<td>6 units</td>
</tr>
<tr>
<td>6. Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>7. Philosophy or Psychology</td>
<td></td>
</tr>
</tbody>
</table>

² Students must choose at least two fields, each not less than 6 units.
³ The natural science and group electives must be so arranged as to include 12 units of social science and 12 units of biological and physical science during the three years.
II. Required Group Electives—Continued.

8. Mathematics
9. Physics
10. Chemistry
11. Geography
12. Greek or Latin
13. Romance Languages
14. Art
15. Music
16. Agriculture
17. Commerce
18. Physical Education
19. Industrial and Mechanical Arts
20. Home Economics

Upper Division (Junior and Senior Years)

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

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

IV. Electives listed under II above, to be administered on the same conditions as specified above—20 units

Total—124 units

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

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

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

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

---

**CURRICULA FOR THE A.B. DEGREE**

(Major in Education)

**ELEMENTARY SCHOOL COURSE—LOWER GRADES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division</strong></td>
<td></td>
</tr>
<tr>
<td>General Psychology (2A)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Psychology (2B)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americans 8A and 8B, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives 1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
</tr>
<tr>
<td>Music I and II</td>
<td>3</td>
</tr>
<tr>
<td>Elementary School Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Electives 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>Upper Division</strong></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>6</td>
</tr>
<tr>
<td>Educational Measurements II</td>
<td>2</td>
</tr>
<tr>
<td>School Administration and California School Law</td>
<td>2</td>
</tr>
<tr>
<td>Civic Education</td>
<td>14</td>
</tr>
<tr>
<td>Electives 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>The United States Constitution</td>
<td>2</td>
</tr>
<tr>
<td>Outlines of Culture Growth, or History of Education</td>
<td>11</td>
</tr>
<tr>
<td>Professional Electives</td>
<td>11</td>
</tr>
<tr>
<td>Laboratory Practice</td>
<td>12</td>
</tr>
<tr>
<td>Electives 2</td>
<td>32</td>
</tr>
</tbody>
</table>

**ELEMENTARY SCHOOL COURSE—UPPER DIVISION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Division</strong></td>
<td></td>
</tr>
<tr>
<td>General Psychology (2A)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Psychology (2B)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 4A and 4B or History of Americans 8A and 8B, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives 1</td>
<td>6</td>
</tr>
<tr>
<td><strong>Electives 1</strong></td>
<td>32</td>
</tr>
</tbody>
</table>

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

2 Must include 6 units in the field of Music and Physical Education, and 6 units in the field of Fine and Industrial Arts.
### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
</tr>
<tr>
<td>Physical Science</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>6</td>
</tr>
<tr>
<td>Educational Measurements II</td>
<td>2</td>
</tr>
<tr>
<td>School Administration and California School Law</td>
<td>2</td>
</tr>
<tr>
<td>Civic Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>14</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States Constitution</td>
<td>2</td>
</tr>
<tr>
<td>Outlines of Culture Growth, or History of Education</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory Practice</td>
<td>5</td>
</tr>
<tr>
<td>Professional Electives</td>
<td>11</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
</tbody>
</table>

### Fourth Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States Constitution</td>
<td>2</td>
</tr>
<tr>
<td>Outlines of Culture Growth, or History of Education</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Junior High School Education</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Practice</td>
<td>5</td>
</tr>
<tr>
<td>Professional Electives</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>32</td>
</tr>
</tbody>
</table>

### JUNIOR HIGH SCHOOL COURSE

#### Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Psychology (2A)</td>
<td>3</td>
</tr>
<tr>
<td>Applied Psychology (2B)</td>
<td>3</td>
</tr>
<tr>
<td>Social Science (Government 1A and 1B or Economics 1A and 1B or History of Modern Europe 1A and 1B or History of Americas 1A and 1B, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>5</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

### First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Science (General Sociology 50, and Social Psychology or Introduction to Economic Geography, etc.)</td>
<td>6</td>
</tr>
<tr>
<td>Biology</td>
<td>7</td>
</tr>
<tr>
<td>Physical Science</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>6</td>
</tr>
<tr>
<td>Educational Measurements II</td>
<td>2</td>
</tr>
<tr>
<td>School Administration and California School Law</td>
<td>2</td>
</tr>
<tr>
<td>Civic Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>14</td>
</tr>
</tbody>
</table>

### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Psychology</td>
<td>6</td>
</tr>
<tr>
<td>Curriculum Studies</td>
<td>6</td>
</tr>
<tr>
<td>Educational Measurements II</td>
<td>2</td>
</tr>
<tr>
<td>School Administration and California School Law</td>
<td>2</td>
</tr>
<tr>
<td>Civic Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>14</td>
</tr>
</tbody>
</table>

### Upper Division

#### Industrial Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States Constitution</td>
<td>2</td>
</tr>
<tr>
<td>Outlines of Culture Growth, or History of Education</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Junior High School Education</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory Practice</td>
<td>5</td>
</tr>
<tr>
<td>Professional Electives</td>
<td>12</td>
</tr>
<tr>
<td>Electives</td>
<td>32</td>
</tr>
</tbody>
</table>

### CURRICULA FOR SPECIAL CERTIFICATION

**Notes:** The curricula for special credentials of elementary and junior high school grades must meet the requirement of: (a) three years of training (10 to 12 semester hours) beyond the completion of a standard high school course, or (b) two years of successful experience in teaching the subject and either two years of successful experience or subjects named in the credential or two years of practical experience in the field of the subject.

The curricula for special credentials of secondary school grades must include: (a) four years of training (12 to 12.5 semester hours) beyond the standard high school course, or (b) two or three years of such training and either two or four years of successful experience in teaching the subject or subjects named in the credential or two to four years of practical experience in the field of the subject.

For descriptions of the courses, consult the pages under the headings "Professional Courses" and "Collegiate Courses."

### PHYSICAL EDUCATION TYPE

(Physical Training Activities)

**CREDENTIAL OF ELEMENTARY AND JUNIOR HIGH SCHOOL GRADE**

**PROFESSIONAL REQUIREMENTS**

For a long-term Credential: The general requirements must include at least twelve (12) semester-hours of courses in the Department of Education distributed approximately as follows:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Psychology and Principles of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>2. Public Education in California</td>
<td>2</td>
</tr>
<tr>
<td>3. Education for Citizenship</td>
<td>2</td>
</tr>
<tr>
<td>4. Practice Teaching</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

(Credit for practice teaching may be allowed for persons who have had one or more years of successful teaching experience.)

**Physical Training Activities:** A minimum of training of sixteen (16) semester-hours distributed approximately as follows:

<table>
<thead>
<tr>
<th>Semester Hours</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biology</td>
<td>3</td>
</tr>
<tr>
<td>2. Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>3. Hygiene and First Aid</td>
<td>2</td>
</tr>
<tr>
<td>4. Growth and Development of the Child</td>
<td>1</td>
</tr>
<tr>
<td>5. Administration of Physical Education in Elementary and Junior High Schools</td>
<td>3</td>
</tr>
<tr>
<td>6. Methods in Play Activities</td>
<td>1</td>
</tr>
<tr>
<td>7. Methods in Formal Activities</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
</tr>
</tbody>
</table>

To the above must be added general professional and general collegiate courses sufficient to make a total of at least 90 semester-hours.

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

---

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

2. Electives must include 6 units each of two fields, also in the lower division.
Credential of Secondary School Grade

Professional Requirements

For a long-term Credential: The above general requirements must include at least fifteen (15) semester-hours of courses in the Department of Education, distributed approximately as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principles of Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>2. Educational Psychology and Principles of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>3. Public Education in California</td>
<td>2</td>
</tr>
<tr>
<td>4. Education for Citizenship</td>
<td>2</td>
</tr>
<tr>
<td>5. Practice Teaching</td>
<td>4</td>
</tr>
<tr>
<td>6. Course for Teaching in Special Field</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

(Credit for practice teaching may be allowed for persons who have had one or more years of successful teaching experience.)

Physical Training Activities: For fully qualified applicants the minimum amount of training required is eighteen (18) semester-hours, distributed as follows:

<table>
<thead>
<tr>
<th>Physical Training Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biology</td>
<td>3</td>
</tr>
<tr>
<td>2. Human Physiology</td>
<td>4</td>
</tr>
<tr>
<td>3. Hygiene and First Aid</td>
<td>2</td>
</tr>
<tr>
<td>4. Growth and Development of the Child</td>
<td>2</td>
</tr>
<tr>
<td>5. Theory of Teaching and Leadership in Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>6. Administration of Physical Education in Secondary Schools</td>
<td>2</td>
</tr>
<tr>
<td>7. Methods in Play Activities</td>
<td>3</td>
</tr>
<tr>
<td>8. Methods in Formal Activities</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

To the above must be added general professional and general collegiate courses sufficient to make a total of at least 120 semester-hours.

Arts Type

Credentials of Elementary and Junior High School Grade

Professional Requirements

The general requirements must include at least twelve semester-hours of courses in the Department of Education distributed approximately as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Principles of Teaching and Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>2. Public Education in California</td>
<td>2</td>
</tr>
<tr>
<td>3. Education for Citizenship</td>
<td>2</td>
</tr>
<tr>
<td>4. Practice Teaching and Methods Courses</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

(Credit for Practice Teaching may be allowed for one or more years of successful teaching experience.)

General Class

For fully qualified applicants: A minimum of forty semester-hours of special education and training, suited to the needs of teachers of children of the elementary and junior high school grades, and distributed approximately as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Voice</td>
<td>6</td>
</tr>
<tr>
<td>2. Piano</td>
<td>4</td>
</tr>
<tr>
<td>3. Instruments and Orchestra</td>
<td>2</td>
</tr>
<tr>
<td>4. Choral</td>
<td>4</td>
</tr>
<tr>
<td>5. Harmony and Composition</td>
<td>8</td>
</tr>
<tr>
<td>6. Sight Singing</td>
<td>4</td>
</tr>
<tr>
<td>7. Ear Training and Music Writing</td>
<td>6</td>
</tr>
<tr>
<td>8. History and Literature of Music</td>
<td>4</td>
</tr>
<tr>
<td>9. Music Appreciation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

To the above must be added general professional and general collegiate courses sufficient to make a total of at least 90 semester-hours.
## PREVOCATIONAL TYPE

### (Home Making)

#### Professional Requirements

The general requirements must include at least twelve (12) semester-hours of courses in the Department of Education distributed approximately as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Psychology and Principles of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>2. Public Education in California</td>
<td>2</td>
</tr>
<tr>
<td>3. Courses Designed Particularly to Prepare for Teaching in the Special Field and Practice Teaching</td>
<td>5</td>
</tr>
<tr>
<td>4. Education for Citizenship</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

(Credit for four (4) semester-hours of practice teaching may be allowed for persons who have had one or more years of successful teaching experience.)

#### Special Requirements

A minimum training of thirty-two (32) semester-hours of collegiate work distributed approximately as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Home Art and Design</td>
<td>6</td>
</tr>
<tr>
<td>2. Home Gardening and Landscaping</td>
<td>3</td>
</tr>
<tr>
<td>3. Science, Supplementing Household Occupations</td>
<td>2</td>
</tr>
<tr>
<td>4. Care of House and Housekeeping Processes</td>
<td>2</td>
</tr>
<tr>
<td>5. Dietetics and Nutrition</td>
<td>2</td>
</tr>
<tr>
<td>6. Food Study and Cookery</td>
<td>6</td>
</tr>
<tr>
<td>7. Health, Home Nursing and Child Care</td>
<td>3</td>
</tr>
<tr>
<td>8. Business Accounting and Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>9. Clothing and Home Sewing</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

To the above must be added general professional and general collegiate courses sufficient to make a total of at least 50 semester-hours.

#### PREVOCATIONAL TYPE

(Occupations and Home Mechanics)

#### Credential of Elementary and Junior High School Grade

(Offered for the "Limited Class" only)

#### Professional Requirements

The general requirements must include at least twelve semester-hours of courses in the Department of Education distributed approximately as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational Psychology and Principles of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>2. Public Education in California</td>
<td>2</td>
</tr>
<tr>
<td>3. Courses Designed Particularly to Prepare for Teaching in the Special Field and Practice Teaching</td>
<td>5</td>
</tr>
<tr>
<td>4. Education for Citizenship</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

(Credit for four (4) semester-hours of practice teaching may be allowed for persons who have had one or more years of successful teaching experience.)

### SPECIAL REQUIREMENTS

For Limited Class: A minimum of training in each of a sufficient number of the special subjects listed below (elementary and junior high school grade) to total twenty (20) or more semester-hours.

In this class, only short-term credentials may be granted and only in the subjects completed.

For General Class: A minimum of training of forty (40) semester-hours distributed approximately as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Electrical Work</td>
<td>7</td>
</tr>
<tr>
<td>2. Iron Work (forge, sheet metal, pipe fitting, machine work)</td>
<td>7</td>
</tr>
<tr>
<td>3. Woodwork</td>
<td>7</td>
</tr>
<tr>
<td>4. Upholstering</td>
<td>2</td>
</tr>
<tr>
<td>5. Painting, Finishing and Decoring</td>
<td>2</td>
</tr>
<tr>
<td>6. Leather Work (shoe repair)</td>
<td>1</td>
</tr>
<tr>
<td>7. Clay and Cement Work</td>
<td>4</td>
</tr>
<tr>
<td>8. Freshman and Mechanical Drawing</td>
<td>3</td>
</tr>
<tr>
<td>9. Art Crafts</td>
<td>3</td>
</tr>
<tr>
<td>10. Basketry and Weaving</td>
<td>3</td>
</tr>
<tr>
<td>11. Paper and Cardboard Construction</td>
<td>6</td>
</tr>
<tr>
<td>12. Study of Occupations</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

To the above must be added general professional and general collegiate courses sufficient to make a total of at least 50 semester-hours.

*Note:* For description of the professional courses, see "Education," under the general heading "Courses of Instruction."

### REQUIREMENTS FOR THE JUNIOR COLLEGE CERTIFICATE, 1925-1926

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

#### LETTERS AND SCIENCE (LIBERAL ARTS) CURRICULUM

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

a) General Requirements for All Students.

- An examination in Subject A (English composition).
- Hygiene, 1 unit (Men), 2 units (Women).
- Physical Education, 2 units.
- Social Ethics.
- Problems of Contemporary Civilization, 6 units.
- English Composition, 6 units.

b) Foreign Language.

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

c) Mathematics.

High school courses in elementary Algebra and Geometry.
d) Natural Science, 12 units.
A maximum of 6 units chosen from the following:
High School Physics, 3 units.
High School Chemistry, 3 units.
High School Botany, 3 units.
High School Biology, 3 units.
High School Physiology, 3 units.
A minimum of 6 units chosen from the following:
Astronomy, 3, 3 units.
Biology 10A-10B, 6 units.
Botany 2A-2B, 6 units; Botany 4, 3 units.
Chemistry 1A-1B, 10 units; 6A-6B, 6 units; 6A-6H, 6 units.
Physics 2A-2B, 6 units; 3A-3B, 2 units; 1A-1B and 4A-4B, 12 units.
Zoology, 1A-1B, 10 units.
e) Foreign Language, additional to (b) or Mathematics, additional to (c): 6 units, chosen from the following:
French: Any two consecutive courses of A, B, C, D, 102A, 102B.
German: Any two consecutive courses of A, B, C, D, SC-SD.
Latin: Two years of high school Latin, each year counting as 3 units.
Mathematics: 1A-1B or 5A-5B.
f) History, Economics, Political Science, 6 units, chosen from the following:
History 4A-4B, 8A-8B, Economics 1A-1B, Political Science 1A-1B.

COMMERCE CURRICULUM

a) General Requirements.
An examination in Subject A (English composition).
Hygiene, 1 unit (Men), 2 units (Women).
Physical Education, 2 units.
Social Ethics.
Problems of Contemporary Civilization, 6 units.
English Composition, 6 units.
b) A reading knowledge of French, Spanish, or German, 9 units.
(A high school language may be used to satisfy this requirement in part or in whole, each year-course counting as 3 units.)
c) History 4A-4B, 8A-8B, or Political Science 1A-1B, 6 units, or any combination of the foregoing courses.
d) Geography 1, 3 units, and Geography 2, 3 units.
e) Mathematics of Investment, 2, 3 units.
(Prerequisite: Mathematics 1A or one year of high school advanced algebra.)
f) Natural Science, 9 units.
(This requirement may be satisfied in part by high school courses in physics and chemistry, each year-course counting as 3 units.)
g) Economics 1A-1B, 6 units.
h) Electives.

CURRICULUM IN JOURNALISM

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

First Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Rem. I</th>
<th>Rem. II</th>
</tr>
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<tbody>
<tr>
<td>English 1A-1B</td>
<td>3</td>
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<tr>
<td>Problems of Contemporary Civilization 1A, 1B, 1C, 1D</td>
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<tr>
<td>Typewriting 2 A</td>
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<tr>
<td>Periodic Literature 00</td>
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<td>Social Ethics</td>
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<td>Electives</td>
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Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>News Gathering and Reporting 5A-5B</td>
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<tr>
<td>News Editing and Correspondence 5B</td>
<td>3</td>
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<tr>
<td>At least 12 units chosen from Psychology 2A-2B, History 4A-4B, Economics 1A-1B, Political Science 1A-1B</td>
<td>6</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Electives</td>
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</tbody>
</table>

PRELAW CURRICULUM

a) The requirements of the Letters and Science curriculum or, in special cases, the Commerce curriculum should be met in full.
b) Electives recommended:
History 4A-4B, 6 units.
Economics 1A-1B, 6 units.
Political Science 1A-1B, 6 units.
Public Speaking 1A-1B, 6 units.
Mathematics 1A-1B, 6 units.
Sociology, 50, 3 units.
Psychology 2A-2B, 6 units.
Accounting 1A-1B, 8 units.
Business Law 1A-1B, 6 units.

PREMEDICAL CURRICULUM

a) The requirements of the Letters and Science curriculum should be met in full.
b) Additional requirements:
Chemistry 1A-1B, 10 units.
Chemistry 5A-5B, 6 units.
Zoology 1A-1B, 10 units.
A reading knowledge of German or French (5 years of high school German or French or 10 units of college German or French).
c) Electives recommended:
Physics 2A-2B, 6 units.
Physics 2A-3B, 2 units.
Chemistry 4A-5B, 6 units.

1 With the consent of the instructor, News Gathering and News Editing may be taken in the freshman year.
2 Electives should be chosen so as to conform to the requirements of the Letters and Science curriculum or the Commerce curriculum.
3 Electives recommended: Shorthand, Accounting 1A-1B, Business Law 1A-1B, Knowledge of Literature, Music History and Appreciation, Art History and Appreciation, Art Structure 6A, Music History and Appreciation, Great Books 4, Types of Literature 5A-5B, Anthropology 1A-1B, Sociology 58.
Prearchitectural Curriculum

a) The requirements of the Letters and Science curriculum should be met in full.

b) Additional requirements:
   - Mathematics IA-3B, 6 units.
   - Mathematics 4A-4B, 6 units.
   - Physics, IA-1B, 6 units.
   - Art AB, 4 units.
   - Art 6A, 2 units.
   - Art 12B, 2 units.
   - Descriptive Geometry 3D, 3 units.

c) Electives recommended:
   - Art 1, 3 units.
   - Art 6B, 2 units.

Social Service Curriculum

a) The requirements of the Letters and Science curriculum should be met in full.

b) Electives recommended:
   - Economics IA-1B, 6 units.
   - Psychology 2A-2B, 6 units.
   - Anthropology IA-1B, 4 units.
   - Sociology 56, 3 units.
   - Social Psychology 145, 3 units.
   - Field Studies 149, 2 units.
   - Biology 10A-10B, 6 units.

Mechanical, Electrical, Civil and Mining Engineering Curricula

First Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>Mathematics 3A-3B</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Physics IA-1B</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Chemistry IA-1B</td>
<td>3</td>
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<tr>
<td>Plane Surveying IA-1B</td>
<td>5</td>
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</tr>
<tr>
<td>Problems of Contemporary Civilization IA, IB, IC, ID.</td>
<td>3</td>
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</tr>
<tr>
<td>Hygiene</td>
<td>3</td>
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<tr>
<td>Social Ethics</td>
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Total Units: 174

Second Year

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<td>Mathematics 4A-4B</td>
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<tr>
<td>Physics 1C-1D</td>
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<td>3</td>
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<tr>
<td>Machine Drawing and Design 5A</td>
<td>4</td>
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<tr>
<td>Applied Mechanics IA</td>
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<tr>
<td>Electrical Engineering IA or Applied Mechanics IB.</td>
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<td>Physical Education</td>
<td>3</td>
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Total Units: 184

Civil Engineering

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<td>Mathematics 4A-4B</td>
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</tr>
<tr>
<td>Physics 1C-1D</td>
<td>3</td>
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<tr>
<td>Descriptive Geometry 3D</td>
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Total Units: 184

Elective Units: 156

Railroad and Irrigation:

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<tr>
<td>Applied Mechanics IA</td>
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<td>Pattern Shop 5A-5B</td>
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Total Units: 184

Sanitary and Municipal:

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<td>Chemistry 8-9</td>
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<tr>
<td>Chemistry 6A-6B</td>
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Total Units: 184

Curriculum in Industrial and Engineering Chemistry

First Year

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<tr>
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<th>Units</th>
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<tbody>
<tr>
<td>Mathematics 3A-3B</td>
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<tr>
<td>Physics IA-1B</td>
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<td>Chemistry IA-1B</td>
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Total Units: 174

Second Year

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Mathematics 4A-4B</td>
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<td>3</td>
</tr>
<tr>
<td>Physics 1C-1D</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 6A-6B</td>
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<td>3</td>
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<tr>
<td>Chemistry 8-9</td>
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Total Units: 184

Curriculum in Agriculture

One Year

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<th>Course</th>
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<tr>
<td>Chemistry IA-1B</td>
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<tr>
<td>Zoology IA (or Biology 10A-10B, 6 units)</td>
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<tr>
<td>Botany 2A-2B</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Hygiene</td>
<td>4</td>
</tr>
<tr>
<td>Social Ethics</td>
<td></td>
</tr>
</tbody>
</table>

Total Units: 174

Curricula in Accountancy and Secretarial Training

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

* Elective course should be chosen so as to meet the following requirements, including 30 units in English, 12 units in mathematics, including trigonometry, 12 units in physics, 2 units in history or economics, 3 units in mechanical drawing, and 2 units in each of the following: English, mathematics, including trigonometry, physics, and secretarial training.
It is the intention in the different courses to encourage individual research work in order that the student may become more resourceful, self-reliant, and keen to analyze and cope with business conditions and problems. To furnish material for this work, the city of San Diego will be used as a laboratory, through the cooperation of merchants, manufacturers, transportation men and financiers.

**ACCOUNTANCY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Sem. I</th>
<th>Sem. II</th>
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<tbody>
<tr>
<td>Accounting 14A-14B</td>
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<td>Commercial Law 18A-18B</td>
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<td>3</td>
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<tr>
<td>English Composition</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Business Mathematics A</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Typewriting 1A-1B</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Social Ethics</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Elective</td>
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Two-Year Course (leading to Junior College Certificate in Accountancy)

**First Year**

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<tbody>
<tr>
<td>Accounting 14A-14B</td>
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<tr>
<td>Typewriting 1A-1B</td>
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<tr>
<td>Business Mathematics A</td>
<td>3</td>
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<tr>
<td>Problems of Contemporary Civilization 1A, 1B, 1C, 1D</td>
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<td>Hygiene</td>
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<td>Physical Education</td>
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<td>Social Ethics</td>
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**Second Year**

<table>
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<tbody>
<tr>
<td>Advanced Accounting 100A-100B</td>
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<tr>
<td>Commercial Law 18A-18B</td>
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<tr>
<td>Economics 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>English Composition</td>
<td>3</td>
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<tr>
<td>Office Practice 3A</td>
<td>3</td>
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<tr>
<td>Physical Education</td>
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<td>Electives</td>
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**SECRETARIAL TRAINING**

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<td>Office Practice 3A</td>
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**Two-Year Course (leading to Junior College Secretarial Certificate)**

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<tr>
<td>Typewriting 1A-1B</td>
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<tr>
<td>Business Mathematics A</td>
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<td>Hygiene</td>
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<tr>
<td>Physical Education</td>
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</tr>
<tr>
<td>Social Ethics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Problems of Contemporary Civilization 1A, 1B, 1C, 1D</td>
<td>3</td>
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<tr>
<td>Electives</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Commercial Law 18A-18B</td>
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<tr>
<td>Office Practice 3A</td>
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<td>Accounting 14A-14B</td>
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**ACCOUNTANCY AND SECRETARIAL TRAINING**

**Two-Year Combined Course**

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<td>Typewriting 1A-1B</td>
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<td>Business Mathematics A</td>
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<tr>
<td>Problems of Contemporary Civilization 1A, 1B, 1C, 1D</td>
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<tr>
<td>Hygiene</td>
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<td>Physical Education</td>
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<td>Social Ethics</td>
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<td><strong>Total</strong></td>
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**Second Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Advanced Accounting 100A-100B</td>
<td>3</td>
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<tr>
<td>Commercial Law 18A-18B</td>
<td>3</td>
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<tr>
<td>Office Practice 3A</td>
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<tr>
<td>Economics 1A-1B</td>
<td>3</td>
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<tr>
<td>Shorthand 1A-1B</td>
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<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

*Students who plan to enter the consular service should elect Political Science 1A-1B, 6 units, and a foreign language.*
One "unit" represents an hour recitation or lecture, together with the required preparation, or three hours laboratory work each week, for a semester of 18 weeks. Credit for 64 units, or more, according to the course chosen, is required for a certificate. Courses numbered from 1 to 60 and 1 to XCIIX are freshman or sophomore (lower division) courses; those numbered from 100 to 199 and C to CXCIIX are junior or senior (upper division) courses, available only, except by special arrangement, to students in the professional courses. Courses similar to those of the University of California are designated by the numbers used by the University.

**ANTHROPOLOGY**

Preparation for the major in Anthropology. Anthropology 1A, 1B.

1A. General Anthropology: Origin and Antiquity of Man

Man as an animal; heredity; races and race problems; earliest culture.

Two units; one semester.

1B. General Anthropology: Origin and Development of Civilization

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

Two units; one semester.

103. Outlines of Culture Growth

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

Three units; one semester.

104. Culture History of the Southwest

Origin and culture of the Indians of the Southwest; their arts, customs, industries, beliefs.

Three units; one semester.

**ASTRONOMY**

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

1. Descriptive Astronomy

This cultural course is planned to give as comprehensive a view as possible of the solar system and the stars. Only calculations of an elementary nature are made. Special attention is given to the methods and instruments by means of which Alvan Clark telescopes are used for observation. Also a good selection of lectures on slides of terrestrial and extraneous topics. Prerequisites: Elementary Algebra and Plane Geometry.

Three units; second semester.

**BOTANY**

Preparation for the major in Botany, Botany 2A-2B, High School Chemistry or its equivalent.

2A. General Botany

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.

Four units; first semester.

2B. General Botany

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

Four units; second semester.

**CHEMISTRY**

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

1A-1B. General Chemistry

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

Five units; throughout the year.

6A-6B. Introductory Quantitative Analysis

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

Three units; throughout the year.

8-9. Organic Chemistry

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

Three units; throughout the year.

**CONTEMPORARY CIVILIZATION**

A study of the interests, activities and problems of the present with particular reference to intelligent citizenship; an orientation course planned to furnish a basis for further study and to develop a scientific attitude in the analysis and solution of problems in the field of human engineering. Lectures, discussions, quizzes, and collateral reading. Required of all freshmen. One and one-half units each quarter of the year.

1A. Psychology and Philosophy

1B. Economics and Sociology

1C. History and Political Science

1D. Recent Literature

**ECONOMICS**

Preparation for a major in Economics, Economics 1A-1B and at least one of the following: Political Science 1A, 1B; History 4A-4B, 8A-3B; Psychology 2A, 2B; Geography 1 and 2. Recommended: Sociology 20, Accounting 14A-14B.

A. Social Ethics

Required of all entering students. This course aims to place the student in contact with ways and means of knowing the fundamental principles of good breeding and social usage. It deals particularly with the relations of women to society—of men to society. One hour per week for 9 weeks.
1A-1B. Principles of Economics
A. G. Peterson

A careful consideration is given to the basic principles of economics: utility, wealth, value, price, production, distribution, and consumption; rent, interest, wages, and profit; competition, monopoly, and large scale production; property, economic waste, and luxury; money and banking, international trade and tariffs; transportation, corporations, labor problems, socialism, taxation, etc. The aim of the course is (1) to provide a foundation for further intensive study of economic problems; (2) to furnish to those who expect to follow business pursuits a broad foundation in economic principles and (3) to introduce the future citizen to the political and economic problems of our time. Lectures, discussions, quizzes, and collateral reading. Not open to entering freshmen except by special arrangement.

Three units; throughout the year.

50. General Sociology
A. G. Peterson

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

Three units; one semester.

145. Social Psychology
(See Psychology.)

149. Field Studies
A. G. Peterson

Scientific methods of social and industrial field work and investigation; methods of securing data; classification, tabulation and interpretation of field work data; in co-operation with social and industrial organizations of San Diego and under the direction of the instructor in charge of the course. Sociology 50. Prerequisites: Required: Sociology 50. Recommended: Psychology 2A and Economics 1A-1B.

One or two units; one semester.

18A-18B. Commercial Law
Stanton

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

Three units; throughout the year.

1A-1B. Typewriting
Gillespie

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

Four units; throughout the year.

2A-2B. Typewriting
Gillespie

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

Five hours laboratory practice.

Two units; throughout the year.

1A-1B. Stenography
Whitney

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

Five units; throughout the year.

3A. Office Methods and Appliances
Whitney

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

Three units; second semester.

A. Business Mathematics
Whitney

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

14A-14B. Accounting
Whitney

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

Four units; throughout the year.

160A-160B. Advanced Accounting
Whitney-Evans

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

Three units; throughout the year.

EDUCATION

I. Education—Introduction to the Study of Education
Johnson

This is the first required course in the study of education and has as its purpose the orienting of the mind of the student toward education and teaching. It includes a brief course in educational psychology, emphasizing a study of the learning process, and a survey of the objectives and established techniques in teaching and learning.

Three units for students who have had Psychology 2A; for others, four units; one semester.

II. Education—Methods in the Elementary School Curriculum
Bell, Johnson, Hammack

A brief study of the methods which are important in teaching the fundamental elementary school subjects. Collateral readings, class observations and demonstration lessons, with reports, will be required of all students. Prerequisite: Education I.
A) Primary. Three units; one semester.
B) Elementary. Two units; one semester.

VI. Education—Rural School Problems
Coldwell

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

Two units; one semester.

VIII. Education—Educational Measurements: Intelligence Testing: Theory and Practice

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 use him in the way of becoming skilled in giving and interpreting intelligence tests.

Three units; one semester.

Cl. Education—Principles of Junior High School Education

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

Two units; one semester.

CII. Education—Education for Citizenship

The course deals with the effective methods and materials for Americanization of the foreign elements in our school population, with a study of democracy as a way of American civilization. Two units; one semester.

CIII. Education—School Law and Administration

School administration as it affects the teacher, the school, and the community; the system of public education in California; the evolution of public education in the United States. An upper division course, open only to students of junior certificate standing.

Two units; one semester.

CIV. Education—Psychology of Learning

This course is based upon a study of fundamentals in the experience of learning, and deals specifically with problems of learning in the fields of the social and natural sciences as they are applied in the elementary school.

Three units; one semester.

CV. Education—Growth and Development of Children

A study of the physical and mental growth of children through to early maturity. The special problems associated with puberty and adolescence are emphasized. Prerequisite: Education I or Psychology 2A.

Two units; one semester.

CVI. Education—Principles of Education

This course is designed as a culmination of the studies of education and its procedures. It is designed to prepare the student in establishing a philosophical interpretation of education, and in the principles of education, the meaning and bearing of education, and the social aspects of education. Problems of curriculum and of method. Creative education. Prerequisites: at least Junior standing, courses Education I and II, and two hours of practice teaching or three years' experience in teaching.

Two units; one semester.

*Students wishing to qualify for the Junior High School Credential or for the Special Secondary School Credential may take Course CVII. Principles of Education, in Principles of Junior High School Education or in Principles of Secondary School Education. In this way they will comply with the requirements of the Commission of Credentials as published May 9, 1925.

C VII. Education—History of Education

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

Three units; one semester.

C VIII. Education—Educational Measurements

This course consists of a brief survey of the history of scientific measurement in the elementary field, and a study of the nature of intelligence tests, especially the practical uses of group intelligence tests. The greatest stress, however, is laid upon the practical uses of achievement tests. The Stanford Achievement tests given to the entire training school and to many college students furnish a great part of the data used. Simple statistical training in handling data is acquired through practical problems.

Three units; one semester.

C IX. Education—Educational Administration

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.

Two units; one semester.

CX. Education—Educational Supervision

A study of types of supervision and methods of evaluating and improving teaching.

Two units; one semester.

The Statutory Curriculum

(Elementary School)

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

XI. Language

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

Two units; one semester.

XII. Mathematics

A discussion of the applications of psychology and experimental education to the teaching of arithmetic and elementary general mathematics, together with study and teaching of arithmetic and elementary general mathematics, together with study and teaching of mathematics.

Two and one-half units; one semester.

XIII. Introduction to Geography

This course includes a study of the fundamental principles of geography and their adaptation to teaching geography in the elementary school. Required of all students working for a teacher's elementary school certificate.

Two and one-half units; one semester.

XV. History

A course in the development of civilization beginning with ancient times, stressing the characteristics of successive periods and building a cultural background for the history of the elementary school.

Two units; one semester.

XVI. Music Coach

A course in the rudiments of music and in elementary theory: study of major and minor scales (three forms), intervals, correct notation, music terminology and interpretation.

Two units; one semester.
sight-singing in one, two and three parts. Advanced students are excused from this course by special examination.

One-half unit; one semester.

XVII. Music—Elementary School Music
Main objectives of music teaching in the public elementary schools. Study of the child voice. Organization of song material by grades. Procedure in presenting folk songs, ear training, elementary notation, sight singing, and part singing. Conducting. Prerequisite: Music XVII or its equivalent.

Two units; one semester.

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

One-half unit; one semester.

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

Two units; one semester.

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

Two units; one semester.

XXI. Geography Material for the Elementary School
This course aims to familiarize the student with the various geographical readers, with the maps and valuable in the work, with the different kinds of wall and desk maps, and also with concrete geographical exhibits—all with reference to the elementary school, grades 3 to 6.

Two units; second semester.

XXVI. Agriculture
A course intended to acquaint prospective rural school teachers with modern methods used on the farm, in horticulture and animal husbandry. It will also help the student achieve the aims of ornamental horticulture. Greenhouse and garden work, and excursions to nurseries, florist shops and gardens, and to dairy and poultry ranches, will form an important part of the course.

Three hours; two units; one semester.

Courses for Secondary School Teachers in the Junior High School Field
Organization and Administration (see Education CIII, CIX and CX)

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

Two units; one semester.

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

Two units; one semester.

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

Two units; one semester.

CXXIV. Social Science
Peterson
This course is for prospective junior high school teachers attempts to meet the problem of the teaching of some of the elementary facts and principles of a "general" social science suited to the experience and development of the junior high school pupil, through the medium of such social studies in the junior high school curriculum as history, geography and civics. Methods of securing direct experience and training through suitable school and other survey and study projects, and of developing a genuine and continuing interest in social and civic problems through observation and reading, will be discussed and illustrated.

Two units; one semester.

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

Two units; one semester.

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

Two units; one semester.

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

Two units; one semester.

CXXXI. Physical Science
Raid
This course deals with the major considerations in the teaching of the physical sciences in the secondary schools, and with the principal factors and materials in a course in the physical sciences, and will be conducted to meet the needs of junior high school teachers, through readings, class discussions and lecture needs of junior high school teachers.

Two units; one semester.

CXXXIII. General Science in the Junior High School
Skilling
This course will deal with both the materials and the methods suitable for a course in general science in the junior high school. It will be conducted to meet the needs of junior high school teachers, through readings, class discussions and lecture notes, the different methods, their history and value.

Two units; one semester.

CXXXIV. Romance Languages
Brown
A consideration of the main questions of pronunciation, grammar, composition, reading, texts, etc., as applied to teaching elementary classes in French and Spanish; the different methods, their history and value.

Two units; one semester.
CLXIV. Administration of Physical Education Program in Secondary Schools

PETTEN, TANNER

A study of interclass and intramural activities, with marked attention to methods of competition; epidemiology of games and sports and the physical needs of high school pupils; the relationship of the instructor to the physical education program of the school. One unit; one semester.

CLXV. Practice Teaching

TANNER

Skill in teaching games, athletic sports, and in the use of Decathlon Events and Tests in gymnastic drills is taught. Training School and College classes are used in practical teaching. Prerequisites: Theory of Teaching and Leadership. A course in the Organization of Physical Education Program for the school group to be taught, and a course in Games. Five units.

INDUSTRIAL ARTS

CLXVI. Elementary Industrial Arts

BENTON

Practical problems in the handling of industrial materials adapted to the grades, such as clay modeling and pottery, paper making, bookbinding, weaving, basketry, etc. Also the study of related subject matter and methods. Three units; one semester.

CLXVII. Elementary Woodwork

SCHUDDER

This course will show the possibilities of woodworking in the elementary grades. The reading of blueprints, the development of simple wood projects, and study of the uses of wood. Four units; one semester.

CLXVIII. Advanced Woodwork

SCHUDDER

Tool operations and the application of constructive principles suitable for upper grade work. An analysis of tools and principles involved. Care and adjustment of tools. Three units; one semester.

CLXIX. Industrial Arts—Cabinet Work

SCHUDDER

Elementary cabinet work. Tool and machine operations in mortise and tenon joints. At least one simple problem in upholstery. Proper use of various clamps in assembling. Three units; one semester.

CLXX. Industrial Arts—Cabinet Work (advanced)

SCHUDDER

Tool, machine operation and finishing processes naturally included in cabinet work are taught. Advanced finishing operations are demonstrated. Three units; one semester.

CLXXI. Industrial Arts—Concrete Work

SCHUDDER

This course includes the study of materials and their values in different types of mixes and mortars for different purposes and simple reinforcement mixtures. Three units; one semester.
en small machine of compound levers, and by making a series of small useful and practical projects, as well as some larger class projects.

Two units; one semester.

CLXI. Industrial Arts Organization

Classification of industrial arts from which men make a livelihood. General organization of material and its value, as well as methods of presentation. Classification of tools, tool operations and projects. Planning of courses from fifth grade through high school. Equipment costs and installation.

Two units; one semester.

Notes.—For descriptions of the additional courses in special subject matter fields, required for special certification of the various types outlined under "Curricula for Special Certification," see the lists of courses under the head "Courses of Instruction."

ENGINEERING

C. Mechanical Drawing

This course is designed to train students in lettering and in neatness and accuracy in the use of instruments. Geometric problems, shop problems, theoretical and practical problems, including drafting tools, are studied. The course is designed to give students an appreciation of mechanical drawing and to develop their abilities to the fullest extent.

Three units; one semester.

3D. Descriptive Geometry

In this course, students are exposed to the principles of three-dimensional geometry, including the study of points, lines, planes, solids, and their properties. The course is designed to provide a strong foundation in the principles of geometry and its applications in real-world problems.

Three units; one semester.

6A. Machine Drawing and Design

This course focuses on the principles of machine design and drafting, including the use of drafting tools and techniques. Students will learn to create technical drawings and to understand the design process.

Three units; one semester.

1A-1B. Plane Surveying

This course covers the principles of plane surveying, including the use of surveying instruments and techniques. Students will learn to make accurate measurements and to interpret survey data.

Three units; one semester.

8A-6B. Pattern Making

This course focuses on the principles of pattern making, including the creation of patterns for various materials.

Three units; one semester.

1A-1B. Applied Mechanics

This course covers the principles of mechanics, including the effects of forces on objects, and the effects of forces on rigid bodies.

Three units; one semester.
101. Modern Prose Fiction
A study of recent and contemporary fiction in drama, novel, and short-story, beginning with Meredith and including the best British and American fiction of today.
Three units; second semester.

117A-117B. Shakespeare
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.
Three units; first semester.

121. Browning and his Contemporaries
A study of Tennyson and Browning and their contemporaries and successors, relating English poetry to nineteenth century life and thought.
Three units; second semester.

130A-130B. American Literature
A survey of American literature and its backgrounds from 1607 to the Civil War.
Three units; first semester.

130C-130D. American Literature
A survey of American literature, with its 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.
Three units; second semester.

FINE ARTS
Preparation for the Major in Fine Arts—Art A, 1, 6A-6B, 12.

A-B. Freehand Drawing
BENTON, BIRD
Freehand drawing from objects and figure. Perspective, memory drawing and outdoor sketching. Mediums are charcoal, pencil, pen and ink and water color.
Two units; throughout the year.

1. Art History and Appreciation
BIRD
A study of architecture, sculpture, painting and handicraft from the dawn of art to modern art, through illustrated lectures, research and discussion. Prerequisite: Art 6A.
Three units; second semester.

6A-6B. Art Structure
BENTON, BIRD
Theory of design and color. Study of fine examples of painting and architecture, sculpture and handicrafts. The problems are intended to give a practical working knowledge of design and color.
Two units; throughout the year.

12A-12B. Advanced Design and Color
BIRD
12A—Problems in creative design presented in relation to materials and processes of application, such as wood block printing, batik, etc.
12B—Includes the application of design to posters, lettering and illuminating. Prerequisite: Art 6A-6B.
Two units; throughout the year.

52. Stage Craft
BENTON, BIRD
Theory of line, color and lighting studied in relation to stage effects. Study of the New Theater movement and its personalities. Miniature stages permit individual problems in settings, lighting and costume. The actual making of costumes and settings for a play produced by the Dramatic Society is the final problem. Prerequisite: Art 6A-6B.
Three units; second semester.

94A-94B. Costume Design
BIRD
94A—Design studied in relation to textiles and to modern dress for general and individual types. This course includes some drawing from costume models, sketching from costumes in the shops and original problems in costume design. Prerequisite: Art 6A-6B.
Three units; first semester.

94B—A study of the history of costume. Advanced problems in design are executed in materials. Some stitchery is included and processes of dyeing and dye resist. Prerequisite: 94A.
Two units; second semester. (Not offered in 1925-26.)

95A-95B. Home Decoration
BENTON
95A—Design in relation to the home. Plans, decorating and furnishing with emphasis on spacing, color and lighting. Study of furniture, floor coverings and textiles. Original problems in house planning and color elevations of rooms. Prerequisite: Art 6A-6B.
Three units; first semester.
95B—Takes up more intensive study of period styles and historic ornament. Original problems in designing furniture and fireplaces, and in selecting and combining textures. Prerequisite: 95A.
Two units; second semester. (Not offered in 1925-26.)

115A-115B. Life Drawing and Painting
BENTON, BIRD
115A—Pose drawing from the figure.
115B—Illustration.
Prerequisite: Art A-B.
Two units; throughout the year. (Not offered in 1925-26.)

FOREIGN LANGUAGE
Preparation for a major in a Foreign Language. Required: 10 units of credit in the language chosen for the major. Recommended: History 4A-4B.

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

A. Elementary German
Five units; first semester.

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

Intermediate German
Selections from prose and poetry, ordinarily including one of Schiller's dramas; grammar and composition. The course is conducted in German and furnishes the regular preparation for the upper division courses.

C. Intermediate German
Prerequisite: German B or three years of the high school course in German.
Three units; first semester.

D. Intermediate German
Prerequisite: German C or four years of high school course in German.
Three units; second semester.

SC-SD. Scientific German
Reading course in scientific German.
Prerequisite: German B or three years of the course in high school German.
Three units; throughout the year. (Either this course or Intermediate German will be offered in 1925-26.)

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

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

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

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

D. Intermediate French  
Prerequisite: French C or four years of the high school course in French, or its equivalent.  
Three units; first semester.

102A-102B. Introduction to French Classics  
Prerequisite: French D, or its equivalent.  
Three units; throughout the year. (Not offered in 1925-26.)

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

A. Elementary Spanish  
Five units; first semester.

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

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

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

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

102A-102B. Introduction to Spanish Classics  
Prerequisite: Spanish D, or its equivalent.  
Three units; throughout the year. (Not offered in 1925-26.)

106A-106B. Spanish Drama  
This course will trace the development of the drama in Spain from the beginning of the nineteenth century to the present time.  
Prerequisite: Spanish D, or its equivalent.  
Three units; throughout the year. (Not offered in 1925-26.)

110A-110B. Novel and Short Story in Spain  
This course will trace the development of the novel and short story in Spain from 1830 to the present time.  
Prerequisite: Spanish D, or its equivalent.  
Three units; throughout the year.

GEOGRAPHY  
Preparation for the major in Geography, Geography 1 and 2.

1. Introduction to Geography: Elements  
This course deals with the fundamental principles of geography, with the distribution of life upon the earth and with the effects of environment upon the activities of man. Climate, land forms, bodies of water, natural resources and location are related to human activities. Open to all students. Given in alternate years beginning 1924-25.  
Three units; first semester.

2. Introduction to Geography: Natural Regions and the Distribution of Population and Cultures  
This course applies the fundamental principles of geography to the various regions of the world. The regions are compared with regard to different stages of development. Prerequisite: Geography 1 or Geography 1A. Given in alternate years beginning 1924-25.  
Three units; second semester.

3. Elementary Meteorology  
A study of the earth's atmosphere and the changes in it which produce our weather and influence human affairs.  
Three units. (Not offered in 1925-26.)

4. Map and Instrument Study of Weather and Climate  
The making and recording of meteorological observations; practical work with meteorological instruments and a study of weather and weather maps.  
Two units. (Not offered in 1925-26.)

116C. Europe  
This course deals with the physical environment of each of the nations and their reactions to physical environment in their political and social relations. It is planned so as to be of value to all students who wish to familiarize themselves sufficiently with modern Europe to be able to read current periodical literature with interest and understanding. The course introduces the students to the smaller as well as to the larger of the European countries.  
Three units; first semester.

116D. South America  
This course deals with the climate, topography and natural resources of the South American countries, and with the effect of those physical factors upon the economic, commercial and racial problems of the different nations.  
Three units. (Not offered in 1925-26.)

117C. Europe—Advanced  
This course follows Geography 116C or its equivalent and stresses the economic problems of the European countries. Special stress is laid on those countries which occupy, at present, the more important places in the world's affairs.  
Three units; second semester.

141. Introduction to Economic Geography  
This course includes a study of the economic activities of nations and peoples as induced by geographical factors, with a study of present-day problems in the field of the subject. Required for special certification for teaching the commercial subjects in the junior high schools. Given in alternate years beginning 1924-25.  
Three units; second semester.
HISTORY
Preparation for the major in History, History 4A-4B or History 8A-8B, and either Political Science 1A-1B or Economics 1A-1B.

4A-4B. History of Modern Europe
LESEY
The growth of western European civilization from about 1500 A.D. to the present time. An introduction to the study of history, affording a general perspective of the development of society, politics and institutions in Europe. The first half-year's work extends to the Congress of Vienna. A textbook and syllabus are used. Two lectures and one quiz section each week. Three units; throughout the year.

8A-8B. History of the Americas
LESEY
A general survey of the history of the western hemisphere from the discovery to the present time. Emphasis is placed on the planting of European civilization in the western hemisphere, the growth of the colonies of various nations, the international contest for the continents, the warts of independence in English-America and Hispanic-America, the development of the American republics, and their relations with each other and with the rest of the world. This course is based on Bolton, Syllabus of the History of the Americas. Two lectures and one quiz section each week. Three units; throughout the year.

122. Medieval Culture
LESEY
An intensive study of the development of thought from 500 A.D. to about 1500 A.D., with special emphasis upon the twelfth and thirteenth centuries. This course will be based on Peter's, Guide to the Study of Medieval History, part III. Open only to upper division students. Two units; first semester.

172. History of the United States Since 1865
LESEY
A survey of the recent political, social and economic development of the United States, with emphasis upon the American participation in the World War. Open only to upper division students. Two units; second semester.

HOME ECONOMICS

HOUSEHOLD ART
Preparation for the major in Household Art required: High school courses in Botany and Chemistry or equivalents; Household Art 1A-1B; Art 6A-6B; History 4A-4B; Economics 1A-1B; or equivalents. Recommended: Art 12, Psychology 2A-2B, French or German. High school courses in clothing, freehand and mechanical drawing.

1A. Clothing
LANDERS
A study of clothing problems. The hygiene, artistic and economic aspects of clothing. Two lectures or recitation and two laboratory periods per week. Pre-requisites: One year of high school sewing, or equivalent, Art 6A. Art 6A may be taken concurrently with this course. Three units; first semester.

1B. Clothing and Costume Design, Textiles
LANDERS
A study of costume design with lectures on artistic appreciation, color and materials. Textile study includes a survey of textile fabrics, chemical and physical tests. Application of principles to the selection and construction of clothing. One lecture or recitation and two laboratory periods per week. Pre-requisites: Clothing 1A, or equivalent, high school Chemistry or Chemistry 1A, Art 6B. Art 6B may be taken concurrently with this course. Three units; second semester.

HYGIENE

1. Hygiene and First Aid
C. E. Peterson
An informational course in personal and community hygiene required of all men in the freshman year in the Junior College. The course includes a study of Sex Hygiene and of the Hygienic Principles of Exercise, Bathing and Sleep. Civic hygiene is vitalized through investigations by each student of special topics, the hygiene which the health of the local community is protected and improved, providing means by which the health of the local community is protected and improved. One unit; either semester.

2. Hygiene and First Aid
TANNER
An information course reviewing the principles underlying the improvement of personal and preservation of personal and civil health. Social hygiene is studied in its relation to the practical problems of young women and prospective homemakers. The course is divided into two parts: topics required of each member, these reports being given and discussed before the class. Required of all women in the freshman year in the Junior College. Two units; either semester.
51A. News Gathering and Reporting
F. L. SMITH
Study of news sources and practices in news writing. Newspaper organization. Three units; first semester.

51B. News Editing and Correspondence
F. L. SMITH
Practice in copy-reading. Study of news values and types of newspaper stories. Three units; second semester.

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

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

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

1A-1B General Course
LIVINGSTON
The course begins with the solution of simple problems by graphical methods; then by the more exact methods of differential and integral calculus. The work in calculus is later extended to problems in Trigonometry and Analytic Geometry, the essentials of these subjects being presented as needed. Incidentally there is an adequate treatment of the topics usually presented in advanced high school Algebra. This course should give at least a general view of those processes in Mathematics which are so necessary to the solution of problems in the exact sciences and which are proving a valuable aid to students of Social Science and Business Administration. It is intended primarily for nonengineering students. Prerequisites: Elementary Algebra and Geometry. Three units; throughout the year.

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

Elements of Analysis, with Applications
A two-year course in Algebra, Analytic Geometry, and Calculus, intended primarily for students in Engineering and Chemistry.

3A-3B. Plane Analytic Geometry and Differential Calculus
LIVINGSTON
Prerequisites: Mathematics A and C or their equivalents. Three units; throughout the year.

4A-4B. Solid Analytic Geometry and Integral Calculus
LIVINGSTON
Prerequisite: Mathematics 3A-3B or its equivalent. The high school course in Solid Geometry is also strongly recommended. Three units; throughout the year.

6. Projective Geometry
LIVINGSTON
The course includes the construction and study of conic sections and certain other curves, by means of perspectives, poles and polars, inversions and invariants. Prerequisites: Elementary Algebra and Plane Geometry. Three units; second semester.

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

1A, B, C, or D. Treble Glee Club
LIVINGSTON
One-half unit; either semester.

1A, B, C, or D. Male Chorus
LIVINGSTON
One-half unit; either semester.

1A, B, C, or D. Choral Club
LIVINGSTON
One-half unit; either semester.

1A, B, C, or D. Orchestra
LIVINGSTON
One-half unit; either semester.

3. History and Appreciation of Music
LIVINGSTON
Development of primitive systems; medieval music; the school of counterpoint; history of oratorio and opera; the rise of classic forms. A study of the works of the composers of the classic and romantic periods. Illustrations, lectures and reports. Three units; second semester.

PHYSICAL EDUCATION
Preparation for the major in Physical Education, required: High school Chemistry, Psychology 10A-10B, Biology 1, Bacteriology 1, Economics 1A-1B, 2A-2B. Recommended: German or French, Public Speaking 1A-1B.

Physical Education for Men
C. E. PETERSON
A two-hour course required for the two years of Junior College work. Physical examination is given each student when entering and special attention is given in correcting postural faults. In addition to the body building work given in the class, each student is required to participate in two additional activities. Physical efficiency tests embracing agility, defense and swimming are given periodically, and additional physical activities are offered which include swimming, running, tennis, boxing, wrestling, and track. Students are given fundamentals of boxing and wrestling taught each student. Three units; throughout the year.

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

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

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

6A or B. Basketball. One-half unit; second semester.

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

10A. Football. One-half unit; either semester.

10B. Swimming. One-half unit; either semester.

Physical Education for Women
TANNER, RAW
Students are given a health and physical examination, the physical activities prescribed being based upon the data thus obtained. Two hours weekly of directed Physical Training are required of all women students, the chief purpose being to develop a knowledge of and interest in suitable sports and games, and that habits of vigorous exercise be promoted. Extra-curricular sports are encouraged, particularly those of inter-class nature.
PHYSICS

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

1A-1B. General Physics

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

1C-1D. General Physics

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

2A-2B. General Physics

Properties of matter, mechanics, heat, sound, light, electricity and magnetism. A non-engineering course. Lectures, demonstrations, and discussions. Prerequisite: High school advanced Algebra or high school Physics, or equivalents.

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. One unit; throughout the year.

PHYSIOLOGY

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

1. Introductory Human Physiology

The structure and functions of the human body, to give a general conception of the relationship of the human body to its environment. Three lectures or recitations; two laboratory periods per week. Prerequisite: At least one of the following: Zoology 1A-1B, Biology 10A-10B, Chemistry 1A-1B or 2A-2B and 3A-3B. Five units; first semester. (Not offered in 1925-26.)

POLITICAL SCIENCE

Preparation for the major in Political Science, Political Science 1A-1B and Economics 1A-1B or History 4A-4B. High School civics is presupposed in the following courses.

1A. Comparative Government

The government and parties of Great Britain and her self-governing dominions, of France, of Belgium, and of Italy. Three units; first semester.

1B. Comparative Government

The governments of Germany, Switzerland, Austria, and the United States. Three units; second semester.

101. Constitution of the United States

This course is planned to meet the requirements of the state law for the certification of teachers. The origins, principles and development of the Constitution. Two units; one semester.

PSYCHOLOGY


2A. General Psychology

A study of the modern scientific interpretation of the facts of consciousness; their relation to each other, to their external stimuli, and to the nervous system. The aim is (1) to increase the student's understanding of himself and to contribute to his intelligent, discriminating reading of current popular and scientific literature; and (2) to give a definite and necessary basis for advanced work in Psychology. Three units; first semester.

2B. Applied Psychology

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

145. Social Psychology

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

PUBLIC SPEAKING

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

1A-1B. Elements of Public Speaking

Training in fundamental processes: organization and arrangement of material; outlining; practice in the construction and delivery of types of speeches. Three units; throughout the year.

2A. Elements of Expression and Interpretation

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

118-A. Art of Acting: Theory and Practice

The psychology of acting: the cultivation and development of the dramatic instinct through character portrayal. Study and presentation of selected one-act plays. Open to all students who have the permission of instructor. Three units; second semester.
ZOLOGY
Preparation for a major in Zoology, required: Zoology IA-IB and high school Chemistry or Chemistry IA. Recommended: French, German, and Biology 10A-10B.

1A. Zoology
An introduction to animal biology dealing with structure, functions and evolution of animal life. The laboratory work supplements the lectures and is based on the study and observation of living and preserved material. The course will acquaint one with the fundamental facts and theories of biology as they pertain to animal life. It is valuable to the general student as well as to the biology specialist. Three lectures or recitations and two three-hour laboratory periods per week.
Five units; first semester. (Not offered in 1925-26.)

1B. Zoology
A continuation of 1A. The first half of the semester is given to the study of the structure and behavior of the chordates, with a detailed dissection and study of the shark. The second half is devoted to the study of the early development of the various types of animals, especially the chick. The course deals with the higher animals, the vertebrates, thus supplementing the work of the first semester. The detailed dissection of the shark and the careful study of the developing chick give the student a good basis for further work in medicine, agriculture, or zoology, and furnish as well a good biological background for students in any line of work. Three lectures or recitations and two three-hour laboratory periods per week.
Five units; second semester. (Not offered in 1925-26.)

10A-10B. Biology
The fundamentals of plant and animal biology, with elementary work in heredity, evolution and eugenics. The laboratory work supplements the lectures and includes a study of living and preserved material. The aim of the course is to acquaint the general student with the basic facts of biology. It is designed not only to give the general student an acquaintance with living things and their relationships, but also to furnish the prospective teacher with an adequate background for nature study teaching. Two lectures or recitations and one three-hour laboratory period per week.
Three units; throughout the year.

101. Seashore Biology
Illustrated lectures deal with the more common animals that are to be found at nearby beaches. The life history, habits, and distribution of our more conspicuous shore animals are considered. Students will have the opportunity to get acquainted with the living animals both at the beach and in the laboratory. This course may be taken alone or concurrently with 10A-10B. One hour lecture per week and trips to the beach as opportunity offers.
One unit; one semester.

114. Heredity and Evolution
A discussion of the facts of heredity, in plants, animals and man; the Mendelian law and its application; development of theories of evolution. Reports on assigned topics are required. The course is designed to make the student familiar with some of the current literature and opinions of scientists concerning heredity and evolution.
Prerequisite: Biology 10A-10B or Zoology IA-IB or Botany 2A-2B.
Three units; first semester. (Not offered in 1925-26.)

115. Eugenics
A study of Human Heredity and Eugenics. Assigned readings and reports. The aim of the course is to acquaint the student with current literature on the subjects of Eugenics, including investigations that have contributed data on the subject.
Prerequisite: Heredity and Evolution 114.
Two units; second semester. (Not offered in 1925-26.)