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## CALENDAR 1946-47

### SUMMER SESSION, 1946

- **Term I**, June 24-August 2
- **Term II-A**, August 5-23
- **Term II-B**, August 5-September 6

### FALL SEMESTER, 1946-47

- **August 12**, Applications for admission must be filed on or before this date.
- **August 15-16**, Qualifying Examinations for all entering freshmen who have not previously taken these examinations. No freshmen will be granted admission until these examinations have been taken. Out-of-town students may arrange to take tests during the first week of school.
- **September 12**, First Day of Orientation Program. All entering freshmen must appear on the campus at 8:30 a.m. and remain until 9:00 p.m.
- **September 13**, Second Day of Orientation Program. All entering freshmen must appear on campus at 8:30 a.m. and remain until 9:00 p.m.
- **September 13**, 8:30 a.m.—12:00 m. Fundamentals Tests—Required for admission to Teacher Education. Should be taken at the end of the first semester of the freshman year when possible.
  - 1:00—2:30 P.M. College Aptitude Test for students entering with advanced standing.
- **September 15-17**, Registration and payment of fees.
- **September 18**, Instruction begins. Late registration fee becomes effective.
- **November 28-29**, Thanksgiving recess.
- **December 20**, Last day before Christmas recess begins.
- **January 6**, Classwork resumes.
- **January 23-29**, Semester examinations.

### SPRING SEMESTER, 1946-47

- **January 6**, Applications for admission must be filed on or before this date.
- **February 3**, First Day of the Orientation Program. All entering freshmen must appear on the campus at 8:30 a.m. and remain until 9:00 p.m.
- **February 4**, Second Day of the Orientation Program. All entering freshmen must appear on campus at 8:30 a.m. and remain until 9:00 p.m.
- **February 3**, 8:30 a.m.—12:00 m. Fundamentals Tests—Required for admission to Teacher Education. Should be taken at the end of the first semester of the freshman year when possible.
  - 1:00—2:30 P.M. College Aptitude Test for students entering with advanced standing.
- **February 4, 5**, Registration and payment of fees.
- **February 6**, Instruction begins. Late registration fee becomes effective.
- **March 31-April 4**, Spring recess.
- **May 30**, Memorial Day holiday.
- **June 5-12**, Semester examinations.
- **June 13**, Annual commencement.

### SUMMER SESSION, 1947

- **Term I**, June 23-August 1
- **Term II**, August 4-22
FUNCTIONS OF THE STATE COLLEGES OF CALIFORNIA

The State colleges have three major functions, namely: (1) To help the individual student to develop a well-rounded and adjusted personality; (2) to promote civic intelligence and competence; and (3) to create supplies of trained men and women, some to serve as teachers in the elementary and secondary schools, some to fill intermediate places of leadership, and some to transfer to graduate institutions to equip themselves to extend the frontiers of knowledge and to occupy the higher positions of leadership. In terms of publicly supported higher education, the State colleges and the university together make provision for the realization of all the essential objectives of higher education in our State.

To achieve their unique purposes the State colleges have developed and are improving offerings as follows:

1. Teacher education curricula for those students who plan to teach in the elementary school, the junior high school, and in secondary schools.

2. Preprofessional curricula.

3. Curricula of varying lengths in such fields as business, industry, governmental services, homemaking, and social services.

4. General education for students who take work which leads toward the bachelor of arts degree or to the higher professions through graduate work.

5. Guidance services to assist the individual student to plan his educational program and to make his college and life adjustments.

6. Extension courses in appropriate fields.

The State colleges accept the principle that higher education should be available to all capable high school graduates. The preservation and improvement of democracy depends upon the full and unhampered development of all potential citizenship and leadership resources. Some students work through courses in creative effort to develop his potential capacity and his potential contribution and not in terms of past academic patterns or accomplishments alone.

The State colleges purposely maintain not only flexible entrance requirements, but also, curricular, and adequate and effective guidance and counseling services to promote the personal and educational development of worthy students. The State colleges modify traditional academic restrictions and provide new curricula and services whenever such modifications and additions seem to serve the legitimate needs of individuals and society.

The promotion of civic intelligence and competence is the underlying aim of all activities on State college campuses. Special emphasis centers on warm personal relationships between instructors and students and on friendly counsel in time of need, and on the day-to-day routine of living in a friendly atmosphere. Because the majority of State college students live at home, it is possible to link together the college, the home, and the community in realistic democratic relationships.

The democratic controls exercised over the State colleges make them readily and continuously to make significant improvements in both curriculum and personal services. The State colleges are thus laboratories in which the facts and theories developed in the instructional program.

The State colleges plan their programs of higher education so as to provide educational services in the principle of equality of opportunity.

THE COLLEGE

LOCATION AND ENVIRONMENT

Renowned as a winter resort with a mild but invigorating climate, San Diego has become equally famous for its cool summers. High cultural standards in art, music, literature, and science create a stimulating environment for a college. Many of these advantages are to be found in the heritage resulting from the expositions of 1915-16 and 1933-35, including the buildings themselves, which portray the best types of Spanish colonial art and architecture. Owned in these buildings are the Fine Arts Gallery, exhibits in anthropology, natural history, and American archaeology, which are in many respects unsurpassed. The outdoor theater, the Ford Bowl, and the horticultural gardens make Balboa Park, in which all these facilities are located, one of the world's most famous cultural centers. The Scripps Institute of Oceanography, operated by the University of California at La Jolla, gives opportunity for important cooperation in the biological sciences.

BUILDINGS AND EQUIPMENT

On February 1, 1931, the college was moved to the new campus, located one mile north of the city's principal east-west boulevard, El Cajon Boulevard. The buildings are of Spanish-Moorish architecture which is well suited to the landscape and climate of this region. They include the Academic Building (which houses lecture halls, classrooms and administrative offices); the Science Building; the Library; the Little Theater; the Music Building; the Campus Elementary School; Scripps Cottage (a social clubhouse for women students); the Cafe and Cafeteria; a Physical Education Building (which includes a gymnasium with adequate facilities for both men and women). The gymnasium contains a very fine basketball court with stands that will accommodate 1,500 spectators. A fine concrete stadium, constructed in a natural site, has a seating capacity that is adequate for present needs. The open air theater, seating 4,200 persons, serves as a meeting place for large groups.

FACILITIES FOR THE EDUCATION OF TEACHERS

The college maintains a modern elementary school on the campus where it has developed an extensive program for the education of elementary school teachers. The classroom-laboratory plan which calls for the use of work rooms, the library, and shops, affords unusual opportunities for the induction of students into teaching. By arrangement with the San Diego City Schools, directed teaching is provided in the Euclid Elementary School for one-half day each semester. A similar arrangement exists at the Woodrow Wilson Junior High School for students who are preparing to teach junior high and special education class subjects. Students preparing to teach special and general secondary school subjects may be assigned to one of the senior high schools.

THE FACULTY

The professional education of the faculty places the college in the first percentile position among teacher education institutions of the Country. For listing and further details see the Directory on page 115.

THE LIBRARY

The library facilities of this college are noteworthy for an institution of its size. The Library consists of over 95,000 volumes selected to meet the requirements of a modern educational institution. Six professionally trained librarians are available to render assistance to students in their reading and reference work.

For the duration of the year the library service has been further augmented by the loan of a librarian and three special librarians, namely, a collection of 5,000 volumes on anthropology and ethnology from the San Diego Museum of Man, the U. S. Grant Memorial Library of 1,775 volumes, and the 25,000 volume Scientific Library of the San Diego Society of Natural History.

The Campus Elementary School Library, representing a collection of 11,000 volumes, possesses equipment and building facilities that are unique.
LIVING ACCOMMODATIONS

Living arrangements for students whose homes are not in San Diego or within commuting distance are made through the offices of the Dean of Women or the Dean of Men. All women students are urged to live in the residence halls adjoining the campus. Careful consideration is given to study conditions, healthful living, and adequate social opportunities. Room and board may be secured for approximately $200 per semester, payable in four installments. Opportunities to reduce this figure by working a few hours each week are occasionally available. Reservations should be made in advance through the Manager of Quetsal Hall, 5192 College Avenue, San Diego, California. Where students find other accommodations more desirable, written permission from parents must be secured and filed with the Dean of Women or Dean of Men.

VETERANS’ EDUCATION AND HOUSING

The college has been approved by various accrediting agencies to offer courses for veterans leading toward the A.B. Degree in some 10 major fields. A veteran’s office is maintained on the campus to facilitate registration, aid in the establishment of benefits, and serve as an information center. Through a faculty committee on veterans’ affairs, special counseling services are available.

The Federal Housing Authority has made available housing for 600 single male veterans at Riverbend, located mid-way between Old Town and Loma Portal. For further details write to the Veterans’ Secretary at the college.

STUDENT LIFE

A rich field of extra-curricular activities is available to the student throughout his college life. The student is urged to select these activities carefully in order that he may profit by these extra-class experiences without lowering his standards of scholarship. The Student Handbook, available at the time of registration, gives information concerning these activities, which include organizations in every department of the college, and opportunities for individual and group experience in the athletic, fraternal, religious and governmental life of the campus.

STUDENT HEALTH SERVICE

The Health Department is maintained for the protection and care of student health. A complete physical examination is required of each student upon admission to the college. Careful attention is given to cases undergoing remedial treatment or to cases in which a modification of study load or in the amount of participation in physical activities seem advisable.

A representative of the Health Department is available each day for consultation and emergency treatment. Students who have been absent because of illness should receive clearance from the Health Department before returning to classes.

A group plan for accident insurance is in operation for students who desire to participate.

PLACEMENT SERVICE

A Placement Office is maintained by the college, which serves as a clearing house for part-time and full-time jobs. Employers are invited to use this office of available openings in their organizations, and also turn to the office for information concerning graduates or non-graduates whom they are considering for employment.

Included in the service of the office are the listing of part-time jobs of all types available, including opportunities to work for board and room, teacher placement, and full-time jobs in commerce and industry.

This service is free to students, who are invited to arrange for interviews with members of the placement staff if in need of assistance in finding work. Students who are interested are encouraged to notify the office of any vacancies which they are interested in being considered for. The Placement Secretary should be seen or called regarding vacancies or work applications.

VOCATIONAL REHABILITATION SERVICE

The Bureau of Vocational Rehabilitation, California State Department of Education, offers its service to students who have an employment handicap resulting from physical disability of any kind. Included are vocational counseling, the payment of tuition and fees, and the providing of textbooks without charge to the trainee. Details of the service may be obtained from the Registrars Office.

ADMISSION AND REGISTRATION

GENERAL ADMISSION REQUIREMENTS

High school graduates and other applicants possessing equivalent preparation may be admitted to this college upon evidence of fitness to profit by college instruction, such evidence to be made up by previous scholastic records, by evidence of good moral character and personal qualifications, and by satisfactory scores on tests which the college may require. Due to crowded conditions the college probably will have to refuse all qualified applicants who do not file application blanks and official transcripts prior to the dates indicated in the Calendar on page 5.

ADMISSION OF HIGH SCHOOL GRADUATES

(1) A high school transcript must be presented showing satisfactory scholarship, and (2) applicants must demonstrate readiness for college instruction by making satisfactory scores on such tests as the college may designate.

Regular status will be granted if the student has earned A or B grades in not less than 16 semester courses in English, Social Sciences, Foreign Languages, Mathematics, Natural Sciences, and related fields, during the tenth, eleventh, and twelfth grades.

Regular-provisional status will be granted if the student has earned A or B grades in not less than 12 semester courses in the above subjects. The student will maintain full regular status at the end of the first semester in college if a scholarship average of C or better is maintained in at least 12 units of work. Failure to secure a .75 average will disqualify the student for further attendance.

Provisional status will be granted students who do not qualify for regular-provisional status if they have earned A or B grades in at least 12 semester courses of any type during the tenth, eleventh, and twelfth grades. These students will be enrolled in two-year curricula. Individuals who will slightly below the above standard may be admitted to the two-year curricula if qualifying examination scores indicate probable success in these courses.

Adult special status may be granted an applicant who is over 21 years of age or is a war veteran provided that he demonstrates through qualifying examination satisfactory satisfactory scholarship work. Such students may be transferred to regular status after completion of one year of satisfactory work and receive full credit for all work completed.

ADMISSION BY EXAMINATION

Certificates of successful examination before the College Entrance Examination Board will be accepted when candidates cannot meet the above scholarship requirements.

ADMISSION OF NON-HIGH SCHOOL GRADUATES

A high school diploma is not required for admission as an adult special student but if a non-high school graduate is so admitted he may be required to complete, in addition to the usual requirements for the A.B. Degree, three semester units of college work for each two semester courses which he lacked for high school graduation.

ADMISSION OF VETERANS

Applicants who are veterans may be enrolled in any of the above classifications. Lack of a high school diploma will not prevent admission of a veteran provided he can demonstrate through the examinations of the college or of the United States Armed Forces Institute that he is capable of doing satisfactory college work. The college cooperates with the local high schools by helping plan correspondence study for a veteran which can lead to the issuance of a diploma by the high school.

SPECIAL STUDENTS

Persons over 21 years of age may be admitted on the basis of maturity, provided they present satisfactory evidence of good character and intelligence. Full matriculation will be granted only upon removal of all entrance deficiencies, and the completion of a full semester of satisfactory college work.
Auditors

Properly qualified persons may apply for admission to attend classes as auditors. Such students pay the same fees as those who take equivalent work for credit.

Admission With Advanced Standing

Credit earned in recognized institutions of collegiate grade will be evaluated and advanced standing allowed accordingly toward the graduation requirements of this institution. Applicants must show an average grade of C or better for all college work, for the last college attended, and for the last semester of attendance in order to qualify for regular status. A student who enters with advanced standing is one who has completed at least 15 units of passing work in another collegiate institution. However, no applicant may disregard his collegiate record and rely only for admission or advanced standing on the basis of his high school work. Not more than 64 semester hours of junior college work may be allowed for credit.

Students seeking admission with advanced standing must furnish complete transcripts for all work attempted beyond the eighth grade. A $2 evaluation deposit must accompany the application for admission provided the student has completed 30 units or more work. This deposit will be refunded if the student enrolls at the next regular registration period.

REGISTRATION

Registration date for new students for the fall semester of 1946-47 is September 16th and for the spring semester it is February 4th. An application blank should be secured from the Registrar and filed, with complete transcripts of record, at least two weeks prior to registration date.

The college year is divided into fall and spring semesters of 18 weeks each, followed by a summer session consisting of two terms of six weeks and three weeks, respectively. Students may enter at the beginning of either semester or either term of the summer session.

The summer session meets the needs of students who wish to secure supplemental credit or to shorten the time for completion of their college course, and of teachers in service.

TESTS REQUIRED AT REGISTRATION TIME AND LATER

1. A physical examination is required of all students upon entering the college. Appointments for this examination are made during the orientation program.

2. All entering students are required to take a College Aptitude Test. Exceptions may be made for graduate students and for those who register for five units or less.

3. All college transfer students who present less than a minimum of 15 units of college credit must take a high school achievement examination, and a standard English examination in addition to the College Aptitude Test. Students whose tests indicate that they are not qualified for the regular English 1B must take English 1A or 1AA. Exceptions may be made for students transferring English credit from other colleges.

4. Passing the Fundamentals Test in reading, spelling, arithmetic and handwriting, and a Speech Test, are prerequisites for admission to upper division courses in teacher education curricula. These tests should be taken at the beginning of the second semester of the freshman year. In order that deficiencies, if any, may be made up before applying for admission to the upper division in other education curricula. Exceptions may be made for graduates of California State teacher education institutions who have been teachers in service.

LATE REGISTRATION

Students who register after the first week of the semester are subject to a limitation of program and must secure the approval of instructors for late admission to classes. After registration day a fee of $1 is charged for late registration.

CHANGES IN REGISTRATION

Petitions for changes in program may be secured at the Registrar's office. A small fee is charged for changes in program after registration books are filed.
### FEES AND EXPENSES

**PROBABLE EXPENSES FOR ONE SEMESTER**

An estimate of the expense of attendance for one semester is given below. No estimate is made as to the cost of clothing, or other personal items, since these figures vary with the demands of the individual. Laboratory fees are additional.

**A Partial Estimate of Expenses**

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<tr>
<td>Fees and Deposits</td>
<td>$200.00</td>
<td>$275.00</td>
</tr>
<tr>
<td>Books</td>
<td>12.00</td>
<td>25.00</td>
</tr>
<tr>
<td>Board and Room</td>
<td>200.00</td>
<td></td>
</tr>
<tr>
<td>Transportation, Lunches, Incidents</td>
<td>15.00</td>
<td>30.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>5.00</td>
<td></td>
</tr>
</tbody>
</table>

Before enrolling in college, the student should possess sufficient resources to meet the minimum expenses for one semester. A limited amount of clerical work in offices and in the library may be offered from time to time, but ordinarily it is not sufficiently remunerative to reduce expenses materially.

### LIST OF FEES AND DEPOSITS (SUBJECT TO REVISION)

**Enrollment Fees and Deposits**

(Payable at Time of Registration)

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>By all students:</td>
<td></td>
</tr>
<tr>
<td>Tuition (auditings pay same fees as other students):</td>
<td></td>
</tr>
<tr>
<td>Regular students (carrying over 5 units)</td>
<td>$8.50</td>
</tr>
<tr>
<td>Limited students (carrying 5 units or less) per unit</td>
<td>2.50</td>
</tr>
<tr>
<td>Materials and services</td>
<td></td>
</tr>
<tr>
<td>Regular students</td>
<td>4.00</td>
</tr>
<tr>
<td>Limited students per unit</td>
<td>1.50</td>
</tr>
<tr>
<td>General service deposit (unexpended portion is refunded)</td>
<td>3.00</td>
</tr>
<tr>
<td>Personnel examination (new students only)</td>
<td></td>
</tr>
<tr>
<td>Limited students and graduate students exempt</td>
<td>2.00</td>
</tr>
<tr>
<td>Student activity fees (not required by the State)</td>
<td></td>
</tr>
<tr>
<td>Regular students</td>
<td>6.00</td>
</tr>
<tr>
<td>Limited students</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Miscellaneous Fees and Deposits**

(Fees Payable When Service Is Rendered)

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of program</td>
<td>$.50</td>
</tr>
<tr>
<td>College Bulletin (free to prospective students)</td>
<td>35.00</td>
</tr>
<tr>
<td>Duplicate library card</td>
<td>25.00</td>
</tr>
<tr>
<td>Duplicate registration book</td>
<td>60.00</td>
</tr>
<tr>
<td>Evaluation of transfer records for advanced standing</td>
<td>2.00</td>
</tr>
<tr>
<td>Fundamentals test</td>
<td></td>
</tr>
<tr>
<td>Late filing of registration book</td>
<td>50.00</td>
</tr>
<tr>
<td>Late registration</td>
<td>100.00</td>
</tr>
<tr>
<td>Transcript of record (1st copy free)</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Graduation Fees**

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Teaching Credentials (each credential)</td>
<td>$3.00</td>
</tr>
<tr>
<td>Diploma</td>
<td>1.00</td>
</tr>
</tbody>
</table>

The credential fee is collected through the college by cashier's check or post office money order made payable to the State Department of Education.

### GENERAL REGULATIONS

**INFORMATION**

All inquiries relative to the college should be directed to the Registrar's office.

**CLASSIFICATION**

*Full-time students* are those who are registered in more than five units of work.

Those are expected to carry a minimum of 12 units unless excused.

*Limited students* are those who, for acceptable reasons, have been permitted to register for five or fewer units of work.

*Class.* Students who have completed 0 to 20 units of work are classified as freshmen; 20 to 40 units as sophomores; 40 to 60 units as juniors; and 60 or more as seniors.

**SCHOLARSHIP, GRADUATION, AND GRADE POINTS**

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

The grade E is recorded for work which is of low order but which may be made passable. If the work is raised to passing level by the close of the next semester, the grade is changed to D; otherwise it is changed automatically to F.

The grade 1 is recorded for work of high order but which is incomplete for an acceptable reason. To change an 1 to another grade, the work must be completed within the next semester; otherwise it is changed to F.

Grade points are assigned as follows: Grade A, 3 points per unit; B, 2 points per unit; C, 1 point per unit; D, no points; E, minus 1 point per unit; F, minus 1 point per unit. The number of grade points a student has earned in a subject is determined by multiplying the number of points he has received by the number of units allowed. The grade point average is determined by dividing the grade points earned by the number of units attempted. Courses in which the student received an 1 or Cr. or W are disregarded in computing grade point averages. A student must earn at least a C average in all work undertaken at the college to qualify for a diploma or a transcript of record with recommendation to another collegiate institution. If a course is repeated only the second grade earned is considered in the student's average.

**UNITS OF WORK, AND STUDY LISTS LIMITS**

A unit of credit represents one hour of lecture or recitation combined with two hours of preparation per week through one semester, or three hours of laboratory or field work in the case of laboratory credit.

Students are not ordinarily permitted to enroll for more than 16 units of credit toward graduation. This constitutes a normal semester's program.

Certain exceptions to this rule exist. If during the preceding semester the student has carried at least 12 units of a grade point average of at least 1.5 was earned, 17 units of credit may be carried for credit toward graduation; and if a grade point average of 2.0 (B) was earned, 18 units may be carried.

Any course in which a passing grade is earned may be used in satisfying pattern requirements, even though credit for the course is in excess of the units which may be credited for graduation.

Exceptions to the above regulations may be secured only through a petition to the Scholarship Committee.

No student may register for less than 12 units without the approval of the Dean of General Education or the Dean of Professional Education.

*In addition to required physical education courses.*
PROBATION AND DISQUALIFICATION

Probation

Any student whose scholarship record shows a cumulative deficit of 12 or more grade points below a C average for all work undertaken in the college will be placed on probation. A limited student will be placed on probation if his cumulative deficit below a C average equals or exceeds the average number of units carried per semester. Probationary status may be continued provided that the student does not add further toward his grade point deficiency.

Disqualification

Any probational student whose scholarship falls below an average grade of C in any single semester is disqualified for further attendance at the college. A scholarship record below a D average for any single semester also disqualifies a student.

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

WITHDRAWALS FROM CLASS

Forms for withdrawal from class may be obtained at the Registrar's office. If a student withdraws from class during the first seven weeks of a semester, a grade of W will be recorded upon his permanent record for each class which he has dropped. If he withdraws during the remainder of the semester, either an I or an F will be recorded unless a grade of W is approved by the instructor and the proper dean. A grade of I automatically becomes an F unless the work is completed by the end of the next semester of attendance.

TRANSCRIPTS OF RECORD

Students may secure one transcript of record without fee. Thereafter, each request for transcript should be accompanied by the fee of $1. Once a student has matriculated in this college, transcripts from other schools will not be returned, or copies of them made. No fees are charged for transcripts required for military purposes.

Transcripts in the possession of students are to be regarded as unofficial records.

ELIGIBILITY FOR DIRECTED TEACHING

No student shall be eligible for directed teaching (Education 116) who has not completed 15 units, been admitted to Teacher Education, and whose entire record, as well as his record for the preceding semester, does not average at least a 2.0 grade.

THE HONORS GROUP

All students who at the end of the sophomore year have attained a grade-point average of 2.5, and such others as have attained a high average in the department in which their major is selected, and who have received the recommendation of that department and the consent of the Committee on Honors, may if they so elect, constitute an honors group, for special treatment in their major subject.

Such students, so far as the facilities of the department and the best interests of the students themselves will allow, shall be treated as being their individual needs and as their individual capacities warrant. They shall be eligible to enroll in honors or special study courses, although credit in such courses shall be limited to 5 units a semester. They shall not be held to regular attendance in the established courses of their departments if, in the opinion of the instructor, the course requirements can be met through special assignments and examinations or by satisfactory performance in the regular examinations in the course. With the consent of the major department, requirements concerning minors and specific courses or sequences in the major may be set aside. Each honor student shall be assigned to a member of his major department for advice and direction.

Students of the honors group who fail to take advantage of the opportunities there offered may at the end of any semester be transferred by the department to the recommendation of the department and the Committee on Honors, may at the end of any semester, be transferred to the honors group if such transfer appears practicable.

Students who wish to apply for entrance in the Honors Group may do so by filling out cards to be obtained from their major departments. The applications should be filed with the chairman of the major department not later than a week after registration opens. Units earned by students doing individual study under this plan will be recorded under the symbol 160 and will be subject to the formulated rules dealing with limitations of student load.

THE DEGREE WITH HONORS AND WITH DISTINCTION

Upon recommendation of the Committee on Honors, graduation with honors shall be granted to the upper 10 percent of the graduating class. Each department shall determine which students it will recommend for distinction in the major field at graduation, and report its recommendation to the Committee on Honors for transmission to the faculty.

EXAMINATIONS

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

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

EXTENSION COURSES

The amount of credit for extension and correspondence courses acceptable in fulfillment of the requirements for the Bachelor of Arts Degree will depend upon the nature of the courses, the quality of the work done, and the student's qualifications for work in the field of the course. The college reserves the right to limit credit to such courses as have been approved, and the total of such acceptable credit to 12 units.
THE BACHELOR OF ARTS DEGREE

GENERAL REQUIREMENTS FOR THE BACHELOR OF ARTS DEGREE IN TEACHER EDUCATION AND IN LIBERAL ARTS

San Diego State College offers the following types of curricula leading to the A.B. Degree:

1. the curricula leading to the California teaching credentials,
2. the Liberal Arts curricula.

With slight variations in definition, many of the basic requirements are the same.

A minimum of 120 units of college work, representing a four-year course, is required for the Bachelor of Arts Degree. At least 30 units must be earned in this college, and not less than 24 of these residence units must ordinarily be taken by the rank of senior. Not fewer than 12 units of this work must be completed during a single semester; or in lieu of this at least 18 units must be completed in not less than two consecutive summer sessions. At least a C average in scholarship must be maintained in the major and in all work applied toward the degree.

CREDIT GRANTED FOR MILITARY SERVICE

Six units of lower division elective credit will be granted to students who have served in the armed forces of this country upon the completion of the prescribed basic training program. Documentary evidence bearing the signature of the proper command officer must be filed before credit will be accorded to the student.

Additional units of credit will be granted to students who can document the fact that they have completed officer's or other specialized training, and have been assigned to active military duty.

SUBJECT MATTER REQUIREMENTS IN THE LOWER DIVISION

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (not required in the teacher education or general engineering curricula)</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics A and B, 4 units, or high school algebra and geometry</td>
<td>0-4</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>12</td>
</tr>
</tbody>
</table>

Explanations to make total of 90 units, including lower division preparation for the major and minor.

EXPLANATION OF LOWER DIVISION REQUIREMENTS

English

This requirement may be satisfied either in the freshman year or in the sophomore year. Courses are to be chosen from the following: English 1A, 1AA or 1B and 11, 12, 13, 14, 15, 16, 50A, 50B, 52A, 52B, 56A, 56B.

Psychology

Psychology 1A may be completed at any time in the lower division.

Foreign Languages

At least 10 units in one foreign language are required in the lower division except that no language is required in teacher education and engineering. No degree credit is given for only the beginning college semester of a foreign language. High school work completed with grade of C or better may meet the foreign of 3 units of this requirement. Each year course is counted in satisfaction of this requirement. Three years of foreign language in high school will since the completion of a high school course in any foreign language the final year of the course may be repeated for college degree credit but not for additional credit in meeting the language requirement.

Social Sciences

Twelve lower division units chosen from two or more departments in the Social Science Division are required.

High school science courses not to exceed two such courses in the fields of history, political science, sociology, and economics taken with grades of B or better may be used in satisfying 3 units of the social science requirement provided they are taken in the senior year.

Natural Sciences

Twelve lower division units chosen from courses representing each of the following groups are required:

- Biology 1 or a year course in high school biology, botany, physiology or zoology.
- Physical science or a year course in high school physics or chemistry.
- Lower division courses to meet the natural science requirement must be taken from the following list and must include one of the college or high school laboratory courses marked with an asterisk: 1, 2, 9, 3; Botany 2A, 2B, 4; Chemistry 1A, 1B, 2A, 2B, 2C, 3; Astronomy 1A, 1B, 1C; Geology 1A, 1B, 1C; Physics 1A, 1B, 1C, 2A, 2B; Physical Science 1A, 1B, 1C; Physics 1A, 1B, 1C, 2A, 2B; Physical Science 1A, 1B, 1C; Zoology 1A, 1B, 1C; 8, 9.

A high school course in botany, chemistry, physics, physiology, zoology, or advanced biology taken in the senior year with grades no lower than B may be used in satisfying 3 units of the 12 unit natural science requirement. These courses may be counted as meeting local laboratory requirement (asterisk) if completed in junior or senior year with grade of C or better.

Mathematics

High school elementary algebra with grade of at least C is required or completion of Mathematics A. High school plane geometry with grade of C or better is required or completion of Mathematics B.

Lower Division Preparation for the Major

See description of requirements for teaching majors in page 20. Specific requirements for the majors in the liberal arts curricula are listed in connection with the descriptive list of courses in each major field (see pages 49-117).

Lower Division Preparation for the Minor

See description of requirements for liberal arts minors on page 18 and for teaching minors on page 21.

NUMBERING OF COURSES

Courses numbered 1 through 99 are in the lower division, those numbered 100 through 399 are in the upper division, and those numbered 400 or over are on the graduate level.

SPECIFIC UPPER DIVISION REQUIREMENTS FOR THE A.B. DEGREE IN LIBERAL ARTS

The liberal arts curricula lead to the Bachelor of Arts Degree with majors in art, chemistry, commerce, economics, English, French, general engineering, geography, history, mathematics, music, physical science, physics, social science, Spanish, speech arts, and zoology and qualify for graduate work in these fields in recognized American colleges and universities. Completion of the requirements of these curricula also enables the graduate to satisfy undergraduate requirements for the general secondary credential which, with graduate work, will enable the holder to teach in a senior high school or junior college.
SAN DIEGO STATE COLLEGE

Subject Matter Requirements in the Upper Division

Political Science 101 ........................................ 2 units
Minor (minimum in upper division courses) .............. 9 units
Major (upper division courses) ......................................... 24 units

At least 40 units in upper division courses must be completed, 30 of which must be earned after all lower division requirements have been satisfied. If a student is approaching upper division standing, he may carry sufficient lower division units to complete the required minimum of 60 and carry upper division units for the remainder of his study load. Upper division credit will be allowed for such courses.

Explanation of Requirements

Examination Requirements in the United States Constitution and American History, Institutions, and Ideals

Each student at State college to qualify for graduation shall demonstrate competence in the United States Constitution and American history, institutions and ideals, by passing satisfactorily a comprehensive examination on these fields prepared and administered by the college. Students transferring from other institutions of collegiate grade who have already met this requirement may have this examination waived.

This examination ordinarily will be held during the second semester of the junior year. The following courses are recommended to assist in the preparation for the examination: History 17A-17B, Political Science 101 or its substitute courses, and an upper or lower division course in American literature.

Political Science 101

History 17A-17B or 172A-172B will be accepted as substitutes for this requirement.

Minor

Majors must be established in one of the following fields: anthropology, art, botany, chemistry, economics, education, English, foreign language, geography, geology, history, journalism, mathematics, music, philosophy, physics, political science, psychology, sociology, speech arts, and zoology.

A minor consists of at least 15 units of work completed in one of the above fields of study. At least nine of these units must be earned in upper division courses during division courses provided these courses have no lower division prerequisites. Pre- requisites for each course are listed among the course descriptions on pages 49 to 117.

Minor in Education

A student who desires to satisfy the undergraduate requirements for the general secondary teaching credential will minor in education. He should include in his minor in the field of education. In order to conform to the usual university requirement, two units of Education 115A or 115B are recommended.

Majors

The specific requirements for each major are listed at the beginning of each departmental division among the description of courses. (See pages 49 to 117.) The student may be required to fulfill this major requirement in his college course as practicable so to meet the lower division requirements of the major department. Failure may make it impossible to satisfy the upper division requirements within the normal period of two years.

Professional and Preprofessional Courses

See pages 23 to 47.

The General Major

The general major of 96 upper division units must be chosen from three departments with not more than 15 units from any one department allowed. A minimum of a year course in each department must be completed in the lower division as foundation for upper division work in the general major. This comprehensive major may be arranged to include minor requirements.

The general major is planned for students who are preparing for any of the following fields: law, journalism, library work, social work, or for any other vocation requiring a background of general training. It is available to students who want a general education and who can present satisfactory reasons for not specializing in any field. When the general major is not a part of a four-year curriculum published in the college bulletin the tentative program of the student should be planned in consultation with the Dean of the Upper Division and approved, revised, or rejected by the chairman of the department represented in the major.

BACHELOR OF ARTS DEGREE IN TEACHER EDUCATION

San Diego State College is authorized by the State of California to recommend students for the teaching credentials listed below. To be recommended, students must complete, or have completed, the A.B. Degree in one of the curricula offered for teachers.

The credential

Subjects and grades for which it is valid

General Elementary .................. All grades through the eighth.
Kindergarten-Primary ................ Kindergarten through third.
General Junior High ................ Subjects in grades seven, eight and nine in all elementary or secondary schools.
Special Secondary in Art ............. Art in all grades of the public schools.
Special Secondary in Business Education ........ Business education subjects in all grades of the public schools.
Special Secondary in Music .......... Music in all grades of the public schools.
Special Secondary in Physical Education .......... Physical education in all grades of the public schools.
Special Secondary in Speech Arts .......... Speech in all grades of the public schools.
Elementary Education .............. Authorizes for certificate to administer and supervise elementary schools as superintendent, deputy superintendent, assistant superintendent, principal, supervisor, or curriculum coordinator in a county.
Supervision in Elementary Education .... Authorizes for certificate to supervise or coordinate instruction in elementary schools in a county.

For special bulletins in regard to the following two credentials, write to the Registrar.

General Secondary .................. All subjects in the public schools in grade 7 and above.
Special Credential in Correction of Speech Defects .......... Correction of speech defects in the public schools.

Combination of Credentials

Students who seek more than one teaching credential must complete in full the curriculum for each, with only such exceptions as are indicated in the statement of requirements. For each credential in addition to one, at least 12 additional units must be carried. These 12 units may be taken in non-professional courses if all basic curriculum requirements have been satisfied.

A combination of the elementary school credential and the junior high school credential may be secured by completing the requirements for the elementary school credential and the following additional requirements:

(a) A teaching major
(b) Education 100B
(c) Three units of directed teaching, or equivalent, in a junior high school
(d) Education 115B
(e) A minimum total of 122 units

A candidate for either the general elementary credential or the kindergarten-primary credential may secure the other credential subsequently or concurrently by taking 12
additional units. Four of these units shall be in directed teaching (Education 116) at the new level and the remainder as prescribed by the Director of Elementary Education.

Lower Division Requirements

Students in teacher education curricula shall complete the lower division requirements for the A.B. Degree as indicated on page 16. Additional pattern requirements are outlined under each specific curriculum on following pages.

High school work and examination equivalents will excuse a student from pattern requirements but will not give college credit for foreign language, science, social science and piano.

Upper Division Requirements

Minimum Units

A minimum of 40 units in upper division courses must be completed; 20 of these shall be earned at San Diego State College. All lower division requirements have been met.

Credit Limitations

A maximum of 40 units of credit in any one subject matter field or in education courses may be applied toward the requirements of the A.B. Degree.

Examination Requirement in the United States Constitution and American History, Institutions, and Ideals

Each student of a State college to qualify for graduation shall demonstrate competence in the United States Constitution and American history, institutions and ideals, by passing satisfactorily a comprehensive examination in these fields prepared and administered by the college. Students transferring from other institutions of collegiate grade who have already met this requirement may have this examination waived. All elective units of lower division credit are granted to students who are to receive a teaching credential. These students must have demonstrated competence by having successfully completed a course in the United States Constitution in a California institution of collegiate grade or by having passed in California an authorized examination in this field.

This examination ordinarily will be held during the second semester of the junior year. The following courses are recommended to assist in the preparation for the examination: History 17A-17B, Political Science 101 or its substitute courses, and an upper or lower division course in American literature.

Preparation for Graduate Work

Students who take the A.B. Degree with a special credential and who contemplate doing graduate work for a master's degree in an academic field may include the general secondary credential will find it advantageous to use their electives to provide a foundation for that work.

 Majors and Minors

All teaching curricula require one major and one minor.

Education shall be the major for the kindergarten-primary and general elementary school credentials. Lower division requirements are outlined under those curricula. It is recommended that the minor for these credentials be chosen from the academic fields of English, foreign language, mathematics, science or social science. A second minor, education or speech arts. Students taking an elementary credential in combination elementary education.

Teaching Major for Junior High School and Special Secondary School Credentials Defined

A teaching major for the junior high school credential consists of a minimum of 24 units of which a minimum of 18 units must be in the upper division. An average major. Teaching majors may be established in the following fields: English, foreign language, history, political science, social science, secondary credential curricula of art, music, physical education, music, physical education, and speech arts, ranging from 24 to 40 units, depending upon the curriculum.

BACHELOR OF ARTS DEGREE

A Teaching Major in English shall include English 1B and 9 elective units of lower division work and 18 units of upper division work. This credit must include 3 units in American literature (either lower or upper division) and 3 units in Shakespeare. Recommended: English 13 and 192.

A Teaching Major in General Science for the Junior High School Credential shall include a minimum of 24 units, not less than 18 of which are upper division, including a college year course in a biological science, a year course in in high school or college physics, and a concentration of 12 units, at least 6 of which are upper division, in one major subject (botany, chemistry, physics, zoology). See definition of teaching majors.

A Teaching Major in Social Science shall include a minimum of 24 units not less than 18 of which are upper division, including a year course in modern American history and a concentration of 12 units, at least 6 of which are upper division, in one major subject (anthropology, economics, geography, history, political science, sociology). See definition of teaching majors.

Teaching Minor Defined

A teaching minor consists of 15 units in a given field, of which 9 or more must be in upper division courses. Teaching minors may be established in the following fields: art, business education, English, foreign language, general science, mathematics, music, social sciences (anthropology, economics, geography, history, political science, sociology), physical education, and speech arts. (See requirement above for elementary school credentials).

A Teaching Minor in English

Candidates for the teaching minor in English must show credit in English 1B and 9 elective units of lower division work and in 9 elective units in upper division work. This credit must include 3 units in American literature, taken either in lower division or upper division. Credit in journalism and speech arts may not be used to fulfill the requirements for the English minor. Recommended: English 13.

A Teaching Minor in Music

Candidates for the teaching minor in music are required to take music aptitude tests at the time and the minor is chosen and to enroll in at least one music activity each semester. In special cases this requirement may be waived by permission of the faculty of the Music Department.

Applicants for music minors must maintain a grade average of C in all music courses. All students must show credit for Music 1A or clear this requirement by examination. Music 7A is required of all candidates for the elementary. In the lower division, with the proper regard for course sequences, 6 units may be chosen from the following courses: Music 1A-1B-1C-1D, 2A, 3A, 4A-4B, 6A, 8A-8B, 13, 17, 18, Aesthetics 1A-1B. Nine units of upper division music are required, not more than two of which may be selected for credit from the activities courses (Treble Clef, orchestra, etc.).

A Teaching Minor in Physical Education

Candidates for a teaching minor in physical education must show credit for 9 units in the lower division including the following courses: Physical Education 1A, 1B, 1C, 1D, 53, and 45 units of electives. In the upper division, 9 additional units must be chosen from Physical Education 153, 165A-165B, 161, 164, and 370. Students wishing to minor in Physical Education should have the advice of the Physical Education Department in selecting electives.

Men—Candidates for a teaching minor in physical education must show credit in the lower division for Physical Education 1A, 1B, 1C, 1D, 53, 72, and 2 units in sports and athletics. In the upper division, Physical Education 154, 156A-156B, 170, at least 1 unit in sports and athletics, as well as 2 units in Education 100B-PE are required.

Admission to Teacher Education

Students who expect to become teachers should apply for admission to teacher education during the first semester of the sophomore year. Students entering the college at the end of the sophomore year will apply at the beginning of the junior year. No courses in education may be taken until admission is granted; an exception to this rule must have the approval of the Dean of Education. Admission to the college
does not guarantee that the student will be admitted to teacher education. The follow-
ing requirements must be met for admission to teacher education curricula:

1. A satisfactory score in a college aptitude test taken at the college. (See college calendar for dates of test.)

2. Evidence of satisfactory ability in arithmetic, handwriting, reading and spelling indicated by having passed the fundamentals test. (See college calendar for dates of test.)

3. Assurance of correct speech habits and voice control by having satisfactorily completed a course in corrective speech or by having passed a speech test given by the college.

4. Assurance of physical fitness by having passed a prescribed examination given by one of the college physicians.

5. If the student is to be a candidate for one of the special secondary credentials, he must furnish a recommendation from the chairman of that department stating that the student has ability and shows promise of teaching success in his field and that the department looks with favor upon his application.

6. The completion of the first two years or more of a given curriculum, or its equivalent, and of subsequent work with a grade point average of 1.2 or better. (See special bulletin for general secondary.)

7. The student needs also to be approved by an interviewing committee of the college faculty. In its evaluation the committee will consider the following factors established by the State Board of Education: intelligence, scholarship, professional aptitude, personality and character, speech and language usage, and many-sided interests.

Transfer Students

Students who have completed two or more semesters of work in another college, upon transferring to San Diego State College, should make application for admission to teacher education and as soon as they enroll in the college. It will be advantageous for transfer students to present themselves for the necessary tests given during the orientation period preceding enrollment in the college.

Advanced Standing in Teacher Education

A minimum of 6 units in education in required at this college. The college requires an opportunity to pass upon the effectiveness of a candidate's teaching ability either through a course in directed teaching or by observation of teaching in the field.

After an interval of 6 years, courses in education are reevaluated and subject to deduction in credit, in light of such new requirements as may have been put into effect and changes in educational procedures. Students formerly in attendance will not be considered to be working in the curriculum until an evaluation and statement of credit has been secured from the Registrar's office. All courses taken either at this college or elsewhere must be approved by an official adviser in order to be credited toward meeting degree requirements.

**PROFESSIONAL AND PREPROFESSIONAL CURRICULA**

Professional and preprofessional courses, ranging in length from two years to three and four years of collegiate work, are offered. The following curricular outlines meet typical requirements for admission to professional schools of law, medicine, dentistry, nursing, pharmacy, optometry, social work, public service, agriculture, and engineering. The student should modify these suggested outlines of study whenever the peculiar requirements of the professional school of his choice makes it seem advisable for him to do so.

The degree curricula in liberal arts may be modified to include the course outlines which follow. For a complete statement of the requirements for the junior certificate and the degree see page 15 and following pages.

**CURRICULA LEADING TO TEACHING CREDENTIALS**

All candidates in teacher education curriculum should observe carefully the requirements for admission to teacher education and be prepared to meet them at the end of the sophomore year. Students in other colleges who contemplate transferring to San Diego State College should arrange their programs so as to meet the requirements of their particular curriculum as early as possible. See college calendar for dates when the fundamentals test will be given. See page 21 in this bulletin for requirements for admission to teacher education.

**A.B. Degree with General Elementary or Kindergarten-Primary Credential**

One teaching minor is required. See page 20 for statement.

<table>
<thead>
<tr>
<th>Units for General</th>
<th>Units for ELEM.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 6A, Design</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Science 1A, Introduction (if H. S. physics, substitute other science)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English 1A, 1AA, 1B, Freshman English</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education, Freshman Activities</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Elective (advisable to start social science; see page 16 for requirement and also for natural science and minor)</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Second Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 6B, Design</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>English 11, 12, 13, 14, 15 or 16</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Science 1B (if H. S. chemistry, substitute)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A, (or in Semester 1)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elective (social science or minor)</td>
<td>3-5</td>
<td>3-5</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography 1, Elements (natural science credit)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Music 1A, Musicanship—Fundamentals of Music</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Art 61A, Crafts in Elementary Schools</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Music 28A, Piano (or the equivalent by examination, but without credit. May be taken in junior year.)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education, Sophomore Activities</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Biology 1, Survey of Biology (If no high school laboratory, take Botiol. 10A-10B or Botany 2A) (Not required if H. S. biology in junior or senior year)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives (for social science, natural science or minor)</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

(Prepare for examination in American history, institutions and ideals. History 17A-B and American Literature are recommended in freshman or sophomore year.)
## SAN DIEGO STATE COLLEGE

### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography 2, Regions (social science credit)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Music 1A, Music Materials for the Elementary School</td>
<td>3</td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>P.E. 53, Physical Education in the Elementary School</td>
<td>24</td>
<td>21</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Music 28B, Piano (or the equivalent by examination)</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tr>
<tr>
<td>Speech Arts 1A, Fundamentals</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Electives (complete social science, natural science or minor)</td>
<td>6-9</td>
<td>9</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Junior Year**

Students transferring from another curriculum in lower division or from another college or junior college may interchange this semester with semester II of the senior year. (Forty units of upper division work are needed.) The Education Department will probably find it necessary to ask some students who have met all requirements to defer entering practicum until the second semester of the junior year in order to equate class size. Those who defer entering the practicum should use this semester to:

1. Complete lower division requirements in art, music, Physical Education 53, natural science, social science and others as needed.
2. Complete minor requirements.
4. Elect Education 102A or B if needed.

### First Semester Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 102A, Measurement in Education or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education 102B, Child Growth and Development</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Education 147, Education Practicum-Primary Level</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Health Education 151</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Elementary School Methods, including Children’s Literature</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Elementary Music Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elementary Art Education</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mental Hygiene and Speech</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Directed Teaching</td>
<td>2</td>
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### Second Semester Practicum

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
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</thead>
<tbody>
<tr>
<td>Education 102A or 102B</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Education 148</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Elementary Arithmetic Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Elementary Social Studies and Science Ed., including materials of audio-visual instruction</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Elementary Art Education</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Educational Psychology (learning process, including theory of audio-visual education)</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Additional 4 units for General Elementary, but not Kindergarten-Primary</td>
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<td></td>
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<tr>
<td>Language Arts</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Directed Teaching</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Education 116, Directed Teaching, primary grades</td>
<td></td>
<td></td>
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</tbody>
</table>

### Senior Year

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
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<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
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</thead>
<tbody>
<tr>
<td>Education 116</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ed. 149, Kindergarten-Primary Practicum</td>
<td>7</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Ed. 115A (or in second semester)</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
<td>3</td>
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</table>

**Second Semester** (and summer session if needed)

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 101</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Electives to meet Lower Division requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Total** 120 units

---

### A.B. Degree With General Junior High School Credential

(See statements on page 20 about teaching majors and minors.) Students who expect to secure the Master of Arts Degree, or the general secondary credential, should complete 24 upper division units in the departmental major instead of the 18 upper division units required for this credential. See statement on page 19 regarding combinations of this with other credentials.

### Freshman Year

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1 (see p. 17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 1A or 1AA, or 1B</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Geography 1, Elements (Natural Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education, Freshman Activities</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Health Education 1 or 2, Health and Social Adjustment</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Electives to meet Lower Division requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Science 1A or 1B (see p. 17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English 2F</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Geography 2, Regions (Social Science)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education, Freshman Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives to meet Lower Division requirements</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Sophomore Year

#### First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education, Sophomore Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology 1A</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education, Sophomore Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Either Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>General</th>
<th>Kdp-</th>
<th>Elem.</th>
<th>Primary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Sciences (see p. 17)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Science (see p. 17)</td>
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<td></td>
</tr>
<tr>
<td>Electives to meet Lower Division requirements</td>
<td></td>
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<td></td>
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</table>

**Total** 30 units

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## Upper Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetics 150, Appreciation and History of Art</td>
<td>2</td>
</tr>
<tr>
<td>Art 106A-106B, Printmaking</td>
<td>4</td>
</tr>
<tr>
<td>Art 122A-122B, Design and Composition</td>
<td>4</td>
</tr>
<tr>
<td>Art 115A, Advanced Painting</td>
<td>3</td>
</tr>
<tr>
<td>Art 152A (unless 22A is taken in lower division), Stage Design</td>
<td>0-2</td>
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<tr>
<td>Art 195, Home Decoration</td>
<td>2</td>
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<tr>
<td>Electives in U. D. Art</td>
<td>3-5</td>
</tr>
<tr>
<td>Education 115A, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 115B, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 115C, Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Education 122D, Measurement in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 130, Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Education 100A, Methods in Art</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, Art in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Education 151, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including additional art and teaching minor</td>
<td>18-17</td>
</tr>
</tbody>
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### Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Aesthetics 150 and 150</td>
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</tr>
<tr>
<td>Art major</td>
<td>4</td>
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<tr>
<td>Education</td>
<td>19</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 1 or 2 and 151</td>
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</tr>
<tr>
<td>Political Science 101</td>
<td>2</td>
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<tr>
<td>Psychology 1A</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Electives, including teaching minor</td>
<td>15</td>
</tr>
</tbody>
</table>

## A.B. Degree With Special Secondary Credential in Business Education

This course leads to the A.B. Degree and to the Special Secondary Credential in Business Education, which entitles the holder to teach business subjects in senior high and junior high schools.

### Accounting and Secretarial Subfields

**Lower Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 1A-1B, Principles</td>
<td>6</td>
</tr>
<tr>
<td>Commerces 1A-1B, Accounting</td>
<td>6</td>
</tr>
<tr>
<td>English 8, Business English</td>
<td>3</td>
</tr>
<tr>
<td>Geography 10A-103, Economic Geography</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education, Freshman and Sophomore Activities</td>
<td>9-12</td>
</tr>
<tr>
<td>Health Education 1 or 2, Health and Social Adjustment</td>
<td>2</td>
</tr>
<tr>
<td>Secretarial Training A, Business Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>Secretarial Training 1A-1B, Typing</td>
<td>6</td>
</tr>
<tr>
<td>Secretarial Training 5A-5B, Shorthand</td>
<td>10</td>
</tr>
</tbody>
</table>

### Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 6A-6B, Design</td>
<td>2</td>
</tr>
<tr>
<td>Art 115A, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Art 115B, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Art 115C, Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Art 122D, Measurement in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Art 130, Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Art 100A, Methods in Art</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, Art in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 122D, Measurement in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 130, Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Education 100A, Methods in Art</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, Art in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including additional art and teaching minor</td>
<td>18-17</td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetics 150 and 150</td>
<td>2</td>
</tr>
<tr>
<td>Art major</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>19</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 1 or 2 and 151</td>
<td>12</td>
</tr>
<tr>
<td>Political Science 101</td>
<td>2</td>
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<tr>
<td>Psychology 1A</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Electives, including teaching minor</td>
<td>15</td>
</tr>
</tbody>
</table>

### Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 6A-6B, Design</td>
<td>2</td>
</tr>
<tr>
<td>Art 115A, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Art 115B, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Art 115C, Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Art 122D, Measurement in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Art 130, Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Art 100A, Methods in Art</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, Art in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 122D, Measurement in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 130, Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Education 100A, Methods in Art</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, Art in the Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Electives, including additional art and teaching minor</td>
<td>18-17</td>
</tr>
</tbody>
</table>

### Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Aesthetics 150 and 150</td>
<td>2</td>
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<tr>
<td>Art major</td>
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<tr>
<td>Education</td>
<td>19</td>
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<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 1 or 2 and 151</td>
<td>12</td>
</tr>
<tr>
<td>Political Science 101</td>
<td>2</td>
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<td>Psychology 1A</td>
<td>2</td>
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<tr>
<td>Social Sciences</td>
<td>12</td>
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<tr>
<td>Electives, including teaching minor</td>
<td>15</td>
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</table>
# Upper Division

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Health Education 121</td>
<td>2</td>
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<tr>
<td>Secretarial Training 3A, Office Methods and Appliances</td>
<td>5</td>
</tr>
<tr>
<td>Commerce 18A-18B, Commercial Law</td>
<td>2</td>
</tr>
<tr>
<td>Economics 100, or 102 or 111 or Commerce 128</td>
<td>3</td>
</tr>
<tr>
<td>Commerce 121, Business Administration</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Accounting</td>
<td>6</td>
</tr>
<tr>
<td>Education 100B-I: Methods in Accounting</td>
<td>2</td>
</tr>
<tr>
<td>Education 102C, Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Education 102D, Measurement and Evaluation in Secondary Education,</td>
<td>2</td>
</tr>
<tr>
<td>Methods of</td>
<td></td>
</tr>
<tr>
<td>Education 115A, History and Philosophy of Education</td>
<td>2</td>
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<tr>
<td>Education 115B, Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 115C, Directed Teaching</td>
<td>4</td>
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<tr>
<td>Education 130, Educational Psychology</td>
<td>2</td>
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<tr>
<td>Education 100B-SS, Teaching Secretarial Subjects</td>
<td>2</td>
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<tr>
<td>Education 165, Methods in Merchandising</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 101, American Institutions (or substitute)</td>
<td>2</td>
</tr>
<tr>
<td>Minor</td>
<td>9</td>
</tr>
<tr>
<td>Examinations in American History, U. S. Constitution, etc. (see p. 18)</td>
<td></td>
</tr>
</tbody>
</table>

---

# A.S. Degree With Special Secondary Credential in Music

Students intending to become applicants for this credential must show evidence of musical ability, before entering the course. They must be able to play and upon the piano, music of the grade or the simpler Songs Without Words of Mendelssohn or also possess a corresponding degree of proficiency in voice or an orchestral instrument. No credit is given to music majors for the basic courses of Music 1A and Music 7A, but if a deficiency exists in the field of general music, the student will be required to take either or both of these courses without credit. All music majors are required to enroll in two music-related activities each semester. All students are required to pass examinations in applied music in order to receive credit. No credit is allowed to majors in voice or orchestral instruments for any work in piano which is below the level of artistic hymn playing. Applicants for the Special Secondary Credential in Music must maintain a grade average of C or better in music courses. All students majoring in music are required to pass a comprehensive examination in this field during the senior year. This course leads to the A.B. Degree with a Special Secondary Credential in Music which will authorize the holder to teach music in the elementary, junior and senior high schools of the State.

---

# Freshman Year

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1A or 1B</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1 or 2, Health and Social Adjustment</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences (see p. 17)</td>
<td>3</td>
</tr>
<tr>
<td>Aesthetics 1A, Survey of Music</td>
<td>3</td>
</tr>
<tr>
<td>Music 1B, Music Reading and Ear Training</td>
<td>2</td>
</tr>
<tr>
<td>Music 12A, Individual Study of Piano or Organ</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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</tbody>
</table>

---

# Sophomore Year

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Music 1D, Advanced Music Reading and Ear Training</td>
<td>2</td>
</tr>
<tr>
<td>Music 2A, String Instrument Class</td>
<td>1</td>
</tr>
<tr>
<td>Music 4A, Elementary Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 183C, Individual Study of Piano or Organ</td>
<td>3</td>
</tr>
<tr>
<td>Music 1S, Elementary Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

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# Junior Year

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Music 4B, Elementary Harmony</td>
<td>3</td>
</tr>
<tr>
<td>Music 6A, Brass Instrument Class</td>
<td>3</td>
</tr>
<tr>
<td>Music 17A, Individual Study of Voice</td>
<td>1</td>
</tr>
<tr>
<td>Music 183B, Individual Study of Piano or Organ</td>
<td>1</td>
</tr>
<tr>
<td>Psychology 1A, General</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>14</td>
</tr>
</tbody>
</table>

---

# Second Semester

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Education 117A, Music in Elementary School</td>
<td>2</td>
</tr>
<tr>
<td>Education 145, Organization and Administration of Music Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 165, Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Education 115B, Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Minor and Elective</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td>17</td>
</tr>
</tbody>
</table>

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# Senior Year

**First Semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Music 107A, Form and Analysis</td>
<td>2</td>
</tr>
<tr>
<td>Music 119, Instrumental Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Music 117C, Advanced Individual Study of Voice</td>
<td>1</td>
</tr>
<tr>
<td>Aesthetics 102A, Music History</td>
<td>2</td>
</tr>
<tr>
<td>Education 116, Directed Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Education 100B-MU, Music Education (see Education 127)</td>
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<tr>
<td>Music Activities as Prescribed by the Department</td>
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<td><strong>Total</strong></td>
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</table>
Upper Division

<table>
<thead>
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<th>Course</th>
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</thead>
<tbody>
<tr>
<td>Education 100P-P.E.</td>
<td>2</td>
</tr>
<tr>
<td>Education 102C, Psychology of Adolescence</td>
<td>2</td>
</tr>
<tr>
<td>Education 102D, Measurement and Evaluation in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 115A, History and Philosophy of Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 115B, Secondary Education</td>
<td>6</td>
</tr>
<tr>
<td>Education 116, Directed Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Education 120, Educational Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 151</td>
<td>2</td>
</tr>
<tr>
<td>Political Science 101, American Institutions (or substitute)</td>
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</tbody>
</table>

Physical Education:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>104, Organization and Administration of Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>155, Applied Anatomy and Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>164A,164B, Sports Methods</td>
<td>4</td>
</tr>
<tr>
<td>162A,162B, Gymnastic Procedures and Techniques</td>
<td>4</td>
</tr>
<tr>
<td>170, Recreational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>177, Individual Program Adaptation</td>
<td>3</td>
</tr>
<tr>
<td>Sports and athletics (as prescribed by the department)</td>
<td>2</td>
</tr>
<tr>
<td>Examination in American History, U.S. Constitution, etc. (see p. 18)</td>
<td>15</td>
</tr>
</tbody>
</table>

Summary

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Education 100B-P.E., 102C, 102D, 115A, 115B, 118, 119</td>
<td>18-21</td>
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<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Health Education 1, 151</td>
<td>4</td>
</tr>
<tr>
<td>Speech Arts 1A</td>
<td>2</td>
</tr>
<tr>
<td>Natural Sciences (including Biology 10A-10B or substitute and Zoology 8</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education teaching major</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 101</td>
<td>2</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>12</td>
</tr>
<tr>
<td>Zoology 114A</td>
<td>2</td>
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<tr>
<td>Electives, including minor</td>
<td>211-224</td>
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</table>

Women

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Health Education 2, Health and Social Adjustment</td>
<td>2</td>
</tr>
<tr>
<td>Natural Sciences (including Biology 10A-10B and Zoology 1A and Zoology 8</td>
<td>12</td>
</tr>
<tr>
<td>Physical Education</td>
<td>12</td>
</tr>
<tr>
<td>Music 1A, Musicianship—Fundamentals of Music (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Speech Arts 1A, Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (see p. 17)</td>
<td>2</td>
</tr>
<tr>
<td>Speech Arts 1A</td>
<td>3</td>
</tr>
<tr>
<td>Speech Arts 1A, Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (see p. 17)</td>
<td>2</td>
</tr>
<tr>
<td>Speech Arts 1A</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including minor (recommended Psychology 1A and Art 61B)</td>
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</table>

Lower Division

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Music 1A, Musicianship—Fundamentals of Music (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Health Education 2, Health and Social Adjustment</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>12</td>
</tr>
<tr>
<td>Music 1A, Musicianship—Fundamentals of Music (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Music 1A, Musicianship—Fundamentals of Music (or equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (see p. 17)</td>
<td>2</td>
</tr>
<tr>
<td>Speech Arts 1A, Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences (see p. 17)</td>
<td>2</td>
</tr>
<tr>
<td>Speech Arts 1A</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including minor (recommended Psychology 1A and Art 61B)</td>
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</tbody>
</table>
**Upper Division**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Education 100B-P.E., Methods and Materials of Instruction</td>
<td>3</td>
</tr>
<tr>
<td>Education 102C, Psychology of Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Education 115A, Measurement and Evaluation in Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 115B, History and Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>Education 15B, Secondary Education</td>
<td>2</td>
</tr>
<tr>
<td>Education 186, Directed Teaching</td>
<td>6</td>
</tr>
<tr>
<td>Education 188, Educational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 151, Health Education</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 101, American Institutions (or substitute)</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>151, Principles and Administration of Secondary Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>155, Applied Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>156A, 156B, Sports Methods</td>
<td>2</td>
</tr>
<tr>
<td>161, Teaching of Body Mechanics</td>
<td>2</td>
</tr>
<tr>
<td>161, Folk Dancing</td>
<td>2</td>
</tr>
<tr>
<td>194A-194B, Methods in Modern Dance</td>
<td>3</td>
</tr>
<tr>
<td>179, Recreational Leadership</td>
<td>2</td>
</tr>
<tr>
<td>177, Individual Program Adaptations</td>
<td>2</td>
</tr>
<tr>
<td>185, Techniques of Individual Sports</td>
<td>1</td>
</tr>
<tr>
<td>Electives, including minor</td>
<td>13</td>
</tr>
<tr>
<td>Examination in American History, U.S. Constitution, etc. (see p. 18)</td>
<td>60</td>
</tr>
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**Summary**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Music 1A</td>
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<tr>
<td>Education 100B-P.E., 102C, 115A, 115B, 116, 120</td>
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</tr>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Health Education 2, and 151</td>
<td>4</td>
</tr>
<tr>
<td>Natural Sciences (including Biology 10A-10B, and Zoology 8 or 20)</td>
<td>4</td>
</tr>
<tr>
<td>Physical Education teaching major</td>
<td>4</td>
</tr>
<tr>
<td>Political Science 101</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>2</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>2</td>
</tr>
<tr>
<td>Speech Arts</td>
<td>3</td>
</tr>
<tr>
<td>Electives, including a minor</td>
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**A.B. Degree With Special Secondary Credential in Speech Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech Arts 1A-1B or 1C-1D or 60</td>
<td>6</td>
</tr>
<tr>
<td>Speech Arts 56A-55B or 55C-54B</td>
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</tr>
<tr>
<td>Speech Arts 68A-631, 63C or 63D, Versus Choir</td>
<td>6</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>6</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>4</td>
</tr>
<tr>
<td>Electives and Minor</td>
<td>12</td>
</tr>
<tr>
<td>Psychology 1A, General Psychology</td>
<td>8</td>
</tr>
<tr>
<td>Health Education 1 or 2, Health and Social Adjustment</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Aesthetics 1A or 6</td>
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</tbody>
</table>

**Special Secondary Credential in Correction of Speech Defects**

This credential is granted only to students who can verify two years of successful teaching experience and who hold a valid California teacher's certificate, credential or life diploma of elementary or secondary school grade.

**Lower-Division Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Psychology 1A, General Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Speech Arts 1A, Fundamentals of Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Speech Arts 1C, Oral Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Electives in lower division Speech Arts</td>
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</table>

**Upper-Division Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Psychology 113, Mental Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>Education 170A-B, Nervous Speech Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Speech Arts 212, Articulatory Disorders</td>
<td>3</td>
</tr>
<tr>
<td>Education 316, Directed Teaching</td>
<td>4</td>
</tr>
</tbody>
</table>
PRE-AGRICULTURAL CURRICULA

The high school program should include the following subjects: elementary algebra 1 unit; plane geometry, 1 unit; algebraic theory, 1 unit; trigonometry, 1 unit; chemistry, 1 unit; physics, 1 unit; mechanical drawing, 1 unit; foreign language, 3 units in one language.

Students should ascertain the lower division requirements of the agricultural college they expect to enter.

The following arrangement of courses is recommended:

Curriculum in Plant Science

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>Physical Education</td>
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<tr>
<td>Health Education 1 or 2</td>
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</tr>
<tr>
<td>Chemistry 1A-1B</td>
<td>5</td>
</tr>
<tr>
<td>Botany 2A-2B</td>
<td>5</td>
</tr>
<tr>
<td>Physics 2A-2B</td>
<td>5</td>
</tr>
<tr>
<td>Elective (Foreign language if not completed in high school)</td>
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**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Economics 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 7-8</td>
<td>3</td>
</tr>
<tr>
<td>Geology 1A or 2A</td>
<td>3</td>
</tr>
<tr>
<td>Bacteriology 1</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Elective (Foreign language if not completed in high school)</td>
<td>5</td>
</tr>
</tbody>
</table>

Curriculum in Animal Science

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 1A-1B</td>
<td>5</td>
</tr>
<tr>
<td>Zoology 1A-1B</td>
<td>5</td>
</tr>
<tr>
<td>Physics 2A-2B</td>
<td>5</td>
</tr>
<tr>
<td>Geology 2B</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Economics 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 7-8</td>
<td>3</td>
</tr>
<tr>
<td>Bacteriology 1</td>
<td>3</td>
</tr>
<tr>
<td>Botany 2A</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 100</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 20 or 8</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

PRE-DENTAL CURRICULUM

Candidates for a degree in dentistry should ascertain the entrance requirements of the dental college to which they expect to transfer and should make whatever changes in the following typical requirements that may seem desirable in satisfying the requirements of the dental college.

The high school program should include the following subjects: elementary algebra, 1 unit; plane geometry, 1 unit; chemistry, 1 unit; physics, 1 unit; foreign language, 3 units in one language.

The following arrangement of courses is recommended:

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>5</td>
</tr>
<tr>
<td>Chemistry 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2A-2B</td>
<td>3</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Elective (if needed to complete requirement)</td>
<td>0-5</td>
</tr>
<tr>
<td>Elective</td>
<td>0-2</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Year Course</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
</tr>
</tbody>
</table>
## PRE-ENGINEERING CURRICULUM

This curriculum is intended for students planning an intensive specialization in particular branches of engineering.

The high school program should include the following subjects: elementary algebra, 1 unit; plane geometry, 1 unit; algebraic theory, 1 unit; solid geometry, 1 unit; trigonometry, ½ unit; chemistry, 1 unit; physics, 1 unit; mechanical drawing, 1 unit.

Students should ascertain the requirements of the engineering college they expect to enter.

### Mechanical, Electrical, Civil and Mining Engineering

<table>
<thead>
<tr>
<th>Units</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Mathematics 3A-3B</td>
</tr>
<tr>
<td>3</td>
<td>Chemistry 1A-1B</td>
</tr>
<tr>
<td>3</td>
<td>Physics 1A-1B</td>
</tr>
<tr>
<td>1½</td>
<td>Physical Education</td>
</tr>
<tr>
<td>2</td>
<td>Health Education 1 or 2</td>
</tr>
<tr>
<td>2</td>
<td>*Geology 1A or elective</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>Units</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Engineering 1A</td>
</tr>
<tr>
<td>3</td>
<td>Engineering 21</td>
</tr>
<tr>
<td>3</td>
<td>Engineering 22</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics 4A-4B</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics 118 or 119</td>
</tr>
<tr>
<td>3</td>
<td>Physics 1C-1D</td>
</tr>
<tr>
<td>3</td>
<td>Physical Education</td>
</tr>
<tr>
<td>2</td>
<td>Elective</td>
</tr>
</tbody>
</table>

### Civil Engineering

<table>
<thead>
<tr>
<th>Units</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Astronomy 3</td>
</tr>
<tr>
<td>2</td>
<td>Engineering 1A-1B</td>
</tr>
<tr>
<td>3</td>
<td>Engineering 21</td>
</tr>
<tr>
<td>3</td>
<td>Engineering 22</td>
</tr>
<tr>
<td>3</td>
<td>Mathematics 4A-4B</td>
</tr>
<tr>
<td>3</td>
<td>Physics 1C-1D</td>
</tr>
<tr>
<td>3</td>
<td>Physical Education</td>
</tr>
<tr>
<td>2</td>
<td>Elective</td>
</tr>
</tbody>
</table>

* *Geology 1A is required in the civil engineering curriculum.*
Upper Division

During the first semester of his junior year the student must prepare and submit for approval of his advisors a tentative program for the remainder of his undergraduate work.

Political Science 101 (or equivalent).

Examination in American History, U.S. Constitution, etc. (see p. 18).

Complete the following major in general engineering: a total of 33 upper division coordinated units in three departments chosen from the following list (not more than 15 units may be chosen from one department).

The organization of the program of each major student must follow a definite plan approved by the proper advisors. Additional courses will be added from time to time. Required of all students (20 units):

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering 100A-100B, Electrical Engineering</td>
<td>6</td>
</tr>
<tr>
<td>Engineering 105, Hydraulics</td>
<td>3</td>
</tr>
<tr>
<td>Engineering 123, Materials of Engineering Construction</td>
<td>3</td>
</tr>
<tr>
<td>Engineering 128, Heat Power Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Physics 106A-106B, Analytical Mechanics</td>
<td>6</td>
</tr>
<tr>
<td>Electives: 10 units, of which at least 6 units must be chosen from one of the following departments: chemistry, geology, astronomy, mathematics, or economics</td>
<td>6</td>
</tr>
</tbody>
</table>

A student who desires to satisfy the undergraduate requirements for the general secondary teaching credential should include in his upper division work, in addition to the engineering major, certain courses in education which will partially satisfy the credential requirements. In order to conform to the usual university requirements this work should be chosen from Education 102C-102D and Education 115A-115B. Consultation with the Dean of Education is recommended.
PRE-LEGAL CURRICULUM

The entrance requirements of law colleges range from two years to three and four years of pre-legal work. The lower division requirements of the liberal arts curriculum should be met in full whether the curriculum extends over a period of two, three, or four years.

The following curriculum meets the recommendations of standard American law colleges for a broad and liberal education in those fields of human knowledge commonly involved in human affairs and those which have cultural and disciplinary values. For the majority of pre-legal students a general major with concentration in economics, as provided for in the following curriculum, furnishes the most effective preparation for the professional study in law and for later activities in the field of business. However, for some students a major, or at least strong minors, in English, history, or political science, may provide a suitable preparation.

The high school program should include the following subjects: elementary algebra, 1 unit; plane geometry, 1 unit; chemistry, 1 unit; physics, 1 unit; French or German, 3 units. Two units of Latin are recommended.

Following is a recommended arrangement of courses:

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>1/2</td>
</tr>
<tr>
<td>Foreign Languages (if needed to complete requirement)</td>
<td>0-5</td>
</tr>
<tr>
<td>Natural Science (see lower division requirements)</td>
<td>3-5</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Economics 14A-14R</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-3</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Additional Natural Science (if needed to meet requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy 3A-3B, 5A-5B, or Mathematics 3A-3B</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 1A-1B or 71A-71B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 121</td>
<td>3</td>
</tr>
<tr>
<td>Economics 122</td>
<td>3</td>
</tr>
<tr>
<td>Economics Elective</td>
<td>3</td>
</tr>
<tr>
<td>History 151A-151B or 175A-175B</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 111 and 113 or 143A-143B</td>
<td>3</td>
</tr>
<tr>
<td>Sociology 105, 105B</td>
<td>3</td>
</tr>
<tr>
<td>Elective (see upper division requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Examination in American History, U. S. Constitution, etc. (see p. 18)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 100A</td>
<td>3</td>
</tr>
<tr>
<td>Economics Elective</td>
<td>3</td>
</tr>
<tr>
<td>History 111A-111B or 121A-121B</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 176A-176B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
</tr>
</tbody>
</table>

**PRE-MEDICAL CURRICULUM**

The entrance requirements of medical colleges ordinarily range from three to four years of pre-medical work. The lower division requirements of the liberal arts curriculum include the general requirements of standard medical colleges and should therefore be met in full whether the curriculum extends over a period of three or four years.

All plans for pre-medical work should include an arrangement of courses to meet the requirements of the medical college which the student expects to enter.

A student who is pursuing a four-year pre-medical curriculum should major in chemistry or zoology in his junior and senior years, and must meet all upper division requirements for the A.B. Degree in the liberal arts curriculum.

The high school program should include the following subjects: elementary algebra, 1 unit; plane geometry, 1 unit; chemistry, 1 unit; physics, 1 unit; French or German, 3 units. Two units of Latin are recommended.

Following is a recommended arrangement of courses:

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>1/2</td>
</tr>
<tr>
<td>Chemistry 1A-1B</td>
<td>5</td>
</tr>
<tr>
<td>English 1A or 1B, and 11, 12, 13, 14, 15, or 16</td>
<td>5</td>
</tr>
<tr>
<td>French or German (If needed to meet requirement)</td>
<td>0-5</td>
</tr>
<tr>
<td>Elective</td>
<td>0-5</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Zoology 1A-1B</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 7-8</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 101</td>
<td>2</td>
</tr>
<tr>
<td>Physical 2A-2B</td>
<td>3</td>
</tr>
<tr>
<td>Physics 3A-3B</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 105</td>
<td>3</td>
</tr>
<tr>
<td>Zoology 100</td>
<td>1</td>
</tr>
<tr>
<td>Zoology 100D</td>
<td>4</td>
</tr>
<tr>
<td>Zoology 106</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>Examination in American History, U. S. Constitution, etc. (see p. 18)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper division requirements and electives for the major, the minors and the degree (see page 18)</td>
<td>15</td>
</tr>
</tbody>
</table>
PRE-NURSING CURRICULUM

A student who plans to complete a curriculum in nursing leading to a degree and a certificate in nursing in another collegiate institution should ascertain the lower division (junior certificate) requirements of that institution.

The high school program should include the following subjects: elementary algebra, 1 unit; plane geometry, 1 unit; chemistry, 1 unit; physics, 1 unit; French or German, 3 units; domestic science (foods), 1 unit; 2 units of Latin are recommended. The following is a recommended arrangement of courses:

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Health Education</td>
<td>2</td>
</tr>
<tr>
<td>Biology A</td>
<td>1</td>
</tr>
<tr>
<td>Chemistry 2A-2B</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>English 1A or 1B and 11, 12, 13, 14, 15, or 16</td>
<td>3</td>
</tr>
<tr>
<td>French or German (if needed to complete requirement)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>0-7</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Psychology 1B</td>
<td>3</td>
</tr>
<tr>
<td>Economics 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Bacteriology I</td>
<td>4</td>
</tr>
<tr>
<td>Physiology 1A, 1C</td>
<td>3</td>
</tr>
<tr>
<td>Zoology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Junior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 2A-2B</td>
<td>3</td>
</tr>
<tr>
<td>Physics 3A-3B</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Senior Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 2A-2B</td>
<td>3</td>
</tr>
<tr>
<td>Physics 3A-3B</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

**Pre-OPTOMETRY**

The high school program should include the following subjects: elementary algebra, 1 unit; plane geometry, 1 unit; algebraic theory, 1 unit; trigonometry, 1 unit; physics, 1 unit; chemistry, 1 unit; foreign language, 3 units.

The following curriculum prepares for junior standing in university schools of optometry:

**Freshman Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (if needed to complete requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Physics 2A-2B</td>
<td>3</td>
</tr>
<tr>
<td>Physics 3A-3B</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Speech Arts 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Chemistry 1A-1B</td>
<td>5</td>
</tr>
<tr>
<td>Mathematics 3A</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Physiology 1A and 1C</td>
<td>5</td>
</tr>
<tr>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1 Student should consult catalogue of school he plans to attend.
The professional curriculum in social work prepares for admission to graduate work in recognized American schools of social work. This curriculum should be pursued by those who plan careers in Federal, State and local welfare work, social work in public schools including preparation for a teaching credential; family and children's private case work agencies; social settlement work; county probation work; child welfare agencies; statistical and investigational work in private and public agencies; work in public institutions for the defective and delinquent; medical social services and psychiatric social work in hospitals and clinics; executive positions in social work; and social work in numerous other organizations.

The lower division requirements of the liberal arts curriculum include the general requirements of recognized professional schools of social work and should therefore ordinarily be met in full. However, a student who has definitely decided not to become a candidate for a degree in San Diego State College may substitute the lower division requirements of the institution to which he expects to transfer wherever the requirements differ.

A student who pursues a four-year curriculum in San Diego State College should major in social science and minor in psychology. The following subjects should be completed in high school: elementary algebra, 1 unit; plane geometry, 1 unit; algebraic theory, 1 unit; foreign language, 3 units in one language.

Following is the required arrangement of courses:

<table>
<thead>
<tr>
<th>Class Year</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Physical Education</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Health Education 1 or 2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Biology 1A-10B</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Foreign Language (if needed)</td>
<td>0-5</td>
</tr>
<tr>
<td></td>
<td>Speech Arts 1A-1B or English elective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>1-6</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>

| Sophomore  | Physical Education            | 1     |
|            | Economics 1A-1B               | 3     |
|            | Political Science 1A-1B       | 3     |
|            | Additional Natural Science    | 3     |
|            | Sociology 50A                 | 3     |
|            | Elective                      | 3     |
|            | Total                         | 15    |

| Junior     | Economics 100B or 131 or 150  | 3     |
|            | Sociology 105                 | 3     |
|            | Sociology 109                 | 3     |
|            | Psychology 12A                | 3     |
|            | Psychology 13A                | 3     |
|            | Political Science 101         | 2     |
|            | Elective                      | 2     |
|            | Examination in American History, U. S. Constitution, etc. (see p. 18) | 6     |
|            | Total                         | 15    |

| Senior     | Economics 140                 | 3     |
|            | Sociology 107                 | 3     |
|            | Sociology Elective            | 3     |
|            | Psychology 145                | 3     |
|            | Political Science 143A-143B or restricted elective | 3     |
|            | Elective                      | 3     |
|            | Total                         | 15    |

**Units:**
- Physical Education: 4
- Chemistry 1A-1B: 5
- Zoology 1A-1B: 4
- English: 3
- Health Education 1 or 2: 2
- Electives: 4
- Total: 16

Recommended: Botany 2A-2B, a year course of some social science, Psychology 1A.
### PUBLIC ADMINISTRATION

As the vocational demand for students of public administration is comparatively limited, the student of public administration will do well to prepare himself as for a related field of work for which there is not only a cultural but also a vocational demand. The candidate for a public administration position who is equipped for a career in a professional, scientific or technical field that is common to both public and private enterprise has a distinct advantage. The special courses in public administration listed in the following curriculum are supplementary courses designed for exploration and orientation. The curriculum as a whole provides for a major in economics, outlines a general preparation for the public service in social science fields and furnishes a basis for more highly specialized graduate courses in the field of public administration.

The high school program should include the following subjects: elementary algebra, 1 unit; plane geometry, 1 unit; intermediate algebra, 1 unit; foreign language, 3 units in one language.

The following arrangement of courses is recommended:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language (if needed to complete requirements)</td>
<td>0-5</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Economics 14A-14B</td>
<td>3-5</td>
</tr>
<tr>
<td>Elective</td>
<td>0-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Additional Natural Science (if needed to meet requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 1A-1B or 71A-71B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 100A</td>
<td>3</td>
</tr>
<tr>
<td>Economics 140</td>
<td>3</td>
</tr>
<tr>
<td>Economics 107B</td>
<td>3</td>
</tr>
<tr>
<td>Economics 131</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 175A-175B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 150</td>
<td>3</td>
</tr>
<tr>
<td>Economics electives</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 143A-143B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-5</td>
</tr>
</tbody>
</table>

### INTER-AMERICAN RELATIONS

The purpose of this curriculum is (1) to furnish a basis for a more intelligent and effective understanding of the opportunities and problems of international relations in the western hemisphere; (2) to provide facilities for a basic education and training for a business or professional career which involves international relations.

Competencies for opportunities of services in international affairs are severe. The student who plans a career in this field should therefore organize his electives to provide for a concentration in some area of work in which there are greater vocational opportunities. Preparation for employment as a foreign representative of an American business organization implies concentration in economics. The student who pursues this curriculum as a guide for training for the foreign service in consular, vice consular, secretarial, and other public offices should include additional courses in foreign language, history, political science, geography, and economics to furnish more effective preparation for the comprehensive competitive examinations required for appointment to the Service and for entrance to the Foreign Officers Training School at Washington, D.C.

The proper faculty adviser should be consulted for revisions and additions to this curriculum to meet individual needs and objectives.

The high school program should include the following subjects: algebra, 1 unit; plane geometry, 1 unit; intermediate algebra, 1 unit; foreign language, 3 units in one language.

The following arrangement of courses is recommended:

<table>
<thead>
<tr>
<th>Freshman Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Education 1 or 2</td>
<td>2</td>
</tr>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Spanish</td>
<td>3-5</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>History 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Psychology 1A</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Additional Natural Science (if needed to meet requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Economics 1A-1B</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 1A-1B or 71A-71B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Science 141</td>
<td>3</td>
</tr>
<tr>
<td>Political Science 142</td>
<td>3</td>
</tr>
<tr>
<td>History 175A-175B</td>
<td>3</td>
</tr>
<tr>
<td>Spanish 104A-104B</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics 105</td>
<td>3</td>
</tr>
<tr>
<td>Economics 108 (Special Study—Western Hemisphere)</td>
<td>3</td>
</tr>
<tr>
<td>History 161</td>
<td>3</td>
</tr>
<tr>
<td>History 162</td>
<td>3</td>
</tr>
<tr>
<td>Geography 111</td>
<td>3</td>
</tr>
<tr>
<td>Geography 121</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>0-3</td>
</tr>
</tbody>
</table>
COURSES OF INSTRUCTION

Figures in parentheses indicate the unit value of the course.

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

Freshmen are not admitted into upper division courses.

A sophomore may enroll in an upper division course for lower division credit provided he has earned an average grade of not less than 1.5 in all college work undertaken, and provided he receives the instructor’s permission to enroll in the course.

A second semester sophomore may enroll in an upper division course for upper division credit without the foregoing grade limitations provided the units earned in the upper division course or courses are in excess of the 60 units required in the lower division.

One “unit” represents an hour recitation or lecture, together with the required preparation, or three hours laboratory work each week for a semester of 16 weeks.

The semester in which courses are offered is designated as follows: (1) Fall; (2) Spring; (3) Fall and Spring; (4) Year course, beginning either Fall or Spring; (5) Year course. Courses designated as “Year course” begin in the Fall, but those given in the list below may be taken in the reverse order (i.e., the second semester of the course may be taken before the first semester) or the second semester may be taken alone. In the case of other year courses, students who have completed the equivalent of the first semester’s work may seek permission from the instructor to take the second half of the course.

YEAR COURSES OPEN TO REGISTRATION IN THE MIDDLE OF THE YEAR

| Aesthetics IA-1B                           | History 111A-111B                  |
| Anthropology IA-1B                        | History 121A-121B                  |
| Anthropology IA-1B                        | History 131A-131B                  |
| Economics 160A-160B                       | History 146A-146B                  |
| English 160A-160B                         | History 152A-152B                  |
| English 160A-160B                         | History 156A-156B                  |
| English 160A-160B                         | History 172A-172B                  |
| English 167A-167B                         | History 172A-172B                  |
| English 117A-117B                         | Political Science 1A-1B            |
| French 101A-101B                          | Political Science 1A-1B            |
| French 103A-103B                          | Spanish 101A-101B                  |
| French 107A-107B                          | Spanish 102A-102B                  |
| French 110A-110B                          | Spanish 104A-104B                  |
| French 111A-111B                          | Spanish 105A-105B                  |
| History 3A-3B                             | Spanish 110A-110B                  |
| History 4A-4B                             | Speech Arts 55A-55B                |
| History 4A-4B                             | Speech Arts 55C-55D                |
| History 17A-17B                           | Speech Arts 155A-155B              |
| History 17A-17B                           | Speech Arts 156A-156B              |

Although the college fully expects to carry out the arrangements planned in the does not commit to the minimum number set by the State Department of Education

EDUCATION

DIVISION OF EDUCATION

EDUCATION

Upper Division Courses

100B Methods and Materials of Instruction

A series of professional methods courses in major and minor teaching fields. Each course carries two units of credit and must be taken prior to, or concurrently with directed teaching.

Subject sections in 100B are as follows:

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed. 100B-A</td>
<td>Methods in Art</td>
</tr>
<tr>
<td>Ed. 100B-B</td>
<td>Methods of Accounting</td>
</tr>
<tr>
<td>Ed. 100B-C</td>
<td>Objectives and Curricula in Business Education</td>
</tr>
<tr>
<td>Ed. 100B-D</td>
<td>Methods in English</td>
</tr>
<tr>
<td>Ed. 100B-E</td>
<td>Methods in Methods</td>
</tr>
<tr>
<td>Ed. 100B-F</td>
<td>Romanes Language Methods</td>
</tr>
<tr>
<td>Ed. 100B-G</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Ed. 100B-H</td>
<td>Methods in Music</td>
</tr>
<tr>
<td>Ed. 100B-P</td>
<td>Methods in Math. Ed. (Men)</td>
</tr>
<tr>
<td>Ed. 100B-Q</td>
<td>Methods in Math. Ed. (Women)</td>
</tr>
<tr>
<td>Ed. 100B-R</td>
<td>Methods in Science</td>
</tr>
<tr>
<td>Ed. 100B-S</td>
<td>Methods in Speech Arts</td>
</tr>
<tr>
<td>Ed. 100B-T</td>
<td>Methods in Social Sci.</td>
</tr>
</tbody>
</table>

102A. Measurement and Evaluation in Elementary Education

A course required of all students preparing for an elementary teaching credential. It deals with the use of tests in the diagnosis and improvement of learning; construction of objective examinations; problems of evaluation in education; and the elements of statistical techniques. Fall and Spring (3)

102B. Child Growth and Development

The course deals with a study of the mental, emotional, social, and physical development during childhood and early adolescence. Directed observation required. Students who have credit in Psychology 102A or 102B will receive only half credit for this course. Fall and Spring (3)

102C. Psychology of Adolescence

Experience and instruction organized around a study of the adolescent in today’s society. The course deals with the adolescent’s physiological, psychological, social, and emotional development as important determinants of the educational program. To be taken during the junior year. (3)

102D. Measurement and Evaluation in Secondary Education

The course deals with the use of educational and psychological tests in the diagnosis of difficulties and improvement in learning; problems of evaluation in education; construction of objective examinations; and the elements of statistical techniques. (2)

103. Federal, State, and County School Organization, and Administration

A study of support, control, and agencies representative of each of these governmental units, with particular attention to the functions of the State and county in educational units. Designed to meet the requirement as prescribed for the elementary school administration credential. (3)

109B. Educational Administration and Supervision Field Work

Individual field work as required for the administration credential. By arrangement with the Dean of Education. (3)

110. Educational Organization and Supervision

Types of supervision and methods of evaluating and improving teaching. Prerequisites: Graduation from college with a teaching credential or two or more years of teaching experience. (3)
116A. History and Philosophy of Education

Historical backgrounds and underlying philosophies upon which the modern public school has been established. The course covers such problems as the meaning of education, educational aims and values, and democracy and education. Prerequisite: Senior standing or the equivalent. Fall and Spring (2)

116B. Secondary Education

The role of the teacher in secondary education; methods, materials, and directed observation of classroom teaching and management; trends in the organization and development of the secondary school curriculum. To be taken during the junior year. Fall and Spring (2)

116. Directed Teaching

Systematic observation, participation and teaching under supervision in the campus elementary school, the affiliated elementary, junior high and senior high schools. During the first semester of directed teaching in the secondary schools a weekly conference period is required as indicated in the timetable. The general plan is for elementary school credential candidates to take, in addition to the education practicums, a half-day of teaching daily in the campus elementary school or two and one-half hours daily in one of the affiliated elementary schools throughout one semester. Junior high school and special secondary school credential candidates will be guided by their adviser relative to the distribution of their directed teaching. For those seeking a combination of credentials, the requirements for each teaching level must be satisfied. Further information regarding this requirement should be requested of the Dean of Education when the student first registers for directed teaching. Thirty clock hours of directed teaching will usually carry one unit of credit in the course, but the final amount of credit allowed will depend upon the character and quality of the teaching done by the student. Directed teaching requirements may be reduced for those who furnish evidence of successful public school experience.

The maximum amount of credit allowed for directed teaching is twelve units.

The universities usually reduce the number of directed teaching credit they will allow to four units. Students planning to transfer to such institutions should be prepared to meet this reduction with an equal number of acceptable units in other courses.

No grade below a C is acceptable for credit in directed teaching. Prerequisite: Completion of 75 units of college work; admission to teacher education; a C average in all college work and in the work of the preceding semester; three units of work in psychology; a minimum of one semester's work in this college. No credit will be given unless the student registers in advance for this course in the office of the Dean of Education.

117A. Elementary Music Education

Main objectives of music teaching in the public elementary schools. Study of rhythm, singing, instrumental music and music appreciation. Course work in public school experience in children's music. Prerequisite: Music 1A or the equivalent. Fall and Spring (2)

117B. Methods in Instrumental Music

A study of the theory of problems or organizing and conducting school bands and orchestras, and the selection of materials. Provides practical experience in conducting a children's orchestra and teaching sectional groups. A study of systematic planning of courses for study of various ages and abilities will be made. Prerequisite: Music 1A. Fall and Spring (2)

119. Art in the Elementary School

Discussion of the elements and principles of art and their place in the art expression and appreciation of the elementary school child. Lecture, discussion and practical work in elementary school problems. Not open to students taking the elementary credential. Prerequisite: Art 6A. Fall and Spring (2)

122. Social Studies in the Elementary School

A study of the nature and purpose, scope, organization and instructional procedures in the construction of curriculum units and the analysis of teaching materials. (2)

127. Secondary Music Education (See Education 100B)

Main objectives of music teaching in the public secondary schools. Organization of the choral and glee clubs, voice teaching, conducting, a survey of song materials available. Organization of courses in applied music, harmony, history and appreciation. (2)

129. Arithmetic in Elementary Education

A course for teachers of arithmetic in the elementary and junior high school. Emphasis is placed upon the understanding of the systems of notation and language techniques. Assistance given to constructing instructional materials and procedures. (2)

130. Educational Psychology

A study of the science of human behavior as it relates to learning. Emphasis is given to the principles of learning and maturation of the organism. Special aspects studied are the growth of memory, thinking, memory and habit formation, motivation, transfer of learning, organic and environmental conditions affecting learning, and individual differences. Prerequisite: Psychology 1A. (2)

135. Reading in the Primary Grades

A study of procedures in guiding children's learning to read through the first three grades. This will include practical suggestions for teachers in developing reading readiness, beginning reading, independence in word recognition and reading as a thinking process throughout this period. Analysis will be made of individual and group problems; selection, preparation and use of materials will be studied. (2)

144. Diagnosis and Remedial Treatment of Difficulties in Reading

Lectures and demonstrations relative to the causes of reading difficulties and the problem of remedial treatment. Students will be expected to do practical work with children who have reading difficulty. The work is designed primarily for principals, supervisors and teachers-in-service. Prerequisite: Education 101B or Education 102A, or one year of successful teaching experience. (3)

150. Organization and Administration of Music Education

Theory of the general principles of music administration; correlation of music with the various subjects in the public schools; music tests; creative work. (2)

166. Education Pracicum (Kindergarten-Primary)

This course is a continuation of Education 148 and should accompany Education 116 in the kindergarten. It is a study of the theory of early childhood education. Prerequisite: Experience with children of nursery school and kindergarten ages. Education 147, 148. (4)

177. Education Pracicum

This course is required of all students who expect to receive a credential which will qualify them to teach in the kindergarten or in the elementary school. Students will take the course during the next semester after admission to Teacher Education. No credit will be given unless the student registers in advance for this course in the office of the Dean of Education. Prerequisite: Admission to Teacher Education. This course is a continuation of Education 148 and should accompany Education 116 in the kindergarten. It is a study of the theory of early childhood education. Prerequisite: Experience with children of nursery school and kindergarten ages. Education 147, 148. (4)

191. Education Pracicum

This course is required of all students who expect to receive a credential which will qualify them to teach in the kindergarten or in the elementary school. Students will take the course during the next semester after admission to Teacher Education. No credit will be given unless the student registers in advance for this course in the office of the Dean of Education. Prerequisite: Admission to Teacher Education. This course is a continuation of Education 148 and should accompany Education 116 in the kindergarten. It is a study of the theory of early childhood education. Prerequisite: Experience with children of nursery school and kindergarten ages. Education 147, 148. (4)

192. Education Pracicum

This course is required of all students who expect to receive a credential which will qualify them to teach in the kindergarten or in the elementary school. Students will take the course during the next semester after admission to Teacher Education. No credit will be given unless the student registers in advance for this course in the office of the Dean of Education. Prerequisite: Admission to Teacher Education. This course is a continuation of Education 148 and should accompany Education 116 in the kindergarten. It is a study of the theory of early childhood education. Prerequisite: Experience with children of nursery school and kindergarten ages. Education 147, 148. (4)

193. Education Pracicum

This course is required of all students who expect to receive a credential which will qualify them to teach in the kindergarten or in the elementary school. Students will take the course during the next semester after admission to Teacher Education. No credit will be given unless the student registers in advance for this course in the office of the Dean of Education. Prerequisite: Admission to Teacher Education. This course is a continuation of Education 148 and should accompany Education 116 in the kindergarten. It is a study of the theory of early childhood education. Prerequisite: Experience with children of nursery school and kindergarten ages. Education 147, 148. (4)
148. Education Practicum

The course is a continuation of Education 147 and is required of all students who
are candidates for the general elementary credential or the kindergarten-primary creden-
tial. It is an extended analysis in depth of the psychology of education in various fields
and application is made through directed teaching in grades 4 to 8. The course
includes Elementary Arithmetic Education (3); Elementary Social Studies and
Science Education (2); Elementary Art Education (1); Educational Psychology (learning process) (2); Additional 4 units for
General Elementary only: Language Arts (2); Directed Teaching (2). Prerequisite:
Education 147. (12)

149A. Laboratory in Elementary Education

A general course in observation and theory covering all teaching done in the
summer demonstration school, including arithmetic, reading, language, music, science,
social studies, art, spelling. Students in this course will observe in the summer
demonstration school and discuss with the staff the teaching procedures. (3)

149B. Workshop in Elementary Education

Students in this course will select a problem related to their professional assign-
ment for the coming year and work upon it in the summer session under the guidance
of the staff. Groups of teachers may work together upon common curriculum problems
or toward other objectives in personal or professional improvement. Special interests,
community study, field trips, subject matter areas, and many other types of experience
which will provide educational source background may be selected. Students should
correspond with the Director of Elementary Education in advance to secure most
effective planning of the course.

This course can be very profitably combined with 140A. Arrangements may be
made to secure 6 units of credit. (3)

149C. Laboratory in Rural Education

Observation and analysis of pupil personnel, guidance and parent-teacher
relationships in the public schools. A study of the source materials useful in guid-
guidance. (3)

163. Methods in Secretarial Subjects

Methods in Merchandising

174. Audio-Visual Aids in Instruction

A study of audio-visual aids as they affect learning. Analysis and development
of materials of instruction and their presentation; operation of equipment. (2)

175. The Organization and Administration of Elementary Schools,

Including School Law

A course designed to fit the needs of teachers in service who are preparing for
elementary school principalships. This course is a prerequisite for Education 106B.
who hold an elementary school credential. Attention will be directed to problems
and legal aspects involved in the administration of elementary schools. (3)

176. Problems of Speech Correction and Articulation

Analysis and discussion of the major articulatory problems as encountered in
correction. Required of all students for the speech

177. The Teaching of Lip Reading

History, theory and methods of lip reading. Aids for the classroom teacher; pro-
gram and materials of instruction for the specialized teacher. Opportunities for
practice teaching are offered. (2)

178. Problems of the Hard of Hearing

The adjustment of the hard of hearing group with emphasis on the public school
child. State and county hearing programs; technique of audiology; use of hearing
aids; educational, classroom, and social problems. (2)

179. Speech Disorders

Classification of speech defects and disorders. Nervous speech disorders; stam-
mmering, stuttering, hesitation, cluttering. Teacher training in corrective technique
for use in public schools; clinic observation. Required of candidates for the Special
Secondary Credential in Speech Correction. (3)

180. Educational Problems

A course for senior students in residence and enrolled in teacher education who
have shown ability to work independently on educational problems. The problem
will be chosen only after consultation with a staff member. Admission by consent of
the staff. Credit and hours to be arranged. (2)

201. Curricular Problems in Secondary Education

A study of good guidance procedures. An analysis of the psychological and
educational factors involved in organizing and interpreting the sequence and
preparation of a life career. To be taken in the graduate year. (2)

316. Directed Teaching

Systematic observation, participation, and teaching under supervision in an
affiliated high school. Thirty clock hours of directed teaching will usually earn one
unit of credit, but the credit finally allowed will depend upon the nature and quality
of the teaching done. Any work below a C grade is unacceptable for credit in this
course. (3)

No student can enroll in this course until he has completed at least 5 units of
work in education.

During the semester in which the student takes this assignment in directed
teaching, he must meet with the college supervisor one hour each week for conference
teaching, and discussion of problems encountered in his teaching.

Students who have had directed teaching in preparation for the junior high
school or special secondary credentials should confer with their departmental and
school supervisor in advance of this requirement as the result of educational advisers concerning partial fulfillment of this requirement as the result
of having completed the directed teaching required for the credentials mentioned above.

of having completed the directed teaching required for the credentials mentioned above.
DIVISION OF FINE ARTS

AESTHETICS

Lower Division Courses

1A-1B. Survey of Music
Correlation of music and other arts. Designed to stimulate enjoyment of music by developing intelligent listening. The elements of music, its structure, folk music of all countries, musical instruments, and the contributions of the best known composers, with some biographical study of these men. Compositions are presented by orchestral recording and by class members. Attendance at a number of local concerts is required. No previous musical training or background is necessary. Music majors are required to duplicate additional assignments for full credit.
Year course (2-2)

5. Art Orientation
An illustrated lecture course involving a study of aesthetic meaning and its relation to the structure of art products. Designed to increase both understanding and appreciation of the visual world in general and of the fine arts in particular.
Fall and Spring (2)

50. Appreciation and History of Art
A survey of aesthetic development as revealed in the painting, sculpture, architecture, and handicrafts from dawn of art to the Renaissance. Illustrated.
Fall (2)

51. Survey of Mexican Art
A study of Mexican and Middle American Art from earliest time to present.
Fall (2)

Upper Division Courses

102A-102B. Music History
The various movements in the development of music as related to the other arts. The chronological development of the art of music, with particular emphasis on the major symphonic works. Required work in the arts of the modern composers required to complete additional assignments for full credit. Prerequisite: Aesthetics 1A or 1B.
Year course (2-2)

150. Appreciation and History of Art
The period from the Renaissance through the modern school, treated in the same manner as in Aesthetics 50.
Spring (2)

ART

Many students, regardless of the field in which they may be majoring, recognize the need for an intelligent approach to the subject of art and art appreciation. However, "talent" is often a limiting factor. Students may refrain from enrolling in any art courses. For students who desire a better understanding of art, but who do not hope to acquire any of the art skills, the following courses are recommended:

Aesthetics 5, Fundamentals of Art
Aesthetics 60, History and Appreciation of Art
Art 51, Survey of Mexican Art
Art 8, Costume and Home-furnishing

Other courses which require certain skills but which are not beyond the ability of the average college student are:
Art 119, Ceramics
Art 102A, Stage Design
Art 102B, History and Appreciation of Art

For students who might wish to complete a minor in art after having met the lower-division requirements from the preceding page, the following courses are recommended as not requiring special training in drawing and design:
Art 119, Ceramics
Art 102A, Stage Design
Aesthetics 150, History and Appreciation of Art

Candidates for a teaching credential in art should refer to the statement "Admission to Teacher Education" on page 21.

Lower division preparation for the liberal arts major in art: Aesthetics 5 or 61, and 50; Art A-B and 6A-BB, or the accepted equivalents, and six elective units in art. Liberal arts major (upper division): Twenty-four upper division units. These shall include: Art 112A, 115A-115B, 116A, 116B, 119A, 195, or the accepted equivalent; Aesthetics 150. It is recommended that the students in meeting degree requirements and in choosing free electives, select from the following courses: Anthropology 151A-151B; English 106A-106B, 107A-107B, 117; French 4-B; History 4A-4B, 111A-111B. For courses in Appreciation and History of Art and Fundamentals of Art, see Aesthetics, page 54.

Lower Division Courses

A-B. Drawing and Composition
Semester I: Problems involving perspective to develop ability to draw still life, furniture, exteriors, interiors, and the like.
Semester II: Outdoor sketching of landscape and figure, and studio work from still life and costume pose. Emphasis on composition and technique in the handling of various mediums, pencil, pen and ink, charcoal, pastel, and water color.
Year course (2-2)

6A. Design
Fundamentals of design and composition and theory of color. Basic course used as a prerequisite for all advanced work.
Fall and Spring (2)

6B. Design (continued)
Requirements for the advanced course in creative design and representation with special emphasis on modern tendencies. Prerequisite: Art 6A.
Fall and Spring (2)

7. Line, Color and Display
The principles of line, color and arrangement applied to store and window display. Building study and observation of windows, color and materials used in display, building problems in arranging colors, textures, and forms in windows to fit different kinds of merchandise.
Fall and Spring (2) (Not offered in 1945-46)

8. Costume and House Furnishings
An appreciative study of modern architecture and modern house furnishings. An appreciative study of the modern with emphasis on the spirit of gracious living and an appreciative study of the modern with emphasis on suitability to the figure, the personality and the occasion.
Fall and Spring (2)

11A. Industrial Design
Design of objects for manufacture with reference to their use, materials, and in accordance with factory practices and machine techniques. Prerequisite: Art 6A.
Fall (2)

11B. Advanced Industrial Design
Advanced problems with particular attention to the techniques of presentation. Prerequisite: Art 6A.
Fall (2)
SAN DIEGO STATE COLLEGE

14A. Lettering
Fundamental art principles applied to lettering. Practice for quick, accurate lettering; original problems using letters as design. Prerequisite: Art 6A.
Fall (2)

14B. Posters and Commercial Art
The application of lettering to posters, newspaper and magazine advertising, and other forms of commercial art. The study of composition combined with lettering and special study of modern tendencies in publicity. Prerequisites: Art 6A, 14A.
Spring (2)

15A-15B. Life Drawing
Drawing from the nude model. Prerequisite: Art A-B.
Year course, beginning either Fall or Spring (2-2)

16A-16B. Painting
Semester I: Composition of still life and flower forms in water color and oil. Semester II: Landscape and more advanced composition in water color and oil. Prerequisite: Art A-B.
Year course, beginning either Fall or Spring (2-2)

52A. Stage Design
Theory of line, color, and lighting in relation to the stage. Original sets and costumes developed on a miniature stage. Study of the development of the modern art of the theater. Upper division credit will be given in this course to students of junior standing upon the completion of extra theme work and additional original problems. Prerequisite: Art 6A.
Fall (2)

52B. Stage Costumes (See 152B)
Fall (2)

Art 61A. Crafts in the Elementary Schools
A foundation course which develops unification of work of the elementary grades through activities and experiences. These experiences grow out of environmental cardboard construction. Prerequisite: Art 6A.
Fall and Spring (2)

61B. Crafts
Problems involving the application of design principles to various fields—pottery, textiles, weaving, metal work, wood-carving, and book-binding. Prerequisite: Art 6A.
Fall and Spring (2)

94. Costume Design
Original designs of modern costumes suitable to the individual or to distinct types: the drawing of fashion figures; the rendering of fabrics and textures. Prerequisite: Art 6A.
Spring (2)

95. Interior Decoration (See Art 105)

Upper Division Courses

106A-106B. Printmaking
Study of print crafts which includes the making of linoleum blocks, wood engravings, etchings and lithographs. Prerequisites: Arts A, B, 6A.
Year course (2-2)

106C. Illustration
Same as 106A-B except that printmaking is applied to problems of book illustration. Prerequisites: Arts A, B, 6A.
Spring (2)

112A-112B. Design and Composition
Imaginative organization of space by means of color, dark and light, perspective, and textures of various materials. Prerequisites: Arts A-B, 6A-B, and if possible 15A-15B or 150A.
Year course (2-2)

115A-115B. Life Drawing and Painting
Drawing and painting from nude and costume models.
Year course, beginning either Fall or Spring (2-2)

116A-116B. Advanced Life
Painting from nude and costume models and advanced composition in oil. Portraiture. Prerequisite: Art 115A-115B.
Year course, beginning either Fall or Spring (2-2)

116A-116B. Advanced Painting
Painting in water color and oils from still life and landscape, stressing composition and technique. Prerequisite: Art 116A-116B.
Year course, beginning either Fall or Spring (2-2)

119A. Ceramics
Building of pottery on the basic techniques of coil, slab, mold making, and slip casting. Ceramic sculpture, glazing and kiln operations.
Fall (2)

119B. Ceramics
Study of glazes and elementary clay technology. Mold making, slip casting with application to individual creative problems.
Spring (2)

152A. Stage Design
See Art 52A.

152B. Stage Costumes
Costume studied in relation to drama, opera and dance. Original designs for mood and character. Practical problems in designing costumes and accessories for college productions. Prerequisites: Arts 6A, 52A or 152A.
Fall (2)

194. Costume Design (See Art 94)
Spring (2)

195. Interior Decoration
Lectures and designing in class, trips to art galleries, stores, factories and homes, studying how to recognize and choose the best in furniture, rugs, wall coverings, actual experience in designing textiles and pottery as to design, color and materials. Prerequisites: Arts 116A, 194, 4 units of Applied Music (study of piano, voice or orchestral instrument)

MUSIC

Candidates for a teaching credential in music should refer to the statement "Admission to Teacher Education Curriculums" on page 21 and to the other degree requirements on that page and those following. The curriculum for the A.B. Degree with a Special Secondary Credential in Music is on page 28. Liberal arts major (upper division): twenty-four upper division units. These shall include Music 106A-106B, 106A, 107A, 119A, 120A, 121A; 4 units of Applied Music (study of piano, voice or orchestral instrument) and Aesthetics 1A-1D.
Music: Aesthetics 102A-102B; and 4 units of music activity credit. (Music 111, 112, 113, 115, or 120).

At least a C average in upper division music courses is necessary.

It is recommended that students in meeting degree requirements and in choosing free electives, select from the following courses: English 58A, 58B; French A-B; German A-B; History 4A-4B; 140A-B; Physics 2A-2B.

**Lower-Division Courses**

**1A. Musicianship—Fundamentals of Music**

The elements of music: scale construction; elementary music theory; drill in music reading both with syllables and with words; ear training; elementary music dictation. Basic course for all general elementary credential students. Music majors receive no credit.

Fall and Spring (3)

**1B. Musicianship—Music Reading and Ear Training**

Tonal and rhythmic dictation; rhythmic writing; sight singing. Basic course for majors and minors. Text—Smith and Krone: Fundamentals of Musicianship Book 1. Prerequisite: Music 1A, or the equivalent. Music majors not able to pass the departmental entrance examination in the fundamentals of music will take 1A without credit in preparation for this course.

Fall and Spring (2)

**1C-1D. Musicianship—Advanced Music Reading and Ear Training**

Tonal work in minor keys; modal scales; dissonant triads and seventh chords; interval feeling in all chords; rhythmic progression and elementary forms; rhythm, melodic and harmonic dictation. Prerequisite: Music 1B.

Year course (2-2)

**2A. String Instruments**

Beginner's class in violin, viola, cello and string bass. Required of all music majors working for a Special Secondary credential unless this orchestral section is the major or minor field.

Fall and Spring (1)

**3A. Woodwind Instruments**

Beginner's class in oboe, clarinet, flute and bassoon. Required of all music majors working for a Special Secondary credential unless this orchestral section is the major or minor field.

Fall and Spring (1)

**4A-4B. Elementary Harmony**

Scale construction, intervals, by-tones and diatonic harmonies. Transposition and original composition in the simpler forms. Text—Acheson: Applied Harmony study. Prerequisite: Music 1A-1B, or the equivalent, and at least one year of piano.

Year course (2-3)

**6A. Brass Instruments**

Beginner's class in trumpet, French horn, baritone, trombone and tuba. Required of all music majors working for a Special Secondary credential unless this orchestral section is the major or minor field.

Fall and Spring (1)

**7A. Music Materials for the Elementary School**

Study of the song material in the state music texts and in the supplementary texts. Appreciation materials applicable to the elementary school. Required course for all general elementary credential students. Prerequisite: Music 1A.

Fall and Spring (3)

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**FINE ARTS**

**11A-B-C-D. Women's Glee Club—Treble Clef**

Entrance upon examination.

Fall and Spring (1-1)

**12A-B-C-D. Men's Glee Club**

Entrance upon examination.

Fall and Spring (1-1)

**13A-B-C-D. Orchestra**

Permission of the conductor required for membership.

Fall and Spring (1-1)

**15A-B-C-D. Choral Club**

Entrance upon examination.

Fall and Spring (1-1)

**16A-16B-16C-16D. Individual Study of an Orchestral Instrument**

Fall and Spring (1-1)

**17A-17B-17C-17D. Individual Study of Voice**

Fall and Spring (1-1)

**18A-18B-18C-18D. Individual Study of Piano or Organ**

Prerequisite: The ability to play artistically hymns and folk songs of the type found in the Golden Book of Favorite Songs.

Fall and Spring (1-1)

**20A-B-C-D. Chorus**

Open to anyone interested in singing standard choral works. No examination required.

Fall and Spring (1-1)

**28A-B-C-D. Band**

Permission of the conductor required for membership.

Fall and Spring (1-1)

**28A-28B. Piano**

Fundamental playing and reading techniques for the pianoforte. Emphasis upon playing by ear, and the development of interpretative ability. For beginners only. No credit for music majors and minors.

Year course (1-1)

**29A-B. Class Voice**

A class for beginners in the vocal field taking up the problems of breath control, tone placement, articulation and enunciation. Frequent performance before class required. Limited to 15.

Year course (1-1)

**30A-B. Chamber Music**

String and woodwind ensembles. The consent of the instructor necessary for admission to class.

Year course (1-1)

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* See page 61, conditions under which credit may be given for music study under private instructors.
Upper Division Courses

102A-102B. Music History
The various movements in the development of music as related to the other arts. The chronological development of the art of music, with particular emphasis on the larger works. Considerable attention is given to the works of modern composers. Many symphonic works are studied from the orchestral scores. Music majors are required to complete additional assignments for full credit. Prerequisite: Aesthetics 1A or 1B.
Year course (2-2)

105A-105B. Advanced Harmony and Composition
Study of the possible types of modulation and chromatic harmonies; continuation of harmonic analysis and original composition. Text—Alchin: Applied Harmony Vol. II. Prerequisite: Music 4A-4B.
Year course (3-3)

106A. Counterpoint
Study of the five species of counterpoint with much practice in writing in such forms. Application of contrapuntal style to modern composition. Prerequisite: Music 4A-4B.
Fall (2)

107A. Form and Analysis
Aural and visual analysis of music forms through a consideration of structure, harmonic content, and style. Prerequisite: Music 105A-105B.
Spring (2)

111A-B-C-D. Women’s Glee Club—Treble Clef
Entrance upon examination.
Fall and Spring (1-4) (A maximum of 2 units in glee club may be counted toward the A.B. Degree)

112A-B-C-D. Men’s Glee Club
Entrance by examination.
Fall and Spring (1-4) (A maximum of 2 units in glee club may be counted toward the A.B. Degree)

113A-B-C-D. Orchestra
Permission of the conductor required for membership.
Fall and Spring (1-1) (A maximum of 4 units in orchestra may be counted toward the A.B. Degree)

115A-B-C-D. Choral Club
Entrance by examination.
Fall and Spring (1-1) (A maximum of 2 units in Choral Club may be counted toward the A.B. Degree)

Fall and Spring (1-1)

*117A-117B-117C-117D. Advanced Individual Study of Voice
Fall and Spring (1-1)

*118A-118B-118C-118D. Advanced Individual Study of Piano or Organ
Fall and Spring (1-1)

119A. Instrumental Conducting
Conducting and reading of orchestral scores.
Fall and Spring (1)

* See page 64, conditions under which credit may be given for music study under private instructors.
HEALTH EDUCATION

Lower Division

1. Health and Social Adjustment (Men)
   An informational course in personal and community hygiene. A study of social hygiene and the hygienic principles of living. Speakers from the County Medical Association on subjects of vital interest enrich the offerings of this course. It is especially desirable that this course be taken in the freshman year.
   Fall and Spring (2)

2. Health and Social Adjustment (Women)
   An informational course, reviewing the principles underlying the improvement of personal health, and the solution of practical problems of young women and prospective homemakers. Lectures by specialists in the various fields serve to enrich the course. Required of all freshmen who are candidates for junior standing or the degree.
   Fall and Spring (2)

61A. Nutrition
   The purpose of this course is to consider health maintenance through food selection from the modern scientific viewpoint. Consideration is given to the fundamentals of an adequate diet from the basic of the known dietary essentials and of the disorders which result from the deprivation of these factors. Diets for special needs are also planned. Recommended for pre-medical, pre-dental, pre-nursing, and sociology majors. Red Cross Nutrition Certificate is granted upon course completion.
   Spring (1)

61B. Nutrition—Laboratory
   A basic course in food preparation which includes the study of typical food nutrients. Classes meet once a week and are open only to students who have registered in Nutrition 61A.
   Spring (1)

90. Physiology of Reproduction (Women)
   A course consisting of a series of lectures and discussion dealing with normal and abnormal physiology and anatomy of reproduction, facts and trends in sex hygiene, and related topics. Prerequisite: Health Education 2.
   Fall and Spring (1)

Upper Division

151. Health Education (Education 147-148)
   A course for teacher-education students which includes the study of the diseases, common physical defects, and health indices of school children; the detection and which underlie a health education program. Methods of presenting personal and group health to children of different ages. Hygiene of the schoolroom, such as seating, lighting, and ventilation.
   Fall and Spring (2)

PHYSICAL EDUCATION

Men's Department

Candidates for a teaching credential in physical education should refer to the statement “Admission to Teacher Education Curricula” on page 21. For the teacher education curriculum in physical education see page 30.
165. Applied Anatomy and Kinesiology
Principles of body mechanics; analysis of joint mechanism and muscular action in fundamental movements, everyday activities, sports, dancing, and gymnastic exercises. Prerequisite: Zoology 8. (3)

165A. Sports Methods
Different theories and methods of teaching the highly organized team sports: Football, basketball, and baseball. (2)

165B. Sports Methods
Methods of teaching those sports most adaptable to the intramural and recreational programs: Golf, handball, soccer, speedball, volleyball, badminton, archery, tennis, swimming, track, etc. (2)

162A. Gymnastic Procedure and Techniques
Theoretical and practical work in marching, free exercises, and light and heavy apparatus. Emphasis on progression and method of presenting material, the simplest and most explanatory terminology. (2)

162B. Gymnastic Procedure and Techniques
Acquisition of proficiency in the performance of a group of gymnastic stunts always popular in the gymnasium and on the playground. Work of the recreational or self-interesting type rather than the formal. Tumbling, stunts, and pyramid-building given chief attention, although games of low organization are also considered. (2)

170. Recreational Leadership
Fundamentals of recreational leadership developed by instruction in club and camp activities, the study of school recreational needs and facilities, and of civic recreation. Open to all upper division men and women. Recommended to students interested in the recreational aspects of social service. (2)

177. Individual Program Adaptation
Adjustments of the physical education program to the physical needs and capacities of individuals; problems concerning protective and preventive measures which are not highly specialized corrective phases. (2)

200. Tests and Measurements in Physical Education
Study and evaluation of tests and measurements in the field of physical education. Practice in the use of tests and interpretation of results. Prerequisite: Graduate standing. (2)

201. Corrective Physical Education
Study of postural abnormalities and their correction through exercise. Practice in giving examinations, planning exercise programs, and teaching corrective exercises. Prerequisite: Graduate standing. (3)

202. Problems in Physical Education and Recreation
Survey of the literature, discussion of trends and current problems in physical education and recreation. Observation of school and community activities. Analysis Graduate standing. (3)

Women's Department
Candidates for a teaching credential in physical education should refer to the statement "Admission to Teacher Education Curriculum" on page 21, and to the outline for the A.B. Degree with Special Credential in Physical Education on page 31.

Lower Division Courses
Two hours per week of directed physical activity are required throughout the following 1A, 1B, 1C. Freshman students may choose courses from the offered.

1A. Fundamental Skills
Practice in efficient fundamental body movements. Fall and Spring (4)

1B. Folk Dancing
Fall and Spring (4)

1C. Rhythmic Skills
Fall and Spring (4)

1D. Team Sports
(All four are required of all women candidates for the special credential in physical education.)
Fall and Spring (4)

Sophomores may elect from the following
2A-2B. Folk Dancing
Fall and Spring (4)

3A-3B-3C-3D. Modern Dance
Fall and Spring (4)

4A-4B. Social Dancing—for men and women
Fall and Spring (4)

5A-5B. Archery
Fall and Spring (4)

6A-6B. Badminton
Fall and Spring (4)

7A-7B. Golf
Fall and Spring (4)

11A-11B. Tennis
Fall and Spring (4)

12A-12B. Advanced Modern Dance
Laboratory experiments in advanced choreography and percussion accompaniment. For men and women. Prerequisites: 1C and 3A for women, 1C for men.
Fall and Spring (4-1)

51. First Aid and Safety Education
Standard American Red Cross First Aid course; accident prevention; materials and methods in safety education.
Fall (4)

53. Physical Education in the Elementary School
The content of the State program in physical education forms the basis of the course. Two lectures, two one-hour laboratory periods per week.
Spring (2)

72. Introduction to Physical Education
An orientation course in the history, philosophy, and objectives of physical education. (2)

Sports
1. The individual activities, tennis, golf, archery, badminton and dancing are offered through the year. Candidates for the special credential in physical education must choose one as a major activity and two others as minors. Skills in the activities thus selected must be demonstrated.
selected must be maintained as prerequisite to the senior course, Physical Education 155. (See page 60.)

2. The Women’s Recreation Association sponsors the intramural sports program. Under its direction competition in dual and group games is promoted throughout the year. Open to all college women.

Upper Division Courses

Open to all women. Required of women candidates for the special credential in physical education.

153. Principles and Administration of Secondary Physical Education

The philosophy and principles of physical education and its relation to general education, of individuals of present-day programs and methods in terms of objectives. The study of selection and adaptations of activities, examination and grouping of pupils, testing the results of teaching, evaluation of the teacher, provision of equipment, and departmental organization. Selection and use of audio-visual aids. Open to both men and women.

Fall (3)

155. Applied Anatomy and Kinesiology

Principles of body mechanics; analysis of joint mechanism and muscular action in fundamental movements, everyday activities, sports, dancing, and gymnastic exercises. Prerequisite: Zoology 8.

Spring (3)

156A-156B. Sports Methods

Analysis of skills in basketball, hockey, soccer, speedball, volleyball, and softball; methods of presenting sports to large groups; study of rules and officiating. (2-2)

160. Teaching of Body Mechanics

A study of efficient use of the body in daily living; evaluation and classification of exercises, methods and practice in planning and presenting material.

Fall (2)

161. Folk Dancing Materials and Advanced Techniques

A study of folk customs, festivals, and costumes. Selection of dance materials for various age groups. Practice in advanced techniques.

Spring (2)

164A-164B. Methods in Modern Dance

Laboratory experiments in advanced choreography and percussion accompaniment. Historical survey and practical experience in production techniques and teaching methods. Two activity periods and one lecture per week. Open to both men and women.

Year course (2-2)

170. Recreational Leadership

Fundamentals of recreational leadership developed by instruction in club and camp activities, the study of the needs and facilities, and of civic recreation. Open to all upper division men and women. Recommended to students interested in the recreational aspects of social service.

Spring (2)

177. Individual Program Adaptations

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

Spring (2)

185. Techniques of Individual Sports

A course summarizing rules and teaching methods, and testing individual playing ability.

Fall (1)

200. Tests and Measurements in Physical Education

Study and evaluation of tests and measurements in the field of physical education. Practice in the use of tests and interpretation of results. Prerequisite: Graduate standing. (2)

201. Corrective Physical Education

Study of postural abnormalities and their correction through exercise. Practice in giving examinations, planning exercise programs, and teaching corrective exercises. Prerequisite: Graduate standing. (3)

202. Problems in Physical Education and Recreation

Survey of the literature, discussion of trends and current problems in physical education and recreation. Observation of school and community activities. Analysis and evaluation of a problem situation. Written reports required. Prerequisite: Graduate standing. (3)
DIVISION OF LANGUAGES AND LITERATURE

COMPARATIVE LITERATURE

Requirements for the minor in Comparative and General Literature: (1) a minimum of 15 units of work must be completed in courses offered by the department, at least 9 of which must be in upper division courses; (2) the work to be taken should be arranged in consultation with an instructor selected by the department.

Lower Division Courses

52A-52B. Types of World Literature
   For a description of this course, see English 52A-52B.
   Year course (3-3)

Upper Division Courses

101A. Modern Continental Fiction
   For description, see English 101A.
   Spring (3) (Offered in 1946-47 and alternate years)

104A-104B. Spanish American Literature
   For a description of this course, see Spanish 104A-104B, which may be taken for credit in Comparative Literature by doing the required reading in English translation.
   Year course (3-3) (Offered in 1946-47 and alternate years)

115. The Bible as Literature
   For description, see English 115.
   Spring (3) (Offered in 1946-47 and alternate years)

140A-140B. Masterpieces of French Literature
   A cultural course designed to be given in introduction to the great French works from the Song of Roland through Cyrano de Bergerac, with emphasis on the 19th, 17th, 18th and 19th century authors. The contributions to world thinking of Rabelais, Montaigne, Moliere, Racine, Descartes, Pascal, Montesquieu, Voltaire, Flaubert, Maupassant, Zola, will be studied through lectures and outside readings.
   Year course (3-3) (Offered in 1946-47 and alternate years)

152A. Survey of Drama: Comedy
   For description, see English 152A.
   Fall (3)

152B. Survey of Drama: Tragedy
   For description, see English 152B.
   Spring (3)

157. Primitive Myths and Rituals
   For description, see Anthropology 157.
   Spring (3) (Offered in 1947-48 and alternate years)

ENGLISH

Lower division preparation for the liberal arts major in English: At least 12 units of work, including 1B, 50A, 56B. Upper division requirements for the liberal arts major: (1) at least 24 units in upper division English courses, including 18 units from the following: 116A, 110B, 117A, 117B, 118A, 118B, 119, 121, 126, 192, 193, 194; by the English department; (2) selection of courses under the supervision of an adviser appointed in the college; French, German, Italian, Latin, Spanish. (By "reading knowledge" is meant two full years of lower division work, or the equivalent. Further work in one of these languages, in upper division courses, is highly recommended.)

LANGUAGES AND LITERATURE

Lower Division Courses

1A. Subject A: English Composition
   The elements of composition, including drill in grammar and usage; exercises in various forms of composition, and careful reading; theme writing. Credit in this course is equivalent to passing the English A Examination, and admits to English courses numbered from 11 to 16.
   Fall and Spring (3)

1AA. Reading Efficiency and Vocabulary Extension
   Special drill in reading for comprehension; vocabulary building; practice in elementary composition. Systematic, progressive, and intensive training and practice in effective reading and methods of study. This course may be substituted for English 1A.
   Fall and Spring (3)

1B. Composition
   Exposition is stressed. Prerequisite: satisfactory Subject A test. Not open to students who have taken English 1A or 1AA.
   Fall and Spring (3)

8. English in Business
   Theory and practice of business correspondence. Business letters as applied salesmanship; problems in writing credit and collection letters, applications for employment, adjustment letters, and sales letters. Prerequisite: English 1A or equivalent, as indicated by Subject A Examination, or record from college. This course is planned for students in Secretarial Training; units obtained in it can not be used to meet English requirements in other fields.
   Fall and Spring (3)

10. Recreational Reading
   Development of personal tastes for leisure-time reading through lectures and oral or written reports. May be taken a second time with new material.
   Fall and Spring (1)

11. Freshman Literature—Argumentation
   Principles of argument; readings in contemporary deliberation and persuasion; written and oral practice.
   Spring (3)

12. Freshman Literature—Biography
   Composition, stressing personal narrative and informal essay. Reading from field of biography and memoirs.
   Fall and Spring (3)

13. Freshman Literature—Foundations of the Language
   A course designed to make more significant the native language through a study of the elements which have gone into the composition of its vocabulary. Readings from the various periods to illustrate the changes.
   Spring (3)

14. Freshman Literature—Periodical Literature
   Composition stressing article writing of varied types. Reading from current periodical literature.
   Fall and Spring (3)

15. Freshman Literature—Modern Drama
   Composition based upon the reading of recent plays and dramatic criticism.
   Not a course in dramatics.
   Spring (3)
16. Freshman Literature—Modern Literature
An introduction to literature of various types in modern European and American culture, with composition.
Fall and Spring (3)

50A-50B. Survey of American Literature
Semester I: A survey of American literature from its beginnings to 1800.
Semester II: American literature from 1800 to the present. Lectures, discussions, and reports.
Year course (3-3)

52A-52B. Types of World Literature
A chronological survey from Homer to modern times. The first semester stresses the classical epic and tragedy. The second semester, beginning with the Renaissance, stresses prose fiction, the drama, and the essay.
Year course (3-3)

56A-56B. Survey of English Literature
The study of some important works of English literature from the Anglo-Saxon period through the Victorian age, with emphasis upon the literary history of each
Year course (3-3)

Upper Division Courses

101A. Modern Continental Fiction
A survey of leading French, Russian, Scandinavian, Italian, and German novelists and short story writers, from Tolstoy and his associates to the present day.
Spring (3) (Offered in 1946-47 and alternate years)

101B. Modern British Fiction
The novel and short story, especially of the last quarter of a century.
Spring (3) (Offered in 1946-48 and alternate years)

106A-106B. Advanced Composition
A laboratory course in modern prose writing. Semester I: Artistic narrative, criticism. Outside readings. Prerequisite: One year of college composition. Either
Fall, Spring (3-3)

110. Recreational Reading
An advanced course in the group reading of modern drama, poetry and fiction.
Fall and Spring (1)

115. The English Bible as Literature
A study of the narrative, poetry and prophecy of the King James version of the Bible. Readings, reports, lectures, and discussions.
Spring (3) (Offered in 1946-47 and alternate years)

116A. The Age of Elizabeth
Poetry and prose, exclusive of the drama.
Fall (3) (Offered in 1947-48 and alternate years)

116B. The Elizabethan Drama
Principal contemporaries of Shakespeare.
Spring (3) (Offered in 1947-48 and alternate years)

117A-117B. Shakespeare
A chronological survey. The first semester gives special emphasis to the histories; the second, to tragedy and the dramatic romances.
Year course (3-3)

118A. The Age of Swift and Pope
A study of the literature of the first half of the eighteenth century, with special emphasis on social satire of Swift, Pope, Addison, Steele, Gay and Prior.
Spring (3) (Offered in 1947-48 and alternate years)

118B. The Age of Johnson
A study of Johnson and his circle as representative of their age, together with a study of Burns, Blake, and other forerunners of the age of Romanticism.
Spring (3) (Offered in 1946-47 and alternate years)

119. The Romantic Period: Poetry
A study of early nineteenth century poetry; the work of Wordsworth, Coleridge, Byron, Shelley, and Keats, in relation to the thought of the revolutionary period.
Fall (3) (Offered in 1947-48 and alternate years)

121. The Victorian Period: Poetry
A study of Tennyson and Browning and their contemporaries and successors, relating English poetry to nineteenth century life and thought.
Fall (3) (Offered in 1946-47 and alternate years)

128. Nineteenth Century British Prose
Romantic and mid-Victorian prose writers, including Coleridge, Hazlitt, Lamb, DeQuincy, Carlyle, Landor, Macaulay, Mill and Thackeray.
Fall (3) (Offered in 1946-47 and alternate years)

129. Nineteenth Century British Prose
Late nineteenth and early twentieth century essays of Arnold, Galsworthy, Huxley, Newman, Peter, Ruskin, Shaw, Stevenson, Wells and others.
Fall (3) (Offered in 1947-48 and alternate years)

131. American Literature: 1820-1860
The study of the important romantic writers, with emphasis on the New England group.
Fall (3)

132. The Frontier and American Literature
A survey of the influence of the frontier upon American literature from colonial days to the present. Studies in source materials, biographies, and representative writers such as Cooper, Harte, Mark Twain and Howells.
Fall (3) (Offered in 1946-47 and alternate years)

133. American Fiction
The outstanding writers of novels and short stories, from Cooper to Norris.
Spring (3) (Offered in 1946-47 and alternate years)

134. American Literature: 1860 to the Present
A survey of American literature since 1860 with emphasis upon contemporary poetry, fiction and drama.
Spring (3)

135. The English Novel
History of the English novel from the beginnings to Hardy. Extensive reading of novels with reports, lectures and discussions.
Fall (3) (Offered in 1947-48 and alternate years)

152A. Survey of Drama: Comedy
Studies in the field of comedy, based on selected readings from the works of Continental, English and American dramatists. Lectures, discussions, and reports on reading.
Fall (3)
191. Advanced Composition
A course in modern prose writing. Emphasis on the narrative and the essay, particularly on the problems of effective expression as exhibited in the work of members of the class and as encountered in the work of high school students. Prerequisite: one or more college courses in composition. Open only to senior and graduate students.
Spring (3)

192. The English Language
An inductive approach to basic aspects of the language. The course includes an analysis of English sounds, grammar and syntax. Modern, Middle and Old English. Open only to senior and graduate students.
Fall (3)

193. Chaucer
A study of Chaucer's works, and a consideration of the social and literary backgrounds of the fourteenth century. Open only to senior and graduate students.
Fall (3)

194. The Age of Milton
A study of the literary developments of the middle and later seventeenth century, with emphasis on the work of Milton. Open only to senior and graduate students.
Spring (3) (Offered in 1947-48 and alternate years)

195. Literary Criticism
A historical survey of the principles and practices of literary criticism from Longinus, Sidney, Bolleau, Dryden, Lessing, Stainte-Beuve, Coleridge and Arnold. Open only to senior and graduate students.
Fall (3)

196. The Forms of Poetry
Foundation materials for the appreciation of poetry, including critical concepts of the nature of the art; metrical theory; history of the leading poetic types; and through the study of selected poets. Open only to senior and graduate students.
Spring (3)

199. Research: Advanced Honors Course
Special study. Open to mature, specially qualified students, graduates, teachers of English literature, and others who have demonstrated marked aptitude for intensive research in the field of English literature.
Fall and Spring (3-5)

Comparative Literature
For other courses in literature, offered by members of the English Department and other departments, see Comparative Literature, page 68.

201. Shakespeare
A seminar on the graduate level: bibliography, critical study, special problems, criticism. Prerequisite: graduate standing. Recommended: at least one undergraduate course in Shakespeare.
Spring (3)

221. Regionalism in American Literature
A seminar on the graduate level: bibliography, special problems, with concentration on selected regions. Prerequisite: graduate standing. Recommended: at least one undergraduate course in American literature.
Fall (3)

FOREIGN LANGUAGES

The courses offered in foreign languages are listed below. See pages listed after each subject for a more complete description of the offerings under that designation. As a background for advanced work in Romance languages, students are advised to include in their electives as many as possible of the following courses: Geography, History, French, Latin, and Spanish.

FRENCH

Lower Division: Preparation for the liberal arts major in French: French A-B-C-D; either German A-B or Spanish A-B; History A-B-1.
Liberal arts major in French: Thirty-four units of upper division work, of which a maximum of six may be in which at least eighteen must be in French, and of which a minimum of six must be in French. At least a C average in upper division major courses.

Lower Division Courses

A-B. Elementary
Intensive study of French grammar and syntax; daily written work discussed in class; class drill in conversational idioms and pronunciation; reading with oral interpretation; introduction to contemporary French prose writers. Prerequisite: French A. Students who have had C average in French A and passed French B. Lower Division courses who have had C average in French A must register for four units of work in French B.
Year course (3-3)

C-D. Intermediate Reading
Reading and composition: study of standard prose as a basis for class work. Prerequisite: French B or five years of high school French. Students who have had C average in French B must register for equivalent courses. Students with four years of high school French must register for four units of work in French D.
Year course (3-3)

S-C. Scientific Reading
Reading taken from the fields of chemistry, physics, medicine, zoology, biology, etc. Prerequisite: French B or equivalent.
Fall (2) (Offered in 1948-49 if demand is sufficient)

Upper Division Courses

101A-101B. Conversation and Composition
Prerequisite: French D, or its equivalent, with grade of C.
Year course (3-3)

105A-105B. Modern French Drama
Prerequisite: French D, or its equivalent, with grade of C.
Year course (3-3) (Offered in 1948-49)
107A-107B. Eighteenth Century Literature

The works of Voltaire, Rousseau, the Encyclopédistes, and others.
Prerequisite: French D, or its equivalent, with a grade of C.
Year course (3-3) (Offered in 1948-49)

110A-110B. Modern French Novel

The French novel from Victor Hugo to the present day, including such authors as: Hugo, Dumas, Stendhal, Balzac, Flaubert, Lott, Anatole France, Bourget, Baudelaire, Barrès, Romain Rolland, A. Gide, Marcel Proust, and others. Class and outside reading and reports. Prerequisite: French D, or its equivalent, with a grade of C.
Year course (3-3) (Offered in 1947-48)

111A-111B. Seventeenth Century Dramatic Literature

Reading in class of plays of Molière, Corneille, and Racine. Outside readings and lectures on the background of the seventeenth century in France. Prerequisite: French D or its equivalent, with a grade of C.
Year course (3-3)

199. Comprehensive Reading and Survey Course

Designed to fill up the gaps in the reading done in courses. Class meeting once a week for guidance, reports, and quizzes. Required of all seniors majoring in French.
Spring (3)

GENERAL LANGUAGE

Lower Division Course

A. Latin and Greek Word Derivation

A general and elementary course in philology. A study of Latin and Greek roots of most frequent occurrence in English, and of the English words derived from them.
Fall (2)

GERMAN

Lower Division Courses

A-B. Elementary

Pronunciation, reading and grammar, with practice in simple conversation, narration and description, both oral and written. Credit not given for German A school should register for two units of work in German A. Those who have had two years of German in high school should register for four units of work in German B.
Year course (5-5)

C-D. Intermediate Review and Reading

Reading and composition; study of standard prose as basis for class work; discussion, collateral reading with written reports; German conversation, with the texts read as its equivalent. Students with credit for three years high school German, or its equivalent, should enter German C.
Year course (3-3)

SC-SD. Scientific Reading

Fall semester. Readings in scientific writer on chemistry, physics, etc.; occasional written reports on scientific subjects read outside of class; sight reading. Spring semester. Readings in special scientific or technical works; weekly written reports of two years of high school German. (German SC-German B, with a grade of C, or three years of high school German,
Year course (3-3) (Not offered in 1946-47)

ITALIAN

A-B. Elementary

Intensive study of Italian grammar and syntax, with daily written work; class drill in conversational idiom and pronunciation; reading of works by contemporary writers. Credit not given for Italian A unless followed by Italian B. Students who have had one year of Italian in high school should register for Italian A. Those having two years in high school should register for Italian B.
Year course (5-5)

LATIN

C-D. Intermediate

Readings from Latin writers. First semester: Cicero and Ovid. Prerequisite: Two years of high school Latin or equivalent.
Year course (3-3) (Not offered in 1946-47)

SPANISH

Lower Division preparation for the liberal arts major in Spanish: Spanish A-B-C-D; French A-B; History 4A 4B or 8A-8B.
Liberal arts major in Spanish: Twenty-four units of upper division work, of which at least eighteen must be in Spanish, and of which a maximum of six may be in related subjects, arranged in consultation with the chairman of the department. At least a C average in upper division major courses.

Lower Division Courses

A-B. Elementary

Intensive study of Spanish grammar and syntax, with daily written work; class drill in conversational idiom and pronunciation; reading with oral discussion.
Year course (5-5)

C-D. Intermediate Spanish

Reading and composition; study of standard prose as basis for class work; class drill in conversational idiom and pronunciation; reading of works by contemporary writers. Credit not given for Spanish A unless followed by Spanish B. Students who have had one year of Spanish in high school should register for two units of work in Spanish A. Students who have had two years of Spanish in high school should register for four units of work in Spanish B.
Year course (5-5)

59. Spanish Commercial Correspondence

A one semester intermediate course in Spanish composition, directed along the line of correspondence. A practical course, with translation of real business letters, and supplementary reading in Spanish commercial subjects. Business credit for four years of high school Spanish, or its equivalent, should enter Spanish D.
Year course (5-5)

Upper Division Courses

101A-101B. Conversation and Composition

Prerequisite: Spanish D, or its equivalent, with grade of C.
Year course (3-3) (Offered in 1947-48)

102A-102B. Introduction to Spanish Classics

Reading from several types of classical literature. Deej. de Tormes and others; selections from Don Quijote, and the Cen Mesores Poetas other novels of Rosary; selections from Don Quijote, and the Cen Mejores Poetas.
Year course (3-3)
104A-104B. Spanish-American Literature
Reading from representative Spanish-American authors during the colonial, revolutionary and modern periods. Lectures, class reading, collateral reading and reports. A prerequisite: A grade of C in Spanish D or permission from the instructor. Students who do not read Spanish may take this course for credit in comparative literature, doing the required reading in English translation.
Year course (3-3) (Offered in 1946-47)

105A-105B. Modern Spanish Drama
The development of the drama of Spain from the beginning of the nineteenth century to the present time. Prerequisite: A grade of C in Spanish D or permission from the instructor.
Year course (3-3) (Offered in 1947-48)

110A-110B. Novel and Short Story in Spain
The development of the novel and short story in Spain from 1850 to the present time. Prerequisite: A grade of C in Spanish D or permission from the instructor.
Year course (3-3) (Offered in 1949-50)

199. Comprehensive Reading and Survey Course
Designed to fill up the gaps in the reading done in courses. Class meeting once a week for guidance, reports, and quizzes. Required of all seniors majoring in Spanish.
Spring (3)

JOURNALISM
Lower Division Courses

51A-51B News Gathering and Reporting
Study of news sources and types, practice in news and feature writing, newspaper organization, and excursions and special lectures. Course planned for freshmen as a prerequisite to positions on all college publications.
Year course (3-3)

53A-53B Applied Journalism
Practice and projects in reporting news and feature stories and in other editorial work on The Aztec, El Palenque, Del Studente.
Fall and Spring (1 to 3; 1 to 3)

SPEECH ARTS
Lower division preparation of the Liberal Arts major in Speech Arts: At least 18 units of lower division courses in Speech Arts, including 1A, 1B, and six units chosen from 53A, 53B, 60C, 50D. Recommended: Aesthetics 1A, 1B, 50; Art 52A, 54. Upper division requirements for the Liberal Arts major in Speech Arts: At least 15 units in upper division courses in Speech Arts, including 150, 168A, and six units chosen from 155, 156A, 156B, 158. Also required: six units from English 117A, 117B, 112A, 112B, 116B. Recommended: English 110, 116B; French 105A, 106B; Physical Education 154A, 154B; Spanish 105A.

Candidates for the teaching credentials in Speech Arts should refer to "Admission to Teacher Education Curricula" on page 21 or to the note regarding the Special Credential in Speech Arts on page 32.

Lower Division Courses

1A. Fundamentals of Public Speaking
Training in fundamental processes of oral expression; method of obtaining and organizing material; outlining principles of attention and delivery; extemporaneous speaking and open forum debating; practice in construction and delivery of type forms of speech.
Fall and Spring (3)

1B. Extemporaneous Speaking (or Forum Speaking)
Practice in extemporaneous speaking on subjects of current interest both national and local, with stress laid on the organization and delivery of content material. Forum discussion will provide speakers with the opportunity of assembling facts quickly to meet such questions as any audience situation might demand.
Fall and Spring (3)

1C. Oral Interpretation
The oral interpretation of longer literary selections, both in poetry and prose; a fundamental course designed for the beginning students in drama as well as those majoring in English literature.
Fall and Spring (3)

1D. Advanced Interpretation
Emphasis placed on stage poise and grace with adequate attention given to variations in the presentation of literary selections. Much opportunity is provided for individual and group creative work. No prerequisite. Class limited.
Spring (3)

20. Corrective Speech
Corrective laboratory training prescribed on the basis of vocalization tests made on Electro-Vox Recording Machine. Required of all English majors who fail to meet speech requirements test. Private clinical assistance given to stutterers and lispers.
Fall and Spring (1) (9 weeks' course)

55A-55B. Dramatic Production
A course for first and second year students in which, through participation, they acquire an understanding of certain dramatic periods and types studied in English literature. Individual and group expression coordinated and developed in English literature. Individual and group expression coordinated and developed in English literature.ing production of scenes, acts, and plays—a fundamental drama course emphasizing modern trends. No prerequisite.
Year course (3-3) (Offered in 1947-48 and alternate years)

55C-55D. Dramatic Expression
A course to help students realize and develop their creative abilities for the stage. A beginning course in the fundamentals of dramatic expression. Must have the written consent of the instructor.
Year course (3-3) (Offered in 1947-48 and alternate years)

57A-57B. Radio Production
A basic course for radio speaking and writing. Students who pass must have written consent of the instructor.
Year course (2-2)

60. Argumentation and Debate
Based on principles of argumentation and debate; written and oral examination of the students. Attention to intramural and intercollegiate debating.
Spring (3)

61A-61B-61C. Intercollegiate Debate
Year course, each year (1)

63A-63B-63C-63D. Verse Choir
Participation in verse speaking chorus to develop quality, range of tone, and ability in dramatic visualization of poetry. Required for speech arts credential.
Fall and Spring (1-1)
Upper Division Courses

116. Art of Interpretation
Analysis of various types of literature. Material chosen will emphasize the finer techniques of oral expression to develop the imagination, the emotional power, reading skill and platform training in its varied phases. Prerequisite: one year of college speech or equivalent.
Spring (3)

116B. The Elizabethan Drama
For description, see English 116B.
Fall and Spring (1)
Spring (3) (Offered in 1947-48 and alternate years)

117A-117B. Shakespeare
For description, see English 117A-117B.
Year course (3-3)

150. Phonetics
Auditory and kinaesthetic analysis of the sounds of the English language.
Fall (3)

152A. Survey of Drama: Comedy
For description, see English 152A.
Spring (3)

152B. Survey of Drama: Tragedy
For description, see English 152B.
Spring (3)

155. Advanced Dramatic Expression
For upper division students training for leadership in different fields as well as for drama. More advanced forms of dramatic expression studied; creative abilities in subjects and activities conducted through individual research projects, group discussion and participation. Original work encouraged. Prerequisite: A fundamental drama course.
Spring (3) (Offered in 1947-48 and alternate years)

156A-156B. Advanced Dramatic Production
The study of more difficult dramatic types and periods in the production of poetic and prose literature of different countries. Arrangement, organization, performances. Practical participation and demonstration. A course designed for students majoring in other subjects as well as the theater arts.
Year course (3-3) (Offered in 1946-47 and alternate years)

157A-157B. Advanced Radio Production
Preparation and production of radio plays and various types of radio material.
Year course (24) (Offered in 1946-47 and alternate years)

158. Advanced Radio Techniques
Designed to enable experienced students to specialize in different fields of the radio. Special attention given to original preparation and production of various types of radio material including plays, transcriptions, etc. Permission of instructor necessary for registration.
Fall (3) (Offered in 1947-48 and alternate years)

163. Rhythm, Pantomime and Choric Verse
A course combining bodily movement with group speaking. Presents the fundamentals of rhythm and pantomime in different forms of dramatic expression.
Spring (3) (Offered in 1947-48 and alternate years)

175. Major Speech Disorders
Clinical survey of newest methods of speech correction with special emphasis given to stammering and cleft-palate speech. One of required courses for Special Corrective Credential.
Spring (3)

191. Organized Discussion
Consideration of the symposium, the panel, the open forum, the business session, and varieties of conference speaking. Emphasis upon organization and presentation. Attention to parliamentary procedure for informal groups. Open only to senior and graduate students.
Fall (3)

192. The English Language
For description, see English 192.
Fall (3)

193. Advanced Dramatic Interpretation
A more advanced treatment of the types of work included in Speech Arts 155. Prerequisite: A fundamental course in drama. Open only to senior and graduate students.
Fall (3)

194. Advanced Radio Techniques
Preparation and production of radio drama and different types of continuity. Experience at professional studios. Emphasis upon radio in education. Broadcasting. Open only to senior and graduate students.
Spring (3)

201. Advanced Rhythm, Pantomime and Choric Verse
History and appreciation of their use in drama, modern applications including motion picture, radio and television. Demonstrations. Prerequisite: graduate standing.
Spring (3)

221. Articulatory Problems of Speech
Analysis and discussion of articulatory problems as encountered in public school work, particularly in California. Required of all students for the speech correction credential. Prerequisite: graduate standing and Speech Arts 150.
Fall (3)
DIVISION OF LIFE SCIENCES

BIOLOGICAL SCIENCES

The courses offered in Biological Sciences are listed below. Anatomy, see Zoology, page 81; Physiology, page 81; and Zoology, page 82.

BACTERIOLOGY

Lower Division Courses

1. General Bacteriology
   An introduction to bacteriology. Effects of physical and chemical agencies upon bacteria; biochemical activities of bacteria; microbiological examination and cultivation of bacteria; the bacteria of air, water, soil, milk and dairy products, other foods; industries and applications. Introduction to disease-producing bacteria. Required of pre-nursing students. Two hours of lecture and six hours of laboratory per week. Prerequisite: Chemistry 1A or 2A.
   Fall (4)

199. Special Problems
   Work other than outlined in the regular courses. Admission only by consent of the instructor with whom the work is to be done. Credit and hours to be arranged in each case. Open to students who have completed at least fifteen units of work in the department (including courses in Bacteriology and Chemistry) with grades of A or B.
   Fall or Spring (1 or 2)

BIOLOGY

Lower Division Courses

1. Survey of Biology
   A survey of life science, stressing the development of modern concepts in the field of plant and animal science, bacteriology, genetics, and physiology. Emphasis is placed on the relationships of biology to modern life and the application of scientific analysis to everyday problems. Three lectures and one hour of demonstration and discussion per week. Not open to students with credit for Biology 10A-10B, Zoology 1A-1B, or Botany 2A-2B.
   Fall (3)

10A-10B. General Biology
   A year course in life science, more extensive than "Biology 1." Continues throughout the year and includes a three-hour laboratory period, and two hours of botany; not open to credit students who have taken Zoology 1A, Biology 1, or Botany 2A-2B. Students who have completed 10A-10B may elect Zoology 1B or Botany 2A-2B for credit.
   Year course (3-3). Begins in Fall only

A. Mathematics of Solutions and Dosage
   Arithmetic review with computing of dosage, percentage of solutions, apothecaries weights and graph making. Two hours per week.
   Fall (2)

BOTANY

Lower division preparation for advanced work in botany; Botany 2A, 2B, 4, and Chemistry 1A, 1B, 8. Recommended: German, French, and elementary courses in other biological sciences.

2A. General Botany
   Fundamentals of structure and general behavior of seed plants. Two lectures or recitation and six hours of laboratory per week.
   Fall (4)

28. General Botany
   A continuation of 2A treating morphology and relationship of the lower plants and including an introduction to classification of seed plants. Lectures and laboratory as in 2A.
   Spring (4)

4. California Plants
   Classification and ecology of representative orders of wild flowers, trees, and shrubs of the San Diego region, including practice in the use of keys. One lecture and three hours laboratory per week. Occasional Saturday field trips.
   Spring (2)

5. Cultivated Trees and Shrubs
   Recognition of the common cultivated trees and shrubs of the San Diego region. Trips to local parks and private gardens. Three hours per week laboratory or field work.
   Fall (1) (Not offered in 1946-47)

Upper Division Courses

102. Plant Geography
   Lectures and field work on the principles of geographical distribution of plants. Prerequisite: Botany 2A-2B, or 4, or equivalent.
   Fall (2) (Offered in 1945-46 and alternate years)

104. Plant Taxonomy
   Identification, classification and distribution of representative orders of flowering plants. One hour of lecture and six hours per week laboratory and field work. Prerequisite: Botany 2A-2B, or 4.
   Spring (3) (Offered in 1945-46 and alternate years)

199. Special Problems
   Work other than outlined in the above courses. Admission only by consent of the instructor with whom the work is to be done. Credit and hours to be arranged in each case. Open only to students who have completed at least fifteen units of Botany with a grade of A or B.
   Fall and Spring (1 or 2)

PHYSIOLOGY

Lower Division Courses

1A. Human Physiology
   A lecture course considering the functions of the human body. Prerequisites: Elementary chemistry and high school or college biology or zoology. Three hours of lecture per week. Credit reduced to 2 units, for students having credit for Zoology 20.
   Spring (3)

1C. Human Physiology
   A study of the human functions through laboratory experiments and demonstrations. Prerequisites: Physiology 1A completed or in progress. Six hours of laboratory per week.
   Spring (2)

ZOOLOGY

Lower division preparation for the liberal arts major in zoology; Zoology 1A, 1B, and high school chemistry. Chemistry 1A-1B or 2A-2B. Recommended: German 1B, and French, Botany 2A, 2B, 4.

Liberal arts major in zoology: (1) At least a C average in upper division major. (2) Twenty-four units of upper division courses in zoology or eighteen in courses. (2) Twenty-four units of upper division courses in zoology or eighteen in courses. (2) Twenty-four units of upper division courses in zoology or eighteen in courses.

6–525
108. Human Anatomy
Lectures and laboratory work of Human Anatomy 8 with an additional hour of
seminar each week. Open only to upper division students by special arrangement.
Fall (3)

112. Marine Invertebrates
Identification and study of behavior and life histories of invertebrates of the San
Diego region. Frequent collecting trips to the beaches required. Prerequisite:
Zoology 1A or Biology 10B. One hour of lecture and six hours of laboratory or field
work per week.
Fall (3)

113A. Taxonomy and Natural History of the Mammals
Frequent field trips and the identification of museum material. Three hours of
laboratory per week.
Spring (1)

113B. Ornithology
The study and identification of birds, especially those of the Pacific Coast and
the San Diego region. One hour of lecture and six hours per week of laboratory, or
field excursions. Prerequisite: Zoology 1B or Biology 10B.
Spring (3)

114A. Genetics
General introductory course designed to acquaint the student with the funda-
mental principles of heredity and variation. Special attention given to the Mendelian
interpretations of the facts of inheritance. Two lectures per week.
Fall (2)

114B. Evolution
The development of theories of evolution. Two lectures or discussion periods
per week.
Spring (2)

121. General Entomology
The classification, life history, structure, and physiology of insects. Prerequi-
sites: Zoology 1A or Biology 10B. Two hours of lecture and six hours of laboratory
per week.
Spring (3)

122. Systematic Entomology
Classification of insects with special emphasis on a group of insects of the
student’s choice. To be taken with or to follow 121. May be repeated for credit but
with a total of not more than 3 units. Three to six hours of laboratory work each
week.
Spring (1 or 2)

123. Economic Biology
Study of the uses of plants and animals to man and the ways in which they
injure him and his possessions. Consideration is also given to general methods of
control and conservation. Prerequisite: Zoology 1A, Biology 1, or Biology 10B.
Fall (2)

124. Scientific Illustration
Instruction and practice in various methods used to illustrate scientific publica-
tions. Recommended course in preparation for this one: Art A-B.
Fall (2)
126. **Medical Entomology**

The role of insects and other arthropods in transmission and causation of human diseases. Three hours of laboratory and two hours of lecture per week. Prerequisite: Zoology 1A or Biology 10B.

Fall (3)

130. **Readings in Biology**

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

Spring (2)

199. **Special Study**

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

Fall and Spring (1 or 2)

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**DIVISION OF PHYSICAL SCIENCES**

**ASTRONOMY**

Lower division preparation in Astronomy desirable for advanced work.

Astronomy 1, 2, 3, and 9; Mathematics 3A-3B, 4A-4B; Physics 1A-1B and 10-1D; a reading knowledge of French and German desirable.

**Lower Division Courses**

1. **Descriptive Astronomy**

A cultural course planned to develop an appreciation of astronomy with special emphasis on the solar system. Only calculations of an elementary nature are used. Special attention given to the methods and instruments by means of which astronomical knowledge has been gained. A six-inch John Byrne refractor and an eight-inch reflecting telescope are available for observation. Prerequisite: Elementary algebra and plane geometry.

Fall and Spring (3)

2. **Modern Astronomy**

A study of sidereal astronomy and astrophysics in the light of modern research, especially photographic and spectrographic. Prerequisite: Astronomy 1 and a knowledge of physics or permission of the instructor.

Spring (3)

3. **Surveyor's Course in Practical Astronomy**

The principles of spherical astronomy adapted to the needs of engineering students. Computation and observation. Prerequisite: Surveying 1A or permission of the instructor. Astronomy 1 and 9 desirable.

Spring (2)

9. **Practice in Observing**

A laboratory course designed particularly to go along with and to supplement Astronomy 1. The course will include constellation study, use of astronomical tables, etc. A few class hours at the close of the semester will give an opportunity to observe certain objects with the six-inch telescope. Prerequisite: Astronomy 1 or registration in Astronomy 1 or permission of the instructor.

Fall or Spring (1)

12. **Elementary Navigation**

A study of compass corrections, drift problems, time, line of position, use of celestial coordinates, Bovardich Tables, etc. A few class hours at the close of the semester will give an opportunity to observe some important objects with the six-inch telescope. Prerequisite: Astronomy 1 or permission of instructor.

Fall (2)

**Upper Division Courses**

100. **Special Problems**

Admission by consent of instructor. Credit and hours to be arranged in each case. Open to students who have completed three units in astronomy.

Fall and Spring (1 or 2)

105. **Historic Development of Astronomy**

A study of the more important problems and astronomical concepts in the light of their historical development. Particular attention is given to the biography and contributions of the more important astronomers, such as, Galileo, Kepler, Newton, Herschel, and Bessel.

Spring (3)

107. **Method of Least Squares and Computing Practices**

Fundamental principles and processes and applications in the fields of astronomy, physics, and engineering.

Spring (3) (Not offered in 1946-47)
CHEMISTRY

Lower division preparation for the liberal arts major in chemistry: Chemistry 1A-1B with an average grade of C or better. Chemistry 1F-7, Physics 2A-2B and 3A-3B or their equivalent, Mathematics 2A-3B or the equivalent, and a reading knowledge of German. Students planning to do graduate work in chemistry or to transfer to certain other colleges and there work for a degree with a major in chemistry, are advised to take Physics 1A-1B-1G-1D and Mathematics 2A-3B-3A-4B in place of the courses listed above.

Liberal arts major (upper division): A minimum of twenty-four upper division units in chemistry including Chemistry 105A-105B, 110A-110B and 114A-111B. The choice of related minors and the organization of the courses of a major student must follow a definite plan approved by the department.

For requirements for liberal arts major in physical science, see page 92.

Lower Division Courses

1A-1B. General Chemistry

The general principles and laws of chemistry, and a description of the elements and their compounds. Two lectures, one quiz and two laboratory periods per week.

The laboratory work in the second semester consists of work in qualitative analysis. Prerequisites: At least two years of high school mathematics. Recommended: High school chemistry and physics.

Year course (5-5)

2A-2B. General Chemistry

A general course for those not intending to take advanced courses in chemistry. The work in the first semester stresses inorganic chemistry and fundamental principles; that of the second semester covers an introduction to organic and biochemical emphasis placed on applications of chemistry to everyday life. Two lectures and one laboratory period per week. Required of pre-nursing students and recommended for those desiring some chemistry as part of a liberal education.

Year course (3-3)

7-8. Organic Chemistry

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

Year course (5-5)

Upper Division Courses

105A. Quantitative Analysis

The principles of gramimetric and volumetric analysis. Discussions of the theory of quantitative analysis and practice in the standardization of reagents and analysis of samples. One lecture and two laboratory periods per week. Prerequisite: Chemistry 2A-2B.

Fall (3)

105B. Advanced Quantitative Analysis

Advanced work in the theory and practice of volumetric, gravimetric and electroanalysis. One lecture and two laboratory periods per week. Prerequisite: Chemistry 2A-2B.

Spring (3)

110A-110B. Physical Chemistry

Lectures and problems on theoretical principles of chemistry. Prerequisites: Physics 1A-1B or 2A-2B, a knowledge of calculus and Chemistry 105A which may be substituted for Chemistry 105A.

Year course (3-3)

111A-111B. Physical Chemistry—Laboratory

Physico-chemical problems and measurements. Two laboratory periods per week. Prerequisites: Credit or registration in Chemistry 100A-100B.

Year course (2-2)

112A-112B. Industrial Analysis

A laboratory course including the analysis of fuels, petroleum products, water, and gas. Prerequisite: Chemistry 105A which may be taken concurrently. (3-3)

114. Biochemistry

An introductory lecture course covering the carbohydrates, proteins, fats and the changes which they undergo in digestion and metabolism as well as a consideration of the vitamins and other accessory food factors and their importance to the body. A brief discussion of the chemistry of plant life. Prerequisites: Credit or registration in Chemistry 7, 8.

Spring (3) (Offered in 1947-48 and alternate years)

118. Colloid Chemistry

A lecture course covering the theoretical principles of colloid chemistry and the preparation, properties and practical applications of colloids. Prerequisite: Chemistry 7-8.

Fall (2) (Offered in 1946-47 and alternate years)

123-124. Organic Preparations

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

Beginning either Fall or Spring (1 to 5 —1 to 5)

125. History of Chemistry

Development of the science of chemistry from the time of the alchemists to the present. Conducted on the reading, report, and seminar basis. Prerequisite: Chemistry 7-8.

Fall (2) (Not offered in 1946-47)

127. Advanced Inorganic Chemistry

A detailed study of the Periodic Table. Discussion of complex inorganic compounds and oxidation-reduction potentials. Prerequisite: Chemistry 1A-1B and upper division standing.

Fall (2) (Offered in 1946-47 and alternate years)

144. Industrial Chemistry

Industrial stoichiometry, flow sheets, flow of fluids and unit processes. Lectures, problems, and reports. Prerequisites: Chemistry 1A-1B, Physics 1A-1B or 2A-2B.

Spring (3)

199. Special Problems

Supervised individual work in specialized branches of chemistry. Admission only by the consent of the instructor. Hours and credit to be arranged in each case.

Fall and Spring (1-3)

ENGINEERING

(For curriculum in engineering see pages 36-37)

Lower Division Courses

1A-1B. Plane Surveying

Use and adjustment of surveying instruments, computations and map-making. Two instructors together with a study of land, topographic, city, and mine surveying. Two lectures and two and one half hours of field work and mapping each week. Prerequisite: one three-hour period for field work and mapping each week.
PHYSICAL SCIENCES

GEOLaOGY

Department requirement in Geology for liberal arts major in Physical Science includes in addition to Geology 1A-1B, the completion of: Chemistry 1A-1B, Physics 1A-1B, 1C-1D or 2A-2B; 3A-3B. Students preparing for advanced work in Geology may add Engineering 21 and Geology 21A. Geology 2A may be substituted for Geology 1A in department prerequisite requirements provided the additional necessary unit of laboratory work is completed.

French or German, Engineering 1A-1B and Geology 21A-21B are recommended.

Lower Division Courses

1A. Physical
The composition, origin, and distribution of earth materials, and their modification through mechanical and chemical processes of change. Three lectures and one three-hour laboratory period weekly with related field study during the semester. (Not open to students who have had Geology 2A except for one unit upon the completion of the laboratory section.)

Fall (4)

1B. Historical
Theories of earth origin, and the evolutionary history of the earth as traced through rock and fossil records. Consideration of the Paleontologic Sequence. Three lectures and one three-hour laboratory period weekly, with arrangement for field study and conference during the semester. Prerequisite: Geology 1A or equivalent.

Spring (4)

2A. General
Similar to Geology 1A but without laboratory. Emphasis upon origin and development of earth's surface features. Open to all students except physical science majors or those already presenting credit in Geology 1A. Two lectures and one demonstration and discussion hour weekly.

Fall (3)

2B. Physiography of United States
A study of the land forms of the United States and their physiographic history as illustrative of universal geologic conditions. Two lectures and one discussion hour weekly. Prerequisite: Geology 1A or 2A.

Spring (3)

21A-21B. Mineralogy
Study of the common minerals and rocks. Use of the blowpipe and simple chemical reagents but with emphasis upon sight determination. Prerequisite: Geology 1A and high school chemistry, or equivalents.

Year course (3-3) (Offered in 1947-48 and alternate years)

Upper Division Courses

100. Structural Geology
The evolution and description of the structural and topographical features of the earth. Faulting, folding, and orogenic forces with practical illustrations from the earth. North American Continent and emphasis on California geologic conditions. Lectures, discussions, and occasional field trips. Prerequisite: Geology 1A-1B or 2A-2B.

Fall (3) (Offered in 1947-48 and alternate years)

101. Geologic Problems
Reconnaissance of adjacent areas with elementary mapping; or directed reading on geologic problems. Prerequisite: Geology 1A-1B. Registration subject to approval of instructor.

Fall and Spring (1-4)
PHYSICAL SCIENCES

8. Slide Rule
Theory and use of the slide rule. Practice in performing the fundamental operations of arithmetic. Some attention is given to more involved computations. Prerequisites: Intermediate algebra and either trigonometry or solid geometry. The class meets twice a week.
Fall and Spring (1)

1. College Algebra
Review of algebra and trigonometry. New material includes identities, graphs, solution of algebraic and trigonometric equations, determinants, and mathematical proofs. Prerequisites: Two years of algebra, and trigonometry.
Fall and Spring (3)

3A. Plane Analytic Geometry
Equations and loci, conic sections, coordinate transformations, cartesian and polar coordinates, and parametric representations. Prerequisites: Algebra, plane geometry, intermediate algebra, and plane trigonometry, with a high degree of proficiency, intermediate algebra and plane trigonometry, with a high degree of proficiency. Examinations in intermediate algebra and plane geometry will be given during the first week of the semester. Students falling below the required standard will be assigned to Mathematics I.
Fall and Spring (3)

3B. First Course in Calculus
Introduction to differential and integral calculus, with applications to problems involving variable rates and summations. Prerequisites: Mathematics 3A.
Spring (3)

4A. Second Course in Calculus
Differential, integration, infinite series, and a brief treatment of solid analytic geometry. Prerequisite: Mathematics 3B. Solid geometry is recommended.
Fall (3)

4B. Third Course in Calculus
Partial differentiation, successive integration, and applications. Prerequisites: Mathematics 4A.
Spring (3)

Upper Division Courses

101. Elementary Geometry for Advanced Students
Non-Euclidean Geometry, transformations, constructions with ruler and compasses, and famous problems. Prerequisites: Mathematics 4A.
Fall (3) (Offered 1948-47 and alternate years)

104. History of Mathematics
History of mathematics down to early modern times. Prerequisite: Mathematics 3A-3B.
Fall (3) (Offered in 1947-48 and alternate years)

106. Projective Geometry
Concurrence of lines, collinearity of points and other properties of figures not altered by projection; construction and study of ellipses, hyperbolas and parabolas by means of projections. Prerequisites: Mathematics 2A-3B.
Fall (3) (Offered in 1947-48 and alternate years)

111. Theory of Algebraic Equations
Determinants, complex numbers, and theory of algebraic equations. Prerequisite: Mathematics 3A and 3B.
Spring (3) (Offered in 1948-47 and in alternate years)
Six of the twenty-four units may be elected in related subjects and deviations from these requirements may be made on consultation with the chairman of the department.

**Lower Division Courses**

1A. **Mechanics of Solids**
A development of the fundamental ideas which underlie the subject of physics and the application of them in the discussion of practical problems. Lectures, text assignments, problem sets, and experimental laboratory work. Two lectures, and one laboratory period each week. Prerequisites: High school physics or chemistry, and trigonometry. Students deficient in any part of this requirement may enroll with permission of the instructor.

- Fall (3)

1B. **Mechanics of Fluids and Heat**
A continuation of Physics 1A. Two lectures and one laboratory period each week.

- Spring (3)

1C. **Electricity and Magnetism**
A continuation of Physics 1A and Physics 1B in the sophomore year. Two lectures and one laboratory period each week.

- Fall (3)

1D. **Sound and Light**
A continuation of Physics 1A, Physics 1B, and Physics 1C. Two lectures and one laboratory period each week.

- Spring (3)

2A. **General Physics**
Properties of matter, mechanics, and heat. A non-engineering course. Lectures, demonstrations, and discussions. Prerequisite: Two years of high school mathematics.

- Fall (3)

2B. **General Physics**
A continuation of Physics 2A. Sound, light, electricity, and magnetism.

- Spring (3)

3A. **Physical Measurements**
Laboratory work in mechanics and heat. Usually taken in conjunction with Physics 2A.

- Fall (1)

3B. **Physical Measurements**
Laboratory work in sound, light, and electricity. A continuation of Physics 3A. Usually taken in conjunction with Physics 2B.

- Spring (1)

**Upper Division Courses**

*106A-106B. Analytical Mechanics*
Treatment of fundamental principles of statics, kinematics and dynamics of particles and rigid bodies. Prerequisites: Physics 1A-1B or 2A-2B and a working knowledge of calculus.

- Year course (3-3)

*106. Optics*
A review of reflection, refraction and dispersion, with applications to optical instruments. Usually taken in conjunction with Physics 2B.

- Fall (3)
106L. Optical Measurements
Laboratory work to accompany Physics 106.
Fall (1)

107A-107B. Electrical Measurements
Laboratory work designed to accompany Physics 110A-110B. Emphasis placed on the theory and use of electrical measuring instruments.
Year course (1 or 2 units for the year) (Offered in 1947-48 and alternate years)

108. Modern Physics
An introduction to physical investigations of the last half-century. Atomic structure and quantum theory in the light of high-vacuum phenomena, series in optical spectra, natural and induced radioactivity, and allied subjects. Prerequisite: Eight units in physics.
Spring (3)

108L. Modern Physics Laboratory
Laboratory, to accompany Physics 108.
Spring (1)

110A. Introduction to Electricity and Electromagnetism
Elements of the mathematical theory of electrostatics, of magnetostatics and magnetism, and of steady and varying currents. Students are encouraged to accompany the course with 1 unit of laboratory work. Prerequisites: Eight units in physics, and Mathematics 3A-3B.
Fall (3) (Offered in 1947-48 and alternate years)

110B. Principles of Electromagnetism and Electronics
A more complete study and an extension of the material surveyed in Physics 110A, illustrated with practical applications. Prerequisites: Physics 110A and consent of the instructor.
Spring (3) (Offered in 1947-48 and alternate years)

112. Advanced Heat and Thermodynamics
Thermal properties of matter. An introduction to the kinetic theory of gases and the laws of thermodynamics. Prerequisites: Eight units in physics and a working knowledge of calculas.
Spring (3) (Not offered in 1946-47)

112L. Advanced Heat Laboratory
Laboratory work in thermal expansion, specific heat, heat of combustion, radiation and other related topics in advanced heat. Designed to accompany Physics 112.
Spring (1) (Not offered in 1946-47)

113L. Pyrometry Laboratory
Laboratory work in the calibration and use of various temperature measuring devices. Prerequisite: Eight units in physics.
Spring (1) (Offered in 1947-48)

114. Sound Waves and Acoustics
A study of wave motion and its applications to the reproduction, transmission and reception of sound. Architectural acoustics, speech and hearing, musical and musical instruments. Prerequisite: Eight units in physics.
Fall (3) (Offered in 1947-48)

114L. Advanced Sound Laboratory
Laboratory work in the problems of wave motion, standing waves, velocity of sound in various media, diffraction and interference, of sound. Designed to accompany Physics 114.
Fall (1) (Offered in 1947-48)

* Will be offered if there is sufficient demand.
DIVISION OF SOCIAL SCIENCES

ANTHROPOLOGY

Lower division preparation for the liberal arts general major with concentration in anthropology: Anthropology 1A-1B, Sociology 50A, 50B, Geography 1, 2. Recommended: Geology 1A-1B, Spanish, German or French. See requirements for the general major, page 18.

Lower Division Courses

1A-1B. General Anthropology

Year course (3-3)

54. Social Anthropology

An anthropological study of social institutions in primitive and civilized societies. The evolution of family organization, religion, property right, and government traced in elementary and advanced civilizations.
Spring (3) (Not offered in 1946-47)

Upper Division Courses

151A. The North American Indian

Pre-Columbian cultures of the North American Indian. The origin and migration of New World peoples. Industries, arts, crafts, social organization, religion and other phases of American Indian civilization.
Fall (3)

151B. Indian Civilizations of Middle America

The development of civilization in Pre-Columbian Mexico and Central America: Aztec, Mayan, and related cultures.
Spring (3)

152. Primitive Cultures (Ethnography)

History and cultural development of primitive races of mankind. Consideration given to industries, arts, social organization, and religion of pre-literate culture groups.
Fall (3) (Not offered in 1946-47)

153. Primitive Religion

Spring (3) (Not offered in 1946-47)

157. Primitive Myths and Rituals

The folklore, mythology, and rituals of primitive cultures in the Eastern Mediterranean area. The early beliefs and classic myths of the Egyptians, Assyrians, Babylonians, and Greeks.
(Not offered 1946-47)

165. Ethnology and Race Psychology

The biological basis of race, somatic, serologic and constitutional typology, racial mentality, tests and their ethnopsychological significance, abnormality in ethnic groups, applied in anthropological field techniques.
Fall (3) (Not offered 1946-47)

COMMERCE

Candidates for a teaching credential in business education should refer to the statement "Admission to Teacher Education Curricula" on page 21, and to the curriculum for the A.B. Degree with a special credential in Business Education on page 27.

Lower division preparation for the liberal arts major in commerce and for the junior certificate: Economics 1A-1B, 1A-2A, 1B-2B, 1B-2B; English 1B and 11 or 12, 13, 14, 15, 16; Geography 10A-10B, Mathematics C, or equivalent, and Economics 2, 3, 4; History 1A-1B or 5A-5B or Political Science 1A-1B or 7A-7B.

Liberal arts major in commerce, 24 upper division units required as follows:
Economics 111, 121, 140, with 12 or more units additional chosen in one of the following groups:
A. Accounting: Economics 100A-100B, 161, 162.
B. Banking and Finance Economics 133, 135 and 6 units selected from Economics 107, 133, 134, 137.
C. Business Administration: 6 units selected from Economics 123, 125, 137, 142, 150.
Electives: 9 or more additional upper division units in economics.

Lower Division Courses

2. Mathematics of Finance

Interest and annuities; amortization; sinking funds; valuation of bonds; depreciation; mathematics of building and loan associations; mathematics of life insurance. Prerequisites: Two years of algebra in high school, or equivalent.
Spring (3)

14A-14B. Principles of Accounting

A knowledge of bookkeeping not required and not advantageous. The balance sheet; profit and loss statement; various types of books of original entry; the opening, conducting, and closing of books for different kinds of businesses; organizations, conducting, and closing of books for different kinds of businesses; organizations, conducting, and closing of books.
Year course (3-3)

18A-18B. Commercial Law

The leading and fundamental principles of business law. Simple cases showing the application of the principles to commercial and business transactions, rather than the development of those principles. The subjects covered: contracts, sales, and mortgages, partnerships, corporations, real property, negotiable instruments, insurance, and wills, with a brief study of evidence.
Year course (3-3)

Upper Division Courses

121. Business Administration

Problems of business administration as an interrelated whole and as an indication of the study which may lead to the solution of those problems. A discussion of the problems of the business administrator with particular reference to the character of the problems involved and to the control policies and devices of the manager. Questions, problems and case studies. Prerequisites: Economics 1A-1B.
Fall (3)

128. Marketing

A survey of the fundamental principles and methods of marketing. Intended as a basic training for students interested in the economics of advertising, sales management, and the development of market structure. Subjects covered include price policies, distribution methods, existing market structure. Prerequisites: Economics 1A-1B.
Spring (3)

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125. General Insurance
Economic theory of risk, its extent and importance to both the individual and business; transfer of risk; distribution and prevention of loss; types of insurance carriers; problems of rate making; the insurance contract; coverages; special forms of life, fire, marine and casualty insurance; state supervision.
Fall (3)

127. Life Insurance—Principles and Practice
A study of social and individual values involved in the institution of life insurance. The student is then directed to the types of life insurance companies and associations, home office and agency organization, types of contracts, surrender value, policy loans and extended insurance, surplus and dividend policies, reserves, group, industrial and social insurance, and state supervision.
Fall (3)

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

134. Investments
Investment principles and practices with emphasis upon problems of the small investor, such as tests of a good investment, sources of information, types of stocks and bonds, mechanics of purchase and sale, investment trusts, real estate mortgages, and the like.
Spring (3)

137. Credits and Collections
The credit man and his work, including the instruments with which he works, sources of credit information, the technique of his department, collection methods, legislation for the protection of debtor and creditor, and credit insurance.
Fall (3)

150. Labor Problems
A discussion of employment, hours, wages, working conditions, insurance, pensions, workmen's compensation, labor organizations, and labor legislation. Organization of personnel functions; selective devices, training and safety programs, compensation plans, morale.
Spring (4)

160A-160B. Advanced Accounting
An intensive study of the corporation, its accounting and financial problems; thorough study of the balance sheet; depreciation; factory accounting, etc. Under practical accounting an endeavor is made to design, construct, and operate sets of books to meet the needs of different conditions and kinds of businesses. Six hours lecture and laboratory. Prerequisite: Economics 1A-14B.
Year course (3-3) (Offered in 1944-45 and alternate years)

161A-161B. Cost Accounting
Principles and methods of cost accounting in the mercantile establishment and in the factory. A study of bookkeeping procedure, the forms used, and their application to practical problems. Prerequisite: Economics 1A-14B.
Year course (3-3) (Offered in 1944-45 and alternate years)

162. Accounting Systems
The accounting systems used in various types of business and financial concerns. Some practice in devising and installing systems. Prerequisite: Economics 1A-14B.
Spring (3) (Offered in 1944-45 and alternate years)

164. Income Tax Procedure
A consideration of the problems arising from the Federal income tax. The problems are approached from the point of view of the taxpayer who desires to determine the exact application of the law to the interests he represents as well as from the accounting point of view. No knowledge of accounting procedure is necessary.
Fall (3) (Offered in 1944-46 and alternate years)

165A-165B. Auditing
The fundamental principles of accepted procedures of auditing and related types of accounting engagements.
Year course (3-3)

167. Governmental Accounting
A comparative study of accounting systems used by municipalities, counties, and the state of California; detailed comparisons with commercial practice; procedures in handling budget accounts, appropriations, and encumbrances; subsidiary records; cost records; internal checks; auditing.
Spring (3)

ECONOMICS

Lower division preparation for the liberal arts major in economics and for the junior certificate: Economics 1A-1B, Commerce 1A-14B and at least one of the following: Political Science 1A-1B or 71A-71B, History 4A-4B, 8A-8B, Psychology 1A-1B, Sociology 50A-50B, Anthropology 50A-50B. Recommended: Commerce 1A-13B, Geography 10A-10B.

1. Liberal arts major in economics: 24 upper division units required as follows: Economics 100A, 140, and 100B or 111, with 9 or more additional units selected from Economics 100B, 107, 111, 131, 135, 150, 171, 106, Commerce 125 and 132 Electives; Six or more additional upper division units in economics or commerce. Political Science 145A-145B may be substituted for elective units in economics.

Lower Division Courses

1A-1B. Principles of Economics
The basic principles of economics: utility, wealth, value, price; economic production, distribution, and consumption; rent, interest, wages, and profit; competition, monopoly, and large scale production; property, economic waste, and luxury; money and banking, international trade and tariffs; transportation corporations, labor and the state, roles and responsibilities of government, etc. Special attention is given to the principles of economics, their application to problems of our time. Lectures, discussions, and written work shall introduce future citizens to political and economic problems of the nation. Prerequisite: Economics 1A-1B.
Year course (3-3)

Upper Division Courses

100A. Modern Economic Thought
Review of schools of economic thought in the light of recent economic theory with special reference to value and distribution. Special attention is given to the contributions of the institutional economists, their method, and the work of statisticians in the development of economic theory. Prerequisite: Economics 1A-1B.
Fall (3)

100B. Modern Economic Thought
A problem course. Subjects include price theory; distribution with particular emphasis on income; problems of the national and international economy; unemployment, etc. Special attention is given to the work of the statisticians in the development of economic theory. Prerequisite: Economics 100A.
Spring (3)
102. The Economics of War and Post-War Recovery and Reconstruction
   I. Backgrounds of the Present War; II. The Requirements of War Economy; III. International Recovery and Reconstruction; IV. National Recovery and Reconstruction.
   Spring (3)

107. Credit and Credit Institutions
   A study of the economics of credit, its cost, and the agencies supplying credit. Special attention is given to the growth of government credit agencies and their place in modern economic society. Prerequisite: Economics 1A-1B. Recommended: Economics 100.
   Spring (3) (Not offered in 1946-47)

111. Economic History of the United States
   A comprehensive survey of American economic development and of national legislation in the field of industry.
   Spring (3)

128. Land Economics
   Real estate in all its aspects: property rights, transfer of title, valuation, finance, leasing, property management, taxation, insurance, city planning, and the like, with special emphasis upon problems as they exist in San Diego.
   Fall (3)

131. Public Finance
   Principles and practice of taxation, public expenditures, and financial administration. Economic effects of public expenditure, indebtedness, and taxation. Prerequisite: Economics 1A-1B.
   Spring (3)

135. Money and Banking
   The elements of monetary theory. History and principles of banking with special reference to the banking system of the United States. Prerequisite: Economics 1A-1B.
   Spring (3)

140. Statistical Methods
   The nature and use of statistical method in the social sciences. Practice in tabular and graphic presentation of data; analysis of frequency and time series; index number construction, and study of correlation techniques. Prerequisite: Mathematics A-B, C or equivalent.
   Fall (3)

142. Business Cycles
   Fundamental factors in business cycles are analyzed and cycle theories are examined. Study of current business conditions begins early in the course and develops into practical application of forecasting methods to both business and other data. Prerequisite: Economics 140.
   Spring (3)

150. Labor Problems
   A study of labor organizations and their policies, wages, strikes, unemployment, social insurance, child labor, labor legislation, plans for industrial peace, and other labor problems.
   Fall (3)

171. Transportation
   The development of railway transportation; railroad financing; rates and rate making; governmental regulation; government operation of railroads during the war; recent development of motor and air transportation; current problems in public utilities. Prerequisite: Economics 1A-1B.
   Fall (3) (Offered on demand)

165. International Economic Relations
   A brief treatment of certain geographical, sociological, and legal phases of international relations followed by a study of the commercial and industrial basis of world economy touching upon a number of special problems involved. An introductory study of materials covering the processes, principles, and policies of international trade. The course concerns itself primarily with the economic basis of international relations, but political aspects are almost constantly taken into account in recognition of the fact that international relations are frequently political in form but economic in content.
   Spring (3)

189. Investigation and Report
   Designed to stimulate independent study and investigation; to furnish guidance in the collection, organization, and presentation of factual material; to improve the technique of term reports.
   Fall and Spring (3-3)

199A-199B. Special Study
   Designed exclusively for seniors with a major in economics.
   Fall (1), Spring (1 or 2)

GEOGRAPHY

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

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

Lower Division Courses

1. Introduction to Geography: Physical Elements
   The nature of maps, weather and climates of the world; natural vegetation; land forms and their associated soils, with reference to their climatic relationships; the seas and their coasts. One all-day field trip. Open to all students who have not taken Geography 10A-10B. This course is classified as a natural science.
   Fall and Spring (3)

2. Introduction to Geography: Natural and Cultural Regions
   The regional differentiation of the world by human activity; areal bases of economy and nationality. Prerequisite: Geography 1.
   Fall and Spring (3)

3. Elementary Meteorology
   An elementary study of the earth's atmosphere and changes in it which produce our weather and influence human affairs. Special attention given to local conditions, instruments, and records. Aeronautical meteorology stressed in the fall semester.
   This course is classified as a natural science.
   Fall (3)

4. Map Reading and Map Interpretation
   Representation of geographic data by means of maps. Interpretation of projections, scales, symbols, land forms, and culture from topographic maps; measurements of cultural data on maps. Prerequisite: Geography 1.
   Fall (2)

10A-10B. Economic Geography
   Beginning course in economic geography limited to students in commerce and prospective economics majors. Not open to students who have had Geography 1 and 2.
   This course may serve as prerequisite to upper division geography courses.
   Fall and Spring (3-3)
Upper Division Courses

112. Geography of California
The physiographic regions of California and the cultural landscapes developed by the successive cultural groups. Prerequisite: Geography 1.
Spring (3)

116. Geography of Latin America
The natural regions of Latin America; their occupational condition and historical evolution. Prerequisite: Geography 1.
Spring (3)

117. Geography of Northern and Eastern Europe
A study of the cultural development of the countries of northern and eastern Europe in relation to physical background and historical evolution. Prerequisite: Geography 1.
Fall (3)

118. Geography of the Mediterranean Area
A study of the cultural development of the countries of Southern Europe, Western Asia, and North Africa in relation to physical background and resources. Prerequisite: Geography 1.
Spring (3)

121. Geography of North America
The natural regions of North America, their formation and economic and historical development. Prerequisite: Geography 1.
Fall (3)

124. Geography of Asia
The cultural regions of Asia, their physical environment, and historical development. Prerequisite: Geography 1.
Spring (3)

135. Geography of the San Diego Area
Directed individual urban and rural field work in the San Diego area; the mapping of a small area and making its geographic interpretations. Prerequisite: Geography 1 and 2.
Fall (3)

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

166. Honors Course
To be arranged after consultation with the chairman of the department. (See page 14.)
Fall and Spring (Credit to be arranged)

HISTORY

Lower division preparation for the liberal arts major in history: History 3A-3B or 4A-4B or SA-SH or 17A-17B and either Political Sciences 1A-1B, 71A-71B or Economics 1A-1B. Two lower division history courses are recommended for students planning to major in history. No student shall enroll in more than one lower division history course during a semester.

Upper division history requirements for the liberal arts major: At least twenty-four units in upper division courses in history, to be arranged in consultation with the chairman of the department. A reading knowledge of at least one foreign language is expected of history majors. The history minor: From 15 to 18 units of work in history is recommended. At least nine units of the work must be chosen from upper division courses.

Lower Division Courses

3A-3B. Survey of Ancient Civilizations
Introduction to pre-history and Mediterranean civilizations.
Year course (3-3)

4A-4B. History of Modern Europe
Development of European society and institutions from about 1500 A.D.
Year course (3-3)

8A-8B. History of the Americas
Year course (3-3)

7A-17B. History of the United States
Survey of the political and social development of the United States, with emphasis upon the rise of American civilization and ideals.
Year course (3-3)
162. South America Since Independence
The republics of South America. Attention directed to the development of nations. Social questions, struggles for political stability, exploitation of resources, diplomatic and commercial relations with the United States, and other international problems of South America. Survey of present-day conditions, political, economic and social.
Spring (3)

171A-171B. The Rise of the American Nation
Semester I: Lectures and readings on English colonization in North America, the development of colonial institutions and political customs, and areas of international conflict during the 18th century. Semester II: The revolutionary movement and the establishment of the government under the Constitution of 1787 to the close of the War of 1812.
Year course (3-3)

172A-172B. Constitutional History of the United States
A study of the work of the convention of 1787, the problems involved in setting up the new government under the Constitution, the nature of the Federal system as it becomes defined in governmental practices and court decisions, the nature of the system of individual rights.
Year course (3-3)

173A-173B. The Expansion of the United States
Lectures and readings on Jacksonian Democracy, territorial expansion and the Mexican War, the slavery controversy, Civil War and Reconstruction, and attention to the growth and progress of the United States to the close of the 19th century.
Year course (3-3)

175. The United States in the Twentieth Century
The rise of the United States to be a world power; social and economic problems posed by the machine age; political action and adjustment, actual and proposed, intended as solutions for these problems.
Spring (3)

176A-176B. History of American Foreign Policy
Lectures and readings in the field of American foreign relations since 1776, with special emphasis, in the second semester, upon affairs since 1900. A general survey course.
Year course (3-3)

179A-179B. Intellectual History of the American People
A study of the ebb and flow of ideas in the United States since the founding of the English colonies, with special attention devoted to social and political thought.
Year course (3-3)

191A-191B. History of the Far East
Particular emphasis during the first semester on the history, both internal and international, of the Far East through the 19th century. The second semester will be devoted to a consideration of developments in the 20th century.
Year course (3-3)

199. Special Courses for Advanced Students
Required of all students with a history major in the liberal arts curriculum, and to be attended during the senior year. Other students may be admitted with the permission of the instructor.
Spring (2)

10. Use of the Library
The chief object is to give a working knowledge of some of the resources of the library which every teacher and student should understand— the decimal classification, the card catalog, periodical indexes, and the most important reference books, together with some instruction in the preparation of bibliographies. The course will be a requirement of those students added to the library's staff of student assistants, although it will not prepare the student to become a librarian.
Fall and Spring (2)

20. Consumer Economics
Growing importance of consumption as a field for study; consumer incomes in the United States; consumption and business cycles; bases of consumer choice-making; practical problems of buying food, clothing, shelter, transportation, insurance, etc.; family budgeting; a survey of the methods by which products reach the consumer; market structure and functions seen from the consumer's point of view.
Fall (3)

24. Merchandising
A study of retail stores, emphasizing the problems of store managers and merchandising executives: store location, organization, personnel, sales promotion, buying and handling of merchandise, inventory, turnover, and control methods. Changing conditions in retailing, problems of profitable operation under present conditions.
Spring (3)

25. Salesmanship
Theoretical and psychological backgrounds of salesmanship, newer concepts of selling; the selling of ideas and services; steps in a sale: attention, interest, desire, closing; the development of clientele and of good will; the personal factor in salesmanship.
Fall (3)

26. Applied Salesmanship
Classroom practice in selling; supervised work in cooperating stores, or outside selling; relationships between theory and practice in specific selling situations; incentive methods of payment in selling; the problem of sales managers in reducing selling costs.
Spring (3)

28A. Life Insurance Salesmanship
A study of the special problems of life insurance selling, with emphasis on the psychological aspects of insurance selling, and on specific techniques for finding prospects, and for managing the sales interview. A course for students interested in life insurance selling, and for those planning to obtain life underwriter's certification.
Spring (2)

27. Advertising
A survey of advertising from the point of view of the business man and the consumer; business principles applied to advertising; basic psychological appeals employed; market analysis as an advertising tool; budgeting of appropriations; selection of media; layout, art work, copy; publicity devices; institutional advertising; the function of agencies; radio as a specialized advertising problem.
Spring (3)

PHILOSOPHY

1A, 1B. Introduction to Philosophy
A non-historical introduction to the types and problems of philosophy. The most inclusive and influential world-views are studied at length, then the principal problems of philosophy are considered in terms of these basic systems. Prerequisite: Sophomore standing, or permission of instructor.
(1A, Fall and Spring, 3) (1B, Fall and Spring, 3)
A study of the basic ideas of Western Civilization in their historical development. The making of the modern mind as revealed in the development of philosophy and in the relations between philosophy and science, art and religion. The history of ideas against the social and political backgrounds from which they came. Prerequisite: Sophomore standing or permission of instructor.

Fall, Spring (3, 3)

8. Social Philosophies
The study of man's speculation regarding his "right" organization, together with the assumptions, analogies and economics determining his temporary conclusions. Among the thinkers studied are Hobbes, James I, Rousseau, Locke, Jefferson, Kropotkin, Mill, Marx, Mussolini, Dewey, Pius XI, Hoover, Roosevelt, etc. (May be taken for lower or upper division credit.)

Spring (3)

Upper Division Courses

108. Social Philosophies—(see Philosophy 5)

120. Reflective Thinking (Logic)
Analysis of fallacies, and the logic of argument and proof; an examination of reflective procedures in various fields of knowledge, and a review of some psychological descriptions of thought. Prerequisites: Psychology 1A and at least one semester of philosophy.

Spring (3) (1947-48 and alternate years)

130. Ethics
The search for the Good Life. The principal theories of ethical obligation, the sources of moral authority, and the various views regarding the nature of the "highest good" and the related goals of intelligent living.

Fall (3) (1947-48 and alternate years)

135. Philosophy of Art
A study of the nature of esthetic experience, both in itself and in relation to the rest of human experience. Particular effort is made to disentangle man's esthetic attitude and activity (whether in the field of art, nature or daily life) from those experiences and evaluations with which the esthetic is frequently confused. The principal theories of art, both traditional and contemporary, are studied at length—both in relation to actual artistic production and to art's role in society.

Spring (3)

137. Philosophy of Science
A critical examination of the basic concepts and methods underlying contemporary scientific thought. Nature of scientific knowledge, conceptions of nature, natural law, relation of the scientific interest to other interests, and contributions of the special sciences to a view of the universe as a whole.

Fall (3)

POLITICAL SCIENCE

The minor in Political Science: From 15 to 18 units of work is recommended. At least 9 units must be chosen from upper division courses. It is suggested that students who expect to major in Political Science plan their lower division work to include both Political Science 1A-1B and 71A-71B, and either Economics 1A-1B or History 4A-4B.

Lower Division Courses

1A-1B. Comparative Government
A comparative study of typical governments. Semester I: England, France and Switzerland. Semester II: Italy, Germany, Russia and Japan.

Year course (3-3)

71A-71B. American Government and Politics
Semester I: Governmental organization in the United States; Federal system, organization, powers and functions of the legislative, executive and judicial branches of the national government, and the expansion of its activities. Semester II: Development of the means of democratic control of government in the United States; the history, motivation, methods and control of political parties; party machines; election systems; influence of minority groups; the lobby; the press.

This course is not open to freshmen.

Year course (3-3)

Upper Division Courses

101. American Institutions
A study of the principles of the Constitution of the United States, and a survey of the political and social institutions which have developed under it.

Fall (2)

111A-111B. Theory of the State
The nature of the State, its organization and activities, and its relation to the individual and to other states. Special attention is given to recent developments in the field of political thought.

Year course (3-3)

133A-133B. Principles of International Law
This course is concerned with the function of law in the international community. The historical development of the theory and rules of international law, the application of international law in international relations and the application of international law in national courts.

Year course (3-3)

141. Theories of International Relations
The development of ideas concerning international relations from ancient through modern times. Theories of nationalism, imperialism, internationalism and cosmopolitanism will be reviewed and their validity considered in the light of modern experience.

Fall (3)

142. International Organization
Pre-war attempts at international organization, the effect of World Wars I and II on the ideas of international relationships, Post-war attempts at organization. Special attention will be given to the organization and development of the League of Nations, its machinery, accomplishments and failures, and to national attitudes towards cooperation after World War I.

Spring (3)

143A-143B. Principles of Public Administration in the United States
A study of the development of executive agencies in the American federal government and the relationship between these agencies and the changes in American concepts concerning the proper field of governmental activity.

Year course (3-3)

PSYCHOLOGY

Lower division preparation in psychology for advanced work. Recommended: Psychology 1A-1B, Zoology 1A-1B or Biological Science 10A-10B, Philosophy 3A-3B or 5A-5B, Mathematics 8, a foreign language and some physics, anthropology and sociology.

Lower Division Courses

1A. General
An elementary survey of normal adult psychology, descriptive and organizational; the subjective and objective aspects of behavior. Furnishes basis for all other courses in psychology and is prerequisite therefor.

Fall and Spring (3)
18. General Applied
A continuation of general psychology designed to familiarize the student with (1) elementary statistical methods and (2) fields of applied psychology and possibly (3) some one topic (not included in upper division courses) in which he pursues an independent experimental approach if judged advisable or for additional unit. Required for advanced study. Prerequisite: Psychology 1A.
Fall and Spring (3)

105. Mental Testing
Best individual test administration, leading to certificate; additional test study and testing for additional credit. Prerequisites: Psychology 1A, 1B.
Fall (3)

118. Mental Hygiene
Problems, personality adjustment, emotional problems, attitudes, conflicts, neurotic behavior, conduct disorders of both child and adult. The beginnings of undesirable attitudes and habits and methods of treating them are stressed more than serious cases of maladjustment which are either incurable or problems for a psychiatrist. The methods of building wholesome personality are emphasized more than the analysis of extreme disorders. Prerequisites: Psychology 1A, 1B.
Spring (3)

145. Social Psychology
Personality as it develops in relation to social environment. Suggestion, imitation, leadership, the crowd, public opinion, social control, prejudices, propaganda, sex differences, race differences, etc. Prerequisites: Psychology 1A, 1B.
Spring (3)

150. Abnormal Psychology
The relation of psychology to the psychoneuroses and insanity; the appearance of abnormal traits in incipient stages of mental disturbances. Methods of diagnosis and early treatment. Prerequisites: Psychology 1A, 1B. Recommended: Psychology 118.
Fall (3)

151A. Clinical Psychology
A study of diagnostic devices in psychology, tests of clinical significance, ratings, interviewing for securing information, projective and case study analyses; problems of insight, rapport, empathy, and prediction of individual behavior. Prerequisites: Psychology 1A, 1B, 118 or 150. Recommended: Psychology 165.
Fall (3)

151B. Clinical Psychology
A study of non-medical psycho-therapies—ancient, medieval, and modern, but all contemporary; particularly non-directive counseling and such directive methods as naively operate in making friends and influencing people. Prerequisite: Psychology 151A unless waived by consent of instructor.
Spring (3)

160. Experimental Psychology of Learning
Introduction to instrumental and comparative psychology and to methods of research in the development of behavior theory. Prerequisite: 5 units of other work in the department and consent of the instructor; required of those seeking a major.
Fall (3)

SECRETARIAL TRAINING

A. Business Mathematics
A practical course in the mathematics of business. A thorough study of interest, compound interest, discount, amortization tables, insurance rates, etc.
Fall and Spring (1) (No credit will be counted toward A.B. Degree requirements, except in the curricula leading to the Business Education Credential.)

SOCIAL SCIENCES

1A-1B. Typewriting
A rapid development of a thorough command of a keyboard by the touch method. The acquisition of speed and the artistic arrangement of typewritten material with special reference to commercial forms, tabulation and billing; specifications, legal forms, and preparation of manuscripts; transcription, mimeographing, etc. Eight hours lecture and laboratory practice.
Year course (3-3) (No credit will be counted toward A.B. Degree requirements except in the curricula leading to the Business Education Credential)

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

3A. Office Procedure
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. Prerequisite: Secretarial Training 1A or its equivalent.
Fall and Spring (3) (No credit will be counted toward A.B. Degree requirements except in the curricula leading to the Business Education Credential)

5A-5B. Shorthand
An intensive course designed for the practical preparation of office secretaries. A thorough study of the Gregg System. Development of the ability to read and write shorthand rapidly and correctly, both literary and commercial. The shorthand speed necessary to pass a civil service examination is attained by the end of the year.
Year course (5-5)

6A-6B. Advanced Shorthand
Development of speed in writing and transcription. Advanced dictation on letter forms, legal forms, speeches, and literary and technical material.
Year course (5-5)

English in Business (See English 8)

SOCIAL SCIENCE

Lower division preparation for the liberal arts major in social science: Fulfillment of the respective departmental lower division requirements for upper division in Anthropology, Economics, Geography, History, Political Science, Sociology.

5A. Anthropology
Liberal arts major (upper division) in social science, political science, sociology. Liberal arts major (upper division) in social science, political science, sociology. Required: Twenty-four units of upper division work including a concentration of twelve upper division units in one of the following fields and six units in each of two others: Anthropology, economics, geography, history, political science, sociology.

This major is available only to students who are preparing for graduate work in anthropology, political science, or sociology, and to those enrolled in certain programs of study and other curricula. Official approval for candidacy for a degree in a social science major must be obtained from the Dean of the upper division.

Lower Division Course

1. Contemporary Political, Social and Economic Problems
An analysis of major problems of the present day with reference to the conditions in which they arise and with regard to their essential unity and relationships. Particular attention to implications of the war and post-war problems. An attempt to introduce the student to sound methods of approach in dealing with these problems.
Fall and Spring (3)

SOCIOLOGY

Lower division preparation for the liberal arts major in social science with the following year courses: Anthropology 50A, 50B; Political Science 1A, 1B. One of the concentrations in sociology: Sociology 50A, 50B; Economics 1A, 1B and one of the following year courses: Anthropology 50A, 50B, Political Science 1A, 1B. See requirements for the social science major.
90A. Introduction to Sociology
A study of modern social problems recognizing the geographic, economic, psychological, and sociological factors involved. Emphasis is on a scientific method of approach. An evaluation of various causes and solutions of problems is made.
Fall (3)

50B. General Sociology
The development and use of the concepts of sociological analysis, such as human nature, the effects of isolation and social contacts upon the development of personality; social interaction; social processes; social forces; social control; collective behavior; and social change.
Spring (3)

55. Marriage and Family Life
A psychological and sociological approach to the study of marriage and the family. Some of the topics considered are: relation of courtship to marriage; emotional maturity and marriage; eugenic aspects of marriage; college marriage; harmony in modern marriage; economic adjustment in marriage; parenthood. Prerequisite: Health Education 1 or 2; a biological science and Psychology 1A recommended. Not open to Freshmen.
Spring (3)

105. Social Pathology
A study of the alleged abnormal phenomena in society: family disorganization and personal malfunction; pathology of individual and group relationships and of economic, social, and cultural relationships. Prerequisite: Sociology 50AB.
Fall (3)

106. Criminology and Penology
The extent and characteristics of crime; consideration of physical, mental, economic, and sociological causes of crime; study of methods of penal discipline, prison labor, parole, and probation; programs of prevention. Prerequisite: Sociology 50AB.
Spring (3)

108. The Family
History of marriage and family as a social institution. Effects of various economic and social factors on the modern family; higher education and the birth rate; married women in industry and professions; causes of desertion and divorce and their sociological effects. Not open to students who have credit for Sociology 55.
Spring (3) (Offered in 1947-48 and alternate years)

109. Fields of Social Work
A survey of the nature of social work and the various kinds of social work which are found in modern urban life. The student is familiarized with the various social agencies in the community, their problems and methods of work, by readings and field trips. Volunteer social work in some social agency recommended. Prerequisite: Sociology 50AB.
Spring (3)

126. Social Reform Movements
A study of organized efforts to change social institutions in the United States since 1895. Emphasis given to backgrounds, objectives, techniques, and relationship to democracy of each movement. Prerequisite: Sociology 50AB.
Fall (3)

197. Urban Sociology
A study of the structure and function of the modern city; types of neighborhoods; forms of recreation; social forces in a metropolitan area; types of urban personalities and groups; rural-urban conflicts of culture. Practical field studies required. Prerequisite: Sociology 50AB.
Fall (3)

TWO-YEAR CURRICULA

These curricula are organized for students who have not yet qualified for enrollment in a four-year curriculum leading to the Bachelor of Arts degree. Regularly qualified students who prefer a shorter completion course will take only such two-year courses as may be required in the specialized curricula they are following. Upon satisfactory completion of the requirements in these two-year curricula the student is granted a diploma. By maintaining a high grade of scholarship the student may secure the opportunity of transfer to a four-year program. Such transfers are made by action of a faculty committee after the student has completed one or more semesters in a two-year curriculum. Upon transfer the credits earned in courses in the two-year program in which grades of A and B have been received are allowed to count toward the Bachelor of Arts degree but are reduced by one step in grade.

Courses numbered 40 and 45 are not open for credit to students in a four-year curriculum.

A two-year student may elect any other college lower division subject under guidance where his high school scholarship record, or his scores in the aptitude and achievement tests, or his college record indicates probable success in that field. He must, of course, meet all prerequisites for the course under consideration.

TWO-YEAR CURRICULUM IN LIBERAL ARTS

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* Not less than 6 units of natural science must be completed in college.
### Two-Year Curriculum in Art

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### Two-Year Curriculum in Secretarial Training

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<tr>
<td><strong>Physical Education</strong></td>
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*Students qualified for regular four-year standing should take the equivalent course provided for regular students.*
COURSE OF INSTRUCTION

ASTRONOMY

40. Elementary Astronomy
A survey course planned to acquaint the student with the more important facts pertaining to both the solar system and to the stars. The first part of the course is devoted to the study of the earth as an astronomical body and to the other planets. The latter part is devoted to a study of the sun and stars.
Spring (3)

BIOLOGY

40. Man and His Biological World
A survey of the general field of biology with emphasis on the role of biological science in the welfare of man and his associates, consisting of three lectures and one demonstration period per week.
Fall and Spring (3)

COMMERCE

40A-40B. Elementary Accounting
An introductory course in the fundamental principles of accounting; recording business transactions; opening and closing books of different kinds of business in accordance with modern accounting practice; accounting theory combined with actual practice. Balance sheet; profit and loss statements; accounts; book of entry, etc. Planned for students entering accounting work who must confine their preparation to one or two years.
Year course (3-3)

41A-41B. Secretarial Accounting
A course in secretarial accounting covering the fundamental principles of accounting and the application of these principles to the accounting work required by one employed in a secretarial capacity.
Year course (3-3)

45A-45B. Business Economics
A basic course in the general principles of business economics and the application of these principles to current problems of man's economic life. A coordinated description of economic conditions, circumstances and forces which are of general significance throughout the business world. The development of theory as an interpretation of and guide to practice. Emphasis placed on actual business and financial operations and matters of everyday business experience which may serve as guides for individual conduct and the development of social policy. Human wants and their satisfaction; organization and purpose of business; risks and insurance; how prices are determined; money, credit and banking; taxation; principles of consumption; government and business; wealth, value, capital, rent, interest profits; etc. Not open to freshmen.
Year course (3-3)

46A-46B. Record Keeping
An advanced course in the application of accounting theory and principles to accounting practice; the technical arrangement of accounting forms, records and reports found in business; advanced theory. Opportunity afforded students through the use of practice sets, etc. to secure practice in applying principles to actual work done in business. Prerequisite: Accounting 15A-15B or 16A-16B or Economics 14A-14B.
Year course (3-3)

ENGLISH

40A. Beginning Composition
The elements of composition, including drill in grammar and usage; exercises in vocabulary building and careful reading; theme writing.
Fall and Spring (3)

40B. Freshman English
Composition stressing exposition. Reading from essays and articles. Prerequisite: satisfactory Subject A test.
Fall and Spring (3)

40C. Freshman Literature
Literature, mainly contemporary, is read for its thoughts and ideas, especially in relation to human problems and their solution. Practice in writing is continued. Prerequisite: one semester of Freshman English. Required of all Two-Year students.
Fall and Spring (3)

45. Sophomore English: Biography
Composition stressing personal narrative and informal essay. Reading from field of biography and memoirs. Prerequisite: English 40A or 40B, and English 40C.
Spring (3)

46. Sophomore English: Contemporary Literature
Study of contemporary literature, with emphasis on various forms, such as the novel, poetry, drama, etc., as used by the principal writers of the twentieth century world. The main objective of the course is to give students a background for the major portion of their reading beyond college. Prerequisite: English 40A or 40B, and English 40C.
Fall (3)

47. Sophomore English: Periodical Literature
Composition stressing the writing of essays and articles. Reading from current periodical literature. Prerequisite: English 40A or 40B, and English 40C.
Fall (3)

GEOGRAPHY

40A. Introduction to Geography: Fundamentals
This course deals with maps, weather and climate, landforms, vegetation and soils. It develops background for the study of countries and regions. One all-day field trip is required.
Fall and Spring (3)

40B. Introduction to Geography: Countries and Regions
This course presents the regions of the world with a description of what man has done with the resources in each. It deals with human activity and distributions. Prerequisite: Geography 40A.
Fall and Spring (3)

40. General Geology
An elementary course dealing with those processes of nature by which the surface of the earth is built up, deformed and torn down. A study of the natural history and occurrence of the common rocks and minerals.
Fall and Spring (3)

HEALTH EDUCATION

1. Health and Social Adjustment (Men)
An informational course in personal and community hygiene. A study of social hygiene and the hygienic principles of living. Speakers from the County Medical Association on subjects of vital interest enrich the offerings of this course. It is especially desirable that this course be taken in the freshman year.
Fall and Spring (2)
2. Health and Social Adjustment (Women)
   An informational course, reviewing the principles underlying the improvement of personal health, and the solution of practical problems of young women and prospective homemakers. Lectures by specialists in the various fields serve to enrich the course. Required of all freshmen who are candidates for junior standing or the degree.
   Fall and Spring (2)

40A. Nutrition
   A course based on the study of how to make healthful food choices from the modern scientific viewpoint. Consideration is given to the meaning and indications of adequate nutrition and to food in its relationship to the maintenance of well-being. Red Cross Nutrition Certificate is granted upon course completion. Open only to students enrolled in a two-year curriculum.
   Fall (2)

40B. Nutrition-Laboratory
   A practical course in the selection and preparation of typical foods. Emphasis is placed on conservation of essential food flavors and nutrients. Class meets once a week and is open only to students who have registered in Nutrition 40A.
   Fall (1)

MATHEMATICS

40. Computational Mathematics
   Basic work in arithmetic, informal geometry, elementary algebra, and simple trigonometry. The chief emphasis is placed on computation. Not open for credit to students who already have credit in elementary geometry, whether taken in high school or in college.
   Fall and Spring (3)

MUSIC

40A-40B. Music for Enjoyment
   A course designed for students with little or no musical background. Lectures and discussions as a basis for intelligent listening to concerts, radio programs, and class presentation of recorded music. Not open to music majors and minors.
   Year course (1-1)

PHYSICAL SCIENCE

40. Man and His Physical World
   A brief survey of the nature of the scientific method and of selected topics in physical science. Materials will be chosen from physics, chemistry, astronomy, and geology in order to give some background for an understanding of the relations of physical science to modern life. Not open to students who have had both high school or college physics and chemistry or either of these subjects together with either astronomy or geology.
   Fall and Spring (3)

PSYCHOLOGY

40. Psychology and Life
   An elementary survey of normal adult psychology, focused upon psychological principles in relation to life situations. Open only to students enrolled in a two-year curriculum.
   Fall and Spring (3)

SOCIAL SCIENCE

40. Contemporary Problems
   A survey of the major political, social, and economic forces in modern American life. Chief problems are analyzed in relation to their setting, and students are given sound methods of approach in dealing with them.
   Fall (3)
BROOKS, BAYLOR. Assistant Professor of Geology\nB.A., 1928, Stanford University. Two years graduate study since 1928 at University of Arizona and Stanford University. At San Diego State College since 1931.

BROWN, ELIZABETH (Mrs. Leslie P.). Associate Professor of French\nB.A., M.A., Ph.D., University of Chicago. At San Diego State College since 1929.

BROWN, LESLIE PARKER. Professor of Spanish and French\nB.A., 1912, Yale College; M.A., 1915, Harvard University; Ph.D., 1935, University of Southern California. At San Diego State College since 1923.

BRYDEGAARD, MARGUERITE ANNA. Supervisor of Student Teaching; Assistant Professor of Education\nA.B., San Diego State College; M.A., Claremont Colleges. At San Diego State College since 1936.

CAMERON, ROY ERNEST. Professor of Economics\nA.B., 1922, Ph.D., 1929, University of California. At San Diego State College since 1927.

CORBETT, KATHERINE E. Supervisor of Student Teaching; Associate Professor of Education\nB.S., Michigan State College; B.S., M.A., Teachers' College, Columbia University. At San Diego State College since 1921.

CROUCH, JAMES ENSIGN. Professor of Biology\nB.S., 1906, M.S., 1911, Cornell University; Ph.D., 1929, University of Southern California. At San Diego State College since 1932.

DARSEY, MARVIN LLOYD, Jr. Instructor in Biology\nA.B., 1934, University of California at Los Angeles; Ph.D., 1939, Stanford University. At San Diego State College since 1927.

DEPUTY, ERBY CHESTER. Professor of Education\nA.B., 1923, University of Denver; M.A., 1926, Ph.D., 1929, Columbia University. At San Diego State College since 1931.

DICKHAUT, FLORENCE LULIAN SMITH (Mrs. Charles A.). Professor of English\nB.A., Northwestern University; M.A., University of Chicago. At San Diego State College since 1945.

EVANS, BRYANT F. Instructor in Journalism\nB.B., 1931, University of Missouri. On editorial staff of San Diego Union. At San Diego State College since 1945.

GLEASON, JOHN MORTIMER. Assistant Professor of Mathematics\nB.A., 1929, University of California at Los Angeles; M.A., 1930, University of Southern California. One and a half years graduate study since 1930 at University of California at Los Angeles and Claremont Colleges. At San Diego State College since 1939.

GULICK, SIDNEY. Associate Professor of English\nA.B., 1925; M.A., 1927, OBERLIN; PH.D., 1931, Yale University. At San Diego State College since 1945.

HAMANN, ILSE HEDWIG. Assistant Professor of Art\nB.E., University of California at Los Angeles; M.A., University of California. At San Diego State College since 1945.

HAMMACK, EDITH CHASTAIN. Supervisor of Student Teaching; Associate Professor of Education\nB.A., San Jose State College. At San Diego State College since 1917.

HAMMACK, ISABELLA STEWART. Supervisor of Student Teaching; Assistant Professor of Education\nB.A., M.A., University of California. One-half year graduate study since 1929 at University of California. At San Diego State College since 1936.

* On leave
LINLEY, JAMES
Assistant Professor of Education
Ph.B. 1927, University of Chicago; M.A. 1934, Ph.D. 1938, University of Southern California. At San Diego State College since 1944.

LIVINGSTON, GEORGE ROBERT
Professor of Mathematics
B.S. 1919, M.A. 1923, University of California. One year graduate study since 1922 at University of California and University of California at Los Angeles. At San Diego State College since 1932.

LUCIO, WILLIAM HOWARD
Principal of Campus Elementary School
Assistant Professor of Education
A.B. 1924, M.A. 1927, Ph.D. 1945, University of California. At San Diego State College since 1939.

MADDEN, RICHARD
Director of Elementary Education; Professor of Education
B.A. 1926, Nebraska (Peru) State Teachers College; M.A. 1930, Ph.D. 1931, Columbia University. At San Diego State College since 1939.

MEAD, HUNTER
Assistant Professor of Philosophy and Psychology
B.A. 1946, Pomona College; M.A. 1947, Claremont Colleges; Ph.D. 1946, University of Southern California. At San Diego State College since 1944.

MENDENHALL, MARY
Dean of Women; Professor of Educational Guidance
B.A. University of Colorado; M.A., University of Southern California; Ph.D., Yale University. At San Diego State College since 1939.

MOE, CHEHNEY R.
Assistant Professor of Physics
B.A. 1929, M.A. 1931, Stanford University; Ph.D. 1941, University of Southern California. At San Diego State College since 1929.

NASATHE, ABRAHAM PHINEAS
Professor of History
B.A. 1921, M.A. 1923, Ph.D. 1926, University of California. At San Diego State College since 1928.

NICHOLS, AMBROSE R., Jr.
Assistant Professor of Chemistry
B.S. 1932, University of California; Ph.D. 1939, University of Wisconsin. At San Diego State College since 1939.

BRYDEGAARD, MAGDALENE ANNA (Mrs.)
Supervisor of Student Training; Assistant Professor of Education
B.A. San Diego State College; M.A. Claremont Colleges. At San Diego State College since 1936.

OSBORN, CLARENCE G.
Associate Professor of History and Political Science

PATTERTON, LENA E.
Professor of Art

FASSE, ESTHER ELIZABETH
Assistant Professor of Physical Education
B.A., University of California at Los Angeles. One year graduate study University of California at Los Angeles, University of Southern California, and Milla College and one year European study in the dance since 1931. At San Diego State College since 1933.

PEIFFER, HERBERT C., Jr.
Dean of Student Personnel and Guidance; Associate Professor of Psychology
A.B., 1928, University of California at Los Angeles; M.A. 1931, Ph.D. 1939, Stanford University. Appointed Junior College 1937. At San Diego State College since 1941.

PERRY, FAY V. (Mrs. J. M.)
Director of Guidance for Two-Year Students; Associate Professor of Sociology

PETTERSON, CHARLES H.
Dean of Men; Professor of Physical Education
A.B. 1925, San Diego State College; M.A. 1937, Claremont Colleges. At San Diego State College since 1921.

† On military leave
PHILLIPS, WALTER THOMAS. Professor of Spanish and French A.B., 1924, University of Washington; M.A., 1926, Stanford University; Ph.D., 1943, University of Southern California. Graduated study at National University of Mexico, Institute of French Education, Middlebury College, Elizabeth College, and San Diego State College since 1927.

POST, LAUREN CHESTER. Associate Professor of Geography A.B., 1924, M.A., 1951, Ph.D., 1937, University of California. At San Diego State College since 1937.

REDIT, EDITH ESTHER. Supervisor of Student Teaching; Assistant Professor of Education B.A., M.A., University of California. At San Diego State College since 1933.

RICHARDSON, ROBERT WILLIAM. Assistant Professor of Geography B.A., 1940, Ph.D., 1949, University of California. At San Diego State College since 1939.

ROBINSON, DUDLEY HUGH. Professor of Chemistry B.A., 1927, Louisiana State University; M.S., 1932, University of Iowa; Ph.D., 1935, University of Southern California. At San Diego State College since 1928.

ROGERS, SPENCER LEE. Associate Professor of Anthropology B.A., 1927, San Diego State College; M.A., 1929, Claremont College; Ph.D., 1937, University of Southern California. At San Diego State College since 1928.

ROSS, MELVIN K. Instructor in Physics and Chemistry A.B., 1939, San Diego State College; M.S., 1942, and two years of graduate study at University of Southern California. At San Diego State College since 1942.

SANDERS, VIOLA. Supervisor of Student Teaching; Instructor in Education A.B., San Diego State College; M.A., Claremont College. At San Diego State College since 1946.

SCHWOB, MARION LYON (Mrs. W. E.). Associate Professor of Physical Education B.A., University of Iowa; M.S., University of Southern California. At San Diego State College since 1934.

SHAFFER, FLORENCE I. Assistant Professor of Physical Education B.A., University of California; M.S., University of Southern California. At San Diego State College since 1932.

SMITH, CHARLES ROBERTS. Assistant Professor of Physical Education B.A., 1931, San Diego State College. One year graduate study since 1931 at University of Southern California. At San Diego State College since 1933.

SMITH, CLIFFORD EDWARD. Associate Professor of Astronomy B.A., 1922, Carleton College; M.A., 1926, Swarthmore College; Ph.D., 1932, University of California. At San Diego State College since 1937.

SMITH, DEANE FRANKLIN. Assistant Professor of Music B.Mus., 1921, M.Mus., 1929, Northwestern University. At San Diego State College since 1939.

SMITH, LEILA DEBORAH. Professor of Music A.B., Oberlin College; M.Mus., Oberlin Conservatory; M.A., Columbia University. One-half year study since 1926 at Stanford University and Northwestern University. At San Diego State College since 1939.

SPRINGSTON, CHRISTINE. Associate Professor of Music B.A., B.M., University of Redlands; M.A., University of Washington. Diplômée d'exécution, Conservatoire Américain, Fontainebleau, France. At San Diego State College since 1939.

† On military leave
AFFILIATED CITY SCHOOLS

Helen K. Sylvester, Principal................. Euclid School
Ralph F. Toole, Principal.............. Woodrow Wilson Junior High School
Floyd A. Johnson, Principal........... Herbert Hoover High School

MEDICAL STAFF

O. S. Harbaugh, M.D.................... Medical Examiner
Marilyn M. Fenwick, R.N.............. Nurse

LIBRARY STAFF

John Paul Stone, Ph.D. in Library Science........... Head Librarian
Margaret Helen Demchay, A.B. and Certificate in Librarianship........ Senior Librarian
Lulu Gernand, B.S...................... Senior Librarian
V. Ruth Dickson......................... Typist-Clerk
Marion Grant............................ Secretary to Librarian
Geraldine K. Haynes, A.B., B.S........ Senior Librarian
Genevieve Kelly, A.M.................... Senior Librarian
*Lavina L. Roy, A.B........................ Senior Librarian
Harriet B. Stovall......................... Senior Librarian
†Winired Smith.......................... Library Clerk

ADMINISTRATIVE OFFICE STAFF

Evadne T. Deardorff...................... Assistant Registrar
Stella Louise Dohyl..................... Recorder
Genevieve Hamblin....................... Secretary to the Registrar
Minna E. Moore......................... Secretary to Dean of Professional Education and Dean of General Education
Constance King.......................... Secretary to Dean of Women
Fay Langweer............................ Secretary to Dean of Men
Helene M. Norris......................... Secretary to Two-Year Offices
Donald G. Parker......................... Senior Account Clerk
Gertrude K. Dickinson................ Intermediate Account Clerk
Katherine M. Pyle......................... Secretary to Employment-Placement Office
†Mildred Ann Robertson................ Secretary to Employment-Placement Office
Florence Schneider...................... PBX Operator
Margaret M. Thorn......................... Statistician
Florence Wiggins......................... Secretary of the Campus Elementary School

MAINTENANCE STAFF

C. L. Fish.......................... Supervisor of Buildings and Grounds (to July 1, 1946)
Timothy Hallahan......................... Supervisor of Buildings and Grounds (after July 1, 1946)
William Dumas.......................... Head Gardener
Myraen Southworth...................... Engineer

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* On leave
† On military leave
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