Report of the College for Men of the University of San Diego to the Committee on Accreditation of the Western College Association

University of San Diego. College for Men

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Report of the
COLLEGE for MEN
of the
UNIVERSITY OF SAN DIEGO
to the
COMMITTEE ON ACCREDITATION
of the
WESTERN COLLEGE ASSOCIATION

January, 1959
Report of the

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of the

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to the

COMMITTEE ON ACCREDITATION

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WESTERN COLLEGE ASSOCIATION

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ACCREDITATION COMMITTEES

Editorial Committee

The general editorial committee for the preparation of this application for accreditation consisted of:

(Rev.) John B. Bremner, M.S., Professor of Journalism, Editor
Irving W. Parker, A.B., Dean of Admissions and Records
(Rev.) William D. Spain, B.S., Administrative Vice-President
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

Committee on Schedule A:

(Rev.) John B. Bremner, M.S., Professor of Journalism
Irving W. Parker, A.B., Dean of Admissions and Records
(Rev.) William D. Spain, B.S., Administrative Vice-President
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

Committee on Schedule B:

(Rev.) John B. Bremner, M.S., Professor of Journalism
Maxine Murphy Gunderson, Ph.D., Director of Guidance Center
(Rev.) J. Walshe Murray, M.A., Director of Student Personnel
Irving W. Parker, A.B., Dean of Admissions and Records
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

Committee on Schedule C:

Mrs. A. Churchman, B.L.S., Assistant Catalogue Librarian
(Rev.) Charles J. Doilen, M.S. in L.S., Library Director
(Rev.) Alfred Geimer, M.S. in L.S., Catalogue Librarian

Committee on Schedule D:

Philip U. Nacozy, M.A., Chairman of Division of Languages
Irving W. Parker, A.B., Dean of Admissions and Records
(Rev.) Francis J. Rigney, Ph.D., Chairman of Department of History
Robert C. Walsh, Ph.D., Chairman of Department of English
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

Committee on Schedule E:

(Rev.) John B. Bremner, M.S., Professor of Journalism
Irving W. Parker, A.B., Dean of Admissions and Records
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

Departmental Subcommittees for Academic Majors
A two-man committee of the Western College Association made a preliminary visit to the College for Men, University of San Diego, in October, 1958. This committee recommended that the Western College Association's Commission on Membership and Standards "approve a request from the College for a formal accreditation survey." The committee's report, however, raised certain questions that "require some attention." These were the points mentioned:

"Questions raised in the preliminary visit and which require some attention, relate to such matters as: the small participation of faculty in formulating and executing educational policies and procedures; the sparseness of the general education program in biology; the absence of required courses in psychology; the rather large number of courses described in the catalog as compared to the relatively small number now being offered in the class schedule; the doubtful capacity of the staff to teach such a large number of courses; the nature of Provisional Admissions and the large proportion of students admitted on this basis; the number of volumes in the library; and the ambitious athletic program. The answers supplied to most of our questions on these items seemed adequate to us but only a detailed examination by a full-scale committee would be able to provide a thorough evaluation."

For the convenience of the Western College Association committee making the full-scale accreditation survey in January, 1959, the Academic Council of the College for Men makes the following observations on the above questions:

1. The preliminary committee pointed out that at the College for Men the teacher-student ratio was quite low.

The total of units offered during the fall semester of 1958 was 303 1/2. Calculated on a teacher load of 12 units for a full-time instructor, there are 25.3 equivalent full-time instructors. When the total number of students is divided by the 25.3 equivalent full-time instructors, we find a teacher-student ratio of 1 to 11.15.

2. "...the small participation of faculty in formulating and executing educational policies and procedures."

The College for Men has been in existence now for about five years. In the beginnings of such an endeavor it is always difficult to start with a faculty that has the cohesiveness of a faculty of long standing. In this situation it has been necessary for the Administration to play a more direct role in formulating and executing educational procedures than would be otherwise normal.
The Administration thinks, however, that in the short time of the College's existence, and especially in the last year or two, very remarkable progress has been made.

In the spring of 1958 a very thorough revision of offerings, policies and procedures was undertaken by the faculty and the Administration, working very closely together through a long series of meetings.

Regular departmental meetings are being continued, as are regular faculty meetings. There is a fine esprit de corps, and each faculty member considers himself an integral part of the organization.

It is true that some of the part-time faculty, especially in Business Administration, find it difficult to attend all departmental meetings and faculty meetings, and this does constitute a problem the Administration is trying to overcome.

3. "...the sparseness of the general education program in biology."

The College for Men has offered a course in the Survey of Biology and a descriptive course in General Botany.

In the Appendix to Schedule E of this report, the accrediting committee will be able to see the projected Science program and the degree to which this is already in effect. The Appendix shows that a Biology program will begin here in the fall of 1959.

The Division of Sciences and the Administration realize that there has been a serious lack in Biology at the College. The reasons for this have chiefly been lack of facilities.

This problem will be remedied when the new Arts and Science Building, which will have excellently equipped laboratories, is completed this year. (Blueprints of the new building are available to the committee; see Exhibit A-100.) The timing of the Science program has been geared to this.

4. "...the absence of required courses in psychology."

The College has been considering making a general course in Psychology a required course. This point is discussed in Schedule D, Part I, D, 4.

An inspection of the typical programs of study (College Bulletin, Exhibit A-101, pp.22-27) will show that the general education program of the College is rather full.
Many faculty members think that the requirements in English, History, Social Science and Philosophy are essential to the aims and purposes of the College. These also think, as is pointed out in Schedule D, that the purposes of this general Psychology course are already adequately covered. But this question is still open to discussion and resolution.

5. "...the rather large number of courses described in the catalog as compared to the relatively small number now being offered in the class schedule."

Most of the upper-division courses in the various major fields are offered by the College on a cycle basis. This seems necessary in a small college in which the numbers of students in the various major fields are relatively few.

This system, moreover, helps direct a student's work towards a well-rounded whole. It is controlled by course offerings and it makes certain that the major is not overspecialized or one-sided.

In the new Bulletin of the College for Men, which will appear in the spring, these courses will be offered on a cycle basis. At the present stage of development, however, it is difficult to plan very far ahead the exact dates for all offerings.

A rather thorough revision of the Bulletin took place in the spring of 1958. Some listed courses have not yet been offered but they are definitely planned as an aid to the program. Other courses were removed when the Bulletin was revised.

Data are available to the accrediting committee concerning certain changes to be made in the Bulletin, including certain deletions of course offerings that for rather specific reasons were not previously omitted (Exhibit A-102).

On the whole, the faculty thinks that the courses indicated in the Bulletin are desirable and can be offered over a two-year cycle.

6. "...the doubtful capacity of the staff to teach such a large number of courses."

Many of the observations made in the previous paragraphs are pertinent here. The question as raised appears to be one of quantity rather than of quality.

The various departments are of the opinion that they are able to offer in a two-year cycle all of the courses listed. With only one or two exceptions for special reasons, the maximum load of any instructor is 12 units.
As for quality, there may be a very few courses that the present faculty would not be properly equipped to handle, but the College intends to recruit more faculty as need arises.

7. "...the nature of Provisional Admissions and the large proportion of students admitted on this basis."

The College for Men thinks that, considering its aims, its admission requirements are not too high. But it has also had to face the fact that many of those seeking admission who are otherwise qualified are deficient in one or two of these specific requirements.

After the College is accredited, more and more qualified students are expected to apply. In the meantime, a goodly number have been admitted with deficiencies. In force, however, is a strict program requiring that these deficiencies be removed as soon as reasonably possible. The number of provisional admissions was smaller for the fall semester of 1958 than previously, and it is the determined policy of the College to reduce this number more and more.

Probationary Admissions. Probationary admissions differ from provisional admissions. Probationary admissions apply to those applicants whose previous average in academic subjects, either in high school or college, is below "C." Provisional admissions apply to those applicants who have not satisfied some specific course requirement.

Probationary admissions have been kept to a very minimum. The accrediting committee may be interested in the following breakdown of students admitted to the College for the fall semester, 1958:

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular</td>
<td>42</td>
</tr>
<tr>
<td>Provisional</td>
<td>40</td>
</tr>
<tr>
<td>Probationary</td>
<td>21</td>
</tr>
<tr>
<td>Provisional on Probation</td>
<td>13</td>
</tr>
<tr>
<td>Non-Matriculated Foreign Students</td>
<td>4</td>
</tr>
<tr>
<td>Special Students</td>
<td>1</td>
</tr>
</tbody>
</table>

8. "...the number of volumes in the library."

The number of volumes in the library is not impressive. But the rate of acquisition has been most impressive. The library report (Schedule C) presents the facts and figures.

A bibliography titled "A Core Collection for the Library of a Four-Year Liberal Arts College" (Exhibit C-101) has been prepared by the Library Director. The work has been extremely well received and has merited high praise in various educational and library circles. This list of books has been the basis of acquisition during the past year.
It is a difficult task to bring together, catalogue and completely build a presentable library in a short space of time. This task is now nearing completion. The quality of the books and the services is good. It is true that the reports by the various departments about the library are not glowing. But these opinions were based on the de facto condition of the library at the time the departmental meetings were held for this report, rather than at the time of the actual visit by the accrediting committee.

9. "...and the ambitious athletic program."

The athletic program of the College for Men has seemed to many to be ambitious.

In these first years the athletic program has helped enormously to build the student body of the College and to make the College known to the people of San Diego. The program is financed largely by the Booster Club of the University, a group of enthusiastic backers who have the interests of the University at heart.

Just as in every college that has an athletic program, there has been concern here among admissions officers and academic officers, but this concern has not been confined to football or athletics. Almost every small college is confronted with the dilemma of how to promote praiseworthy extracurricular activities without permitting them to grow out of bounds.

For some time, the Administration of the College for Men has been aware that secondary activities, while good in themselves, may have been developing too quickly. As enrollment increases year by year, more and more students will be available for an expanding extracurricular program, and the dilemma of too few students for too many events will have automatically resolved itself.

The Administration believes that first things should come first and that solid scholastic achievement will do more for the individual and the community than secondary activities, however laudable.

In the fall of 1958 the academic officers of the College introduced a program demanding a qualifying grade of "C" for any student who engages in any extracurricular activity, including athletics. Since this program began, its effects on the study habits of the whole student body have been remarkable.

Each week each instructor is asked to report to the Records Office a "qualifying" grade of all students in his class who are engaged in an extracurricular activity. Any student who falls below a "C" average is disqualified from extracurricular activities until the next report one week later.
The only exemption from this program has been for elected student body officers. In the beginning the program was experimental, and the Administration did not wish to upset student affairs drastically. There have been no other exceptions.

All weekly reports and office files on this program are available to the accrediting committee (Exhibit A-103). No special concessions have been allowed. Instructors have enthusiastically cooperated with the program. Even the student body, as a whole, has approved.

No special examinations, special work and so forth have been allowed to any group. No student without a "qualifying" grade of "C" has engaged in extracurricular activities since the program began. The program has been rewarding beyond the hopes of the Dean of Arts and Sciences and the Academic Council, who organized it.

Furthermore, all students, including athletes, have been scheduled in the proper courses without consideration of any particular status.

The Board of Regents of the University has recently reviewed the whole question of extracurricular activities and has decided that over and above the qualifying grade of "C" required of any student in extracurricular activities, a "B" average will be required of those participating simultaneously in more than one such activity.

"###"
BACKGROUND SKETCH

Shortly after Bishop Charles F. Buddy, S.T.D., Ph.D., LL.D., was installed as first Bishop of San Diego in December, 1936, he publicly announced as one of his dreams and aims the foundation of an institution of higher learning to serve the expanding population of San Diego.

The dream took form when the Bishop bought the present site of the University of San Diego, atop a hill overlooking Mission Bay. He named the area Alcala Park after the Spanish city of Alcala, the scene of the labors of the great St. Didacus (San Diego).

The first unit of the University of San Diego, the College for Women, was founded Oct. 20, 1949, and chartered Dec. 2, 1949. In February, 1952, the College for Women opened its doors for classes.

The College for Men, which now presents this formal application for accreditation by the Western College Association, began classes on March 15, 1954. The first site of the College for Men was the present University High School, across Linda Vista Road from the University campus. For almost four years, the College for Men used that site. In January, 1958, the College for Men moved to the newly completed More Hall, which strictly is the Law School Building of the University but is presently being used by both the College for Men and the Law School.

In the same month, construction began on the Hall of Arts and Sciences, which the College for Men hopes to occupy by the fall semester of 1959.

Other buildings on the campus of the University of San Diego, which received its charter as a University from the State of California on Nov. 22, 1959, are the Administration Building (occupied April 14, 1954), the Immaculate Heart Seminary (occupied Feb. 4, 1957), the Knights of Columbus Memorial Library (occupied Aug. 1, 1958) and the Immaculata Chapel, which is now almost completed and will be solemnly dedicated on May 5, 1959.

The College for Men of the University of San Diego is owned and operated by the Roman Catholic Diocese of San Diego. It is staffed by priests of the diocese and by able laymen who desire to identify themselves with the aims and accomplishments of the College.

*****
INSTITUTIONAL ADMINISTRATION AND ORGANIZATION

Name of Institution: University of San Diego, College for Men.

Reported by: (Rev.) John B. Bremner, M.S., Professor of Journalism
Irving W. Parker, A.B., Dean of Admissions and Records
(Rev.) William D. Spain, B.S., Administrative Vice-President
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

PART I

DESCRIPTION OF PROGRAM

A. Objectives of the Institution

The educational aims of the College for Men of the University of San Diego are stated in the current College Bulletin (p.6, Exhibit A-101).

The College for Men proposes to offer to all in the area--and even to those who desire to come from afar--equal opportunity to receive formation in the gentility and learning that are characteristic of the Christian culture.

The College offers this to all, without regard to race, color, religion, class or ethnic background. Catholic in foundation, Christian in character, it seeks not to restrict itself to serving Catholics, but extends a welcome to all who can qualify. The welcome is an invitation to men to be formed according to the great Western heritage and thus become prepared to grapple with the problems of the present and to mold the future in accordance with the ideals becoming to man, unchanging in his nature, yet always facing the challenge of a changing universe.

In short, the College for Men aims to train its students:

1. To value the great ideas and great lessons of the past; hence, armed with a respect for the old, to be able to face the new with confidence and courage.
2. To become men of solid learning, guided through prescribed curricula by a dedicated faculty.
3. To achieve stature and moral character as men of conviction and moral fibre.
4. To become men of judgment, prudence and wisdom, through an understanding of their own nature and the natures of the things around them.
5. To bring good to their social environment, to make Society and societies the better for their having been members thereof.

These principles and aims were first developed and formulated when the College for Men was founded. They have remained steadfast from the beginning, and any subsequent development and elaboration of them have been achieved through consultation with the faculty and by committee action.

B. Organization and Coordination

1. Organizational Chart.

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ADMINISTRATION

BOARD OF REGENTS

Chairman: Bishop Charles F. Buddy
President of University of San Diego

Dean of Admissions and Records
Dean of Arts and Sciences
President
Administrative Vice-President
Library Director

Academic Departments and Divisions
```

2. Administrative Committees.

Board of Regents

The Board of Regents is the governing and policy-making body for the College for Men and the School of Law. Its membership is listed in the College Bulletin (p.5). (Since publication of the Bulletin, Howard S. Dattan, B.A., LL.B., Dean of the School of Law, has been elected to membership on the Board of Regents.)

Academic Council

The Academic Council is the officially constituted regulatory committee responsible for the social, disciplinary and academic life of the College for Men. Its functions, authority, responsibility and membership are given in the College Bulletin (p.10).
Dean's Council

The Dean's Council, a committee composed of the heads of the various departments and divisions, advises the Dean of Arts and Sciences on matters academic.

Committee on Rank and Tenure

The Committee on Rank and Tenure recommends to the Academic Council the rank and promotion in rank of faculty members. It has presently under consideration the matter of tenure. No final decisions on tenure have yet been made by the College for Men.

Faculty Library Committee

The Faculty Library Committee is an advisory group to maintain liaison between the library and the faculty. Its chief function is to keep the Library Director in touch with academic matters affecting the library program. Composition of the committee is given in Schedule C, I, E, 4.

Board of Admissions

The Board of Admissions exercises final authority in the matter of admissions to the College for Men. Its personnel is the same as the Academic Council's.

Committee on Scholarships

The Committee on Scholarships receives applications for scholarships and takes final action on them. Its personnel is the same as the Academic Council's.

Committee on Athletics

The Committee on Athletics has as its province the review and recommendation of the athletic policies of the College. These recommendations are presented to the Board of Regents. Members of the Committee on Athletics are: Howard S. Dattan, B.A., LL.B., Dean of the School of Law; (Rev.) J. Walshe Murray, M.A., Moderator of Athletics; (Rev.) William D. Spain, B.S., Administrative Vice-President; and (Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences.

Faculty Committee on Student Personnel

The Faculty Committee on Student Personnel directs the entire student personnel program. Its membership is given in Schedule B, I, A.
Recruiting Committee

The purpose of this committee is to determine upon and expedite a program, including visitation of various high schools, with a view to recruiting students of high qualifications suitable to the College for Men. Its membership is given in Schedule B, I, B.

In addition to these committees, various ad hoc committees are formed from time to time as needed.

3. Faculty Meetings.

General faculty meetings are held monthly. The minutes of these meetings are available to the accrediting committee (Exhibit A-104). The Secretary for Faculty Meetings is (Rev.) John B. Bremner, M.S., Professor of Journalism.

In a faculty of our size there is a great deal of informal association. For instance, all members of the faculty, clerical and lay, are welcome for lunch, which is served in the Administration Building. This helps to foster a family atmosphere in which all the various problems are discussed, ideas presented and solutions arrived at in a healthy spirit of cooperation, each faculty member contributing his part.
### C. Enrollment

<table>
<thead>
<tr>
<th></th>
<th>1957-1958</th>
<th></th>
<th>1958-1959</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Year</td>
<td>Fall</td>
</tr>
<tr>
<td>(a) Total Enrollment</td>
<td>246</td>
<td>239</td>
<td>300</td>
<td>280</td>
</tr>
<tr>
<td>(b) Regular Full-time Enrollment</td>
<td>245</td>
<td>232</td>
<td>294</td>
<td>279</td>
</tr>
<tr>
<td>Freshmen</td>
<td>124</td>
<td>91</td>
<td>155</td>
<td>122</td>
</tr>
<tr>
<td>Sophomores</td>
<td>78</td>
<td>83</td>
<td>95</td>
<td>86</td>
</tr>
<tr>
<td>Juniors</td>
<td>25</td>
<td>39</td>
<td>26</td>
<td>51</td>
</tr>
<tr>
<td>Seniors</td>
<td>18</td>
<td>19</td>
<td>18</td>
<td>20</td>
</tr>
<tr>
<td>Total Full-time Undergraduates</td>
<td>245</td>
<td>232</td>
<td>294</td>
<td>279</td>
</tr>
<tr>
<td>Graduates</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>(c) Part-time Students</td>
<td>2</td>
<td>1*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Audit Students</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Student enrolled as full-time freshman in fall semester, changed to part-time in spring semester.

(d) The above figures show a 14 per cent increase this fall over last fall in the number of full-time students and a 100 per cent increase in part-time students. When the Arts and Science Building is completed and library facilities are expanded, the College expects a large increase in enrollment. During the past two years, the policy of the College has been to limit the number of students to approximately the above figures.

(e) There are no extension or off-campus students. This year, however, the College has begun a program by which the studies of 42 students of Immaculate Heart Seminary are integrated with the College for Men.

(f) No summer session was offered in 1958, due to reorganization of curriculum and preparation of materials for accreditation. Summer sessions were offered in 1955, 1956 and 1957. The total enrollment of the six-weeks summer session for 1957 was 31.

(g) There are no correspondence students.
D. Administration of Staff Personnel

1. Staff Selection.

Selection of faculty members is the duty of the Academic Council, advised and aided by the departmental chairmen.

The initial contacts are made in various ways. The Dean of Arts and Sciences keeps a file of those who have approached the College for a teaching position. Members of the faculty give information about teachers they know to be interested. Other colleges are asked to tell of any applicants whom they cannot place but whom they consider able; also, other colleges are invited to recommend those of their students nearing the end of their studies who are interested in teaching assignments.

Prospective faculty members are asked to submit a resume of their educational background and of their teaching and other experience. A personal interview then follows.

The Academic Council primarily requires applicants to be competent in their field and to be good teachers. But the Council is not unaware of the value of academic degrees and research ability.

The President of the University and the Academic Council participate in the final appointment of new instructors. The clerical staff is appointed by the President of the University, on the advice of the Academic Council.

2. Staff Support.

<table>
<thead>
<tr>
<th>Salary Levels</th>
<th>Maximum</th>
<th>Median</th>
<th>Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$7200</td>
<td>$5400</td>
<td>$5200</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5200</td>
<td>4800</td>
<td>4800</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>4800</td>
<td>4500</td>
<td>4200</td>
</tr>
<tr>
<td>Instructor</td>
<td>4200</td>
<td>4200</td>
<td>4000</td>
</tr>
</tbody>
</table>

* Some personnel receive higher salaries because of shared administrative responsibilities.

(a) Bases for Salary Increments. It has been the policy of the College to grant a salary raise to the lay faculty upon creditable performance of teaching duties or upon contribution to the advancement of the objectives of the College. These matters are usually determined by members of the Academic Council, who submit their recommendations to the Board of Regents.

(b) Basis for Staff Promotion. Staff promotion is basically a function of the Dean of Arts and Sciences in cooperation with members of the Academic Council. It is based on academic background, teaching proficiency and tenure.
A tenure program is under consideration.

No retirement program has been established as yet.

Each member of the faculty and staff may become a participant in the Group Insurance Plan underwritten by the John Hancock Insurance Company. This plan includes group life insurance and/or medical insurance. Faculty members and the College share the cost of premiums. If a faculty member leaves the College, he may continue the policy by paying the total premium.

No provision.

Leaves of absence have been granted to faculty members. Each case is considered on its own merits.

Allowances are made for professional travel. Each case is considered on its own merits.

Faculty members are encouraged to participate actively in academic affairs. The College pays conference fees and membership dues in academic associations.

E. Providing for Effective Instruction

1. The chairmen and members of the various departments, guided by the Dean of Arts and Sciences, are responsible for evaluating and suggesting improvements in instructional procedures.

2. Most of the work involved in achieving improvement in instruction is done in the departments. There is, however, interdepartmental discussion, mostly on an informal basis. The supervision of instruction is ultimately the responsibility of the Dean of Arts and Sciences. The orientation of new instructors is mostly informal and carried on through talks with the Dean of Arts and Sciences and faculty members.

3. The Dean of Arts and Sciences and the Academic Council consider instructional ability of prime importance in salary increases and in the selection and promotion of staff members. The College intends to encourage research. At the present time, however, the College is more interested in raising the quality of the teaching, for which there are so much opportunity and reward, especially in a college of this size.
F. Administration of the Curriculum

1. Curriculum construction, evaluation and revision, approving new courses and establishing required courses for the various majors are functions that pertain to the various departments, acting in concert with the Dean of Arts and Sciences. Decisions on new majors to be offered are made by the Academic Council on the advice of the Dean of Arts and Sciences, who is a member of this council. On matters such as this, the Dean of Arts and Sciences is also advised by the departmental chairmen. Indeed, the advice of all faculty members is solicited.

2. In the spring of 1958 a complete evaluation and considerable revision of the program offered by the College for Men were undertaken. The evaluation necessary for this accreditation application has been a big help.

G. Summer Sessions

The College for Men offered summer sessions in 1955, 1956 and 1957. No summer session was offered in 1958, because the College officials were devoting their entire labors to consolidating the curriculum and preparing materials necessary for the accreditation application during the academic year, 1958-1959.

The last summer session was directed by Irving W. Parker, the then Director of Admissions. Mr. Parker had been Assistant Director of the summer sessions for the two preceding years.

The courses of instruction for the last summer session were chosen by the Director in consultation with the Academic Council. Day-to-day operation was left entirely in the hands of the Director. Expenses were underwritten by the College, and additional income came from tuition charges. The summer session faculty consisted of members of the regular teaching staff. No outside teachers were hired.

Admissions requirements demanded either admission to the College under one of its admission categories or a certificate of good standing from another college in which the student had been either accepted or enrolled.

Students were limited to a maximum load of six units. This maximum load was derived from the formula of one unit for each week of the six-week session. Students were allowed to enroll for less than six units.

A three-unit course in Oral Interpretation was offered as a theatre workshop under the supervision and direction of (Rev.) Leo F. Lanphier, M.A., Director of Drama, in conjunction with the Fiesta del Pacifico.
H. Financial Administration

1. (a) The following statement of income and expenditures for the fiscal year ended June 30, 1958, does not include capital costs for buildings completed or under construction during this period; likewise, building depreciation, equipment depreciation and maintenance of physical plant have not been included. All this information is available in the office of the Administrative Vice-President.

INCOME AND EXPENDITURES
Fiscal Year Ended June 30, 1958

Income

<table>
<thead>
<tr>
<th>Education and General Fees</th>
<th></th>
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<tbody>
<tr>
<td>Tuition</td>
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<tr>
<td>Fees</td>
<td>1,705.87</td>
</tr>
<tr>
<td>Net income of the Diocese of San Diego contributed to the support of the College as a personal endowment</td>
<td>38,700.00</td>
</tr>
<tr>
<td>Total Educational and General Fees</td>
<td>97,715.17</td>
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</tbody>
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<table>
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<tr>
<th>Auxiliary Enterprises</th>
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<tbody>
<tr>
<td>Book Store</td>
<td>8,872.49</td>
</tr>
<tr>
<td>Fountain</td>
<td>600.00</td>
</tr>
<tr>
<td>Total Auxiliary Enterprises</td>
<td>9,472.49</td>
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</table>

| Total Income | 107,187.66 |

Expenditures

<table>
<thead>
<tr>
<th>Education and General Fees</th>
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<tbody>
<tr>
<td>General Administration</td>
<td>18,246.40</td>
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<tr>
<td>General Expense</td>
<td>7,629.44</td>
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<tr>
<td>Instruction</td>
<td>42,793.04</td>
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<td>Library</td>
<td>10,065.38</td>
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<tr>
<td>Total Education and General Fees</td>
<td>78,734.26</td>
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<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Book Store</td>
<td>7,074.45</td>
</tr>
<tr>
<td>Fountain</td>
<td>700.00</td>
</tr>
<tr>
<td>Total Auxiliary Enterprises</td>
<td>7,774.45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarship and Student Aid</td>
<td>8,240.35</td>
</tr>
</tbody>
</table>

| Total Expenditures | 94,749.06 |

Excess of Income over Expenditures | $12,438.60 |
(b) School Year  | Deficit  | Surplus
---|---|---
1955 - 1956  |  | $2,168.83
1956 - 1957  | $9,406.30
1957 - 1958  |  | $12,438.60

(c) Indebtedness has been assumed by the Roman Catholic Diocese of San Diego. No provision has been made as yet to separate this indebtedness from that of the diocese. The Roman Catholic Bishop of San Diego provides for the financial welfare of the College.

2. The income per full-time student is approximately $450.

3. Plans for Plant Expansion. A $3.5 million Arts and Science Hall is in course of construction at the present time. This is scheduled for completion in August, 1959. Cafeteria facilities, classrooms, administrative offices and science laboratories are planned in this building.

Thirty-five student apartment units are scheduled for completion by April, 1959. Eight of these apartments have been occupied since September, 1958.

The Immaculata Chapel will be dedicated May 5, 1959. Religious services are already being offered in this chapel.

Plans are also in progress for the providing of recreational facilities. Meanwhile, students use the facilities available at the University High School.

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PART II

Qualitative Rating  | Exhibit A-105
---|---

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THE STUDENT PERSONNEL PROGRAM

Name of Institution: University of San Diego, College for Men.

Reported by: (Rev.) John B. Bremner, M.S., Professor of Journalism
Maxine Murphy Gunderson, Ph.D., Director of Guidance Center
(Rev.) J. Walshe Murray, M.A., Director of Student Personnel
Irving W. Parker, A.B., Dean of Admissions
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

PART I
DESCRIPTION OF PROGRAM

A. Staff Organization

The student personnel program at the College for Men is complex in its organization because it covers so many facets of college life. The members of the Committee on Student Personnel work together on the program, which is coordinated by the Director of Student Personnel. The following officers are involved in the program:

1. The Chaplain of the College for Men is considered the most important person in the program since he is directly responsible for the moral and spiritual guidance of the students.

2. Since the primary purpose for the College's existence is its academic life, the Dean of Arts and Sciences is interested in the student personnel program, especially in those areas in which it affects the academic life of the College and the orientation to that life.

3. The Dean of Admissions is directly responsible for pre-admission guidance.

4. The Director of the Guidance Center also obviously plays an important part in the student personnel program.
5. The placement service is controlled by the Director of Student Personnel. He is Director of the Placement Bureau and is aided by an Assistant Director.

Members of the committee are:

(Rev.) John C. Desmond, B.A., Chaplain of the College for Men
Maxine Murphy Gunderson, Ph.D., Director of Guidance Center
(Rev.) John C. Keith, M.A., Co-Director of Guidance Center
(Col.) Thomas G. Lanphier, Sr., Assistant Director of Placement Bureau
(Rev.) J. Walshe Murray, M.A., Director of Student Personnel
Irving W. Parker, A.B., Dean of Admissions
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

B. Pre-Admission Guidance

The student personnel program at the College for Men begins when an applicant has been accepted and notified thereof. The College maintains its admission program as an administrative function. The Dean of Admissions has full authority and responsibility for the admission of a student who qualifies for regular admission under the entrance requirements outlined in the College Bulletin under Matriculation Plan A (p.12). The Dean of Admissions also has full authority for rejecting any student who does not fulfill these requirements.

For students admitted under Matriculation Plan B (Bulletin, p.12) or in any other fashion, authority and responsibility rest with the members of the Board of Admissions.

The administrative officers responsible for the admissions program therefore are:

Irving W. Parker, Dean of Admissions and Records
Teaching: Substitute instructor, San Diego State College, 1½ years
Teaching and Administration: University of San Diego, College for Men, 4½ years
Administration: Secretary, University of San Diego, ½ year
Assistant to the President, 1 year
Director of Admissions, University of San Diego, 2 years
Dean of Admissions and Records, since 1958
Under the heading "Entrance Requirements," the College Bulletin (p. 12) lists the prima facie qualities that the College desires in any applicant. These requirements are "evidence of the applicant's fitness to profit by college-level work." No question of race, creed or ethnic background is asked on the application form or at any other time during the admission procedure, for the College for Men states in its objectives that it welcomes "each student without respect to his religious background." Any student who gives evidence of ability to profit by the type of educational program offered at this institution is willingly accepted. Previous academic experience and achievement are, of course, the strongest evidence of such ability.

Contacts with desirable candidates for admission are achieved through a program of meetings with city and county high school counsellors and interested students. This program is under the direction of the Dean of Admissions and a Recruiting Committee. The members of this committee are:

(Rev.) J. Walshe Murray, M.A., Director of Student Personnel
George K. Nies, M.A., Chairman of Mathematics Department
Irving W. Parker, A.B., Dean of Admissions

Special contacts are maintained with the senior classes and counsellors and advisors of all Catholic boys' high schools in Orange, Riverside, San Bernardino and San Diego counties. A very large proportion of contacts, however, is made by interested students directly to the Admissions Office of the College by mail, by phone or in person. At the present time further contacts are being developed through the good offices of our small but vitally interested group of alumni. Our student body also helps.

For the most part, information given to prospective applicants is limited to that contained in the College Bulletin. Further information is given on request.
Each year, too, the College for Men cooperates with the College for Women in a mutual program of inviting seniors from Catholic high schools to visit the campus.

C. Selective Admissions and Selective Retentions

1. Admissions Program.

(a) Admissions policy, requirements and procedures are established by the Academic Council, which has the same composition as the Board of Admissions (see "Pre-Admission Guidance"). The Dean of Admissions is responsible for carrying out the program and, under its limitations, he has full authority to accept or reject an applicant. Students falling outside the regular admission program may be admitted at the discretion of the Board of Admissions. As a matter of practice, the Dean of Admissions does not formally reject an applicant until such rejection has been reviewed by the Board of Admissions.

(b) The Dean of Admissions and the Board of Admissions always welcome suggestions from the faculty. Such suggestions, like all other suggestions received from the faculty concerning college life, are given careful consideration.

2. Admission Requirements.

Specific entrance requirements for all students are outlined in the College Bulletin (pp.12-13).

(a) High school transcript showing pattern of courses.

(b) High school transcript showing grades, or United States Armed Forces Institute General Educational Development results. (Rank in high school class is desirable but not necessary.)

(c) College Entrance Examination Test Board score, or the School and College Abilities Test administered at the College for Men. At the present time, the College has no absolute cut-off point for either of these tests. They are used by the Board of Admissions for supplementary information in considering an applicant. In the future, however, a rigid cut-off point may be introduced.

(d) Two letters of recommendation, one personal, one educational.

(e) The Dean of Admissions desires a personal interview with every applicant.
(f) A program requiring the filing of a health record has been begun. Applicants will be asked to file the results of a medical examination by their own physician or by the College physician.

3. (a) Application Statistics--Fall, 1958

Applications received: 331
Applications accepted: 121
Accepted but did not respond: 11
Applications rejected: 77

Rejected on basis of high school record: 9
Rejected on basis of high school record and aptitude test combined: 27
Rejected on basis of previous college work: 19
Rejected on basis of previous junior college work: 20
Rejected because of improper college course pattern: 2

Incomplete applications: 94
Applications held for possible Spring, 1959, admission: 24

Applications accepted, Fall, 1959: 2
Applications accepted, Spring, 1958-1959: 2

(b) Students who are woefully inadequate and unprepared for college are discouraged from completing formal application. However, any candidate who earnestly desires to make application is allowed to do so and only upon completion of his file is he rejected.

4. Special Cases.

The College for Men does provide for a small number of non-matriculated foreign students. At the end of a semester or a year their academic status is reviewed. If all is judged satisfactory, the student is allowed to matriculate.
5. Transfer Students.

Transfer students must present the same admissions data as freshmen students, plus two copies of all previous college work from any institution of higher learning, accredited or not. Grades of less than "C" are not transferable unless validated either by a succeeding course at the institution in which the unsatisfactory grade was received or by a course of similar nature here.

D. Orientation

1. After a student has been accepted, he receives in the mail a permit to register, general information about registration, the name of the advisor assigned to him and information about the time and place for registration and counselling. (See Exhibit B-100.)

2. There is no formal Freshman Week, but the time immediately after registration is devoted to general familiarization with the campus. Freshman Assembly (for transfer students, too) is called. At this assembly the new student is introduced to the administrative officers and the officers of student government, and the facts of college life are explained and discussed. In some cases, even before registration, a student is invited for a personal interview with an admissions officer or with the Board.

3. The Freshman Dance is held within two weeks after the beginning of the semester. At this dance the new students meet the students of the College for Women.

During the first week of school, the new students are introduced to the old. Student leaders explain customs and take the new men on a tour of the whole campus.

At the Freshman Assembly, student activities are explained and key personnel introduced.

4. (a) After a student is admitted, the whole orientation program is controlled by the Director of Student Personnel. In all matters directly concerned with academic life, the Dean of Arts and Sciences is Director.

(b) All new students, whether freshmen or transfers, participate in the orientation program.

(c) The student body, through the officers of student government, has a very active part in the orientation program. The student officers preside at the assembly at which the administrative officers are introduced. They plan the Freshman Dance.
During the days of registration, student officers get personal data from the new students, issue student-body cards, put the new men at their ease and, in general, relieve the strain of the unknown.

5. In addition to the entrance test required before admission, an English test is given to new students immediately after registration.

6. Although there has been no orientation course here as yet, a series of introductory lectures is being planned for next year. These lectures will be given by the Director of Student Personnel, the Chaplain, the Dean of Arts and Sciences, the Library Director, the Director of the Guidance Center and others.

E. Personal Counselling Service

1. Organization.

The Director of the Guidance Center at the College for Men is Maxine Murphy Gunderson, Ph.D. in Psychology from University of California at Los Angeles. Qualifications: licensed to practice clinical psychology in San Diego (eligible and applying for State certification); president of Psychological Services (group in private practice) since 1957; faculty, San Diego State College, 1955-1956; clinical psychologist, San Diego County Probation Department, 1952-1955; faculty, University of California Extension, 1952-1953; clinical psychologist, Reiss Davis Child Guidance Clinic, Los Angeles, 1951-1952; U. S. Public Health Fellowship in Psychological Clinic at UCLA, 1949-1950; clinical psychology trainee in Cedars of Lebanon psychiatric clinic, 1948-1949; fellow in American Psychological Association; member of California State Psychological Association, San Diego Association of Psychiatrists and Psychologists, Sigma Xi, Psi Chi.

The Co-Director of the Guidance Center is (Rev.) John C. Keith, M.A. Qualifications: three years of counselling at St. Ignatius' High School, San Francisco; two years of counselling in the San Jose, California, County Juvenile Hall; instructor in Education and Adolescent Psychology at the University of San Diego; Catholic Chaplain and Spiritual Counsellor at the San Diego County Juvenile Hall; Religion teacher at the University High School, San Diego.

The present Guidance Center in the College for Men was formed in the fall of 1958. It is obviously still in an early exploratory phase. The program will evolve as specific needs become manifest. Counselling and guidance are, of course, vital aspects of college life, and the major concern of the Guidance Center is the fullest development of every student's potential.
Apart from the work done by the Center, the low faculty-student ratio at the College for Men permits frequent informal personal contacts and close teacher-student relationships. Faculty members are personally concerned with student problems and they offer assistance in many areas. In particular, the clerics on the faculty have backgrounds rich in the experience of solving personal problems. These men give counsel expertly and without stint.

In 1956, an attempt was made to form a Guidance Center. A battery of tests (intelligence, scholastic aptitude, interests, achievement, personality) was administered to each student. Recommendations were made, and students were invited to avail themselves of further guidance or individual counselling. This experiment was short-lived, however, and did not function during 1957-58. The new Center was formed this year under its present Directors.

Despite the decision to develop the service as the needs become apparent, there are, of course, theoretical predispositions that determine the pattern. The primary goal is to help the student help himself, to help him understand himself and those around him, to help him adjust himself and use his talents to the fullest.

The service is available to all students. It is not limited to those who have pronounced difficulties. The student who is doing well but wants to do better is welcome. Hence the criterion for selection comes primarily from the student himself. The atmosphere is permissive enough so that the student who needs help is not threatened to seek it.

The basic principle of the service is respect for the individual student and an understanding that the final responsibility for the direction of his life rests with himself.

Self-referrals are the rule, but the student may come at the suggestion of a faculty member, a relative or a friend.

The decision to stop coming also rests with the student, although the counsellor shares this prerogative, of course.

The ideal is a kind of self-directive or self-adjustive counselling, characterized by the counsellor's talking with the student rather than about him or for him.

The atmosphere is permissive and centered in the client, but, unlike a strict Rogerian approach, student information sheets are compiled by the students, and tests, history and other occupational and educational information are used when appropriate.
Throughout the counselling, the student shares in the planning and makes the final decisions. Communication is privileged, and no information is given out without a written release from the student.

Admissions testing and academic records are available to the counsellors. The results of tests and personal consultation, however, are not available to others except at the discretion and direction of the student.

When the service began, an announcement briefly describing the enterprise was posted on the student bulletin board. Also, a news story about it was published in the then existing student newspaper. In future, a group orientation meeting will be planned to help establish readiness for counselling.

The general procedure involves certain usual stages, but only those steps occur which are pertinent to the individual case. The first interview ordinarily involves the establishing of rapport and it is primarily concerned with the student's being able to discuss himself and his problem. The student is given the information sheet to complete.

The next phase is exploratory, and the sessions are devoted to reflection on the part of the student and exploration through tests and discussions. Tests are neither obligatory nor routinely administered. The tests that are given are carefully interpreted to insure that their values and limitations are realized. When possible, the interpretation is in terms of statistical prediction. The student is given time to evaluate the information obtained and he is given the chance to express his opinions about it.

Following this, the synthesis interviews are devoted to bringing together the information the student has about himself, the test information interpreted by the counsellor, the general information about occupational possibilities and other material from various sources.

A library of job descriptions and other vocational information is available in the office for student use. Although the counsellor synthesizes the findings and assists the student in his evaluation of the material, the student's preferences are respected and he may accept or reject the conclusions.

The organization is still fluid. The service is new. Directions are more apparent than realized actualities.

The Directors of the Guidance Center are also instructors in the College for Men. Their time is almost equally divided between teaching and counselling. For some routine clerical work, they have a student assistant who has some background in counselling and psychology. Additional staff, both counselling and clerical, will be added as the need arises.
The service has not been in operation long enough to have been reviewed or evaluated other than internally and informally. After six months, a procedure for regular review and evaluation will be arranged.

2. Records and Physical Facilities.

The personal and privileged files in the Guidance Center contain: (1) the student information sheet, which includes educational, vocational, personal and health information; (2) tests used, e.g., intelligence tests, personality tests, paper-and-pencil inventories on a projective test, vocational interest and aptitude tests.

The Guidance Center is on the top floor of More Hall.

3. Personal-Social Counselling.

Students are not assigned to counsellors. They choose their own counsellor. The secretary of the Dean of Arts and Sciences arranges appointments between student and counsellor.

The problems most often discussed seem to be problems of educational adjustment, vocational or personal. In order of frequency, they usually involve vocational choices, academic difficulties, adjustment to own or opposite sex, family problems. Though it is difficult to isolate a religious problem, students who have specific difficulties in this area are usually advised to talk to the Chaplain or some other cleric on the faculty. If the student is not a Catholic, he is referred to a minister of his own faith. Students who have health problems are, of course, advised to see a physician.

Self-referrals are the rule for personal counselling. Faculty members and others, however, frequently advise particular students of the advantages available to them at the Guidance Center.

The Guidance Center is also involved in research. One project is an investigation of social perception variables as related to academic efficiency. This study was instigated by the Director, using student volunteers in classroom groups. It is still in process of completion.

Another study, a joint project with the Dean of Admissions, is an investigation of the usefulness of a social maturity scale in predictive academic adjustment. The scale used is an adaptation of one developed under Office of Naval Research contract by a psychologist in the United States Navy Retraining Command, with consultants from San Francisco State College, other educational institutions and the Veterans Administration San Fernando Hospital.

Key:  Y - True for all students.
      P - True for part of students.
      N - Not present in the program.

4.1 Health.

N  4.11 Comprehensive physical examinations.
N  4.12 Hospitalization and nursing services available.
N  4.13 Suitable courses in health and physical education coordinated with student needs through advising.
N  4.14 Adequate facilities for health and physical education program.
N  4.15 Provision for medical services (such as smallpox vaccination, TB screening).

4.2 Housing.

P  4.21 Supervision of off-campus housing.
P  4.22 Standards defined and administered on such factors as space, sanitation, cleanliness, freedom from fire and electrical hazards, lighting, furnishings of off-campus and on-campus housing.

4.3 Financial Aid.

P  4.31* Student loans readily accessible to worthy and needy students.
Y  4.32 An adequate employment service maintained for students.

4.4 Social Competence.

Y  4.41 Means provided for committee of students and faculty to plan, coordinate and regulate the social life of campus.
Y  4.42 Social program that cares for needs of all students.
Y  4.43 Adequate facilities for social program.
Y  4.44 Supervision of social activities as needed.

4.5 Religion.

P  4.51 Encouragement of religious organizations.
P  4.52 Religious council of students and faculty exists to encourage and develop religious life.

4.6 Citizenship and Discipline.

Y  4.61 Good citizenship and self-discipline stimulated through established policies.
Y  4.62 An organized body or council of student-faculty representatives responsible for student activities on campus.

* Formal student loan service is being planned.
4.7 Other Special Services.

Y 4.711 Psycho-educational measurement.
N 4.712 Psychiatric counselling.
N 4.713 Remedial speech.
N 4.714 Remedial reading.
N 4.715 Hearing therapy.
Y 4.716 Vocational reorientation.
Y 4.717 Veterans' advising.
Y 4.718 Advising on selective services.

F. Placement

1. The Director of the Placement Bureau is (Rev.) J. Walshe Murray. Education: A.B., Gonzaga University; M.A., Gonzaga University; Ph.L., Mt. St. Michael's College; S.T.L., Alma College. Experience: 16 years of college teaching, Loyola University of Los Angeles, Santa Clara University, Le Moyne College (Syracuse, N.Y.), University of San Diego (College for Men).

The Director is assisted by (Col.) Thomas G. Lanphier, Sr., U.S. Army (ret.); graduate of United States Military Academy, West Point; Commanding Officer of various USAF posts in this country; first president and founder (with Col. Charles Lindbergh) of TAT, forerunner of TWA.

2. About 50 students filed for jobs during the first three months of this semester. All who wanted the jobs available were placed.

Since the College for Men has had few graduates so far, the Placement Bureau has had to confine itself to placing present students in part-time jobs. The Bureau is presently planning a program for the placement of graduates.

3. The placement service costs the students nothing.

G. Evaluation

1. The complex nature of the Student Personnel Program renders evaluation difficult at this time. During the formative years of the College, many aspects of the program have perforce awaited the development of the College in other areas.

2. One of the best elements of the program is the opportunity of administrators and others directly or indirectly connected with the program to have constant contact with students before and after admission and registration.

3. The program is least adequate in its organization and integration. This is due, not only to the young age of the College, but also to the complex nature of the program itself and the variety of officers concerned with it.
4. The program was improved last year by the appointment of the Director of Student Personnel, the Director of the Placement Bureau and his assistant; also by the establishment of the Guidance Center and by the widespread interest shown by all connected with the program.

5. The main plans for future improvement are in a more efficiently organized orientation program and in the solidification of the Placement Bureau and the Guidance Center; also in health services.
PART II

SECTION 1

FUNCTIONS OF THE PROGRAM

The significance of the notations used in this check list is:

<table>
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<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Very important</td>
<td>A - A strong point in this program</td>
</tr>
<tr>
<td>2 - Of some importance</td>
<td>B - About average for this type of program</td>
</tr>
<tr>
<td>3 - Does not apply to</td>
<td>C - Below average</td>
</tr>
<tr>
<td>this program</td>
<td>O - Missing from the program</td>
</tr>
</tbody>
</table>

A. Pre-Admission Guidance

<table>
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<th>Importance</th>
<th>Rating</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1. Place before prospective students the special opportunities and requirements of the college.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>2. Provide parents, prospective students, public school personnel and other interested groups with accurate data on the students best suited to this college.</td>
</tr>
</tbody>
</table>

B. Selective Admissions and Selective Retentions

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>1. Select those who will fit well into the program of this college.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>2. Provide continuing appraisal and selection of candidates after admission, for professions and vocations.</td>
</tr>
</tbody>
</table>

C. Orientation

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>1.1 Develop in the new student a sense of belonging.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>1.2 Acquaint him with the educational program of the institution.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>1.3 Acquaint him with college and community facilities and their location.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>1.4 Acquaint him with the extracurricular program.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>1.5 Familiarize him with college rules, customs, traditions etc.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>1.6 Expedite and personalize the registration procedures.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>1.7 Acquaint him with the faculty, administration and student leaders.</td>
</tr>
<tr>
<td>Importance</td>
<td>Rating</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>O</td>
<td></td>
</tr>
</tbody>
</table>

2. Assume the major responsibility for securing information concerning the new student to establish a basis on which personnel and guidance procedures may be built.

2.1 Academic information.

2.2 Personal information for use by counsellors.

2.3 Remedial needs, as health, fundamental skills etc.

**D. Counselling Program**

2. Assume major responsibility for directing growth of the student as a person.

1.1 Diagnose student needs in personal-social areas such as health, housing, financial and personal adjustment.

1.2 Diagnose student needs in academic areas.

1.3* Provide for meeting needs in above areas directly.

1.4 Provide for meeting the above needs in cooperation with:

1.41 General education program.

1.42 Organized student services (health, housing etc.).

1.43 Organized student body activities.

1.44 Through co-curriculum (or extra-curriculum):

1.441 Provide information to co-curricular personnel on student needs and interests in activities.

1.442 Provide information to students on opportunities available to participate in these activities.

1.443 Guide students into appropriate activities.

1.5 Provide information to students and to school in continuous appraisal of qualification of the student for his chosen profession or vocation.

3. Promote in the student body high standards of citizenship and discipline.

* I.e., academic areas.

** Through academic evaluation.
### E. Placement Services

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>1. Assume major responsibility for:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>1.1 Counselling students on opportunities suitable to their abilities, training, personalities and interests.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>1.2 Counselling students on techniques of application for positions.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>1.3 Providing students and staff with current information on positions available and trends in placement opportunities in</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>1.31 Teaching.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>1.32 Business.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>1.4* Securing and reporting follow-up data to instructional staff so that the program of the institution may be evaluated in terms of occupational effectiveness.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>1.5 Maintaining contacts in the field relations designed to advance the scope and usefulness of the service.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>1.6* Developing and improving community services, such as community resource studies.</td>
</tr>
</tbody>
</table>

* The College is not yet old enough for this, but some little has been done.

For an explanation of how these aims are influenced by the special objectives of the College for Men, see College Bulletin (p.6).

### SECTION 2

Qualitative Rating - Exhibit B-101

############
SCHEDULE C

LIBRARY

Name of Institution: University of San Diego, College for Men

Reported by: Mrs. A. Churchman, B.L.S., Assistant Catalogue Librarian  
(Rev.) Charles J. Dollen, M.S. in L.S., Library Director  
(Rev.) Alfred Geimer, M.S. in L.S., Catalogue Librarian

PART I

DESCRIPTION OF PROGRAM

A. The Service Load

Lower-Division Students (equivalent full-time) ... 1 x 208 = 208 units
Upper-Division Students (equivalent full-time) ... 2 x 71 = 142 units
Faculty Members (equivalent full-time) ............. 5 x 25.3 = 127 units

The Service Load for the College Library is ....... 477 units

B. Collection

Appraisal

(a) Suggested number of volumes for our service load (477 units):

50 volumes for each unit of first 800 (477) -- 23,850

(b) Actual total of catalogued books in College library:

On Dec. 1, 1958 ......................... 19,228 titles
Estimated total by Jan. 15, 1959 ....... 21,228 titles
On order from Books for Libraries, Inc... 8000 titles*

* These 8000 titles should be here and processed by June 1, 1959.
1. **Analysis of Book Collection:**

By Dewey Decimal Classification --

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<thead>
<tr>
<th>Class</th>
<th>Title</th>
<th>Code</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>000</td>
<td>Reference</td>
<td>574</td>
<td>3%</td>
</tr>
<tr>
<td>100</td>
<td>Philosophy</td>
<td>908</td>
<td>5%</td>
</tr>
<tr>
<td>200</td>
<td>Theology</td>
<td>2263</td>
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<tr>
<td>300</td>
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<tr>
<td>400</td>
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<td>458</td>
<td>2%</td>
</tr>
<tr>
<td>500</td>
<td>Natural Science</td>
<td>801</td>
<td>4%</td>
</tr>
<tr>
<td>600</td>
<td>Useful Arts</td>
<td>946</td>
<td>5%</td>
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<tr>
<td>700</td>
<td>Fine Arts</td>
<td>753</td>
<td>4%</td>
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<tr>
<td>800</td>
<td>Literature</td>
<td>5308</td>
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<tr>
<td>900</td>
<td>History</td>
<td>5206</td>
<td>26%</td>
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Total: 19,228 100%

2. **Periodicals.**

See Exhibit C-100

---

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<td>Equipment</td>
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<tr>
<td>Supplies</td>
<td>$264.11</td>
</tr>
<tr>
<td>Salaries</td>
<td>$4050.94</td>
</tr>
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</table>
3. Library Budget and Expenditures.

Since library budget and expenditures are so bound up with the "Core Collection," a preliminary word about this collection will aid in seeing the whole picture of library finance at the College for Men.

The Core Collection (Exhibit C-101) is a bibliography of approximately 20,000 titles chosen from standard lists (Shaw, Lamont, Winchell, Grace, Bertalan etc.) and from specialized lists submitted by faculty members of the College for Men.

This project was organized and supervised by the Library Director, who with the help of four student typists spent the year 1957 in compiling the Core Collection.

In January, 1958, the collection was submitted to 14 dealers, and the contract was finally awarded to Books for Libraries, Inc. The first shipment arrived in May, 1958.

By Dec. 1, 1958, the date of this report, about 60 per cent of the books have arrived; over 80 per cent of these have been fully processed. The remaining books will arrive before the end of February, 1959, it is hoped. At the present rate of processing, all books will be completely processed by June, 1959.

Though provision has been made for buying current works of importance as they appear, or as the faculty requests them, the Core Collection has had priority over all other work and expenditures.

Core Collection Expenditures (June-November, 1958)

| Books          | $40,123.72 |
| Salaries       | 17,802.94 |

Library Budget 1958-1959

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<th>July-Nov.</th>
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<td>Salaries</td>
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<td>8000.00</td>
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</table>
Expenditures for Past Years

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<td>Books</td>
<td>$1401.91</td>
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<td>$3250.65</td>
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<td>Supplies</td>
<td>303.33</td>
<td>524.36</td>
<td>508.25</td>
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<tr>
<td>Salaries</td>
<td>1250.00</td>
<td>2100.00</td>
<td>4973.33</td>
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</table>

(a) The library budget for 1958-59, excluding capital outlays and Core Collection expenditures, is 11 per cent of the total College budget.

For 1955-56, the library expenditures were 8 per cent of total College budget; in 1956-57, 7 per cent; in 1957-58, 14 per cent.

(b) The Library Director presents the needs of the library to the Board of Regents, who then discuss these needs. The Department Chairmen present the book and periodical needs of their departments to the Library Director. Whenever possible, these requests are granted. After consultation with the Library Director, the President of the University makes staff appointments.


Suggested budget according to service load (477 units) is $3816.

Actual expenditures far exceed this, primarily on account of the Core Collection. The estimated final expense of this collection will be $70,000.

C. Staff

1. Size of Staff for Service Load.

Our service load (477 units) requires one chief librarian and one professional. The present library staff of the College for Men consists of a chief librarian, one full-time professional, one part-time professional and one full-time semi-professional. The clerical staff consists of 12 part-time student assistants. The ratio of professional to clerical positions is approximately 58-42.
2. (a) Organizational Chart.

- Library Director
  - Catalogue Librarian
    - Asst. Catalogue Librarian
      - 7 Student Assistants (3½ positions)
    - 3 Student Assistants (1½ positions)
  - Circulation Librarian
    - 2 Student Assistants (1 position)
    - Student Assistants (1 position)

(c) Academic Status.

The policy of the College for Men is to give librarians the same status as faculty members.

(d) Sections.

II. Academic Status.

III. Mission.

1. The library is open Monday through Friday, 9 a.m. to 9 p.m.

2. All non-reference books are available for two-week loans, renewable. Faculty members are allowed one month. Reference books can be signed out if there is a proven need, but this is discouraged. Volume necessary for classes may be put on reserve by faculty members. These are allowed out on overnight loan. Faculty members are asked to review the reserve status every month.
(b) **Professional Library Staff.**

LIBRARY DIRECTOR: (Rev.) Charles J. Dollen; B.A., St. Bernard's Seminary, Rochester, N.Y.; M.S. in L.S., 1956, University of Southern California, Los Angeles; for six years, student assistant in libraries of St. Andrew's and St. Bernard's, Rochester, N.Y.; library director, 1955-58, College for Men, University of San Diego.

CATALOGUE LIBRARIAN: (Rev.) Alfred Geimer; B.A., 1939, St. Norbert's College, West De Pere, Wis.; M.S. in L.S., 1957, Catholic University of America, Washington, D.C.; 15 years teaching in high school and college; catalogue librarian, 1958, College for Men, University of San Diego.

ASSISTANT CATALOGUE LIBRARIAN (Half-Time): Mrs. A. Churchman; Ph.B., 1930, Marquette University, Milwaukee, Wis.; B.L.S., 1946, University of Minnesota; centralized cataloguing, 3 years, Peoria, Ill.; library supervisor, 1944-49, Peoria, Ill.; chief librarian, 1949-53, San Diego City Schools.


(c) **Academic Status.**

The policy of the College for Men is to give librarians the same status as faculty members.

(d) **Promotion.**

*Cf.* Academic Status.

**D. Services**

1. The library is open Monday through Friday, 9 a.m. to 9 p.m.

2. All non-reference books are available for two-week loans, renewable. Faculty members are allowed one month. Reference books can be signed out if there is a proven need, but this is discouraged. Volumes necessary for classes may be put on reserve by faculty members. These are allowed out on overnight loan. Faculty members are asked to review the reserve status every month.
There are no circulation statistics for past years. Now that the new library has been opened, the present trend is about 100 books per month on loan to students, about 25 per month for faculty.

3. The reference service consists chiefly in directing students to the intelligent use of library tools - catalogue, indexes, encyclopedias etc. The reference librarian keeps in touch with current assignments and she prepares book lists, digests and documentations for the aid of students. She also has charge of periodicals and she helps students in their use. Moreover, the special collection in the "Donohue Room" is available for use under her direction.

4. (a) Freshman English classes visit the library shortly after the beginning of the spring semester, and the Library Director spends a class period lecturing to them on library usage. In the fall semester, the class returns for a lecture on use of the library for reference work. Faculty members are invited to bring their classes to the library to review related material. A librarian is on hand for information. A manual on the library, its use and policies, is in preparation.

(b) Display cases are being built, and display material has been gathered during the past few years. At every faculty meeting, the Library Director makes a progress report. Library publicity appears in the *Southern Cross*, the San Diego diocesan publication.

(c) The library, conscious of its obligations to the community, permits on-the-spot study-use of library materials to all who ask. Inter-library loans are made for the cost of postage.

(d) Teachers and schools in the community are given the privileges outlined above.

5. Technical Services.

(a) The processing of the Core Collection books has been done by a production-line technique, so that over 100 books are processed daily. Books that have Library of Congress cards can be on the shelves within two weeks after the cards are received. Books for which there are no Library of Congress cards may take a month to process.

(b) About 2000 books are at present being catalogued; about 8000 books are on order. All should be processed before June, 1959.
E. Book Selection


2. As explained in the section on library expenditures, book funds for the College for Men have been allocated primarily for the Core Collection. Faculty members, however, add new titles, and these are ordered as requested. During 1959, a regular acquisition policy will be introduced, as indicated in Exhibit C-102.

3. The library of the College for Men is too new to need removal of obsolescent material.

4. The Faculty Library Committee consists of: Arthur V. Burrowes, M.A., Department of History; (Rev.) Charles J. Dollen, M.S. in L.S., Library Director; William W. Ferrier, Ed.D., Chairman of the Department of Business Administration; and Robert C. Walsh, Ph.D., Chairman of the Department of English.

This committee exists as an advisory group to maintain liaison between the library and the faculty. Its chief function is to keep the Library Director in touch with academic matters affecting the library program.

F. Housing

1. Reading Room. The present seating capacity of the main reading room is the same figure as the equivalent full-time student enrollment.

2. Proposed Expansion. The new library is designed to keep pace with any foreseeable growth in the College for Men for several generations to come. Expansion within the building itself, e.g., in stacks and work space, can easily be provided as the need arises.

G. Evaluation

1. The library is still in a formative stage, and the librarians are trying to give the best service possible. As the College grows, this will assume a pattern.

2. The library considers its greatest asset to be the cooperation among the members of its staff. There is close mutual respect and this has been a notable help in the young life of the library.

3. Though about 25 students use the library daily, the librarians think that the greatest need is increased circulation. They are striving to increase circulation.
PART II

SECTION 1

1. Functions of the Program.

1.1 It is the purpose of this library to supply books that will supplement and aid classroom teaching. This is being done in accordance with faculty wishes and approved bibliographic aids.

1.2 The library aims to help the faculty know and evaluate new material as published and as received in the library.

1.3 Undergraduates are our present concern; material for advanced study is provided at present for faculty members only.

1.4 The library staff is anxious to facilitate research, and the more important tools of research are provided.

2. The need for pleasant study surroundings is considered very important, and the present accommodations are very generous.

3.1 A very serious function of the library is the supply of stimulating cultural material. Only a beginning has so far been made, e.g., in the Donohue Room.

3.2 The importance of displays, publicity and readers' advisory service is appreciated, but only a beginning has been made.

4.1 Student needs are of utmost importance, and the whole program is planned around this point.

4.2 The reference needs of the faculty go hand in hand with student needs.

5.1 Use of the library depends greatly on instruction. The librarians think the program adequate. Students should know how to use the library themselves, and the librarians are warned not to do a student's work for him.

5.2 Book lists do not seem necessary at this stage of the program.

6. Every effort is made to encourage use of the library. To make its use attractive is a vital part of the planning in this library. It is too early to evaluate the success of the program.
7. There is no teacher-education program in the College for Men.

8. Using the knowledge of the faculty in book selection is of great importance. The librarians think it is being used successfully here.

9. Constant efforts are made by the Library Director to integrate the library with the academic program of the College.

10. It is important to extend the use of the library to graduates and former students. Although the College has few graduates as yet, a modest beginning has been made in extending library services to them.

11. Teachers in the area have been invited to use the library.

12.1 Cooperation with neighboring libraries is very important. In this field, very important beginnings have been made, and relations are already very cordial. Our neighbors have been most helpful.

12.2 Membership in professional societies and professional reading are very important to the staff. Here, too, the library program has been successful.

12.3 Non-book materials have not been emphasized yet, since the basic material is being gathered first. However, non-book materials will be provided as the library grows.

SECTION 2

Qualitative Rating Exhibit C-103
GENERAL EDUCATION

Name of Institution: University of San Diego, College for Men.

Reported by: (Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences and Acting Dean of Business Administration.

The College for Men, University of San Diego, defines general education as the development of the intellectual and moral qualities which secure the foundation of a happy personal life and responsible citizenship.

PART I
DESCRIPTION OF PROGRAM

A. General Organization

1. The general education program is under the administration of the Dean of Arts and Sciences and the Acting Dean of Business Administration, who works together with the various departmental chairmen.

a. The Dean of Arts and Sciences for the Arts Division and the Acting Dean of Business Administration for the Division of Business Administration is the chief officer for the President concerning the academic matters of the College.

b. The Dean's Council is comprised of the various departmental and divisional chairmen, who meet and consult regularly with the Dean.

c. Construction, evaluation and revision of curriculum are usually initiated in the various departmental meetings and acted upon by the Dean together with the Dean's Council. Final action on matters of this sort is taken in the Academic Council (cf. Sched. A, I, B).

Requirements are stated in the College Bulletin (pp. 13-20) with constituent and major, and the necessary distinctions are made between requirements for Business students and requirements for Arts students. Further specific requirements for the various departments are also stated in the Bulletin in the special presentations of the requirements for each department of courses offered in each department.
B. Content and Organization of Courses

1. The general education program of the College for Men of the University of San Diego is designed to aid in the achievement of the objectives of the College for Men as outlined in the latest College Bulletin (p.6).

Since our general education program insists on the value of tradition in the development of the whole man, the College requires 12 units in History for all except Business Administration majors. To develop facility of expression, 12 units in English (nine for Business Administration majors) and four units of Speech are required. In addition, Language, Science and Social Science contribute to a well-rounded whole. Crowning all and covering the four years of college work, thus extending into the upper division, are 18 units of Philosophy (and, for Catholic students, eight units of Theology). It is chiefly through Philosophy and Theology that the College for Men hopes to achieve a synthesis, unifying all courses into one body of knowledge and a well-rounded development of the graduate of the College for Men.

All these requirements are stated in the College Bulletin (pp.18-20) with exactitude and detail, and the necessary distinctions are made between requirements for Business students and requirements for Arts students. Further specific requirements for the various departments are listed in the Bulletin in the special pre-note immediately before the list of courses offered in each department (e.g., English, p.33).

Each major requires 24 units of upper-division work in addition to all the general education requirements and specific prerequisites.

2. The general education requirements are met by satisfactorily completing the indicated courses (in certain cases, in the specific order indicated) or, in the case of transfer students, by having completed with a grade of "C" corresponding courses in other colleges (cf. Sched. B, I, C, 5).

The pattern of the general education requirement is clearly indicated in the Bulletin under the typical "Programs of Study" for each major (cf. Bulletin, pp.21-27).

These general education requirements were determined by the Administration, working together with the teaching staff, and have gradually evolved by continuous consultation. Last spring with the help of all departments the entire program was reviewed, evaluated and revised.

3. All courses are taught by individual instructors. (This past semester, however, an upper-division course, Education 120, Counselling and Guidance, was taught by a committee of two.)
4. The general education program is based on the philosophy of man and his education, as indicated in the "objectives" of the College (cf. Bulletin, p.6), and it is developed for the student through the Philosophy program required of all.

C. Program Advising

1. Due to the small size of the student body, until about a year ago the Dean or Director of Studies did most of the academic counselling.

During the last year, however, departmental organizations have been set up and advisors appointed. To aid in this, especially in the beginning, evaluation forms have been made up, sample copies of which are available to the committee (Exhibit D-100). By using these forms an advisor can tell at a glance how a student is progressing and what is lacking in his progress at any time. We are now in the process of making these continuous evaluations constantly available to the chairmen of the various departments and to the advisors.

2. The Dean has authority to waive or substitute requirements within the general education program in individual instances if he judges that it will be to a student's educational advantage. In this present process of formation and re-evaluation, this authority is used reluctantly.

D. Evaluation

1. During the spring semester last year a complete evaluation of the whole general education program was made and the present Bulletin was issued. This was done with the cooperation of the entire staff and the Administration.

2. Since then, further changes have been deemed advisable. Notes indicating changes to be made in the new issue of the Bulletin, which will be published in the spring, are available to the committee (Exhibit D-101).

3. The best elements of our general education program are its breadth and the unity achieved through the formal integrating aid of the Philosophy curriculum and through the wide interests of those who strive to show to their students the interdependence of knowledge.

4. There is some discussion with regard to the matter of insisting upon a course in General Psychology as a requirement in the general education program. Some staff members are of the opinion that the Philosophy program (which includes philosophical psychology), together with a Social Science requirement (and Theology for Catholic students), sufficiently adjusts the student; furthermore, due to all our requirements in the lower division, some staff members think that no more requirements should be added at this time. This matter is presently under study.
5. Although the College for Men has been in existence for only five years, there have been constant re-evaluation and re-vision in an effort to achieve a general education program that will measure up as closely as possible to the purposes and aims of the College.
PART II

SECTION I

FUNCTIONS OF THE PROGRAM

The significance of the notations used in this check list is:

**Column I**

1 - Very important
2 - Of some importance
3 - Does not apply to this program

**Column II**

A - A strong point in this program
B - About average for this type of program
C - Below average
O - Missing from the program

The program is explicitly designed to prepare each student:

1. **As an educated person, to**

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2. **As a member of social groups, to**

   | 1          | B      | 2.1 |      |      |    |     |      |    |    |    |     |     |
   | 1          | B      | 2.2 |      |      |    |     |      |    |    |    |     |     |

*The staff interprets "man's place in the natural world" as man's relationship to his fellowman and to other creatures.*
The program is explicitly designed to prepare each student:

2. As a member of social groups, to

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<th>Rating</th>
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<tbody>
<tr>
<td>1</td>
<td>B</td>
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</table>

2.3 Have understandings and skills needed for group participation and group leadership.

2.4 Be socially sensitive and possess a feeling of identification with, and responsibility for, the welfare of his fellowmen.

As a citizen of American democratic society, to

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3.1 Be aware of, and interested in, contemporary affairs.

3.2 Understand the development of American democracy.

3.21 See America in its present world setting and comprehend its responsibilities.

3.22 Use the contributions of the social studies in dealing with present-day social, economic and political problems.

3.3 Feel responsibility for active participation in local and national affairs.

3.4 Believe in the American democratic philosophy of respect for the individual and justice for all under constitutional government.

3.5 Use skillfully the methods of critical thinking.

SECTION 2

Qualitative Rating - Exhibit D-102
ACADEMIC MAJORS

The general editorial committee supervised the preparation of the Schedules E. A special departmental subcommittee for each major aided the general committee. The members of these subcommittees were: the Dean of Records; the Dean of Arts and Sciences or Business Administration; and the chairman and entire staff of the department concerned.

Name of Institution: University of San Diego, College for Men
Department: Business Administration
Major: Baccalaureate (Bachelor of Business Administration)

Report prepared by general editorial committee and the following subcommittee:

William W. Ferrier, Ed.D., Chairman of Department of Business Administration
Irving W. Parker, A.B., Dean of Records
(Rev.) Russell Wilson, Ph.D., Acting Dean of Business Administration
Members of Department of Business Administration

PART I
DESCRIPTION OF PROGRAM

A. Curricular Organization

1. Ten students received the Baccalaureate Degree in Business Administration in June, 1958, and one at the end of summer school, 1958.

2. (a) The specific aims of the Business Administration Department are explained in the College Bulletin (p.26), and a typical program of studies is outlined there (p.27).
(b) The chairman and the members of the staff in the department are available for advising, and any student has access to the Dean at any time.
(c) The specific requirements for entrance to the major field are explained in the Bulletin (p.26).
B. Staff

1. See Exhibit E-100

2. Highest Number of Staff

<table>
<thead>
<tr>
<th>Degrees Held</th>
<th>Full-Time</th>
<th>3/4 time</th>
<th>1/2 time</th>
<th>1/4 time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a*</td>
<td>b*</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>Doctoral</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

a* - Full-time in college, shared with other departments.
b* - Part-time in college.

3. (a) None teaching in the field of the doctoral major.

(b) One teaching in the field of the masters major.

(c) None teaching in the field of the doctoral minor.

(d) Five teachers have extensive preparation in fields related to teaching assignments.

(e) Two of these have Bachelor's degrees in Economics, coupled with extensive preparation in the business field. One was a vice-president of Young & Rubicam, San Francisco; the other was an executive of the Alexander Hamilton Institute and the Pabst Brewing Company.

One instructor in Business Law has an LL.B. from Hastings School of Law and is a practicing attorney.

One instructor has an Ed.D. in Economic Education and extensive business experience.

One instructor is the Manager of the Canada Life Assurance Company in San Diego.
C. Instruction

1. Teaching Load.

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Distribution of Class Size.

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 11</td>
<td>4</td>
</tr>
<tr>
<td>11 - 25</td>
<td>2</td>
</tr>
<tr>
<td>26 - 35</td>
<td>1</td>
</tr>
<tr>
<td>36 - 40</td>
<td>0</td>
</tr>
<tr>
<td>41 - 55</td>
<td>2</td>
</tr>
</tbody>
</table>

3. Distribution of Grades.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>22.6%</td>
</tr>
<tr>
<td>B</td>
<td>40.5%</td>
</tr>
<tr>
<td>C</td>
<td>25.2%</td>
</tr>
<tr>
<td>D</td>
<td>3.1%</td>
</tr>
<tr>
<td>F</td>
<td>1.5%</td>
</tr>
<tr>
<td>Inc.</td>
<td>2.1%</td>
</tr>
<tr>
<td>W</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

Date of analysis: Final Grades, June, 1958.
D. Evaluation

1. Best Elements:

The Business Administration faculty teaches its students that honesty, responsibility and self-expression are a businessman's greatest assets. The ability, variety and experience of the instructors are very great. Also, the students show intense vocational interest.

2. Least Adequate Aspects:

The curriculum is weak in spots and sometimes lacks depth; there is no laboratory period in first-year accounting and there are not enough displays; the Business Administration library is also weak. Most students need a stronger mathematical and statistical background and they don't express themselves well enough; this, however, is gradually being remedied by a course in Business English and by the College's new system of grammar review in English A. Furthermore, there should be a more specified area of concentration within the department.

3. Past Improvements:

Since the College began, the competence of the faculty has improved; likewise its numbers. The students, too, seem to be intellectually sharper, and, of course, the physical facilities have improved tremendously. Though the library is still weak, it is much better than it was five years ago. Departmental organization has improved and is now functioning smoothly; the curriculum has been revised and expanded during the past year, and required courses have been added. Another improvement has been the introduction of English A to polish the students' language.

4. Future Improvements:

Syllabi for all courses are now being prepared; audio-visual aids and maps will soon be introduced. The department is making plans to offer related courses in better sequence and association and it is discussing the establishment of areas of concentration. The new Arts and Science building will house a special laboratory for certain courses in accounting and advertising. The library, too, will improve.

5. Recent Projects:

In 1957, the department surveyed business needs in San Diego in order to organize the curriculum and prepare the students for local opportunities. Field trips have been made, and guest lecturers have addressed some classes. The department thinks that the evaluation for accreditation has been a big help towards
understanding its own strengths and weaknesses. Departmental meetings have been more frequent and better attended. Also, the "C" eligibility for extracurricular students has helped study habits.

6. Instructional Aids:

These are now inadequate, but plans have been made to improve the situation.

7. Unique Aspects:

Many Business Administration students have jobs; this helps instruction, because on-job training is correlated with their classes. The instructors' wide practical business experience greatly benefits the students.

8. Graduates:

Since the College is so young, there has not been sufficient time to gauge the success of our graduates. Their careers, however, will be closely followed.

****
PART II

SECTION 1

FUNCTIONS OF THE PROGRAM (Business Administration)

Key:  
Column I  
1. Very important.  
2. Of some importance.  
3. Does not apply to this program.

Column II  
A. A very strong point.  
B. About average for this type of program.  
C. Below average.  
O. Inadequate or missing.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>II Rating</th>
<th>I Importance</th>
<th>II Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>1.</td>
<td>To provide comprehensive understanding of a broad field of knowledge.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>2.</td>
<td>To contact the frontiers of knowledge in the field.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>3.</td>
<td>Develop a realization in the student of the inter-relationship of knowledge.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>4.</td>
<td>Provide stimulation to sound scholarship.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>C</td>
<td>5.</td>
<td>Identify potential leaders.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>6.</td>
<td>Prepare leaders for positions of responsibility.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>7.</td>
<td>Develop non-vocational interests and apprecia-tions in the field.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>8.</td>
<td>Increase personal efficiency through ability to use the methods of the field in analyzing current problems.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>9.</td>
<td>Develop in the student a guiding philosophy of life.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>10.</td>
<td>Prepare for graduate work in the field.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>11.</td>
<td>Provide for special needs of elementary teachers.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>12.</td>
<td>Provide for special needs of other special groups.</td>
<td></td>
</tr>
<tr>
<td>Importance</td>
<td>Rating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
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<td></td>
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<td>3</td>
<td>0</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Provide for pre-professional preparation for other specialized groups.

14. Develop special talents and skills.

15. Develop occupational competence.

16. Provide special services for the community or region.

SECTION 2

Qualitative Rating - Exhibit E-101

- 59 -

E-II-1
Bus. Ad.

- 59 -

SECTION 2

- 59 -

E-II-1
Bus. Ad.

- 59 -

E-II-1
Bus. Ad.
SECTION 3

LIBRARY RESOURCES AND SERVICES (Business Administration)

Key: E - Excellent
     G - Good
     F - Fair
     P - Poor
     NJ - No Judgment

<table>
<thead>
<tr>
<th>E</th>
<th>G</th>
<th>F</th>
<th>P</th>
<th>NJ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
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<td>X</td>
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<td>X</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Reference materials (bibliographies, encyclopedias, dictionaries, yearbooks etc.).
4. Other resources (pamphlets, maps, microfilms etc.).
5. Adequacy of size of library staff.
6. Attitude of library staff to library users.
7. Technical services of library (procurement of materials, accuracy of cataloguing etc.).
8. Reference services of library.
10.* Provision of book funds for your subject area.
11. Physical facilities of library (reading rooms, stack space etc.).

REASON FOR RATINGS

1. Good in Business Law and Life Insurance; fair in General Economics; inadequate in Comparative Economics.
2. Generally poor, but fair in Economics.
3. Good in encyclopedias; poor in yearbooks.
4. Inadequate in maps, microfilms.
5. 
6. 
7. At the moment, procurement is based on Core Collection; cataloguing excellent.

8.

9.

10.* No rating made, because book funds not yet divided departmentally; procurement based on Core Collection; inadequate for Department of Business Administration.

11.

---

- 61 -

E-II-3

Bus. Ad.

---

1. Two students received the Bachelor's degree in English in 1952.

2. (a) The specific aims of the English Department are explained in the College Bulletin (p.33), and a typical program of studies for English majors is outlined there (p.32).

(b) The chairman and the members of the staff in the department are available for advising, and any student has access to the dean at any time.

(c) The specific requirements for entrance to the major field are explained in the Bulletin (p.33).

3. Staff

2. Highest Number of Staff

<table>
<thead>
<tr>
<th>Degrees</th>
<th>Full-time</th>
<th>1/4 time</th>
<th>1/2 time</th>
<th>1/4 time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Held</td>
<td></td>
<td>a</td>
<td>b</td>
<td>c</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bachelor</td>
<td>1</td>
<td></td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

*a* = Full-time in college, shared with other departments.

*b* = Part-time in college.
Report prepared by general editorial committee and the following subcommittee:

Irving W. Parker, A.B., Dean of Records
Robert C. Walsh, Ph.D., Chairman of Department of English
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences
Members of Department of English

PART I
DESCRIPTION OF PROGRAM

A. Curricular Organization

1. Two students received the Baccalaureate Degree in English in 1958.

2. (a) The specific aims of the English Department are explained in the College Bulletin (p.33), and a typical program of studies for English majors is outlined there (p.22).
(b) The chairman and the members of the staff in the department are available for advising, and any student has access to the Dean at any time.
(c) The specific requirements for entrance to the major field are explained in the Bulletin (p.33).

B. Staff

1. See Exhibit E-102

2. | Highest Degrees Held | Number of Staff |
   |                | Full-time | 3/4 time | 1/2 time | 1/4 time |
   |                | a* | b* | a | b | a | b |
   | Doctoral       | 1 | 1 | 1 | 1 | 1 | 1 |
   | Masters        | 1 | 1 | 1 | 1 | 2 | 1 |
   | Bachelors      | 1 | 1 | 1 | 1 | 1 | 1 |

a* - Full-time in college, shared with other departments.
b* - Part-time in college.
3. (a) One teaching in the field of the doctoral major.

(b) One teaching in the field of the masters major.

(c) One teaching in the field of the doctoral minor.

(d) Five teachers have extensive preparation in fields related to teaching assignments.

(e) Four of these have a Master's degree with a minor in English.

The Journalism professor has a Master's degree in Journalism.

******
C. Instruction

1. Teaching Load.

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
</tr>
<tr>
<td></td>
<td>a</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

2. Distribution of Class Size.

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 11</td>
<td>3</td>
</tr>
<tr>
<td>11 - 25</td>
<td>8</td>
</tr>
<tr>
<td>26 - 35</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Distribution of Grades.

A 17.5%; B 29.6%; C 31.9%; D 6.4%; F 4.6%;
Inc. 1.3%; W 6.4%; Audit 1.8%.

Date of analysis: Final Grades, June, 1958.
D. Evaluation

1. Best Elements:

Twelve units of English are required of all students, even of those not majoring in English. The department is pardonably proud of the quality of its members and it is harmoniously one in agreement on the objectives of the English program as outlined in the Bulletin (p.33). The members of the department also agree on the upper-division courses required for English majors and they are happy about the variety of courses offered over a three-year cycle. Another good point is the English A system inaugurated this year; all entering students must take an English test; those who fail are obliged to take the no-credit English A course in grammar review before they can be admitted into English 1, Rhetoric and Composition.

2. Least Adequate Aspects:

For Poetry and Drama classes, the department needs phonograph records and audio-visual equipment. Also, the members think that a "Form" course should be required of English majors and that there should be more prerequisites for certain upper-division courses.

3. Past Improvements:

The department became well organized this year and has met frequently. Likewise, the curriculum is now well organized. Other improvements have been: introduction of compulsory English test; placement tests; faculty ability, a new survey course in World Literature; and a complete series of seven courses in Journalism, one for second-semester freshmen, two for sophomores, the other four over a two-year cycle.

4. Future Improvements:

The department plans to publish a style book for Journalism and one for term papers. Also planned are audio-visual aids. Another expected improvement will be the raising of the pass standard in the English examination for entering students.

5. Recent Projects:

Syllabi for all courses have recently been written. The members of the department are happy about the chance this accreditation visit has given them of examining their own strong and weak points. Other recent evaluation projects have been the reorganization of the curriculum and the introduction of English A.
6. Instructional Aids:

These are highly inadequate, but the situation will be remedied.

7. Unique Aspects:

Seminar methods are used in some of the small upper-division courses. Special course offerings include the World Literature survey and the course on the Utopias. Furthermore, the extensive Journalism courses are an asset to the department and to the College.

8. Graduates:

Follow-up studies will be made as soon as the English Department has a sufficient number of graduates.
PART II

SECTION 1

FUNCTIONS OF THE PROGRAM (English)

Key: Column I
1. Very important.
2. Of some importance.
3. Does not apply to this program.

Column II
A. A very strong point.
B. About average for this type of program.
C. Below average.
O. Inadequate or missing.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1. To provide comprehensive understanding of a broad field of knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>2. To contact the frontiers of knowledge in the field.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>3. Develop a realization in the student of the inter-relationship of knowledge.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>4. Provide stimulation to sound scholarship.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>5. Identify potential leaders.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>6. Prepare leaders for positions of responsibility.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>7. Develop non-vocational interests and appreciations in the field.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>8. Increase personal efficiency through ability to use the methods of the field in analyzing current problems.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>9. Develop in the student a guiding philosophy of life.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>10. Prepare for graduate work in the field.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>11. Provide for special needs of elementary teachers.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>12. Provide for special needs of other special groups.</td>
</tr>
</tbody>
</table>
SECTION 2

Qualitative Rating Exhibit E-103

1. Strong in literary works (except Elizabethan prose); weak in critical and scholarly works, though this is in process of being remedied.

2. General periodicals good; professional and scholarly poor.

3. Encyclopedia good; more bibliographies and yearbooks needed.
## SECTION 3
### LIBRARY RESOURCES AND SERVICES (English)

**Key:**
- **E** - Excellent
- **G** - Good
- **F** - Fair
- **P** - Poor
- **NJ** - No Judgment

<table>
<thead>
<tr>
<th>E</th>
<th>G</th>
<th>F</th>
<th>P</th>
<th>NJ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td>X</td>
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<tr>
<td>X</td>
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<td></td>
</tr>
</tbody>
</table>

3. Reference materials (bibliographies, encyclopedias, dictionaries, yearbooks etc.).
4. Other resources (pamphlets, maps, microfilms etc.).
5. Adequacy of size of library staff.
6. Attitude of library staff to library users.
7. Technical services of library (procurement of materials, accuracy of cataloguing etc.).
8. Reference services of library.
11. Physical facilities of library (reading rooms, stack space etc.).

### REASON FOR RATINGS

1. Strong in literary works (except Elizabethan prose); weak in critical and scholarly works, though this is in process of being remedied.
2. General periodicals good; professional and scholarly poor.
3. Encyclopedias good; more bibliographies and yearbooks needed.
4. 

5. 

6. Very cooperative; special attention given to new students.

7. Procurement of Core Collection hindered by jobber; this involves many inconveniences. Cataloguing good.

8. Irving W. Parke, A.B., Dean of Records (Rev.) Francis J. Ahearn, Ph.B., Chairman of Department of History

9. (Rev.) Russell Williams, M.D., Dean of Arts and Sciences


11. 

PART I

DESCRIPTION OF PROGRAM

A. Curricular Organization

*****

1. One student received the Baccalaureate Degree in History in 1958.

2. (a) The specific aims of the History Department are explained in the College Bulletin (p. 37), and a typical program of studies for History majors is outlined there (p. 23).
(b) The chairman and the members of the staff in the department are available for advising, and any student has access to the Dean at any time.
(c) The specific requirements for entrance to the major field are explained in the Bulletin (p. 37).

3. Staff

1. See Exhibit B-104

2. Highest Degree Held   Number of Staff
   Full-time   3/4 time   1/2 time   1/4 time

   Doctoral
   M.A. or B.S.
   M.A.
   B.A.

   a - Full-time in college, shared with other departments.
   b - Part-time in college.
Name of Institution: University of San Diego, College for Men

Department: History

Major: Baccalaureate

Report prepared by general editorial committee and the following subcommittee:

Irving W. Parker, A.B., Dean of Records
(Rev.) Francis J. Rigney, Ph.D., Chairman of Department of History
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences
Members of Department of History

PART I

DESCRIPTION OF PROGRAM

A. Curricular Organization

1. One student received the Baccalaureate Degree in History in 1958.

2. (a) The specific aims of the History Department are explained in the College Bulletin (p.37), and a typical program of studies for History majors is outlined there (p.23).

(b) The chairman and the members of the staff in the department are available for advising, and any student has access to the Dean at any time.

(c) The specific requirements for entrance to the major field are explained in the Bulletin (p.37).

B. Staff

1. See Exhibit E-104

2. Highest Degrees Held

<table>
<thead>
<tr>
<th>Degrees Held</th>
<th>Full-time</th>
<th>3/4 time</th>
<th>1/2 time</th>
<th>1/4 time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>a* b*</td>
<td>a b</td>
<td>a b</td>
<td>a b</td>
</tr>
<tr>
<td>60 sem. hrs.</td>
<td></td>
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<td>1</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

a* - Full-time in college, shared with other departments.
b* - Part-time in college.
3. (a) Two teaching in the field of the doctoral major.

(b) Three teaching in the field of the masters major.

(c) None teaching in the field of the doctoral minor.

(d) One teacher has extensive preparation in fields related to his teaching assignment.

(e) He teaches Church History and is a cleric who has studied extensively in that subject.
C. Instruction

1. Teaching Load.

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Staff</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>1</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
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<td>6</td>
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</table>

2. Distribution of Class Size.

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 11</td>
<td>1</td>
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<tr>
<td>11 - 25</td>
<td>6</td>
</tr>
<tr>
<td>26 - 35</td>
<td>2</td>
</tr>
<tr>
<td>Over 60*</td>
<td>1</td>
</tr>
</tbody>
</table>

* This course is History 17A, Section I, History of the U.S. There are 65 in this class.

3. Distribution of Grades.

A 9.5%; B 32.9%; C 38.8%; D 11.1%; F 1%;

Inc. 1.5%; W 4.7%.

Date of analysis: Final Grades, June, 1958.
D. Evaluation

1. Best Elements:

Two members of the History Department hold doctoral degrees. The staff is adequate for all catalogue offerings except Latin American History. Also adequate is the number of courses offered for History majors. Lower-division requirements are high, even for those not majoring in History. On this point, there is a high degree of integration between History and the rest of the Liberal Arts program.

2. Least Adequate Aspects:

The department needs more maps and other instructional aids. Another problem has been the scheduling of sections of unequal size. When the department grows, specific upper-division courses will be required.

3. Past Improvements:

The faculty has improved in size and competence; so too has the curriculum. The department is now well organized and it holds regular meetings. The number of History majors has increased to about 50. There has also been an increase in salary for faculty members.

4. Future Improvements:

Maps and other instructional aids will be provided. Furthermore, discussions are now being held concerning specific upper-division requirements.

5. Recent Projects:

This accreditation report has been a big help in evaluating the department; so too have the recently prepared syllabi. The new curriculum has helped the department; likewise the "C" eligibility requirement for students engaged in extracurricular activities.

6. Instructional Aids:

These are very poor, but plans have been made to improve the situation.

7. Unique Aspects:

History 100 (Methodology and Bibliography) is required of History majors. This course is usually offered only in graduate school.

8. Graduates:

It is too early to undertake a study of our graduates' success.
### FUNCTIONS OF THE PROGRAM (History)

**Key:**
- **Column I**
  1. Very important.
  2. Of some importance.
  3. Does not apply to this program.

- **Column II**
  - A. A very strong point.
  - B. About average for this type of program.
  - C. Below average.
  - O. Inadequate or missing.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>1. To provide comprehensive understanding of a broad field of knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>C</td>
<td>2. To contact the frontiers of knowledge in the field.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>3. Develop a realization in the student of the inter-relationship of knowledge.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>4. Provide stimulation to sound scholarship.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>5. Identify potential leaders.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>6. Prepare leaders for positions of responsibility.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>7. Develop non-vocational interests and appreciations in the field.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>8. Increase personal efficiency through ability to use the methods of the field in analyzing current problems.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>9. Develop in the student a guiding philosophy of life.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>10. Prepare for graduate work in the field.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>11. Provide for special needs of elementary teachers.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>12. Provide for special needs of other special groups.</td>
</tr>
</tbody>
</table>
1. Importance | 2. Rating
--- | ---
2 | B
3 | O
3 | O
2 | O

13. Provide for pre-professional preparation for other specialized groups.

14. Develop special talents and skills.

15. Develop occupational competence.

16. Provide special services for the community or region.

SECTION 2

Qualitative Rating Exhibit E-105

******

1. Generally good; but poor in primary sources, though good in Americana.

2. Weak in scholarly journals and book issues.

### SECTION 3

**LIBRARY RESOURCES AND SERVICES** (History)

Key: E - Excellent  
G - Good  
F - Fair  
P - Poor  
NJ - No Judgment

<table>
<thead>
<tr>
<th>E</th>
<th>G</th>
<th>F</th>
<th>P</th>
<th>NJ</th>
</tr>
</thead>
<tbody>
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<tr>
<td>X</td>
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</tr>
</tbody>
</table>

3. Reference materials (bibliographies, encyclopedias, dictionaries, yearbooks etc.).  
4. Other resources (pamphlets, maps, microfilms etc.).  
5. Adequacy of size of library staff.  
6. Attitude of library staff to library users.  
7. Technical services of library (procurement of materials, accuracy of cataloguing etc.).  
8. Reference services of library.  
11. Physical facilities of library (reading rooms, stack space etc.).

### REASON FOR RATINGS

1. Generally good; but poor in primary sources, though good in Americana.
2. Weak in scholarly journals and back issues.
4. Few pamphlets and maps; no microfilm as yet.

5.

6.

7. Report prepared by general editorial committee and the following committees:

8.

9. (Rev.) James A. Gushl, M.A., Department of Mathematics
   George B. Mies, M.A., Chairman of Department of Mathematics


11.

PART I

DESCRIPTION OF PROGRAM

A. CURRICULAR SPECIFICATIONS

1. No student received a Baccalaureate Degree in Mathematics in 1936.

*****

7. (a) The specific aims of the Mathematics Department are explained in the College Bulletin (p.42), and a typical program of studies for Mathematics majors is outlined there (p.24).
   (b) The chairman and the staff of the department are available for advising, and any student may come to the Dean at any time.
   (c) The specific requirements for entrance to the major field are explained in the Bulletin (p.42).

B. Staff

1. See Exhibit E-104

<table>
<thead>
<tr>
<th>Highest Degrees</th>
<th>Full-time</th>
<th>1/4 time</th>
<th>1/2 time</th>
<th>1/4 time</th>
</tr>
</thead>
<tbody>
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<td>Hold, B.S.</td>
<td>a</td>
<td>b</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>B.S.</td>
<td>1</td>
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<tr>
<td>B.S.c.</td>
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</tbody>
</table>

* - Full-time in college, shared with other departments.
** - Part-time in college.
*** - 1/4 time because of units, considered full-time because of difficulty of courses.
Name of Institution: University of San Diego, College for Men

Department: Mathematics

Major: Baccalaureate

Report prepared by general editorial committee and the following subcommittee:

(Rev.) James A. Ganahl, M.S., Department of Mathematics
George K. Nies, M.A., Chairman of Department of Mathematics
Irving W. Parker, A.B., Dean of Records
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences

PART I

DESCRIPTION OF PROGRAM

A. Curricular Organization

1. No student received a Baccalaureate Degree in Mathematics in 1958.

2. (a) The specific aims of the Mathematics Department are explained in the College Bulletin (p.42), and a typical program of studies for Mathematics majors is outlined there (p.24).

(b) The chairman and the staff of the department are available for advising, and any student has access to the Dean at any time.

(c) The specific requirements for entrance to the major field are explained in the Bulletin (p.42).

B. Staff

1. See Exhibit E-106

2.

<table>
<thead>
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<th>Degrees Held</th>
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<th>3/4 time</th>
<th>1/2 time</th>
<th>1/4 time</th>
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<tbody>
<tr>
<td>60 sem. hrs.</td>
<td>a**</td>
<td>1**</td>
<td></td>
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</tr>
<tr>
<td>Masters</td>
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<tr>
<td>Bachelors</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

a* - Full-time in college, shared with other departments.
b* - Part-time in college.
** - 3/4 time because of units, considered full-time because of difficulty of courses.
3. (a) None teaching in the field of the doctoral major.
(b) One teaching in the field of the masters major.
(c) None teaching in the field of the doctoral minor.
(d) Two teachers have extensive preparation in fields related to teaching assignment.
(e) One has Bachelor's degree in Business Administration, teaching business and financial mathematics. Two have Bachelor's degree in Mathematics, teaching in that field.

C. Instruction

1. Teaching Load

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Staff</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Full</td>
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<td></td>
<td>a</td>
</tr>
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<td>1</td>
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</table>

2. Distribution of Class Size.

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Classes</th>
</tr>
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<tbody>
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<td>Below 11</td>
<td>5</td>
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<td>11 - 25</td>
<td>2</td>
</tr>
<tr>
<td>26 - 35</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Distribution of Grades.

A 20%; B 30%; C 30%; D 4%; F 6%; W 10%.

Date of analysis: Final Grades, June, 1958.
D. Evaluation

1. Best Elements:

Our relatively small classes allow us to give individual attention to each student and assign him special work according to his ability. Also, the physical facilities enable all students to share personally in demonstrations and boardwork.

2. Least Adequate Aspects:

We have very few Math students of high caliber, and much of our time is wasted in teaching matter that should already be known. Furthermore, there are not enough Math instructors to permit a continuous program to be offered to each student.

3. Past Improvements:

The instructors have learned a lot by experience and have become better qualified by continuing their studies and obtaining higher academic degrees. Though the average caliber of the students is not high, it has improved. This year, new courses have been added, physical facilities are much better and the students have been better counselled.

4. Future Improvements:

If the College is accredited, more Math students will be expected and more instructors will be hired accordingly. Meantime, the present instructors are continuing their graduate studies. Also, the liaison between the College and other institutions of higher learning is being strengthened.

5. Recent Projects:

This present evaluation has been a big help; so too was last year's curricular reorganization. More examinations are now being given, and our instructional custom is to have students participate constantly. Another recent project that has improved study habits is the "C" eligibility requirement for students engaged in extracurricular activities.

6. Instructional Aids:

We have specialized blackboards and some other aids but we need models of figures, such as spheres, cones, frustrums. A projection room would also help.

7. Unique Aspects:

No remarks.

8. Graduates:

The College has not yet graduated any student who has majored in Mathematics.
### FUNCTIONS OF THE PROGRAM (Mathematics)

**Key:**
- **Column I**
  1. Very important.
  2. Of some importance.
  3. Does not apply to this program.

- **Column II**
  A. A very strong point.
  B. About average for this type of program.
  C. Below average.
  O. Inadequate or missing.

(N.B. - Since the Mathematics Department has only two instructors, one for upper division and the other for lower division, it was obviously difficult to assess average ratings.)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>B</td>
<td>1. To provide comprehensive understanding of a broad field of knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>2. To contact the frontiers of knowledge in the field.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>3. Develop a realization in the student of the inter-relationship of knowledge.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>4. Provide stimulation to sound scholarship.</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>5. Identify potential leaders.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>6. Prepare leaders for positions of responsibility.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>7. Develop non-vocational interests and appreciations in the field.</td>
</tr>
<tr>
<td>1</td>
<td>A *</td>
<td>8. Increase personal efficiency through ability to use the methods of the field in analyzing current problems.</td>
</tr>
</tbody>
</table>

* Rating given on assumption that scientific competition is one of America's greatest current problems.
<table>
<thead>
<tr>
<th>I Importance</th>
<th>II Rating</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>10. Prepare for graduate work in the field.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>11. Provide for special needs of elementary teachers.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>12. Provide for special needs of other special groups.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>13. Provide for pre-professional preparation for other specialized groups.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>14. Develop special talents and skills.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>15. Develop occupational competence.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>16. Provide special services for the community or region.</td>
</tr>
</tbody>
</table>

SECTION 2
Qualitative Rating: Exhibit E-107

********
SECTION 3

LIBRARY RESOURCES AND SERVICES (Mathematics)

Key:  E - Excellent
      G - Good
      F - Fair
      P - Poor
      NJ - No Judgment

<table>
<thead>
<tr>
<th></th>
<th>E</th>
<th>G</th>
<th>F</th>
<th>P</th>
<th>NJ</th>
</tr>
</thead>
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</tr>
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<td>11</td>
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</tbody>
</table>

3. Reference materials (bibliographies, encyclopedias, dictionaries, yearbooks etc.).
4.* Other resources (pamphlets, maps, microfilms etc.).
5. Adequacy of size of library staff.
6. Attitude of library staff to library users.
7. Technical services of library (procurement of materials, accuracy of cataloguing etc.).
8. Reference services of library.
10.* Provision of book funds for your subject area.
11. Physical facilities of library (reading rooms, stack space etc.).

REASON FOR RATINGS

1. Most of the books the department requested are in the library, but there are very few recent publications.
2. The periodical collection is poor, but some periodicals have been requested.
3. Encyclopedias satisfactory; yearbooks poor.
4.* This does not pertain to the Mathematics Department.
5. University of San Diego, College for Men

6. Philosophy

7. Baccalaureate

8. Report prepared by general editorial committee and the following subcommittee:

10.* Since the library is buying its stock on the basis of the Core Collection, there has hitherto been no specific allocation of book funds for the Mathematics Department.

Cf. Business Administration report.

11. A finely constructed library.

PART I

DESCRIPTION OF PROGRAM

A. Curricular Organization

1. Three students received the Baccalaureate Degree in Philosophy in June, 1939, and another at the end of summer school, 1939.

****

2. (a) The specific aims of the Philosophy Department are explained in the College Bulletin (p.44), and a typical program of studies for Philosophy majors is outlined there (p.33).

(b) The chairman and the members of the staff in the department are available for advising, and any student has access to the Dean at any time.

(c) The specific requirements for entrance to the major field are explained in the Bulletin (p.40).

B. Staff

1. See Exhibit E-108

<table>
<thead>
<tr>
<th>Degree Hold</th>
<th>Full-time</th>
<th>1/2 time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>1</td>
<td>a</td>
</tr>
<tr>
<td>Master</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

a - Full-time in college. Shared with other departments.
b - Part-time in college.
Name of Institution: University of San Diego, College for Men
Department: Philosophy
Major: Baccalaureate

Report prepared by general editorial committee and the following subcommittee:

Irving W. Parker, A.B., Dean of Records
(Rev.) Russell Wilson, Ph.D., Dean of Arts and Sciences and Chairman of the Department of Philosophy

Members of Department of Philosophy

PART I

DESCRIPTION OF PROGRAM

A. Curricular Organization

1. Three students received the Baccalaureate Degree in Philosophy in June, 1958, and one at the end of summer school, 1958.

2. (a) The specific aims of the Philosophy Department are explained in the College Bulletin (p.46), and a typical program of studies for Philosophy majors is outlined there (p.25).

(b) The chairman and the members of the staff in the department are available for advising, and any student has access to the Dean at any time.

(c) The specific requirements for entrance to the major field are explained in the Bulletin (p.46).

B. Staff

1. See Exhibit E-108

<table>
<thead>
<tr>
<th>Highest Degrees Held</th>
<th>Full-time</th>
<th>3/4 time</th>
<th>1/2 time</th>
<th>1/4 time</th>
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<tbody>
<tr>
<td></td>
<td>a*</td>
<td>b*</td>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>Doctoral</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a* - Full-time in college, shared with other departments.
b* - Part-time in college.
3. (a) One teaching in the field of the doctoral major.

(b) Three teaching in the field of the masters major.

(c) None teaching in the field of the doctoral minor.

(d) Three teachers have extensive preparation in fields related to teaching assignments.

(e) One of these has a Master's degree in Psychology; one has a Master's degree with a minor in Philosophy; and the other has a doctoral degree with a major in Ancient Classics and minors in Greek and German.

C. Instruction

1. Teaching Load

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full</td>
</tr>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

2. Distribution of Class Size.

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 11</td>
<td>5</td>
</tr>
<tr>
<td>11 - 25</td>
<td>3</td>
</tr>
<tr>
<td>26 - 35</td>
<td>3</td>
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<tr>
<td>36 - 40</td>
<td>1</td>
</tr>
<tr>
<td>41 - 55</td>
<td>1</td>
</tr>
<tr>
<td>46 - 50</td>
<td>1</td>
</tr>
</tbody>
</table>

3. Distribution of Grades.

A 19.2%; B 42.9%; C 24.3%; D 2.5%; F 1.9%;

Inc. 2.5%; W 5.1%; Audit .6%.

Date of analysis: Final Grades, June, 1958.
D. Evaluation

1. Best Elements:

The best feature of the Philosophy Department is perhaps the complete curricular system whereby all courses and requirements are spelled out in detail and in sequence and are integrated to form a unified discipline. Another strong feature is that all students, whether Philosophy majors or not, are required to take 18 units of Philosophy. The faculty, too, is strong, both in size and in ability.

2. Least Adequate Aspects:

The Philosophy section of the library is weak at present. Also, more lay professors should be hired for the department. Another weakness is the insufficient emphasis on Modern Philosophy.

3. Past Improvements:

Faculty, curriculum and scheduling have all improved. This year, one lay professor joined the department. Departmental meetings have been frequent and profitable. Another big improvement this year has been the integration of students from Immaculate Heart Seminary into the Philosophy curriculum of the College.

4. Future Improvements:

Library improvements are planned; there will be more courses offered and more faculty members to teach those courses. The department also plans to stage an annual public philosophical disputation.

5. Recent Projects:

The current evaluation for accreditation has helped the department; so too has the recent reorganization of the curriculum.

6. Instructional Aids:

There is little need for special instructional aids in Philosophy, but perhaps there could be more blackboard space for some courses, particularly Logic.
7. Unique Aspects:

This department is unique in that 18 units of Philosophy are required of all students, even of those not majoring in Philosophy.

8. Graduates:

Not pertinent.
### FUNCTIONS OF THE PROGRAM (Philosophy)

**Key:**
- **Column I**
  1. Very important.
  2. Of some importance.
  3. Does not apply to this program.

- **Column II**
  A. A very strong point.
  B. About average for this type of program.
  C. Below average.
  O. Inadequate or missing.

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1. To provide comprehensive understanding of a broad field of knowledge.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>2. To contact the frontiers of knowledge in the field.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>3. Develop a realization in the student of the inter-relationship of knowledge.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>4. Provide stimulation to sound scholarship.</td>
</tr>
<tr>
<td>1</td>
<td>B</td>
<td>5. Identify potential leaders.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>6. Prepare leaders for positions of responsibility.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>7. Develop non-vocational interests and appreciations in the field.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>8. Increase personal efficiency through ability to use the methods of the field in analyzing current problems.</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
<td>9. Develop in the student a guiding philosophy of life.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>10. Prepare for graduate work in the field.</td>
</tr>
<tr>
<td>Importance</td>
<td>Rating</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>11. Provide for special needs of elementary teachers.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>12. Provide for special needs of other special groups.</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>13. Provide for pre-professional preparation for other specialized groups.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>14. Develop special talents and skills.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>15. Develop occupational competence.</td>
</tr>
<tr>
<td>3</td>
<td>O</td>
<td>16. Provide special services for the community or region.</td>
</tr>
</tbody>
</table>

**SECTION 2**

Qualitative Rating

Exhibit E-109

---

E-II-1
Philos.
SECTION 3

LIBRARY RESOURCES AND SERVICES (Philosophy)

Key:  E - Excellent  
      G - Good  
      F - Fair  
      P - Poor  
      NJ - No Judgment

<table>
<thead>
<tr>
<th>E</th>
<th>G</th>
<th>F</th>
<th>P</th>
<th>NJ</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
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<td>X</td>
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<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Reference materials (bibliographies, encyclopedias, dictionaries, yearbooks etc.).
4. Other resources (pamphlets, maps, microfilms etc.).
5. Adequacy of size of library staff.
6. Attitude of library staff to library users.
7. Technical services of library (procurement of materials, accuracy of cataloguing etc.).
8. Reference services of library.
10.* Provision of book funds for your subject area.
11. Physical facilities of library (reading rooms, stack space etc.).

REASON FOR RATINGS

1. The whole section on Philosophy is poor, particularly in Modern Philosophy.
2. The periodical collection is most inadequate, especially in foreign journals.
3. Encyclopedias sufficient; other reference materials weak.

5. Size of staff seems adequate.

6. Most courteous.

7. Cataloguing satisfactory; procurement of materials impeded by limitations of one jobber.

8. 

9. 


11. Admirable.

*****
Although the College for Men offers no major in the natural sciences, the editorial committee for this accreditation report has deemed it wise to append to Schedule E a note on the Division of Sciences.

The College for Men has, as an entrance requirement, at least one year of physical or biological science with laboratory, and as a requirement for the Bachelor's degree, one year of college science. If, however, a student has been provisionally admitted to the College without a laboratory science, he is required to do laboratory work in his college science program.

Since no science major as such is now being offered here, the College feels that the primary function of the Division of Sciences at the moment is to offer courses of a general education nature to fill the needs of Liberal Arts students. Moreover, many students come to a Liberal Arts college such as ours to pursue their first two years of college studies and then transfer to another school to complete their specialty.

The Division of Sciences has therefore designed its curriculum to satisfy these needs as well as possible with limited staff and facilities.

Of course, as the College grows, the Division of Sciences will grow, too, and will be more diverse and in some respects more specialized. The following description and general outline of the organization and course development that will be progressively introduced would seem to be of greatest advantage for the College.

The numbering system followed in the Division of Sciences is simple, yet leaves room for expansion. The sciences are listed in alphabetical order, and the courses are numbered accordingly. (Not all the sciences listed here will be offered in the immediate future, but space in the long-range plan has been left to allow for expansion.) Numbers 1-9 will be assigned to courses in General Physical Science.

10 - 19  Astronomy
20 - 29  Biology
30 - 39  Chemistry
40 - 49  Engineering
50 - 59  Geography
60 - 69  Geology
70 - 79  Oceanography
80 - 89  Physics
Even though Geography is often thought of as one of the Humanities, it is included here because the equipment and facilities needed for Geography and Geology are similar. Anthropology has been omitted because the elementary courses in this subject can be handled under Biology.

On succeeding pages is an analysis of the courses that are now offered, the program for growth, the units for each course, the semester the course is to be offered and the teaching load required for each course. The teaching load is based on one teaching unit per hour in lecture, and two teaching units for each three-hour laboratory period each week. Twelve to 14 units is considered a full load for a professor.

When this program is completely under way, the normal first two-year offering in any of the sciences will be available in the curriculum. If there are then sufficient students and sufficient interest, the Division of Sciences will be ready to expand to a four-year program, offering one or more science majors, according to circumstances.
PROGRAM FOR GROWTH IN DIVISION OF SCIENCES

Courses Offered in 1958-59

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Student Units</th>
<th></th>
<th>Teaching Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>1A</td>
<td>Special Sci. Lab.</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2A</td>
<td>Special Sci. Lab.</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biology - Zoology</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>30</td>
<td>Intro. to Chem.</td>
<td>4</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Qualitative Chem.</td>
<td>4</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>Physical Geol.</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>&quot; Lab.</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>Historical Geol.</td>
<td>3</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>&quot; Lab.</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Physics (Mech. &amp; Sound)</td>
<td>4</td>
<td></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>Physics (Electricity)</td>
<td></td>
<td></td>
<td>5</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>19</strong></td>
<td><strong>19</strong></td>
<td><strong>24</strong></td>
<td><strong>24</strong></td>
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</tbody>
</table>

* This program requires 2-man faculty.
Courses to be Added in 1959-60

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Student Units</th>
<th>Teaching Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>21</td>
<td>Gen. Biol. Lab.</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>25</td>
<td>Invertebrate Zool.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Vertebrate Zool.</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>32</td>
<td>Quantitative Analysis</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Organic Chemistry</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>70</td>
<td>Oceanography</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>82</td>
<td>Physics (Heat &amp; Light) &amp; Modern Physics</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
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UNITS ADDED

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>16</td>
</tr>
</tbody>
</table>

TOTAL IN PROGRAM*

|                                | 32   | 31     |
|                                | 42   | 40     |

* This program requires 3½-man faculty.
Courses to be Added in 1960-61

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Student Units</th>
<th>Teaching Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Eng. Drawing</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Elem. Surveying</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Advanced Surveying</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td>Statics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Mineralogy</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>Petrology</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>85</td>
<td>Elementary Physics</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>&quot;</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Move Sci. 80 & 82 to Spring Semester

-8     8     -10    10

Move Sci. 70 & 81 to Fall Semester

7      -7     8      -8

UNITS ADDED

12      15      18      21

TOTAL IN PROGRAM*

44      46      60      61

* This program requires 5-man faculty.
Courses to be Added in 1961-62

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Student Units</th>
<th>Teaching Units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>43</td>
<td>Descriptive Geom.</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>46</td>
<td>Mech. Drawing</td>
<td>3</td>
<td>6</td>
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<tr>
<td></td>
<td><strong>UNITS ADDED</strong></td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL IN PROGRAM</strong></td>
<td>47</td>
<td>65</td>
</tr>
</tbody>
</table>

* This program requires six full-time men: two physicists, one biologist, one chemist, one engineer and one geologist. Half of one man's time will be used as division chairman.

####