Report of the San Diego College for Women to the Committee on Accreditation of the Western College Association and the California State Board of Education

San Diego College for Women

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Report of the SAN DIEGO COLLEGE for WOMEN to the COMMITTEE ON ACCREDITATION of the WESTERN COLLEGE ASSOCIATION and the CALIFORNIA STATE BOARD OF EDUCATION

February 1959
Report of the
SAN DIEGO COLLEGE FOR WOMEN
to the
COMMITTEE ON ACCREDITATION
of the
WESTERN COLLEGE ASSOCIATION
and the
CALIFORNIA
STATE BOARD OF EDUCATION
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BRIEF HISTORICAL SKETCH

The San Diego College for Women is one of the newest of the colleges in California. However, when it opened its doors to students for the first time in 1952, it had already behind it a tradition of one hundred and fifty years. It is the latest college of a world-wide organization with schools and colleges in all continents - Europe, Asia, Africa, Australia and the two Americas. The Society of the Sacred Heart, to which the San Diego College for Women belongs, is a religious Order within the Catholic Church. It was founded in France in 1800 for the education of young women and has continued this work uninterruptedly to the present. Brought to America in 1818, it now has in the United States twenty-six secondary schools, twenty-five elementary schools, and seven colleges - from Manhattanville College in New York and Newton College in Boston on the east coast to San Francisco College for Women and San Diego College for Women on the west coast, and a center group which includes Barat College in Illinois, Duchesne College in Omaha, and Maryville College in St. Louis.

In 1942, His Excellency, the Most Reverend Charles Francis Buddy, Bishop of San Diego, asked Reverend Mother Rosalie Hill, Superior Vicar of the Western province of the Order, to undertake the establishment of a women's college in his diocese. Definite plans for the new college were begun in 1946. In 1949 Bishop Buddy deeded to the Religious of the Sacred Heart sixty-five acres of land contiguous to the hundred and more acres destined for the future University of San Diego. The whole tract is now known as Alcala Park. The San Diego College for Women was founded October 20, 1949, and chartered December 2, 1949. Work had already begun on
the large mesa centrally located in the City of San Diego, and plans for
the constructions were under way. The next two years were spent in build­
ing operations. On January 31, 1952, the first members of the staff took
up residence at Alcala Park. Classes were begun in February, 1952, with
a few well chosen faculty members and a small group of students.

Each successive year has seen a steady growth in the student
body, additions to the faculty, and the development of new courses and
new departments. In 1956 the San Diego College for Women was accredited
by the Western College Association and empowered by the California State
Board of Education to recommend candidates for the General Elementary Cre­
dential.
A. Objectives of the Institution

The basic principles of education in the scholastic institutions of the Society of the Sacred Heart are enunciated in its Plan of Studies, first published in 1805 and periodically enlarged, revised, and adapted to the needs of various countries and times. The last revision in 1954 was practically a complete re-writing, compiled from suggestions and recommendations sent by members throughout the Order, after careful study of the old "Plans" and of the educational needs of the day. It contains general directives rather than specific recommendations for their execution. These latter are left to the decisions of educators in each locality.

Because of this freedom under direction, a twofold characteristic emerges in the students throughout the world. On the one hand, there is a strong family spirit among them, indefinable traits by which they recognize one another and feel their belongingness. On the other hand, each school or college sends its roots deep into its own soil, develops its own personality, so to speak, and contributes a pleasant and interesting variety in unity. This fact is particularly noticeable at the San Diego College for Women which numbers in its student body students who have attended schools of the Order in many cities of the United States and abroad.

Consequently, the San Diego College for Women will share common aims with colleges which are truly "liberal arts" colleges. It will, moreover, share aims with all Catholic colleges, especially with Catholic women's colleges. But especially will it share aims with its sister colleges of the Society of the Sacred Heart, and yet it will seek to be itself and to make its own the statement of ideals it holds in common with others.
In 1952-53 several faculty members of the San Diego College for Women made a study of the desired aims for the new college, and the result of their work was the statement which appeared in the 1953-1954 Bulletin of Information. Two years later all faculty members were asked for comments and suggestions. These were pooled and discussed in faculty meetings. All voted for the retention of the ideals expressed in the first statement but for a better organization and consequent clarification of the ideas. A committee of four was appointed for the formulation of the revision, and several faculty meetings were held before the statement of aims was adopted and printed in the 1955-1956 catalogue. A further revision of the statement was made recently. The objectives of the San Diego College for Women are printed on page 17 of the 1958-1959 Bulletin of Information, under the title "Aims".
B. Organization and Coordination

1. Organizational Chart

**ADMINISTRATION**

**FACULTY COUNCIL**

Chairman: Reverend Mother Rosalie Hill
President of Board of Trustees
Honorary President of the College

- Registrar
- Dean
- President
- Vice-President
- Treasurer
- Instructional Staff
- Counselors
- Student Health
- and Co-Curricular
- Activity Personnel
- House Personnel
- Maintenance Personnel

2. Administrative Committees

a. Standing Committees, Personnel and Duties

1) Faculty Council

This is the Board of Trustees. It is the coordinating bond for the general administration of the college, and is presided over by the President of the Board of Trustees who is the Honorary President of the college. Reverend Mother Rosalie Hill, the honorary president, is also the Founder of the San Diego College for Women. The Council is composed of the officers of administration, - the president, vice-president, dean, treasurer, and the registrar. Their titles and those of the personnel over whom they preside, as shown in the above chart, are self-explanatory of the general duties of each.
2) Committee on Admissions

This is composed of the president, the dean, and the registrar. The president and the dean interview each new student, personally, as far as possible; the registrar checks on the scholastic record of each and files all records pertinent to the student. The committee confers on problems of admission and on the formulation of policies of admission.

3) Committee on the Student Personnel Program

This is composed of the four student counselors, one for each class, and is presided over by the president. It meets monthly to plan the monthly calendar of events, and weekly for current affairs. Other faculty members are asked to attend meetings when their presence is called for by the nature of matters to be discussed.

4) Committees on Instruction

Each department meets in committee for the development of its program. It then confers with the dean for the implementation of its program. All major changes are presented to the Faculty Council for approval.

b. Committees for Accreditation Report

Editorial Committee: Mother Campbell, Chairman
Mother Reilly, Mother Wilson, Mother Patch

Schedule A: Institutional Administration and Organization
Committee: Mother Danz, President
Mother Rossi, Dean
Mother de Leon, Treasurer
Mother Bremner, Registrar
Reported by Mother Rossi, Dean, and Mother de Leon, Treasurer
Schedule B: The Student Personnel Program
Committee: (1) for Pre-Admission Policy:
Mother Danz, President
Mother Rossi, Dean
Mother Bremner, Registrar
Committee: (2) For Post-Admission Program:
Mother McShane, Senior Counselor
Mother Patch, Junior Counselor
Mother Campbell, Sophomore Counselor
Mother Furay, Freshman Counselor
Reported by (1) Mother Rossi and Mother Bremmer; (2) Mother McShane

Schedule C: Library
Committee: Mother Clarke, Director of the Library
Eva Perry, Librarian
Mother Wilson, May Clarke
Reported by Mother Clarke

Schedule D: General Education
Committee: Mother Murphy, Mother Furay, Mother Lawrence,
Mother Farrens
Reported by Mother Murphy

Schedule E: Academic Majors
Committees:
Science: Mother Schmit, Mother Farrens, Oscar Baird
   Mother Campbell, Mother Furay, Mother Patch,
   Mary Fusco
English: Mother McShane, Mother Redman, Mother Murphy,
   Karena Shields
Social: Mother Lawrence, Dr. Hans von Koerber,
   Mother McShane, Mother Redman, Mother Murphy,
   Karena Shields
Sciences: Mother Lawrence, Dr. Hans von Koerber,
   Mother Lawrence, Dr. Hans von Koerber
Foreign: Mother Sarre, Mother Bremner, Mother Wilson,
   Mother Sarre, Mother Bremner, Mother Wilson,
   Mother Lawrence, Dr. Hans von Koerber
Languages: Dr. Bruno Bragato, Dr. Titiana Vacquier,
   Dr. Hans von Koerber
Reported by Chairmen of Committees: Mother Schmit, Mother Campbell,
   Mother McShane and Mother Sarre

Schedule F: The Professional Program in Education
Reported by Mother Rossi

Schedule F: Teacher Credential Programs
Committee: Mother Rossi, Mother Reilly, Mother Guest, Florence
   Farrell, Kathryn Markey
Reported by Mother Guest

Schedule G: Graduate School
Committee: Mother Reilly, Chairman
Mother McShane, Mother Guest, Mother Farrens,
Mother Bremner, Mother Furay
Mother Danz and Mother Rossi, ex officio
Reported by Mother Reilly
3. Faculty Meetings

Faculty meetings have been held frequently since the establishment of the San Diego College for Women, although not at set intervals of time. Rather have they been called as problems arose. During the first eighteen months the faculty meetings were very informal and no minutes were taken. Since November 1953, while the meetings have retained much of the informality of their character, minutes of the proceedings have been regularly drawn up.

The purpose of these meetings has been to pool information and opinions, to formulate policy and procedures, to keep each member informed as to what is being done, and thus to establish a unified, sequential, and integrated educational program.

The decisions have been both operational and policy-making, sometimes directly, and at other times indirectly, according to the subject under review. Certain spheres of activity and administration are clearly defined and the discussions are in no way meant to interfere with these. Open discussion, however, brings about a sensitivity to the opinions of the group.

These meetings with their interchange of ideas maintain open avenues of communication and cooperation among faculty members and among different units of the organization and act as information centers and bonds of union. In a college the size of the San Diego College for Women, there is no need of a faculty senate, or of an executive committee other than the afore-mentioned Faculty Council.
C. Enrollment

Note: Only women students are enrolled

<table>
<thead>
<tr>
<th>Fall 1957</th>
<th>Fall 1958</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Total Enrollment (regular and part-time)</td>
<td>353</td>
</tr>
<tr>
<td>2. Full-time Enrollment:</td>
<td></td>
</tr>
<tr>
<td>Freshmen</td>
<td>109</td>
</tr>
<tr>
<td>Sophomores</td>
<td>53</td>
</tr>
<tr>
<td>Juniors</td>
<td>38</td>
</tr>
<tr>
<td>Seniors</td>
<td>45</td>
</tr>
<tr>
<td>Post-graduates</td>
<td>--</td>
</tr>
<tr>
<td>Totals</td>
<td>245</td>
</tr>
<tr>
<td>3. Part-time Enrollment: (1958)</td>
<td></td>
</tr>
<tr>
<td>Regular week-day classes</td>
<td>17</td>
</tr>
<tr>
<td>Saturday and evening (mostly teachers)</td>
<td>63</td>
</tr>
<tr>
<td>Affiliated students from Mercy Hospital</td>
<td>65</td>
</tr>
<tr>
<td>Total (undergraduates)</td>
<td>145</td>
</tr>
<tr>
<td>Total (graduates)</td>
<td>32</td>
</tr>
<tr>
<td>Total Part-time</td>
<td>177</td>
</tr>
</tbody>
</table>

4. This shows an increase over last year of 16% in full-time students, and 30% in total enrollment. We expect approximately the same percent of increase in full-time students next year, but little increase, if any, in part-time students.

5. We do not have off-campus classes nor classes by correspondence.

6. Enrollment for summer 1958 was as follows:

   Six weeks' session 267
   Two weeks' session 51
   Duplications 47
   Total Enrollment 271
D. Administration of Staff Personnel

Staff Selection

During the first four years of the San Diego College for Women, the full-time staff consisted entirely of members of the religious body, so chosen as to have well prepared persons for each field in which majors were offered or were to be offered. For this reason a very large majority of the instructional staff held doctoral degrees and had had experience in teaching at the secondary as well as at the college level. Younger members of the religious organization were being prepared and are continually being prepared for higher studies at some of the best graduate schools of the country - Stanford, University of California, Catholic University of America, St. Louis University, and others. Thus a constant reenforcement of teaching personnel is assured for further developments.

It soon became apparent, as had been foreseen, that it would no longer be possible to fill the need of instructors from the ranks of the religious Order, and that efforts were needed to procure an additional staff. The first contacts were made through the usual channels - recognized teacher-placement agencies and placement offices of well-known universities. These first efforts were not very successful. It was discovered that the recommendations of reliable educators were far more fruitful and help was sought from these. A satisfactory teacher will undoubtedly make good suggestions. A second source of supply came from a careful study of applications which were made directly by applicants to the college, either by writing or in person.

Two years ago the first full-time outside appointments were made; this year there is a large increase in their number; in September 1959,
still further appointments will be made. The data required include academic preparation, and experience in teaching or comparable activity. The applicant need not be a Catholic, except in the fields of theology, philosophy, and sociology. To date there has not been much difficulty in procuring the proper staff.

Any division head may present the need of his department. In general, the dean suggests the need, the president and/or the dean investigate the qualifications, and the final appointment is the action of the Faculty Council.

**Staff Support**

1. **Salary Levels:**

   a. The policy is for all top administrative officers to be members of the religious body, whose services are contributed. Consequently, salary levels have little significance here.

   b. Salary levels for instructors:

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Median</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$6,000</td>
<td>$6,400</td>
<td>$6,800</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>5,400</td>
<td>5,700</td>
<td>6,200</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>5,000</td>
<td>5,300</td>
<td>5,800</td>
</tr>
<tr>
<td>Instructor</td>
<td>*4,000</td>
<td>4,600</td>
<td>5,200</td>
</tr>
</tbody>
</table>

   *This minimum is only for those who have had no teaching experience or who do not possess a Master's degree. These are rarely appointed.*

2. **Policies and Procedures:**

   These points are under consideration. They will be defined as the need arises.

   a. Salary increment: The bases are years of service in this institution, teaching load, and student load.

   b. Staff promotion: The bases are as above; also, participation in
professional organizations, successful teaching, and services rendered.

c. Tenure: Indefinite as yet.
d. Retirement Plans: Social security, otherwise indefinite.
e. Group Insurance: According as staff desires.
f. Sabbatical leaves: Every seven years with half-pay.
g. Other leaves of absence: Illness, research, and further study, without pay.
h. Allowances for professional travel: As needed.
i. Encouragement of research: Not established as yet, but under serious consideration.

E. Providing for Effective Instruction

1. Responsibility for Instruction

The dean is the administrative officer responsible for the overall instructional program. This duty entails the general planning of instruction - procedures, their evaluation, and the recommendation of improved practices. The aim desired is unification of effort among departments, avoidance of duplication or overlapping of courses or of units within various courses, and coordination among instructional branches.

There is close rapport between the administrative officers and the departments, and between the dean and instructors. Each department organizes its own work and carries it into execution according to its own plan. Each instructor is given great liberty in the management of his or her classes. No general regulations are made as to methods to be used. In fact, variation of methods is approved. Planned experimentation is
encouraged. Thus the administration of the curriculum is shared by the whole instructional staff.

There is close contact between faculty and students. The students know that their instructors are deeply interested in their progress, that they are concerned about their problems and academic difficulties, and that they are always ready to assist them. On the other hand, the students also know that they must learn to handle their own problems, that they will be held responsible for all work assigned, and that high standards of achievement are expected.

2. Improvement of Instruction

a. Discussions of improvement

At faculty meetings items related to instruction have been discussed for the interchange of ideas, and also for the sake of closer agreement among staff members as to procedures. The results of two such discussions - that concerning absences and that of the marking system - follow. With regard to absences, a policy was established.

Students are expected to attend all classes for which they register, and all general assemblies. They are held responsible for all information given therein. Parents or guardians are requested to report any illness at once. Students are asked to notify their instructors when there is a legitimate reason for absence. Students are responsible for the completion of all assignments, and absence does not excuse them from this requirement. Instructors may, if they
think it wise, penalize the student for excessive absences
(more than four absences for a three-unit course) by the
lowering of the grade. Four instances of tardiness are
equivalent to one absence. When the instructor is of the
opinion that the number of absences warrants a student's
exclusion from the class, the instructor may confer with
the dean for the ratification of the decision, and the
student is so informed.

No emphasis is put on the number of absences allowed
without external penalty; rather, the emphasis is laid en­
tirely on the value of each class. Instructors are con­
stantly urged to make each class of real value to students.

The policy relative to standards of progress has been
clarified. The marking system is based on letter values:
A: excellent, 3 honor points for each unit
B: consistently good, 2 honor points for each unit
C: satisfactory, 1 honor point for each unit
D: barely passing, no honor points
F: failure

(For further clarification)
A is consistently excellent or superior.
A- is generally excellent; sometimes very good, never less
than that.
B+ is consistently very good.
B is generally very good, sometimes good, never less than that.
B- is generally very good, sometimes less good.
The dividing line is here. If any one is in doubt as to whether to give a B- or a C/, in general a C/ is given. C/ means always satisfactory. C means generally satisfactory. C- means almost satisfactory. D means below par, but the student has made progress. F means failure. A grade of "incomplete" must be removed within four months after the end of the term. In doubtful cases a D rather than an F, a C- rather than a D, and a C rather than a C- is given. The number of absences or unexcused late assignments figure in the final grade.

b. Faculty committees for study of improvement

The general lines of the instructional program have been laid. The instructional program is now in process of development. There are well-equipped and capable teachers in each field, who are concentrating their efforts on a well-balanced and a living development in their particular branch. What each is doing is reported at faculty meetings. At present there is no evident need for a faculty committee to study improvement of instruction. The study is being done by each one at the roots.

c. Interclass visitation and conferences

This is done entirely on a voluntary basis. There is nothing planned in this regard nor any pressure put on any
one. In general, interclass visitation is not encouraged. Some faculty members are interested in furthering their knowledge of a field related to their own or one in which they have but a meagre background. They may be welcomed in any class which they wish to follow, according to the wish of the instructor.

Also, whenever a guest speaker is scheduled for a class, notice is given to interested students. Sometimes other instructors assist with their classes. Arrangements are made for a change of lecture room if that is needed.

d. Outside speakers

The science instructors have been very active in procuring speakers to demonstrate new findings or new procedures or simply new points of view. These speakers have sometimes addressed the Student Assemblies (e.g. Dr. Anita Figueredo, specialist on cancer research) or individual classes. The instructors have also organized field trips under the direction of competent scientists.

Members of the education department have procured speakers for demonstration of methods, and for the demonstration of audio-visual aids in education. A member of the California State delegation to the White House Conference on Education was invited to address the student body upon his return to San Diego from Washington, D. C. The instructor of sociology has also contributed to this aspect of instruction.
e. Literature on college education

The library staff leaves on display in the library for a short period of time new books on college education which may be of interest to the faculty. Some recent educational studies were procured for the faculty.

f. Supervision of instruction

The dean has a bi-weekly conference with each member of the instructional staff and a semesterly conference with each department. Once a semester, either directly or through a representative, she interviews each student as preregistration for her study-list during the following semester. At the end of each semester she reviews the final grades of all classes. In this way the administration is kept informed as to the progress of departments, the classes, and individual students.

g. Orientation of new instructors

Through informal conferences with the officers of the administration and other members of the faculty, each new instructor is easily initiated into the policy of the San Diego College for Women.

3. Instructional Ability as a Factor

Perhaps the most important single factor in the original selection of a staff member is that of instructional ability, i.e. the ability to impart knowledge. Consequently, it figures also in the matter of promotion in rank. Competence in the specific field of instruction is a close second in importance.
F. Administration of the Curriculum

Introductory Remarks

Because of the present size of the San Diego College for Women there is no need, and there would be a distinct disadvantage, to have the elaborate and sometime bureaucratic administrative set-up of large universities. To achieve the desired integration, large institutions must necessarily divide into smaller units of administration. This is unnecessary and inadvisable in a small institution.

The San Diego College for Women aims at real unity of organization with real diversity of function and responsibility. There are no department deans, nor are any envisaged for the near future. The branches of instruction have been established as departments, and further organization is continually in process. The present policy is rather towards divisional organization than departmental. The pattern is being worked out gradually and realistically.

1. Responsibility for Functions

   a. Curriculum construction

   The dean is responsible for drawing up the general lines of the curriculum. She follows to a certain extent the pattern which prevails in the colleges of the Society of the Sacred Heart, and in many of the Catholic liberal arts colleges for women, with modifications of course. The core of the curriculum is found in the courses of theology and philosophy which also serve as means of integration. These studies are reinforced by the liberal subjects: the humanities, social sciences, and the natural sciences. The fine arts are also in honor.
b. Curriculum evaluation and revision

Once a year, generally at the time of the reprinting of the college catalogue, an examination is made of the curriculum with a view to modifications and improvements. All faculty members are asked for comments and these are reviewed by a committee. Their recommendations are drawn up and submitted to the dean for implementation. Curricular points of general interest are discussed at the faculty meetings.

c. Establishing courses for majors

Each department decides what courses it wishes to offer and the content to be included in each course. Each instructor makes out his or her own course syllabus. The members of the same department confer to decide upon required courses for majors, and for the desired sequence of courses. The members of the education department do the same for the credential programs.

d. Deciding on majors to be offered

At present it is the dean, with faculty advisement, who submits to the Faculty Council the plan for the majors to be offered. The choice depends on the available prepared faculty personnel and on the requests and wishes of students. There must first be some evidence of a demand before the college undertakes a new program. There must also be the possibility of establishing a good academic program. This same is true concerning preparation for credentials.
e. Approving new courses

The dean approves new courses within an established program. A complete new course-program is subject to Faculty Council approval before being implemented.

2. Projects for Curriculum Construction and/or Evaluation

Curriculum adaptation and development is a continuing activity of the whole faculty, all of whom have been vitally concerned with it since the first classes were offered in the college seven years ago. Since this initial development of curricula is so recent, there has been, to date, no need of special "projects". The members of each department have meetings to discuss and evaluate their own program.

G. Special Programs

1. The Summer Session was first established at the San Diego College for Women in the summer of 1952 and has continued uninterruptedly to date.

   a. The summer school is under the same administration as the regular school term.

   b. It is financed in the same way as the two regular semesters - principally by the contributed services of the religious faculty and tuition fees of students.

   c. Many members of the regular faculty teach in the summer time. Some are released for study and research. The regular staff is reinforced by visiting professors who have the same qualifications of academic background and experience. Summer teaching is optional for the faculty and carries its own salary.
d. The requirements for admission are the same as those for the regular sessions.

e. The student load corresponds to that of the regular school year. In the six-weeks' session a student may earn six (6) units. In 1952 and 1953, the two sessions of six and three weeks respectively were followed by a one-week conference on School Health which carried one unit of credit. In 1954, the nine weeks were followed by a one-week religious Marian Congress which carried one unit of credit. In 1955, the summer term was of nine weeks' duration - two sessions of six and three weeks respectively. In 1956 to 1958, the six-weeks' session was followed by a two-weeks' session. The second session will henceforth be discontinued.

f. The director of the summer school has the responsibility for decision on courses to be offered. At present the dean of the college is the director of the summer school. In collaboration with the registrar and some faculty members, a canvass is made of the needs and wishes of prospective summer school students. The results of this study form the basis for the summer school offerings.

g. No part of the program is offered off-campus.

h. The work of the summer session is of the same calibre as that of the regular session. Consequently, credits are accepted on the same basis.
2. Correspondence or Extension Courses

a. There are no correspondence courses offered, nor the usual extension courses. There are, however, a few classes offered in the evenings, late afternoons, and Saturdays for certain specific groups.

b. All classes are of the same academic calibre and may count towards a degree.
H. Financial Administration

1. The Budget for the last completed fiscal year. See Exhibit attached.

2. Deficit and Surplus

<table>
<thead>
<tr>
<th>Year</th>
<th>Deficit</th>
<th>Surplus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955-56</td>
<td>$4,032.06</td>
<td>$57,617.66</td>
</tr>
<tr>
<td>1956-57</td>
<td>$57,617.66</td>
<td></td>
</tr>
<tr>
<td>1957-58</td>
<td>$46,523.11</td>
<td></td>
</tr>
</tbody>
</table>

3. Amount of Indebtedness

The Order $1,271,883.34

4. Provisions for Amortization

To the Order - payable for a long period of years

5. Income per full-time student:
   a) Non-tuition $1000
   b) Tuition $500

6. Major plans for plant expansion

   a) Land : $75,000.00
   b) Dormitory: 25,000.00
## INCOME BUDGET FOR THE YEAR 1958-1959

<table>
<thead>
<tr>
<th>Items</th>
<th>Estimated Income Last Year</th>
<th>Actual Income Last Year</th>
<th>Proposed Budget</th>
<th>Increase/Decrease</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I. Educational and General Fees</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Student Fees</td>
<td></td>
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</tr>
<tr>
<td>Tuition</td>
<td>$125,000.00</td>
<td>$140,118.00</td>
<td>$160,000.00</td>
<td>$19,882.00</td>
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<tr>
<td>Laboratory</td>
<td>3,000.00</td>
<td>2,575.00</td>
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# EXPENDITURES BUDGET FOR THE YEAR 1958-1959

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II. THE STUDENT PERSONNEL PROGRAM - Part 1

Introductory Remarks

The student personnel program at the San Diego College for Women is an integral part of the educational process. It begins to function as soon as an applicant has been accepted as a student. Consequently, the pre-admission guidance and selective admissions policies are not considered, strictly speaking, a part of the student personnel program. They are, however, closely and integrally related to it. For the purpose of this report they are described separately, and by a different person.

A. Staff Organization

1. At the San Diego College for Women the Admissions program is an administrative function. Consequently, it is in the hands of an administrative committee: the president, the dean, and the registrar. These three officers have had wide experience in dealing with youth, both at the secondary and at the college level, in teaching, supervision, and administration. Their experience follows:

President: Mother Frances Danz

- R.N. Experience in nursing 9 years
- B.S. in Nursing Education
- Ph.D. Bacteriology, Stanford University
  Lab. assistant, Stanford University while studying 1 quarter
- San Francisco College for Women:
  Chemistry and Mathematics instructor 1 semester
- Barat College:
  Biology and Bacteriology instructor
  Freshman Counselor
- San Diego College for Women:
  Bacteriology, Organic Chemistry, Physics
  instructor
  Freshman Counselor
  Senior Counselor
- President since 1956

Travel: six months in Europe; extensively in the United States
Dean: Mother M. Aimée Rossi  
Lake Forest, Illinois  
Teaching: elementary and secondary  
Teaching: college  
5\(\frac{1}{2}\) years  
3 years  
Seattle, Washington  
Teaching and supervision: Junior College  
2 years  
Menlo Park, California  
Teaching  
Principal  
6 years  
San Francisco College for Women  
Dean  
14 years  
San Diego College for Women  
Dean since 1952  
Travel: in the United States, two trips to Europe

Registrar: Mother Mariella Brenner  
Chicago, Illinois  
Teaching: elementary and secondary  
8 years  
Lake Forest, Illinois  
Teaching: secondary  
Principal  
College: registrar  
2 years  
3 years  
5 years  
San Francisco College for Women  
Teaching  
\(\frac{1}{2}\) year  
San Diego College for Women  
Registrar since 1952  
Travel: in the United States, three trips to Europe

The routine processes of the selection and admission program are performed by administrative secretaries.

2. The staff for counseling services and allied functions is listed in the second part of this report on the Student Personnel Program.

B. Pre-Admission Program

1. Desired Type of Candidate

One of the first questions a college must answer for itself is what type of person it desires as a candidate for admission. The current catalogue of the San Diego College for Women states: "Admission is based upon evidence of the applicant's intellectual, moral, and physical fitness
for college." The college, therefore, is willing to receive any applicant who is capable and willing to profit by the type of education which it offers. There is no barrier of race, color, creed, or social status. Once a student is accepted she enters the large family of students from colleges and schools of the Sacred Heart. The local alumnae is affiliated with other alumnae groups forming the Associated Alumnae of the Sacred Heart in the United States. There is, further, a bond with alumnae throughout the world.

2. Early Contacts with the Public

Many of the initial contacts were made not by the San Diego College for Women but by persons applying to it. Before the premises were even ready for occupancy, innumerable cars were driving along the main thoroughfare, now known as the Marian Way. Individuals began to ask to visit the college and its campus. They came from every walk of life and from every age level. As they were hospitably received, the numbers increased. The college officials then let it be known that Sundays from 2:00 p.m. to 5:00 p.m. were the visiting hours and that campus tours would be conducted on that day. Incidentally, these tours still continue in large numbers. By arrangement many civic groups are also welcomed. It is known that San Diego has become a mecca for travelers, and, since many San Diegans include the new college as a "must" on their guests' itinerary, there are visitors from many parts of the United States and elsewhere. From all reports, San Diego seems proud of its newly-established educational institution.

3. Contacts for Applicants

As soon as the San Diego College for Women began to function, it initiated its own contacts for applicants. The first friendly relations
to be established were with the persons in charge of the Catholic diocesan schools, both elementary and secondary. Invitations to visit the campus were sent to the seniors of the four Catholic girls' high schools in the city of San Diego, to another high school in San Diego county, and to the three others in the neighboring counties of the diocese. Seniors from Catholic high schools in other parts of California were also invited, in particular those attending the high schools of the same Order in northern California.

The second year the same contacts were strengthened and others were established with some of the local public high schools; the third year, all of the local public high schools were reached as well as many others in the county, and several beyond the county limits. Principals, vice-principals, counselors and teachers in the public high schools have been most cooperative, and helpful in locating desirable applicants for this college. Through the Associated Alumnae of the Sacred Heart, many prospective students have been reached in the various eastern, central, and western cities of the United States, Canada, and Mexico.

4. Procedures for Personal Contacts

The principal procedures used have been these: extensive correspondence in the follow-up of prospective candidates, visits to high schools by college students, and invitations to high school students for campus visits. At the time of these visits, committees of college students act as hostesses, and members of the faculty are available for any desired consultation. A file is kept of the names and addresses of high school students who visit the college so that they may be kept informed of scheduled activities such as drama productions, music programs, athletic field-days,
religious services, and the like.

5. Organizations Cooperating with the Program

The principal organization has been the Student Body. The students have a personal and family pride in their college, and with the zeal of pioneers they have been determined to make it known. There is hardly a student who has not recruited another student for the college. For example, in 1957-1958 only one freshman student was enrolled from Xavier High School in Phoenix, Arizona. In the fall semester of 1958, there are six freshmen from the same school. Many students are willing and eager to address small groups where they can explain their Alma Mater to high school girls. As early as 1954-1955, during that school year, fifty college students visited schools, and an equal number acted as hostesses to visitors. Often a lower-classman accompanied an upper-classman.

The Speakers' Bureau, a student organization, has taken an active part in the program by preparing the speakers for these high school assemblies. Moreover, each year since the fall of 1954, it has organized a Student Congress, in which the seniors and juniors of the Catholic girls' high schools have been invited to participate. At these assemblies college girls prepare papers, panels, or forums on a topic of current interest and then others lead discussions in small groups on some phase of the subject.

A special committee, appointed each year, takes the responsibility of preparations for over-night visitors and for their entertainment while guests of the college. Mention has already been made of the Associated Alumnae who have volunteered to take and explain pictorial information to high school groups in other cities.
C. Selective Admissions and Selective Retentions

1. Admissions Program

This program was prepared and has been administered by the Committee on Admissions, composed of the president, the dean of studies, and the registrar. They are appointed to this committee *ex officio* by the President of the Board of Trustees, Honorary President of the college. (See "Committee on Admissions", p. 6 of this Report.)

In the matter of admissions, as in all other matters pertinent to the welfare of the college, the administration welcomes suggestions from any faculty member. These suggestions are given due consideration.

2. Admission Requirements

The entrance requirements are stated in the current Bulletin of Information, p. 20. This statement contains the policy of the college and is the basis for admission. Careful examination is made of all data relative to applicants for the better guidance of each. The data include:

   a. Application form.
   b. Health record. This is checked by the resident nurse.
   c. Transcript of credit. This is reviewed for the pattern of courses taken as well as for the scholarship grade earned. It is also compared with other transcripts received from the same school.
   d. Letters of recommendation. These references should be three in number, one financial, one educational, and one personal.
   e. Results of personal interviews. Applicants are encouraged to invite their parents also to visit the college. At the time of these visits, the applicant and her parents are
introduced to several members of the faculty, as far as this is possible and desired. The purpose is that the applicant may have a sense of "belongingness" -- of knowing and of being known as an individual, or, better still, as a person.

f. Results of College Board Entrance Examinations. The College Entrance Examination Board Scholastic Aptitude Test has been recommended to applicants, and is a requirement for all students living at a distance who cannot take the San Diego College for Women placement tests well in advance of registration time.

g. Scores on the entrance tests given periodically at the San Diego College for Women. They are the American Council on Education Psychological Examination, the Barrett-Ryan English Test, and a short composition test. These are given for purposes of placement and comparison but serve also as admission tests for those who have not taken the College Entrance Examination Board tests.

3. Applications Received and Rejected

Whenever possible, applicants who would be rejected are discouraged from making formal application rather than allowed to apply and be rejected. This is often done through the high school counselor or principal, sometimes at the interviews. Thus the number of applicants officially rejected is kept to a minimum.

For the September 1958 term, the number of full-time applicants received was 141, of whom 118 were freshmen and 23 were transfer students. The number of applicants rejected was 32, of whom 29 were freshmen. The
basis for rejection has been scholastic, either lack of preparation or of demonstrated ability to follow the college curriculum.

4. Deferred Admissions Policy

In a few cases, where an otherwise capable student has entrance deficiencies, as for instance in mathematics, or science, or foreign languages, she may make up the deficiencies by taking equivalent courses in college without college credit.

Transfer students must present the same admission data as freshmen students, plus their college transcript and information relative to the cause of transfer. Grades less than C are not transferable. (See Admission to Advanced Standing, Bulletin of Information, p. 21.)

D. Orientation

THE STUDENT PERSONNEL PROGRAM - Part 2

Note:- Here begins the Student Personnel Program proper.

STAFF

Freshman Counselor: Mother Sally Furay

A.B. Duchesne College, Omaha, Nebraska
M.A. San Francisco College for Women
Ph.D. Stanford University

Teaching: elementary level 2 years
secondary level 3 years
college level 5 years
Individual counseling (college level) 5 years
Supervisor of students (secondary level) 2 years
Moderator of Residence Affairs (college level) 6 years
Moderator of Drama Club (college level) 3 years
Writing, directing, staging Christmas pageants, plays, operettas (college level): about 10 productions
Sophomore Counselor: Mother Susan Campbell

A.B. Duchesne College, Omaha, Nebraska
M.A. Stanford University
Ph.D. Stanford University

Teaching: elementary level 1 year
secondary level 4 years
college level 5 years
Individual counseling (college level) 5 years
Moderator of Drama Club (secondary level) 4 years
Moderator of Drama Club (college level) 1 year

Junior Counselor: Mother Gertrude Patch

A.B. San Francisco College for Women
M.A. San Francisco College for Women
Ph.D. Stanford University

Experience in college:
Sophomore Class president
President of Catholic Action Club
Student Body President 1946-1947
Recreations (secondary level)
Supervisor of students: (secondary level) 3 years
(student level) 1 year
Moderator of Literary Club (college level) 2 years
Moderator of receptionists at San Francisco College for Women 2 years

Senior Counselor: Mother Catherine McShane

A.B. Duchesne College, Omaha, Nebraska
M.A. Loyola University, Chicago
Ph.D. University of California at Berkeley

Teaching: elementary level 1 year
secondary level 6 years
college level 24 years
Individual counseling (college level) 7 years
Supervisor of students: (secondary level) 1 year
(college level) 4 years
Moderator of International Relations Club 10 years
Moderator of Mission Club (a Catholic Action group...social work in community centers,
Children's hospital, orphanage, day-nurseries, etc.) 10 years

Administration: Registrar 14 years
Assistant Dean 2 years
College Dean 2 years
1. Pre-registration Orientation

a. During the summer or semester preceding her admittance to the college, the student receives through the mail:

1) permit to register
2) application, health, and insurance blanks (See Exhibit B-2)
3) Handbook (See Exhibit B-3)
4) letter from a student in the college appointed to be her "Big Sister" during the coming year (See Exhibit B-4)

b. A visit to the campus is urged in order that the student may

1) meet the president of the college
2) confer with the dean of studies
3) consult with class counselor
4) select her room, if a resident.

2. Orientation Period

Freshman Week, which begins two days before registration day and continues through the first week of classes, includes

1) any testing that has not been possible prior to registration
2) registration
3) meeting her "Big Sister", with whom she has corresponded during the summer
4) touring the college
5) attending social and academic functions listed in Freshman Week booklet, such as Convocation and Investiture (See Exhibit B-5)
6) learning the functions of the student-body government.

3. Program Organization

a. The president of the college is in charge of the orientation program.

b. The program is designed to foster the family spirit in the college through distinctly personal contacts with students.

c. Student participants are chosen on the basis of their abilities, desires, or student body office.

d. All the members of the student body are invited to participate in a general way but individual students are selected to act as "Big Sisters", one for each freshman.
e. The duties of the participants are

1) helping to plan the freshman week activities (See Exhibit B-5)
2) organizing and carrying out these activities
3) meeting trains, planes, etc.
4) assisting on registration day.

f. All freshmen are encouraged but not required to participate; new students other than freshmen may or may not participate.

g. Orientation at other than the fall term is provided for by the class counselor through

1) the appointment of an older student to act as big sister to new student
2) the motivation of other students to invite the new student to social affairs on and off the campus.

4. Special Remedial Instruction

a. The tests given to new students to determine their preparation for college studies are in the areas of English, reading, and mathematics.

b. These tests are administered at stated intervals during the spring and summer.

5. Orientation Activities after Registration

a. Orientation activities begun in Freshman Week are continued through the year in class meetings, where

1) freshman counselor presides until first fortnightly officers have been elected by class members
2) activities are organized
3) final class elections are held after four groups of fortnightly officers have functioned.

b. Orientation to student-body government begins when the president of the freshman class attends the weekly student-council meeting.

E. Personal Counseling Service

1. Organization

a. The following members of the teaching staff act as counselors:

1) Mother Furay, freshman counselor
2) Mother Campbell, sophomore counselor
3) Mother Patch, junior counselor
4) Mother McShane, senior counselor
b. The teaching load of the counselors is modified according to the number of students assigned to each for counseling.

c. Student services as such are not included in the personal counseling service.

2. Records and Physical Facilities

a. The following are included in the files of each student:

1) personal history of student
2) health record
3) academic record
4) results of interest and aptitude tests
5) account of significant high school experiences
6) anecdotal information from teachers and counselors
7) standardized test scores
8) photograph.

b. These files are located in the registrar's office and are available to the counselors.

3. Personal-Social Counseling

a. The students are assigned to a counselor on the basis of their academic classification, but they are free to consult another counselor or another member of the faculty if they wish.

b. The same counselor advises the student during a period of one year.

c. The qualifications of the counselor are:

1) approachability
2) varied and successful experience with the problems of youth
3) at least a master's degree
4) a good background in general psychology, health education, psychology of character, and spiritual experience.

d. The student problems most often considered are:

1) adjustment to a new environment
2) acquisition of good study habits
3) vocational choices
4) academic difficulties
5) interpersonal relationships
6) adjustment to own sex
7) adjustment to opposite sex
8) discipline and citizenship problems
9) religious and moral problems
10) budgeting
e. The counselors, for the most part, utilize a directive type of counseling, aiming at

1) character formation
2) development of strong ethical principles
3) realization of the importance of spiritual values
4) formation of a mature judgment.

f. The student is given an opportunity to see her counselor once a month but the counselors are available at other times if the students need extra help.

4. Resource Agencies

Key: Y item is true for all students
      p item is true for part of students
      m or f item is true for either men or women only
      n item is not present in the program

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

4.2 Housing
   y.4.21 Supervision of off-campus housing
   y.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
   n.4.31 Student loans readily accessible to worthy and needy students
   n.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 which 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 Religious
y.4.51 Encouragement of religious organizations
y.4.52 Religious council of students and faculty exists to encourage and develop religious life
y.4.53 Liaison maintained with local churches.

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

4.7 Other Special services
Provision for special services in
n.4.711 psycho-educational measurement
n.4.712 psychiatric counseling
n.4.713 remedial speech
y.4.714 remedial reading
n.4.715 hearing therapy
n.4.716 vocational reorientation
f.4.717 veterans' advising
n.4.718 advising on selective services

F. Placement
The placement program is in the process of development through the offices of the president and the dean of studies. All graduates to date have been placed in desirable positions, generally of their choice.

G. Evaluation of Orientation and Personal Counseling Programs
1. The president, the dean of studies, and the four counselors are constantly evaluating the programs since they are in daily touch with the students and judge directly whether or not their needs are being met adequately.

2. The following changes have occurred in the Orientation Program during the last three years:
   a. better distributed and more specialized meetings have been arranged during orientation week
b. The Student Council has been more active in its planning and execution.

c. Evaluation of the Orientation Program by means of a questionnaire distributed to the freshmen was tried, but the results were not satisfactory. A more positive approach, in the form of a check list given to the big sisters, has proved effective and helpful.

3. Improvements made during the past three years in the Counseling Program are these:

a. The libraries of the counselors have been increased in number of volumes and in the variety of reading material.

b. A series of talks, illustrated lectures and private conferences with fully qualified counselors, including moral theologians, a woman physician who is a wife and mother, has been provided for students.

c. Counselors have cooperated in developing a fuller social life on campus--weekend activities, informal gatherings with the men from the Men's College, pre-symphony parties, etc.

4. The best elements or characteristics of these two programs are the following:

a. The counselors see the students in actual life situations, in the classroom, in the residence quarters, in the lounges, at the parties, etc.; consequently, they are in a position to judge the type of guidance needed.

b. The counselors often have the opportunity to meet the parents of the students and in this meeting to evaluate the relationship between parents and daughter.

c. The students are free to consult any counselor or any other member of the faculty about a problem.

d. The students are not obliged to take part in any of the social activities planned, but they are motivated to do so as a basic part of their training. As a result, most students take part willingly and sometimes through a spirit of unselfishness, when they see they can be of help to someone else.

e. The counseling program has a strong spiritual and moral element made concrete, for example, by the directed reading program on moral and character training.
5. The least adequate feature of the program is that the counselors find there is insufficient time to care completely for all the problems of the students.

Part 2

Section 1. Functions of the Program

The functions of this program are described below according to the number placed in Column I:

1 = Very Important
2 = Of Some Importance
3 = Does not apply to this program

How effectively the function has been accomplished is described according to the number placed in Column II:

A = A strong point in this program
B = About average for this type of program
C = Below average
0 = Missing from this program

A. Pre-Admission Guidance

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1. Place before prospective students the special opportunities and requirements of this college.</td>
</tr>
<tr>
<td>1</td>
<td>A</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>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>1. Select those who will fit well into the program of this college.</td>
</tr>
</tbody>
</table>
Provide continuing appraisal and selection of candidates after admission, for professions and vocations.

Discover those to be directed towards higher studies.

C. Orientation

1. Assume the major responsibility in associating the new student with the environment of the college in order to aid in his adjustment.

1.1 Develop in the new student a sense of belonging
1.2 Acquaint him with the educational program of the institution
1.3 Acquaint him with college and community facilities and their location
1.4 Acquaint him with the extra-curricular program
1.5 Familiarize him with college rules, customs, traditions, etc.
1.6 Expedite and personalize the registration procedures.
1.7 Acquaint him with the faculty, administration, and student leaders.

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 counselors
2.3 Remedial needs, as health, fundamental skills, etc.

D. Counseling Program

1. 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
I
Importance
1
1
1
1
1
2
1

II
Rat-
ing
A
A
A
A
A
A
A

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 extracurriculum):
      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

2. Provide information to student 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.

4. Provide withdrawal from normal activity for three days of prayerful reflection

E. Placement Services

1. Assumes major responsibility for:

   1.1 Counseling students on opportunities suitable to their abilities, training, personalities, and interests.
   1.2 Counseling students on techniques of application for positions.
   1.3 Providing students and staff with current information on positions available and trends in placement opportunities in

      1.31 Teaching
      1.32 Business
      1.33 Scientific Fields
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.

1.5 Maintaining contacts in the field relations designed to advance the scope and usefulness of the service.

1.6 Developing and improving community services, such as community resource studies.

Section 2

Qualitative Rating Exhibit B-1
Entrance Blanks Exhibit B-2
Regulations Exhibit B-3
Sample Personal Letters Exhibit B-4
Freshman Week Booklet Exhibit B-5
III. LIBRARY - Part 1

A. The Service Load

<table>
<thead>
<tr>
<th>Division</th>
<th>Equivalent Full Time</th>
<th>Calculation</th>
<th>Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower Division</td>
<td>1 x 226</td>
<td>226</td>
<td></td>
</tr>
<tr>
<td>Upper Division</td>
<td>2 x 100</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>4 x 16</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>5 x 33</td>
<td>165</td>
<td></td>
</tr>
</tbody>
</table>

The service load of this library is 655 units.

B. Collections

1. Appraisal
   a. Book collection for the library of the San Diego College for Women: 50 volumes for each unit of the first 655 units. 32,750 volumes
   b. Actual total of catalogued books in this library. 33,000

2. Analysis of Book Collection

   Dewey Decimal Classification

   - 0 Reference: 6%
   - 100 Philosophy: 4%
   - 200 Religion: 11%
   - 300 Social Sciences and Education: 11%
   - 400 Philology: 1%
   - 500 Natural Science: 5%
   - 600 Useful Arts: 2%
   - 700 Fine Arts: 5%
   - 800 Literature: 24%
   - 900 History: 17%
   - B Biography: 9%
   - Californiana: 4%

3. Periodicals (See Exhibit C-2)

4. a. Library Budget for 1958-1959

   1. Books $5,700.00
   2. Periodicals 1,375.00
   3. Binding 1,000.00
   4. Equipment 430.00
   5. Supplies 600.00
   6. Salaries 16,200.00

   Total $25,305.00

   b. This total is 6% of the total college budget (not including capital outlays).
c. Expenditures for past years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books</td>
<td>$6,000.00</td>
<td>$6,008.68</td>
<td>$4,900.00</td>
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<tr>
<td>2. Periodicals</td>
<td>1,491.00</td>
<td>305.00</td>
<td>600.00</td>
</tr>
<tr>
<td>3. Binding</td>
<td>1,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Supplies</td>
<td>461.32</td>
<td>136.89</td>
<td></td>
</tr>
<tr>
<td>5. Salaries</td>
<td>15,755.00</td>
<td>14,769.00</td>
<td>16,380.00</td>
</tr>
<tr>
<td></td>
<td>$23,246.00</td>
<td>$21,544.00</td>
<td>$23,016.89</td>
</tr>
<tr>
<td>6. Equipment</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>$16,558.15</td>
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<td></td>
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</tbody>
</table>

N.B. The $16,558.15 listed under equipment for 1956-1957 is not included in the library budget and does not figure under library expenditures. It was a gift to the college.

d. Percentage of college budget

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9%</td>
<td>7.7%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

e. Preparation of library budget

The director of the library is responsible for preparing the library budget. She has great liberty in the management of the library. This latitude enables her to meet all urgent requirements. As need arises, the instructors submit to the head of their department names of books needed in their field. These lists are approved for purchase according to the percentage of the book budget allocated to the respective departments.

5. Book, Periodical, and Binding Budget and Expenditure

a. The suggested budget for these items for service load of this library is $5,240.00.

b. The average annual expenditure for books, periodicals, and binding in this library is $7,432.00.
C. Staff

1. Size of Staff for service load
   a. Six hundred fifty-five units of service load requires one chief librarian and one professional.
   b. In this library the staff consists of
      1) Professional: two full-time and two part-time librarians
      2) Clerical: three clerical assistants
         ten part-time student workers

2. Supplementary information
   a. Organizational chart of the library

   Director of the Library
   Librarian
   Assistant Librarian
   Assistant Librarian
   Ten part-time student workers
   Three clerical assistants

   b. Professional library staff

   Director of the library: Mother Genevieve Clarke

   A.B. Loyola University, Chicago, Illinois
   Major: History

   M.A. Loyola University, Chicago, Illinois
   Major: History
   3 years study in music, Royal Academy of Munich, Germany
   Art in the Hillerman Studios, Munich, Germany
   Certificate in Librarianship from State of Illinois

   Experience:
   Teaching: elementary and secondary levels 13 years
   Librarian: elementary and high school library 6 years
   San Francisco College for Women 9 years
   San Diego College for Women 7 years

   Librarian: Miss Eva M. Perry

   B.S. Loyola University, Chicago, Illinois
   Major: Chemistry

   M.A. Loyola University, Chicago, Illinois
   Certificates in Librarianship from University of Chicago,
   Chicago Teachers' College Certificate, Board of Education, Chicago
Experience:
Librarian: Loyola University, Chicago 26½ years
Carl Schurz Evening College 10 years
San Diego College for Women 6 months

Assistant Librarian: Mother Susanne Wilson
A.B. San Francisco College for Women
Major: History
M.A. Stanford University, California
Ph.D. Stanford University, California
Major: Romance Languages
Courses in Library Science
Experience:
Teaching: elementary and secondary levels 12 years
college level 6 years

Reference Librarian: Miss May Clarke
A.B. University of Munich, Germany
Certificate in Neo-philology, University of Munich
Experience:
Teaching: elementary level 4 years
secondary level 2½ years
tutoring for college 10 years
Board and Service examinations
Reference Librarian, San Diego College for
Women since September, 1952

Academic status
It is the policy of the San Diego College for Women to
give librarians the same status and consideration as any member
of the instructional staff with the equivalent academic quali-
fications, experience, and responsibility.

The statement in (c) also applies to promotion.

D. Services

1. The library is open for service on all week days and on Sundays:
A.M. 8:30 to 12:00
P.M. 12:00 to 5:30
7:00 to 9:00
2. The loan service to the faculty is unlimited. It is a non-circulating library. The students use the books in the library.

   Number of loans per student:  
   September 1958 . . 4  
   October 1958 . . 8  
   November 1958 . . 6

   Number of loans per faculty:  
   September 1958 . . 5  
   October 1958 . . 7  
   November 1958 . . 6

Each instructor may place books on reserve for the greater convenience of the students.

3. The reference service chiefly directs students toward an intelligent use of library tools, i.e. card index; books on reserve, their availability for use; the books in the reading room, where and how they contain desired information. Additional duties of the reference staff are checking in periodicals, making documentations and explanations, and showing display material such as the Book Plate collection, postal card file, museum, and rare-book cases.

4. The following provision is made for systematic instruction of students in library methods and terms:

   a. The Librarian instructs lower division students during one English class period on the use of library tools. After that, the Assistant Librarian, with student help, is available to go over all these points with individual students needing help.

   b. The Librarians aim at awakening interest in students and faculty by displaying interesting material.

   c. A place for quiet reading is reserved for off-campus users of the library, and the stacks are open to them.
d. The library helps teachers in the community find material on the shelves.

5. Technical services

a. Approximately two weeks must be allowed for the securing of Library of Congress cards. During this interval, the books are accessioned and plated. After the cards arrive, the classifier and cataloguer can complete about 20 or 30 volumes a day, i.e. classify, make cards, and mark. When no cards can be obtained, a much longer time must be allowed for the cataloguing process, because of the research involved.

b. The library has about 4,400 uncatalogued books, and all of the periodicals are unclassified. Gift books have to be checked and examined before being turned over for processing; hence, the arrears. The staff first takes care of what is of immediate interest and demand in the library.

E. Book Selection

1. The library policy of book selection is to have each instructor make out a slip for each book deemed necessary or desirable, sign it and give it to the head of the department for approval. The book slip is then given to the library and the book is ordered if the departmental budget allows for its purchase.

2. In this library during the past year we have tried to do long range planning and have strengthened the various collections where there was need. The periodical collection, too, has been greatly strengthened.

3. The library is too new to need an extensive removal of books not used; the books have hardly been tried out.
4. The formation of a "faculty library committee" is planned for the near future.

F. Housing

1. Reading Rooms

New tables and chairs have lately been purchased and installed in the Reading Rooms. The seating capacity in the main room is 180 and 160 in the balcony - 340 in all. No need of further expansion is foreseen for the present.

2. Stacks

The book stacks are entirely accessible, all on one level, with a capacity of 250,000 volumes.

3. Pamphlets

A representative collection of pamphlets is ready for processing and assembling in the newly acquired files purchased for that purpose.

4. Maps

Maps are properly housed in an appropriate case and are easily accessible for use.

5. Work Space

The work space is sufficient and very convenient for all: a large cataloguing room; a separate work room with running water and walls lined with cupboards; a large room with metal stack-shelving for all uncatalogued and in-coming material, situated opposite the cataloguing room and equipped with a book-elevator to the stacks.

6. General Conditions

The library is perfectly lighted, heated and usable. The lights were planned and spotted on the tables for maximum perfection. The library has its own control panel for light and heat.
G. Evaluation

1. The library is in a formative stage. Librarians are trying out means and methods to give the best service possible to those who use it, to save their time, and to please them in every way.

2. The library staff considers the best element of the library service the co-operation among the members of the Library Staff—professional, clerical, and student, and the support of the same by the Board of Administration.

3. The staff considers that the greatest need is for the students to want to come to the library, to keep the few rules, and to enjoy their time in the library.

Part 2

Section 1. Functions of the Program

1.1 It is the function of the library to build up material in the stacks, which will be available and meet the needs and supplement class-room instruction in all fields. This is being done gradually and in the measure possible.

1.2 Within the limits of the budget and by means of gifts, the library aims to keep the faculty abreast of the materials in all of its teaching fields. This effort becomes more apparent as the work of organizing the library and cataloguing the material is accomplished.

1.3 Materials for advanced study are being added to the library, especially in the fields of English and Education.

1.4 The librarians consider that it is very important to facilitate research and investigation in all fields.

2. For quiet, pleasant, well-lighted facilities the library is strong.
3.1 A very important function of the library is to supply accessible stimulating material for students and faculty. This service is very good.

3.2 A strong point in this program at present is providing book displays, museum displays, and displays of collections which are constantly being assembled.

4.1 Student needs are considered important, and instructors are invited to make them known.

4.2 The librarians are aware of the importance of indicating available material to be used in framing bibliographies and in securing information. This is constantly being done.

5.1 Instructing students in the proper use of the library is very important; this can be done best by the combined efforts of instructors and the library staff.

5.2 Duplicated lists of new acquisitions to the library are sent to faculty members. These lists are in the form of monthly bulletins.

6. That faculty and students make frequent use of the library facilities and services is considered of the utmost importance.

7.1 For the teacher education program there is a good collection of sample text books and curricular materials in the library. There is also a curriculum laboratory under the control of the education department, and it is housed separately, outside the library.

8. An important function of the library is to work with the faculty in maintaining up-to-date book collections in various subject areas.

9. The library considers it important to integrate its activities and services to the college program as a whole. Efforts to do so are constantly being made.
10. It is important to extend these facilities to graduate and former students.

11. It is most important to extend these facilities to teachers in the area; this service is about average.

Section 2 (Qualitative Rating - Exhibit C-1)
IV. GENERAL EDUCATION - Part 1

A. General Organization

1. Meaning of the Term

The term "General Education" is used to designate that part of the educational program and process which is considered basic and necessary for all students. It should precede any specialization and form the framework within which the educational structure is to be erected.

It introduces the student to the heritage of the past in its cultural achievements; to developments of the present in the natural sciences, social sciences, and humanities; and to the likely problems of the future.

2. Organization of the Program

At the San Diego College for Women the General Education Program is not a distinct entity. Rather, it is a part of the structure of the educational process as understood by this college. This process seeks to develop in the student the ability to think clearly and deeply and to express herself adequately.

The Program has been planned by representatives of various departments and based on their past experiences with such programs. Its expansion has followed the needs of a growing student body in accordance with the general aim of providing all students with a broad basic culture.

All staff members are informed as to the General Education Program. Since they have been chosen for breadth of interests as well as for concentrated knowledge of a specific area, they are in full sympathy with the aims of the Program. They can thus correlate their teaching with the educational background of their students.
3. Studies

A special committee on the English branch of the General Education Program has been functioning for the last two and a half years, organizing and re-organizing the lower division English program. This committee met daily while this work was in the planning stage. Another committee of the English Department met frequently during the summer of 1958 and plans further work during the Christmas holidays. This summer study of the freshman composition program, included in the world literature course, resulted in the addition of a one-unit composition course for those who evidenced the need for it. (See Bulletin of Information, p. 36).

The History Department has studied and continues to study the freshman history requirement. The year 1957-1958 witnessed the experiment of an eight-unit course in western civilization, including American history.

Individual departments study the required program of the first two years as it relates to them and revise the courses and their content in the light of past achievement and future improvement.

B. Content and Organization

1. Statement of Requirements

a. Number of units

1) For A.B. and B.S., 66 units (See Bulletin of Information, p.25).

2) For B.S. in Nursing, 48 units (See Bulletin of Information, p. 25).

b. Relation of units to the major

Certain courses in general education may count as prerequisites for the major in a given field.
c. Meeting of requirements

Requirements are, in general, satisfied by completing a specified number of units, or passing a comprehensive examination.

2. Program Content

a. Courses

1) Courses of Integration - theology and philosophy

These continue throughout the four years. Every student is required to have a minor in philosophy. Courses in theology are obligatory for Catholic students, optional for others. (See Bulletin of Information, pp. 25-26).

2) Required Courses

The humanities, social sciences, languages, natural sciences, physical education are required. (See Bulletin of Information, pp. 25-26).

3) Electives

Restricted electives are possible within the above areas. The students choose these on the basis of interest, utility toward the major field, hour of class, and course-load.

b. Basis of selection of required courses and electives

1) Those courses have been selected which seemed best able to achieve one of the paramount aims of the college, namely, "To provide young women with an education predominantly intellectual in content, based on a broad foundation of humanistic studies." (See Bulletin of Information, p. 17).

2) One course from each of the fields of theology and
philosophy, the humanities, social sciences, natural sciences, literature and language arts has been chosen as a required course in the freshman and sophomore years.

3. Specific Course Objectives

a. Courses of Integration

1) In general, theology and philosophy act as unifying agents to the whole, pointing, as they do, to the ultimate answers as given by faith and reason.

2) Specifically:

a) Theology gives the students

(i) certainties about their origin, goal, and the means to attain it.

(ii) reasoned conviction of their faith, which stabilizes them in it, and inspires them to live by it.

b) Philosophy makes other studies intelligible because

(i) the fundamental assumptions of every other science are the subject matter of philosophy.

(ii) philosophy explains the ultimate principles to which every other science leads the student.

c) As an introduction to philosophy, logic gives the principles of correct thinking.

b. The Humanities

1) Courses: English, communication arts - drama, speech, art, music (See Bulletin of Information, pp. 25-26).
2) Purposes

a) to give tools for written and oral expression
b) to acquaint students with the artistic, literary, and musical heritage of western civilization, thus fostering intelligent personal and social living
c) to give principles by which to evaluate cultural contributions
d) to develop and enrich the intellectual, emotional, and imaginative powers of the student through contact with the experience of others
e) to give an awareness of the beautiful and an enjoyment of it wherever it may be found. This is achieved not only through courses in the communication arts, but through the atmosphere and environment of the college, which has been designed with a view to the humanizing effect of beauty.

c. The Social Sciences

1) Courses: history and sociology or political science

2) Purposes

a) knowledge and understanding of contemporary society - its economic, political, and social institutions; the social processes, and social problems - understood through a broad comprehensive analysis of the past and a serious and realistic study of the present
b) development of a social sense, i.e., individual responsibility to society

c) tolerance or the realization that wherever the human element in men or events is to be found, rare indeed are those which can be evaluated in terms of all good or all bad.

d. Languages

1) Courses: the acquisition of a reading knowledge of one, at choice

2) Purposes:
   a) to provide a valuable tool for studying foreign civilizations
   b) to improve vocabulary and precision in the use of one's own language.

e. Natural Sciences

1) Courses: choices in biology, chemistry, physics, astronomy, and geography

2) Purposes:
   a) to give the student scientific principles with the supporting facts necessary for understanding the modern world
   b) to insure an appreciation of nature
   c) to train in accurate observation, clear thinking, and respect for truth
   d) to foster good inter-personal relations among the students through working together in the laboratory.
f. Physical Education

1) Courses: four semesters of actual participation

2) Purposes:
   a) to provide proper physical exercise
   b) to give some basic health principles.

4. Specific Courses and the Program

Courses as a whole, rather than any one course, are designed to meet the objectives of the program.

5. The Current Program

a. The present program reflects the needs of the students, all of whom want a strong general education.

b. Classes are continued or discontinued as the dean and faculty see fit after considering student needs and desires. New classes are added in accordance with evaluated student wishes and the suggestion of faculty members. In the last three years, for example, the English Department has completely revised the freshman and sophomore English program. (See Bulletin of Information, p. 36, courses #41-#44). A change has been made in the content of the General Psychology course, and a wider choice of modern languages has been made available to the students. Courses in art have been added.

6. Program Advising

This is accomplished through the general curricular advisory channels. Exceptional students may carry heavier loads.

7. Co-Curricular Activities

Care is taken that each student has the opportunity to serve on
some committee, such as the welfare, social, or residence committees. There are also sodalities, clubs, and special organizations, to which they may belong.

C. Evaluation

1. Current Evaluation

This is taken care of, as outlined above, through student reactions, instructor estimates, and faculty opinions.

2. Revisions

Each year attests to some new expansion and intensification of the program. The library is constantly being enriched to provide for the greater demands made upon it in view of this development.

The General Biology course is now a year course of eight units, with two lectures and two laboratories each week. This arrangement gives the students the basic principles in each of the branches of the biological fields. The laboratory work focuses on experiments in which these principles may be applied to concrete data.

3. Best Elements of the Program

a. Continuance of the program into the junior and senior year through the courses of integration insures the deepening of the basic theological and philosophical principles underlying the General Education Program. A minor in philosophy assures the student of adequate development in this important field.

b. The strong foundation in the literature and history of western civilization gives a broad cultural background to all students.
4. Least Adequate Elements of the Program

a. Integration between the humanities and social sciences has been fostered by the new world literature program in the lower division; but correlation is still somewhat inadequate in certain areas, particularly in music and art.

b. There is need for a revision of the course content of the lower division course in the history of western civilization; the present syllabus necessitates the coverage of too much material in two semesters.

5. Points of Improvement

a. The faculty in the History and the English Departments has been strengthened. Full-time faculty members in speech and drama have been added. And there has been an increase in the faculty and courses offered in art.

b. The addition of courses in German and Italian has broadened the scope of the language arts.

c. At the time of the 1955 report, a need was felt for a broader cultural foundation through more reading of world literature. The autumn of 1956 saw the inception of the four-semester program in the literature of western civilization; these required courses in the English Department have strengthened the whole General Education Program at the San Diego College for Women.

6. Teaching Effectiveness

This is largely measured through class discussions, quizzes, examinations, term papers, reports; in other words, by the quality of the students'
work. Another means of evaluation is the analysis of the state of preparedness manifested by students advancing to upper division courses which presuppose the foundation received in the lower division courses.
V. ACADEMIC MAJORS

ENGLISH DEPARTMENT

Part. I

A. Curricular Organization

1. Number of Students Completing Major:

<table>
<thead>
<tr>
<th>May 1957-1958</th>
<th>May 1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Patterns of Majors

a. The aims in general of the program for an academic major in the English Department are:

1) to train the intellectual, emotional, and imaginative powers of the student
2) to enlighten and refine the taste by contact with the beautiful in literature
3) to stimulate creativity, which has social value and influence.

b. Specifically, the aims of the English Department are:

1) to acquaint the students with every age of English civilization
   a) in the thoughts and attitudes of its best minds
   b) in the most beautiful expression of these minds
   c) in the evaluations of experience presented.
2) to enable the students
   a) to evaluate the content of literature in the light of fundamental truth
   b) to appreciate the form of literature through criteria based on the proper relationship between emotional values and right reason
   c) to judge the literary artist's evaluation of his age in order that the students may better adjust to their age.
3) to prepare the students
   a) to write correct, polished English
   b) to undertake advanced study
   c) to teach English.
Curricular organization in the English Department is as follows:

1) lower division requisites

a) freshman year: Masterpieces of Western Culture, 41 and 42 (3-3)
b) sophomore year: Masterpieces of Western Culture, 43 and 44 (3-3)

2) upper division program

a) requirements:
   English 117: Shakespeare
   3 period courses: choice of English 156: Age of Elizabeth
   English 157: Seventeenth Century
   English 169: Age of Reason
   English 177: Romantic Movement
   English 187: Victorian Age
   English 130: American Literature
   9 units elective

b) minimum offerings:
   2 period courses each semester
   1 American course each year
   1 Writing course each year
   (Other courses are added according to needs of students.)

c) sequence of courses:

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaucer</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>Romantic Movement</td>
<td>Victorian Age</td>
</tr>
<tr>
<td>Age of Elizabeth</td>
<td>Seventeenth Century</td>
</tr>
<tr>
<td>Age of Reason</td>
<td>Development of the Novel</td>
</tr>
</tbody>
</table>

American Literature

<table>
<thead>
<tr>
<th>American Poetry</th>
<th>American Novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colonial Mind</td>
<td>New England Seminar</td>
</tr>
</tbody>
</table>

(This sequence has gradually been adopted and will be in full operation by 1959-1960.)

1959

English 151: Chaucer
English 177: Romantic Movement
English 130: American Literature

1960

English 117: Shakespeare
English 187: Victorian Age
English 106: Creative Writing

1961

English 156: Age of Elizabeth
English 169: Age of Reason
English 130: American Literature

1962

English 157: Seventeenth Century
English 125: Development of the Novel
English 109: The Short Story
d) program advising according to
   (1) sequence of courses
   (2) consent of professor for admission to creative writing courses
   (3) student adequacy for program by mid-junior year.

D. Staff

1. Organizational Chart

<table>
<thead>
<tr>
<th>Highest Degrees</th>
<th>Number of Staff</th>
<th>full time in department</th>
<th>half-time in department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td></td>
<td>3*</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td></td>
<td>1*</td>
<td></td>
</tr>
<tr>
<td>Master(equivalent)</td>
<td></td>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

* These four members of the staff are teaching entirely in the field of their highest degree.

2. Supplementary Preparation
   a. Five members of the English Department have extensive preparation in fields related to their teaching assignment.
   b. The related fields are

   1) Philosophy: four instructors with undergraduate minors
   2) History: one instructor with undergraduate minor
   3) Science: one instructor with undergraduate minor in chemistry
   4) Speech: two instructors with undergraduate minors
   5) Languages: four instructors with wide reading knowledge in French, three with some speaking knowledge; four with reading knowledge of German; one with reading and speaking knowledge of Spanish.
   6) Education: three instructors with undergraduate preparation in this field; three instructors with extensive experience in music education
   7) Music: one instructor with an undergraduate major; one instructor with an undergraduate minor
   8) Journalism: one instructor with an undergraduate minor.
   c. Several members of the English Department have extensive background in the Fine Arts
1) four in attendance of opera, symphony, and drama seasons in large American cities
2) one in concert work with piano and harpsichord.

d. Several members of the English Department have background in travel
   1) in the United States
   2) in Mexico
   3) in Europe.

C. Instruction

1. Teaching Load

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Staff</th>
<th>Full or part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>part-time in college</td>
</tr>
<tr>
<td>7</td>
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<tr>
<td>9</td>
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<td>full time</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>full time</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>7</td>
</tr>
<tr>
<td>26-35</td>
<td>7</td>
</tr>
</tbody>
</table>

3. Distribution of Grades

A 23; B 128; C 122; D 33; F 1; inc. 6; aud. 1; W 9.

Date of above analysis: Midterm, November 1958

D. Evaluation

1. The best elements of the English Department are
   a. formation of students' judgment by emphasis on intelligent critical evaluation of literature
   b. emphasis on writing and research
   c. mutual agreement of staff on general principles together with cooperation in attaining aims.

2. There is some need for improvement in the field of modern and contemporary literature.

3. As indicated in the report of 1955, the lower division requisites
for the English major were considered inadequate. The new program of four semesters in Masterpieces of Western Culture, required of all freshmen and sophomores, is now in its third year. So far as can be ascertained at present, both students and faculty find the new course a strong preparation for upper-division work.

4. Further developments planned are
   a. addition of upper-division course in Modern Literature
   b. the possible addition of composition course for all freshmen.

5. Recent projects are
   a. further acquisition of records in poetry, drama, oratory
   b. entrance for two successive years in Kappa Gamma Pi Short Story contest
      1) all entries for 1957 marked excellent or superior
      2) one entry listed among national winners with an Honorable Mention.
   c. yearly production of literary journal during the last three years
   d. writing of newspaper columns in diocesan weekly and Sunday issue of San Diego daily paper
   e. weekly radio broadcast
   f. entrance in three nation-wide poetry contests
      1) eight poems submitted for national anthology of poetry accepted
      2) three poems classified as winners in local contest
   g. publication of several articles in university magazine
   h. library exhibits and discussion periods for upper-division courses
   i. showing of movies based on literary masterpieces.

6. Every classroom is well equipped for the use of instructional aids, as
   a. there are bulletin boards for pictures, movable hooks for maps, two cupboards for postcards, slide-files, etc.
b. there are outlets for electrical equipment, black curtains for windows, and a portable movie screen.

c. assistants are always available in the use of audio-visual equipment.

7. This year special courses in composition are being offered for freshmen in need of this training.

8. Out of thirty-three graduates with English majors

13 are teaching
9 are teaching and working for their master's degree
2 are doing graduate work
2 are doing professional writing (television scripts and newspaper work)
2 are private secretaries
1 is doing clerical work
1 is doing fashion work
3 are full-time wives and mothers.

Part 2

Section 1. Functions of the Program

The functions of this program are described below according to the number placed in Column I:

1 = Very Important
2 = Of Some Importance
3 = Does not apply to this program

How effectively the function has been accomplished is described according to the letter placed in Column II:

A = A strong point in this program
B = About average for this type of program
C = Below average
D = Missing from this program
<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
<th>Qualification</th>
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</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>1</td>
<td>A</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>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>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>A</td>
<td>10. Prepare for graduate work in the field.</td>
</tr>
<tr>
<td>2</td>
<td>B</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>
<tr>
<td>3</td>
<td></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>1</td>
<td>A</td>
<td>15. Develop occupational competence.</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>16. Provide special services for the community or region.</td>
</tr>
</tbody>
</table>

**Section 2**

- Qualitative Rating - Exhibit E (E-1)
- Examination Questions - Exhibit E (E-2)
- Term Papers and Reports - Exhibit E (E-3)
- Creative Writing - Exhibit E (E-4)

**Section 3**

Library Resources and Services - Exhibit E (E-5)
ACADEMIC MAJORS

SOCIAL SCIENCES

Part 1

A. Curricular Organization

1. Number of Students Completing Majors:

<table>
<thead>
<tr>
<th></th>
<th>May 1958</th>
<th>May 1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sociology</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

2. Pattern of Majors:

a. Course requirements:

1) in the field of history:
   a) completion of lower division requirements in Western Civilization and American History and Government (see Bulletin of Information, p. 42)
   b) inclusion of two courses in American History and three period courses among the twenty-four hours of upper division work (see Bulletin, p. 42)
   c) the course in California History required for teachers and strongly recommended for others
   d) the maintenance of a C+ average or better
   e) submission of term papers, giving evidence of ability to do independent research.

2) in the field of sociology:
   a) completion of the introductory course in Principles and Problems, and of Economics LAB
   b) inclusion of the courses in Social Organization, Social Theory, and Social Psychology among the twenty-four hours of upper division work
   c) completion of certain recommended courses in allied fields (see Bulletin, p. 44)
   d) submission of term papers giving satisfactory evidence of ability to do research in the field.

b. Program advising:

1) Students consult with faculty members and with the dean.

2) Faculty members have bi-weekly conferences with the dean in order to discuss the standing, work, and ability of the students. Frequent conferences with the president also give faculty members an opportunity to learn more about the students.
c. Requirements for entrance to major field, screening, final approval:

1) Successful completion of the lower division requirements and an evidence of ability in the field are required for beginning the major.

2) Students are screened upon the basis of their achievement in the first upper division courses taken, and subsequently by the maintenance of standards in upper division work.

3) Final approval on the major is given by the dean on the recommendation of the members of the department.

B. Staff

1. Highest Degrees Held

<table>
<thead>
<tr>
<th>Highest Degrees Held</th>
<th>No. of staff: full-time and part-time separately</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td>Doctoral Masters</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
</tr>
</tbody>
</table>

2. a. Number teaching in the field of the doctoral major: 5

b. Number teaching in the field of the master's major: 1
c. Number teaching in the field of the doctoral minor: 2
d. Number with extensive preparation in fields related to the teaching assignment: 3 - Philosophy, Linguistics, Archeology

C. Instruction

1. Teaching Load

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of staff</th>
<th>Full or part time</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>full time</td>
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<tr>
<td>12</td>
<td>1</td>
<td>full time</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>full time in college, 1/2 in dept.</td>
</tr>
<tr>
<td>15</td>
<td>1</td>
<td>full time</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>full time in college, 1/3 in dept.</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>part time in college, 1/3 in dept.</td>
</tr>
</tbody>
</table>
2. History and Political Science:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>Number of classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 11</td>
<td>2</td>
</tr>
<tr>
<td>11-25</td>
<td>6</td>
</tr>
<tr>
<td>26-35</td>
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<tr>
<td>36-40</td>
<td>1</td>
</tr>
<tr>
<td>41-55</td>
<td>2</td>
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</table>

Sociology and Economics:

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

3. Distribution of Grades:

a. History and Political Science:

A 17; B 67; C 116; D 20; F 1; Inc. 3; W 6.

b. Sociology and Economics:

A 16; B 48; C 55; D 2; F 0; Inc. 0; W 0.

Date of above analysis: Midterm, November 1958

4. Instructional procedures:

Provisions for instructional aids are adequate, and the staff is assisted in their use.

D. Evaluation

1. The best characteristics of the division:

a. The preparation and the varied experience of the members of the faculty.

b. The excellent spirit of cooperation among the members of the division with one another and with the administration.

2. Least adequate and in greatest need of improvement:

a. The course in Western Civilization--now under revision.
3. Recent improvements:
   a. The number of faculty members in the division has been doubled.
   b. The freshman course has been sectioned.
   c. Introduction of new courses, for example, Asiatic Culture, Recent History of the United States.
   d. Additions to the library and in visual aids.
   e. The formation of an International Relations Club in response to increasing interest on the part of the students in international affairs.

4. Improvements definitely planned for immediate future:
   a. Revision of the lower division program.
   b. Introduction of new courses, for example, in Cultural Anthropology.

5. Follow-up studies of graduates:

   **History:**
   - Majors since 1954: 20
     - Graduate study: 5
     - Secondary teaching: 2
     - Elementary teaching: 7
     - Social work: 1

   **Sociology:**
   - Majors since 1954: 25
     - Graduate studies: 2
     - Secondary teaching: 2
     - Elementary teaching: 7
     - Social work: 3

Part 2

Section I. Functions of the Program

a. The general aims of the program are:

1) to develop in all the students a patriotic, social, and civic sense of responsibility
2) to prepare qualified students to be leaders in their communities
3) to prepare qualified students for graduate study.
b. The specific aims of the History Department are:

1) to teach a true philosophy of history
2) to train the students' judgment especially with regard to
   a) the distinction between facts and mere opinion, between means and ends
   b) the causes--political, social, economic, and psychological--of historic events
3) to give them a broad knowledge of history in general, and a more detailed knowledge of their own country
4) and by these means to give them a genuine appreciation of their political rights and duties and the determination to exercise them.

c. The specific aims of the Sociology Department are:

1) to give its students a knowledge of social institutions and processes, and of the problems of society
2) to develop in these students a sense of their personal responsibility for leadership and initiative as individuals and in the group.

NOTE:- This statement of aims was prepared by members of the division. It was last revised in November, 1958, for the purposes of reconsideration and clarification. A comparison of these aims with those of the institution (see Bulletin, p. 17) will reveal at once the influence of the latter on the former.

Check List of Aims

<table>
<thead>
<tr>
<th>Importance</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A</td>
<td>1. To provide comprehensive understanding of a broad field of knowledge.</td>
</tr>
<tr>
<td>2 B</td>
<td>2. To contact the frontiers of knowledge in the field.</td>
</tr>
<tr>
<td>1 A</td>
<td>3. Develop a realization in the student of the interrelationship of knowledge.</td>
</tr>
<tr>
<td>Importance</td>
<td>Rating</td>
</tr>
<tr>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
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</tr>
<tr>
<td>3</td>
<td>O</td>
</tr>
</tbody>
</table>
ACADEMIC MAJORS
FOREIGN LANGUAGES

Part 1

A. Curricular Organization

1. Number of students completing major last year for the Bachelor of Arts degree: French: 2 Spanish: 2

2. Pattern of Majors

a. The San Diego College for Women offers a major in French and a major in Spanish for the B.A. degree.

1) The program for the Spanish major may be divided into three parts

a) Part I, comprising the first twelve units of language in college (Spanish 1, 2, 3), lays the foundation of the language by stressing
(1) the use of the language (drilled throughout Spanish 1)
(2) theoretical and applied grammar (thoroughly studied in Spanish 2, 3)
(3) reading ability (increased by means of graded reading)
(4) written and oral translation (Spanish-English, English-Spanish)
(5) elementary conversation.

NOTE: The Cooperative Spanish Test, Advanced Form, is given when Part I has been completed. The students generally rate high on it.

b) Part II, comprising two lower division and one upper division courses (Spanish 4, 25, 101), aims at creating ease and accuracy in the use of the language, and a perfect understanding of the spoken language and of written material. This is achieved by
(1) the study and use of extensive vocabulary in content
(2) idiom study and drill
(3) oral reports, and discussion of short stories and magazine articles
(4) original composition
(5) advanced translation
(6) exclusive use of Spanish by teachers and students.

c) Part III comprises the study of Spanish and Spanish-American Literature. All courses are taught in Spanish, and students read the original Spanish texts. It aims at
(1) a thorough knowledge of the history of Spanish literature. This goal is achieved to a large extent in the Survey of Spanish Literature (107A, 107B). It is deepened in each of the succeeding courses.

(2) a cursory knowledge of Spanish political history, geography, civilization, necessary for the understanding of literature. This is given chiefly in the survey course.

(3) the reading and understanding of the literature of Spain.
   a) Survey of Spanish Literature offers anthology selections of all types of literature.
   b) Spanish Drama (109A, 109B) offers an intensive study of the outstanding plays from the thirteenth century to the twentieth.
   c) Spanish Novel (111) and Modern and Contemporary Spanish Prose (112) offer a detailed study of representative Spanish prose works.
   d) Survey of Spanish American Literature (145A, 145B) offers the history of the literature of Spanish America, anthology selections, and a detailed study of the Modernista movement and of the contemporary novel.

2) To be a Spanish major, a student must
   a) have a good Spanish pronunciation
   b) have language ability shown by ease and accuracy in the use of the language
   c) have completed fifteen units of lower division college Spanish (or equivalent), with at least a B- average.

3) Twenty-four units of upper-division Spanish are required for the major.

b. The program for the French major parallels that of the Spanish major almost entirely with the following exceptions:

1) b) (4) original composition, and skill in using "explication de textes"

1) c) (2) a cursory knowledge of French political history, geography, civilization, necessary for understanding the literature. This is given in the survey courses, and then in a concentrated form in French Civilization (130).
1) c) (3) (b) French Drama (109A, 109B, 109C) offers an intensive study of the outstanding plays from the seventeenth through the twentieth century.

c) French Novel (111A, 111B) offers a complete study of the origin and development of representative French works.

d) French Lyric Poetry (126) offers a study of the development of poetic form with special emphasis on the nineteenth century.

3) (Same) and at the end of the senior year the students must take the Graduate Record Examination in French.

c. The San Diego College for Women does not yet offer a major in Italian, but it is preparing for it. At present the following are taught:

1) Elementary and Intermediate Italian, where grammar, pronunciation, reading and comprehension are taught.
2) Italian 100A, 100B, where conversation and composition are taught with emphasis on extensive reading.

d. Elementary and Intermediate German classes aim at introducing the student to the soul of the language and to develop an understanding of it through grammar and syntax. Reading knowledge is stressed.

e. Latin courses aim especially to develop in the mind of the student a clear understanding of the life and principles of Latin grammar and syntax.

B. Staff

<table>
<thead>
<tr>
<th>Highest Degrees</th>
<th>Full-time</th>
<th>3/4 time</th>
<th>1/2 time</th>
<th>1/4 time</th>
</tr>
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<tr>
<td>Doctoral</td>
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<td></td>
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<tr>
<td>60 sem.hrs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

a. Number teaching in the field of the doctoral major: 5
b. Number teaching in the field of the master's major: 0
c. Number teaching in the field of the doctoral minor: 1
d. Number with extensive preparation in fields related to teaching assignment: 7
e. Four members of the staff of the Foreign Language Department are teaching their mother tongue.
The others have lived or travelled in the countries where these languages are spoken. All know other languages besides those they teach. One member of the staff has done extensive research in philology.

C. Instruction

1. Teaching load.

<table>
<thead>
<tr>
<th>No. of Units Staff</th>
<th>No. of Units Staff</th>
<th>No. of Units Staff</th>
<th>No. of Units Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Part a b</td>
<td>Full Part a b</td>
<td>Full Part a b</td>
<td>Full Part a b</td>
</tr>
<tr>
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<td>11</td>
<td>16</td>
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<tr>
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<td>7</td>
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</tr>
<tr>
<td>3</td>
<td>8</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>14</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>10</td>
<td>15</td>
<td>Over 19</td>
</tr>
</tbody>
</table>

2. Distribution of class size

<table>
<thead>
<tr>
<th>Class Size Classes</th>
<th>Class No. of Size Classes</th>
<th>Class Size Classes</th>
<th>Class No. of Size Classes</th>
<th>Class Size Classes</th>
<th>Class No. of Size Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 11 6</td>
<td>26-35 1</td>
<td>41-45 0</td>
<td>51-60 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-25 7</td>
<td>36-40 0</td>
<td>46-50 0</td>
<td>Above 60 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Distribution of grades

A 10.61%; B 47.48%; C 37.09%; D 4.49%; F 1.55%; Inc. 0

Date of above analysis: Midterms, November 1958.

D. Evaluation

1. Spanish, French, and Italian are particularly strong in the stress on the oral aspects of the language, but based on a strong grammatical foundation, and leading to the study of the respective civilizations and literatures. Latin and German are particularly strong in the understanding of the structure of these languages by means of grammar and syntax.

2. The foreign language department seems to need more audio-visual materials.
3. The most important improvements of the Foreign Language Department in the last three years have been:
   a. A more numerous staff.
   b. Valuable additions to the library.
   c. The teaching of one more language: Italian.
   d. The strengthening of the background of language majors by means of a World Literature Course given to all Freshmen and Sophomores.
   e. The offering of a major in French.

4. Faculty meetings, departmental meetings, and interviews with the dean have helped to evaluate and improve this department.

5. We are considering giving the Graduate Record Examination to all foreign language majors. A major in Italian may be offered in the near future.

6. Instructional aids are made available to all members of the faculty through the person charged with supervising their use. Members of the staff are taught how to use machines; if desired, a student teacher runs the machines; further assistance is given where possible. Classrooms are equipped with electrical outlets. The Audio-Visual room is available to instructors who wish to show movies or slides.

7. The Foreign Language Department of the San Diego College for Women offers a normal college program. It is gratifying to see that Spanish students are able to converse with ease and accuracy at the end of three semesters of college work. It is a joy to form students with a Spanish background into excellent teachers of this language.

8. Of the eight students who have majored in Spanish, one is doing successful graduate work. Many former students of this Department have
entered the teaching field and find the language learned in college a great help to them.

Part 2

Section 1. Function of the Program

The functions of this program are described below according to the number placed in Column 1:

1 = Very Important
2 = Of Some Importance
3 = Does not apply to this program.

How effectively the function has been accomplished is described according to the letter placed in Column II:

A = A very strong point in this program
B = About average for this type of program
C = Below average
O = Missing from this program.

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

10. Prepare for Graduate work in the field.

11. Provide for special needs of elementary teachers.

12. Provide for special needs of other special groups.

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.

17. In this part of the country Spanish is very useful for teachers (whether they are teaching Spanish or not) as they often have Spanish speaking children in their classes. It is also of value in professional life, in business, and in social and family life.

Section 2

Qualitative Rating - Exhibit E (F.L. - 1)

Syllabi - Exhibit E (F.L. - 2)

Examinations - Exhibit E (F.L. - 3)

Section 3

Library Resources and Services - Exhibit E (F.L. - 4)
ACADEMIC MAJORS

NATURAL SCIENCES AND MATHEMATICS

Part 1

Description of Program

A. Curricular Organization

1. Major Subjects of Graduates:

<table>
<thead>
<tr>
<th>Subject</th>
<th>May 1958</th>
<th>May 1959</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Pattern of Majors

a. The required courses for a major in biology are

1) General Biology
2) Comparative Anatomy
3) Vertebrate Embryology
4) Genetics
5) Physiology
6) An elective (Microbiology; Advanced Botany; Invertebrate Zoology; Biochemistry; Special Problems)
7) General Chemistry and Qualitative Analysis
8) Introductory Organic Chemistry

b. The required courses for a major in chemistry are

1) General Chemistry and Qualitative Analysis
2) Organic Chemistry
3) Analytical Chemistry
4) Physical Chemistry
5) An elective (Biochemistry; Advanced Analytical Chemistry; Research)
6) Mathematics (College Algebra; Analytical Geometry; Calculus)
7) Physics

c. The required courses for a major in mathematics are

1) College Algebra
2) Analytical Geometry
3) Calculus
4) Advanced Calculus
5) Modern Algebra
6) Theory of Equations
7) Differential Equations
8) An elective (Probability; Statistics; Theory of Numbers)
3. The aims of the science program are

a. to inspire students with an enthusiastic and ardent love of the truth which will manifest itself in a willingness to pay the price required to find it, an unswerving adherence to it when found, and a zealous and effective desire to impart it to others.

b. to integrate a knowledge of the basic principles and methods of science into a truly liberal arts program

c. to prepare students for professional work such as teaching, research, or post-graduate studies, medicine, and medical technology.

4. Provision is made for program advising through individual conferences with the students, inter-departmental meetings, and meetings of the faculty advisors with the dean.

5. Admittance requirements are

a. for the entering student, satisfactory high school science and mathematics achievement

b. for the major, a grade of C in the major and minor fields of concentration; a grade of B for recommendation; and the final approval of the department staff on the basis of scholastic record and promise of success in natural science and mathematics.

B. Staff

1. Roster of staff is retained in departmental file.

<table>
<thead>
<tr>
<th>Highest Degrees Held</th>
<th>No. of staff: full-time and part-time separately</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
</tr>
<tr>
<td>Doctoral</td>
<td>2</td>
</tr>
<tr>
<td>60 sem.hrs.</td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
</tr>
<tr>
<td>B.A.</td>
<td></td>
</tr>
<tr>
<td>Less than B.A.</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
</tr>
</tbody>
</table>

a. Full-time in college, shared with other departments
b. Part-time in college.
3. Distribution in major and minor fields

a. Number teaching in field of doctoral major: 2
b. Number teaching in field of master's major: 1
c. Number teaching in field of doctoral minor: 1
d. Number with extensive preparation in fields related to teaching assignment: 6
e. List of fields included under d.:
   1) Biology
   2) Chemistry
   3) Mathematics
   4) German
   5) Spectroscopy
   6) Physics
   7) Thermodynamical Engineering
   8) Philosophy

C. Instruction

1. Teaching load.

<table>
<thead>
<tr>
<th>Units</th>
<th>No. of Staff</th>
<th>Units</th>
<th>No. of Staff</th>
<th>Units</th>
<th>No. of Staff</th>
<th>Units</th>
<th>No. of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Part a b</td>
<td></td>
<td>Full Part a b</td>
<td></td>
<td>Full Part a b</td>
<td></td>
<td>Full Part a b</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>6</td>
<td>3</td>
<td>11</td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>7</td>
<td>3</td>
<td>12</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>13</td>
<td>18</td>
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<td>4</td>
<td>9</td>
<td>1</td>
<td>14</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20 or more</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

a, b, as defined on page 86

2. Distribution of class size

<table>
<thead>
<tr>
<th>Class No. of Size Classes</th>
<th>Class No. of Size Classes</th>
<th>Class No. of Size Classes</th>
<th>Class No. of Size Classes</th>
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</thead>
<tbody>
<tr>
<td>1-10</td>
<td>12</td>
<td>26-35</td>
<td>0</td>
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<tr>
<td>11-25</td>
<td>5</td>
<td>36-40</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>41-55</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>46-50</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Above 60</td>
</tr>
</tbody>
</table>

*Over fifty students: Course No. Title Enrollment

Biology 1A General Biology 58

*This class is divided into two sections for laboratory.

3. Distribution of grades

(In per cent of total students enrolled as listed above.)

A 13%; B 38.5%; C 46%; D 2%; E (or F) --; Inc. 0.5%

Date of above analysis: (Midterm) November 21, 1958.
D. Evaluation

1. Noteworthy elements of the Department of Natural Science and Mathematics:

   a. Well trained teachers, each of whom is teaching almost exclusively in his or her field of specialization. Several of these also have extensive preparation in related fields. This improves the depth and quality of their teaching, and awakens the minds of the students to a realization of the interdependence of the natural sciences and mathematics and of their mutual support of one another in the mind's search for truth.

   b. Strong support from the administrative staff, which safeguards requirements and provides an adequate budget. Opportunity for frequent private conferences with the Dean of Studies, which unites teaching and administrative faculty.

   c. Small upper-division classes, coupled with ready availability of teachers, permits almost individual instruction.

   d. Six well-equipped modern laboratories, a balance room, a solarium, experimental animal house, aquariums, hydrogen sulfide house, distilled water piped to each laboratory, compressed air as well as vacuum outlets in each laboratory.

   e. Four preparation rooms which can be used also for private research.

   f. The students in astronomy can make observations with the telescope, learn how to study and read astronomical maps, do work on the celestial globe, make drawings of sunspots, and determine latitude and altitude.

2. Areas for improvement:

   a. An increase of library facilities in the physical sciences and mathematics.

   b. An increase of enrollment in the science classes would decrease its operating costs per capita.

   c. The purchase of a small telescope and one or two pocket spectroscopes for the astronomy class.

   d. The addition of another full-time instructor in chemistry to meet the increasing enrollment and curriculum requirements.

3. Improvements made in the last three years:

   a. Staff increased to include five more members.

   b. Each staff member is teaching almost exclusively in his or her field of specialization.
c. Re-organization of curricula so as to improve the quality and quantity of courses offered. Notable changes are:

1) In Biology

a) Biology 1A-B has been changed from a 3-3 unit course in zoology to a 4-4 unit course in general biology, with two lectures and two laboratory periods each week. It is a course which stresses the basic principles of biology so that the major divisions are all given equal emphasis. This gives the basic background for specialization in botany, zoology, biochemistry, and other life sciences. At the same time it takes care of the needs of those entering non-scientific fields.

b) Biology 109, 4 units, a course in cellular physiology, with two lectures and two laboratory periods each week, is required of all biology majors. This course may be taken in the junior or senior year. Organic chemistry is a pre-requisite.

c) Biology 112, 3 units, a course in invertebrate zoology, is now offered instead of the more specialized course formerly given in parasitology. Sufficient parasitological forms are included to take care of the needs of medical technology students who may wish to enroll, but the course is primarily for majors.

d) Biology 199, a course in special research problems, is now open to upper division students who show aptitude for research or who wish to do some field work in ecology.

2) In Chemistry

a) Chemistry 1A-B was changed from a 4-4 unit to 5-5 unit course, so as to include qualitative analysis in the freshman year. Qualitative Analysis is no longer offered for upper division credit.

b) The units offered in Biochemistry were reduced from 4-4 units, a year's course, to a five-unit, one-semester course, in view of the fact that this is a specialized field of chemistry and an elective course. This strengthens the program by placing more emphasis upon the courses usually required for a major in chemistry for undergraduates.

c) Introduction of a laboratory research course for senior majors which complements and concretizes the library research course already offered.
3) In Mathematics.
   
a) Extension of the courses offered so as to permit a major in this subject.

b) Generous offerings of such courses as Trigonometry and Intermediate Algebra, usually considered as prerequisites for college entrance, in order to prepare students with limited background for either a major program in mathematics or a more adequate minor for majors in the natural sciences.

c) Requirement of an individual problem, research or analysis, as a part of the major program.

4) In Physics.
   
a) Extension of courses offered so as to permit a minor in this field.

b) Two new courses offered are:
   
   Introduction to Atomic Physics
   Basic Electronics

5) In Astronomy.
   
The introduction into the curricular program of a one-semester, non-mathematical elementary course in astronomy. This consists of lectures, demonstrations, and telescopic observations.

d. A significant increase in library facilities.

   The library facilities for the life sciences have been increased so that reference books in all branches of biology are available to faculty and students. The periodical section also is outstanding both in number and in range of fields covered. The facilities for the physical sciences have been built up to some extent, but there is need for a much larger number of reference books. The periodical selection is reasonably good.

e. A marked increase in equipment, supplies, and laboratory facilities to meet the increase in enrollment and curricular requirements.

1) In astronomy

   The purchase of a celestial globe, moon maps, slides from Yerkes and Mt. Wilson observatories.
2) In biology

Thirteen new compound microscopes with mechanical stages have been purchased for the upper division students. Special supplies and equipment have been provided for the course in physiology.

To meet the needs required for the change made in Biology 1A-B the laboratory class was shifted to what was formerly the Physiology laboratory. This permits the students to have individual or group cupboards which contain burners, ring stands, and special glassware and other supplies for experiments of a biochemical and physiological nature. Besides the special slides given out as needed, each student is provided with a study set of fifty prepared plant and animal slides. Reagents are provided in specially designed racks placed at convenient intervals on the tables.

3) In chemistry

Many additions were made to laboratory desks to stabilize the desk supplies for individual students. Chemistry 1A-B desks were substantially increased in numbers. There are now thirty-two fully equipped Chemistry 1A desks. The Chemistry 1B course is now a semi-micro qualitative analysis. Twenty-four desks are specially equipped for this course.

Twelve desks are completely equipped for organic chemistry, eight for quantitative analysis, and ten for biochemistry. Plans are made to increase the number to twelve for quantitative analysis as soon as the need arises. Two desks are prepared for physical chemistry. This course does not need such a large supply of desks, as most of the experiments are such as to require the stockroom equipment. The purchases made for this course have been very considerable, as can be seen from the inventory. The equipment now is adequate for a very good course in physical chemistry.

Seven analytical balances have been added to the number listed at the time of the previous accreditation. These are equipped with individual fluorescent lamps, giving adequate lighting. An increase in laboratory stools for balance room and laboratories completes the chemistry purchases.

4) In physics

A substantial increase has been made to the equipment list. Purchases include Boyle's Law apparatus, equipment for studies in ballistics, electricity, optics, heat, and so on.
4. Improvements now being made or definitely planned for the immediate future.

a. A further increase in library facilities, especially in the line of reference books for the physical sciences and mathematics. It is possible that a few more periodicals also will be added. This project is already under way, and more books are being added to the list already on order. As the needs for the chemistry department are most pressing, this science will receive the major part of the present expenditure, but significant additions are being made also for mathematics, physics, and astronomy, as well as some books of general interest such as history of science, biographies, and special topics.

b. An increase in course offerings so as to provide for a major in physics in 1959.

c. Introduction of additional upper-division courses in chemistry so as to offer advanced quantitative analysis (gravimetric and instrumental analysis) and qualitative organic analysis. Possibly an upper-division lecture course in advanced inorganic chemistry will be offered.

d. Addition of a new staff member to the chemistry department.

e. Purchase of more instructional aids for mathematics such as models of quadric surfaces. Purchase of a pocket spectroscope for astronomy. This can be used also for physics classes and physical chemistry and biochemistry, until such time as the budget will permit the purchase of the more desirable laboratory spectroscope for physics and chemistry.

5. Projects and procedures to improve current instructional practices.

a. In Chemistry 1A, an entrance test in mathematics is given to the students at the opening of the school term. After one or two drill periods on the fundamental operations of arithmetic, algebra, and logarithms, and on the principles of analysis of word problems to serve as a review for those who have been removed from the subject of mathematics for a year or two, this test is administered. It is diagnostic and quickly reveals significant weaknesses in mathematical preparation, thus proving an invaluable aid to the student and instructor. If the weakness is too extensive, the student is advised not to take chemistry until the deficiency has been made up. Experience has shown that there is a close relationship between ability in mathematics and success in chemistry.

b. Excellent movies are given in Astronomy. These are often of general interest, and can be used for other classes as well.
The addition of the astronomical globe and maps has been a great aid to better instruction.

c. Two of the staff members are currently observing the Continental Classroom Course in Physics for the Atomic Age, offered on television for teachers of high school physics. This course offers valuable suggestions for teaching and demonstrations on the college level also. The staff members are finding the course refreshing and profitable.

d. Provision is made for evaluation of teaching methods by college staff conferences and discussions held frequently. Meetings of the members of the science faculty with the Dean of Studies are held semi-annually to improve curricular organization.

e. The Science Club attracts noteworthy guest speakers, who have stimulated the interests of the students beyond the limits of their regular courses. Sometimes very lively student demonstrations at the Science Club meetings have served the same purpose.

6. Adequacy of instructional aids.

a. A special room for audio-visual equipment is located on the same floor as the laboratories. Audio-visual equipment includes a moving-picture machine, opaque projector, slide-machine, and Keystone projector. The classrooms could be converted into suitable rooms for picture projection, if the need for this should arise. This refers to the two science lecture rooms.

b. A photographic dark room is provided for experiments in optics.

7. Unique aspects

a. The geographical location is particularly good for biology because

1) The college is within twenty minutes driving distance of the ocean, where the shoreline offers excellent tide pools for marine biology specimens.

2) Scripps Institution of Oceanography, La Jolla, twenty-five minutes away, attracts scientists and students from all over the world. The staff, library, and laboratories are at the disposal of the college.

3) Anza Desert State Park, also within close reach, contains numerous varieties of desert plant and animal life.

4) Balboa Park has a number of scientific assets. Its Natural History Museum staff furnishes trained guides for the college field trips to ocean, mountains, or desert.

b. Palomar Mountain Observatory, which can be reached in two hours, houses a 200-inch telescope.
c. The medical and industrial fields are open for direct contact by the students.

1) The college collaborates with the pathologist at Mercy Hospital in the preparation of medical technologists.

2) The college enjoys the cooperation of local scientists, doctors, industrial chemists, and members of the Public Health Department. As noted above, representatives of these professional groups are frequent guest speakers at the meetings of the college science club.

d. The Science Club fosters active interest in scientific subjects. A special section of the college activities bulletin board is set apart for this.

8. Follow-up studies of departmental graduates as evidence of success in their work.

May 1956 Graduates

1. Fahlstrom, Margaret- Chemistry major, is a chemist at Convair, where she has been working, and studying part-time, since graduation. She hopes to enter the graduate division in the Microbiology Department at Stanford University where she has been accepted.

2. Riddell, Carol- Chemistry major, has been working in physical chemistry in the naval laboratory at North Island since graduation.

3. Smith, Beth Ann- Chemistry major, is a chemist in the water analytical laboratory of Foremost Dairies in San Francisco. She has done some graduate work at the University of San Francisco.

May 1957 Graduates

4. Kopp, Donna- Biology major, completed her laboratory technician training at Mercy Hospital, San Diego, last spring; she has her license and is working at Merritt Hospital in Oakland, California. She will begin part-time graduate courses at the University of California, Berkeley, in January 1959.

5. Robinson, Susan- Biology major, took seven months training as cancer research assistant in cytology after graduation. She also took a teacher-training course, and is at present teaching in the elementary school conducted by the Sisters of St. Joseph of Orange in Lemon Grove, California.

6. Stein, Jacqueline- Biology major, completed her training at Mercy Hospital as a laboratory technician; received a Cancer Research Scholarship for a six months' course in cytology at the University of California Medical
May 1958 Graduates

7. Crise, Devona- has been in training for medical technology at Rees-Stealy Medical Clinic, San Diego, since graduation. She was a Biology major.

8. Dyer, Ann- also a Biology major, has been training in Medical technology at Letterman Army Hospital, San Francisco, since July 1958.

9. Rainier, Cecile- Biology major, began her training in medical technology at Mercy Hospital, San Diego, in June 1958. She is there at present.

10. Schafer, Barbara- Biology major, has been training in medical technology at St. Jude's Hospital, Fullerton, California, since graduation.

11. Smith, Sharon- Chemistry major, began her graduate work in the School of Biological Sciences at Stanford University in September 1958. Upon graduation, Miss Smith was offered graduate assistantships in seven different universities as a result of having been placed on the honor list of the National Science Foundation. She accepted the predoctoral fellowship awarded her by the U. S. Public Health Service which pays her full tuition and living expenses at Stanford. Miss Smith chose to continue her post-graduate studies in Biology instead of Chemistry. She had almost completed a Biology major, as well as Chemistry major, here.

PART II

Section I. Functions of the Program

The functions of this program are described below according to the number placed in Column I:

1 = Very Important

2 = Of Some Importance

3 = Does not apply to this program

How effectively the function has been accomplished is described according to the letter placed in Column II:

A = A strong point in this program

B = About average for this type of program

C = Below average

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

Section 2

Qualitative Rating | Exhibit E (N.S.-1)
Assignments | Exhibit E (N.S.-2)
Examinations | Exhibit E (N.S.-3)
Syllabi | Exhibit E (N.S.-4)
Specimens | Exhibit E (N.S.-5)

Section 3

Library Resources and Services | Exhibit E (N.S.-6)
VI. THE PROFESSIONAL PROGRAM IN EDUCATION

1. Credentials Sought

a. The San Diego College for Women was accredited by the Western College Association in the spring of 1956. That same year it was approved by the California State Board of Education as a teacher-training institution to recommend candidates for the General Elementary Credential. The program for this credential is now in effect. The number of students recommended for this credential is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1956</td>
<td>14</td>
</tr>
<tr>
<td>1957</td>
<td>10</td>
</tr>
<tr>
<td>1958</td>
<td>24</td>
</tr>
</tbody>
</table>

b. Accreditation is now sought for the general secondary credential program.

2. Staff

<table>
<thead>
<tr>
<th>Highest Degree</th>
<th>Number of Staff</th>
<th>Full Time</th>
<th>1/2 time in Dept.</th>
<th>1/4 time in Dept.</th>
<th>Equated full time</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Master</td>
<td>3</td>
<td>1/2</td>
<td>1</td>
<td>1/2</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Bachelor/</td>
<td>1</td>
<td></td>
<td>1/2</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

3. Instruction

a. The teaching load is as follows:

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Staff</th>
<th>Full or Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>1 full time in college</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1 part time in college</td>
</tr>
<tr>
<td>4 / administration</td>
<td>1</td>
<td>part time in college</td>
</tr>
<tr>
<td>4 / supervision</td>
<td>1</td>
<td>full time in college</td>
</tr>
<tr>
<td>7</td>
<td>1</td>
<td>part time in college</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
<td>full time in college</td>
</tr>
</tbody>
</table>

b. Distribution of class size is as follows:

<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>5</td>
</tr>
<tr>
<td>26-30</td>
<td>0</td>
</tr>
</tbody>
</table>
VII. TEACHING CREDENTIAL PROGRAMS - Part 1

GENERAL ELEMENTARY AND GENERAL SECONDARY

A. Curricular Organization

1. For the General Elementary Credential:

a. Required Courses, in Professional Sequence:

Junior year, 1st semester: Education 111, Child Growth and Development, and work with children in school, (3 units), Administrative Code, Title 5, Education, Section 231 (b) (1) C

Education 134-135, Methods of Teaching Reading and the Language Arts (3 units)

Junior year, 2nd semester: Education 131, Methods of Teaching Arithmetic (2 units), Physical Education 150 or Music 136 or Art 139 (2 units), Admin. Code, Sec. 231 (b) (1) A

Senior year, 1st semester: Education 130, Principles of Elementary Education, and Directed Observation of and Participation in Teaching (4 units), Admin. Code, Sec. 231 (b) (1) B

Education 305, Directed Teaching and Conferences (3 units) Admin. Code, Sec. 231 (b) (2)

b. Required Courses not in Sequence:

Political Science 101, American Government, or an equivalent (3 units), Admin. Code, Sec. 231 (d)

History 7, History of the United States, or an equivalent (3 units)

With regard to Sec. 202-1, Admin. Code, Title 5:
Training in the use of audio-visual aids is given in the Methods courses: Education 131-139. Completion of these courses satisfies the Audio-visual requirement. Education 147, Audio-visual aids, is offered for those who wish it.

2. For the General Secondary Credential:

The first three college years are given to the all-round development of the future teacher through general education. The initial stages
of concentration are begun.

a. Required Courses, in Professional Sequence:

Senior year, 1st semester: Education 170, Organization and Principles of the Secondary School (3 units), Admin. Code, Sec. 241 (d) (1)
Education 111 or 110, Child Growth and Development or Educational Psychology (2 or 3 units), Admin. Code, Sec. 241 (d) (2)

Senior year, 2nd semester: Education 112, Psychology of Adolescence (3 units), Education 300, General Methods in Secondary Education, with Directed Observation of and Participation in Teaching (3 units)

Graduate year: Education 306, Supervised Teaching in the Secondary School (3-3 or 6 units), Admin. Code, Sec. 241 (d) (5)
Education 167, Counseling and Guidance (3 units), Admin. Code, Sec. 241 (d) (3)

b. Other courses in Education may be chosen to complete the required number (22) of units.

3. Staff Members in the Program

a. Mother A. Rossi, Director of Teacher Education
b. Mother M. Reilly, Philosophy and Psychology of Education
c. Mother M. Guest, Principles of Elementary Education, Child Growth, and Methods Courses
d. Mother I. Lawrence, Educational Sociology, Arithmetic Methods
e. Mrs. F. Farrell, Supervisor of Elementary Student Teaching and Director of Observation and Participation
f. Miss K. Markey, Supervisor of Secondary Student Teaching and Director of Observation and Participation
g. Mother L. Kraemer, Music Methods
h. Miss M. Hagan, Audio-visual, and Physical Education Methods
B. Pre-Admission Guidance and Selective Retention

1. Pre-Admission Guidance

a. 1) Secondary school counselors are supplied with information about the program by several means. Telephone calls for information are rather frequent. Catalogs are sent to them by mail. In November of 1958, the College President and Dean, at the invitation of the Secondary school counselors of the San Diego City Schools, spoke at a full gathering of this group, explaining the offerings of the college. The credential programs were of course included.

2) College students, members of the Speakers' Bureau, sometimes visit the secondary schools and speak, at formal or informal gatherings of the junior and senior classes, about the various offerings of the college - credential programs included.

3) In private consultations with college students, the Dean or Student Counselors, guided by scholastic records, known personality qualifications, and stated interests of the students, may suggest teaching as a suitable career.

b. Persons actually engaged in the public schools are sometimes asked to speak about teaching as a profession to the students at large.

c. Moving pictures calculated to stimulate interest in teaching are sometimes shown to various assemblies, such as the Child Growth and Development class. (This course is taken by many non-Education majors as preparation for family life or as contributing to sociology or psychology majors.)

d. Bulletin board materials which draw attention to the need for good teachers and which give information about qualifications, credential requirements, and salary schedules are frequently posted where they can be seen by all students. These materials are sent to the college from the State Department of Education, from the San Diego City School System, and from other school
districts throughout California. Other materials are taken from newspapers and periodicals.

2. Admission to Candidacy

a. Initial selection of candidates for credential

The Director of Teacher Education, after consultation with counselors and instructors, admits to the program only those students whose scholastic records, character and personality traits, and health and appearance justify their admission. For the Elementary credential, students file applications to enter the program at the end of their sophomore year. Initial screening takes place at the beginning of the Junior year. During the present year 1958-1959, 47 juniors, seniors and graduates are in the program.

For the Secondary credential, students make application to enter the program at the end of the Junior year. Initial screening takes place at that time, or at the beginning of the Senior year. During the current year, 6 students were accepted.

b. Continuing appraisal of students in the program

In both the Elementary and Secondary programs, appraisal is a continuous process based upon frequent consultations of the Director of Teaching with the supervisors, instructors, and students, and upon frequent meetings of the Student Teaching Committees. These Committees, one for each program, are composed of the Director of Student Teaching, the supervisor, and a member of the instructional program. As a result of
this continuous process, all students in the programs who have fulfilled the sequential requirements as outlined in Part 1, A, 1 and 2 are eligible for student teaching. Last-minute rejections are unlikely except in the case of transfer students.

C. Special Requirements in General Education for Teacher Preparation

KEY
In column 1, courses required of all students in the institution
In column 2, courses required of prospective teachers only
In column 3, elective courses meeting general education requirements

1. Democratic ideas and ideals of government:
   1.1 Structure and functioning of local, state, national, and international government.
   1.2 Current social problems (international relations, crime, leisure, etc.)
   1.3 Attitudes basic in a democracy: respect for law, freedom, justice, tolerance, etc.
   1.4 The American family; child welfare.

2. Types of work through which American citizens gain their livelihood:
   2.1 Types of work demanded in process of production, distribution, and consumption of commodities.
   2.2 Distribution of income to various economic groups and relation between conditions of living and income
   2.3 Relationship between capital & labor

3. Basic laws of physical and mental health:
   3.1 Health as a social problem.
   3.2 The human organism as a biological mechanism; laws of hygiene.
   3.3 The means of improving individual and group health.

4. Processes and knowledge used in effective thinking:
   4.1 Ability to read with speed and comprehension.
   4.2 Ability to express ideas in acceptable oral and written English.
   4.3 The ability to suspend judgment when confronted with a problem, to collect data, and make a decision based on evidence.

<table>
<thead>
<tr>
<th>Course</th>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hist. 4A</td>
<td>Soc. 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. 104</td>
<td>Soc. 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng. 41-44</td>
<td>Soc. 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theo. 144</td>
<td>Soc. 121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. 104</td>
<td>Soc. 150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Soc. 125</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>P.E. 150</td>
<td>Bio. 1AB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>All science courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eng. 41-44</td>
<td>Speech 1 and 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph. 32</td>
<td>All science courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.4 Ability to use and interpret elementary mathematical concepts.

4.5 Ability to use the library, the public press forums, radio, travel, and similar agencies to secure and to impart essential knowledge and attitudes.

5. The social understanding and appreciation of the fine arts (art, drama, literature, music):
   5.1 The fine arts as media for the expression of thoughts, feelings, and ideals.
   5.2 The significance of the fine arts in everyday life.

6. The role of science in improving welfare:
   6.1 Understanding of common phenomena in the fields of biological and physical science.
   6.2 The effects of science upon man's social environments, institutions, and ideals.
   6.3 Skill in the use of scientific method.

<table>
<thead>
<tr>
<th>D. Special Services for Elementary Teachers Provided in Special Fields</th>
</tr>
</thead>
<tbody>
<tr>
<td>If a Special Required Course Give Title</td>
</tr>
<tr>
<td>A. Art</td>
</tr>
<tr>
<td>B. Music</td>
</tr>
<tr>
<td>C. Mathematics</td>
</tr>
<tr>
<td>D. Science</td>
</tr>
<tr>
<td>F. Health</td>
</tr>
<tr>
<td>G. Social Science</td>
</tr>
<tr>
<td>H. Other</td>
</tr>
</tbody>
</table>
E. The Professional Sequence, Prior to Student Teaching

1. Student Observation and Participation

a. 1) In the first semester of the Junior year, in connection with Education 111, Child Growth and Development, students in the Elementary program are required to work with children in classrooms and on playgrounds. A neighboring parochial school cooperates with the college for this purpose. Students spend one hour weekly for one semester at the school.

2) In the Elementary program, first-semester senior students observe at least one class at each grade level from Kindergarten through sixth in the San Diego Public Schools. Usually each of these classes is in a different school. The observation visit is of about three hours duration, and each major area of the curriculum is demonstrated for the students at least once during the seven or more visits. Participation in teaching in public-school classrooms is experienced in the same semester as the observation visits. Last semester, four classrooms were available in two off-campus cooperating San Diego City Schools. About 21 to 24 hours are spent in participation.

3) In the Secondary program, observation and participation experiences are scheduled for second-semester seniors in much the same way as are the experiences in the Elementary program. The San Diego City School System cooperates in providing demonstration and laboratory classrooms.

2. Instructional Procedures

a. Evaluation

1) Analysis of the student-teacher mid-semester and end-of-semester evaluation reports has pointed up various needed emphases, e.g.: experience in construction of teaching aids and devices, experience in taking responsibility for the classroom physical environment.

2) A follow-up of the graduates who are teaching has yielded further indications of needed changes and shifts of emphasis.

3) Logical analysis of the curriculum has led to certain changes.

b. Improvement

1) Curricular organization

The organization outlined in A. 1.a. represents an
attempted improvement based upon the continuous evaluations as listed in the immediately preceding section.

The course, Education 130, formerly entitled Methods and Curricula in Elementary Education, has been changed to Principles of Elementary Education. This change was made to avoid evident duplication of subject matter and to allow for needed emphases as revealed by the evaluative studies, e.g.: interpersonal relations in teaching, and the scope of the services of the various school systems and their relation to the classroom teacher.

The course, Education 138, (Social Studies and Science in the Elementary School) is at present under study with a view to more effective organization.

2) Instruction

Greater stress is being placed upon construction and use of simple teaching aids, e.g.: reading and arithmetic "games", upon the development of greater skill in printscript handwriting, upon the making of practical lesson plans and pupil worksheets. A beginning has been made in enlisting the cooperation of science department instructors for certain areas of the Social Studies-Science methods course.

3) Examinations

Evaluative procedures have shown the need for a preliminary assessment of each applicant's degree of proficiency in fundamental learnings of the type proper to the elementary school curriculum. Hence, we have adopted the practice of administering an achievement battery to all applicants.

3. Audio-Visual Facilities and Resources

a. Instruction and training in the use of audio-visual aids is given in the methods courses, Education 131-139. (See Exhibit F1-2 for inventory of equipment.)

b. Facility in construction of aids is developed in the activities required in these courses.

c. A community survey is conducted by each student. This relates to the social studies units of the grade level of the
student's choice.

d. Sources of free and inexpensive materials are posted and utilized.

e. The college supervisors conduct the student teachers through the city schools' Education Center and acquaint them with the extensive supply of instructional aids of all types available to teachers in the city schools.

f. San Diego City and County Schools' audio-visual catalogs are available for student reference.

g. A curriculum library is being developed at the college. This library makes available to the students curriculum guides, units of work, and textbooks used in the San Diego Public Schools, as well as those of other school systems. There are both Elementary and Secondary sections in the library.

F. Student Teaching

1. General Plan

a. The place of Elementary student teaching in sequence is the second semester of the senior year, or in the following semester. The length of the teaching period is three hours daily. The schedule of classes is varied in order to provide the students with experience in all aspects of classroom teaching, yard duty, and other daily teacher activities.

b. Secondary student teaching is done in the graduate year, one teaching period daily for a year or two periods daily for a semester.
c. The staff member coordinating the programs is Mother M. A. Rossi, Dean of Studies, Ph.D. (Stanford); see p. 27 of this Report.

d. With regard to admission to student teaching, see B. 2. b. above, pp. 101-102.

e. The number of students in the Elementary credential program for 1958-1959 is 47.

The number of students in the Secondary credential program for 1958-1959 is 6.

f. The conditions under which the requirement of student teaching is waived are only those stated in Admin. Code, Title 5, Sec. 231, (b), (2).

2. Facilities for Student Teaching

a. All laboratory schools are off campus, i.e., the San Diego City Schools.

b. The schools are easily accessible by bus or automobile. Some students live on the campus; others live off the campus.

c. In the Fall semester of last year (1957-1958), two Elementary laboratory-school classes were used for the two students doing their cadet teaching; in the Spring semester, twelve Elementary laboratory-school classes were used for the twelve students doing cadet teaching. Arrangements have been made for Secondary classrooms for September, 1959.

d. The maximum number of students assigned to a single classroom during the same semester has been, and will continue to be, one.
e. There is a written contract between the college and the co-operating schools, i.e., the San Diego Unified School District, which specifies that

1) the remuneration of resident teachers shall be at the rate of $5.00 per unit

2) the college shall take full charge of supervision

3) the college may have the use of the San Diego City Schools for laboratory purposes

4) the regulations as to the conduct of student teachers shall be the same as those for the other teachers in the laboratory schools.

f. All of the student teachers have been placed in schools that offered adequate facilities for experience with audio-visual aids, curriculum materials, and library resources. Counseling data in the form of personal record blanks are available to the student teachers. They also usually have some experience in the use of referral forms for Guidance Department services.

They attend one or more faculty and P.T.A. meetings.

NOTE: Extensive facilities are available through the audio-visual, library, art, and music departments of the City Schools' Education Center. In addition, student teachers borrow materials from the curriculum library at the college, as well as exhibit materials from the college science department. They use the audio-visual equipment at the college, such as opaque projector and fluid duplicator, to prepare materials for classroom projects.

3. Coordination of Laboratory Schools and the College Program

a. The Supervisors of student teachers are

1) For the Elementary program:

Mrs. Florence Farrell, A.B. (San Diego State College) and graduate work
Thirty years' teaching experience in the San Diego public schools
Instructional load: 6 units
Number of student teachers supervised:

<table>
<thead>
<tr>
<th>Year</th>
<th>Spring</th>
<th>Fall</th>
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</thead>
<tbody>
<tr>
<td>1957</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>1958</td>
<td>12</td>
<td>2</td>
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</tbody>
</table>
2) For the Secondary program:

Mrs. Kathryn Markey, A.B. (University of California at Los Angeles); M.A. (Claremont College)

Fifteen years teaching experience at all levels in San Diego City and County Schools.
Fifteen years administrative experience at Secondary level in San Diego City Schools.

b. The average number of hours per semester spent by the college supervisors with a given student teacher is as follows:

1) observing the teaching of the student teacher: 13 hours
2) conferences with student teacher at laboratory school: not feasible
3) conferences at college: 8 1/2 hours (weekly 30-minute conferences)
4) accompanying one or more of the student teachers to meetings of educational groups, workshops, etc.

c. The college supervisors meet with the resident teachers when they deem it advisable.

d. A handbook is issued for the direction of Elementary resident teachers. (See Exhibit F1-3.)

4. Elementary Student Teacher Experiences

a. The average number of clock hours during which the student teacher is actually in charge of a class is 200. (At the beginning of the semester, the amount of time given to actual teaching is short, more time being given to observation of the methods of the resident teacher, to learning the names of the pupils, their seating arrangements, and aspects of physical environment and routines. The time of being actually in charge is gradually increased until a total of three hours daily is reached.)
b. Typical experiences of a student teacher in given areas are the following:

1) Study of the individual pupil

Student teachers are encouraged to concern themselves with the learning and/or personality difficulties of the pupils. A case study may be developed under the guidance of the resident teacher. In this connection, conferences may be arranged with the resident teacher, the principal, the visiting teacher, and with parents.

2) Participation in one or more faculty meetings

3) Conversation with parents when they bring their children to school or call for them, and at one or more P.T.A. meetings

4) Participation in professional teacher organizations

The college supervisor for Elementary student teachers is a member of the National Association for Student Teaching and holds the office of Vice-President in the San Diego Association for Student Teaching. She arranges for the student teachers to attend various local meetings. The student teachers are invited to attend lectures, workshops, exhibits, held by various educational groups.

Note: Because the student teachers are carrying some units of college work in addition to their teaching activities, they ordinarily do not function on faculty committees or in youth organizations off the campus.

c. A handbook is provided for the guidance of the Elementary student teacher. (See Exhibit F1-4.)

5. Evaluation of Elementary Student Teaching

The college supervisor and the resident teacher together give at mid-semester a temporary rating which is sent to the college. A rating sheet is used for this purpose. At the end of the semester these two persons agree upon a final rating and assign a letter grade. The same rating blank is used. It is sent to the placement office. The temporary rating is retained for purposes of study.
G. Evaluation

1. Best Characteristics of the Credential Programs

a. The San Diego City School System not only provides laboratory schools, but also makes available its extensive and excellent resources.

b. The college supervisors are thoroughly acquainted with the school system in which the student teachers do their teaching, and they enjoy the personal friendship and esteem of many members and officials of this system.

c. The continuing process of appraisal insures that only good teacher-material will complete the program for certification.

d. In the Elementary program, the requirement of 10 units of professional courses in addition to the 128 units required for the A.B. degree insures a broad preparation in the field of general education.

2. Least Adequate Aspect of the Elementary Program

a. Lack of adequate bulletin boards for student bulletin arrangements.

b. The curriculum library of the college still lacks some of the items needed for work in the Methods courses.

3. The Elementary program has been improved during the past few years in the ways indicated above under Part 1, E. 2. In addition, audio-visual facilities have been improved and expanded, the Curriculum Library has been expanded, and the Main Library facilities have been improved and expanded.

4. A follow-up of our graduates in service has shown a preponderance of good success over average success. (See Exhibit F-5.)
Part 2

Section 1. Functions of the Program

The functions of this program are described below according to the number placed in Column I:

1 = Very Important
2 = Of Some Importance
3 = Does not apply to this program

How effectively the function has been accomplished is described according to the letter placed in Column II:

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

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impor-tance</td>
<td>Rat-ting</td>
</tr>
</tbody>
</table>

A. PRE-ADMISSION GUIDANCE, SELECTIVE ADMISSIONS AND SELECTIVE RETENTION, AND ORIENTATION TO THE PROFESSION

1. Pre-admission guidance. To provide secondary school counselors, parents, prospective students, and others with information on:

1.1 Opportunities and requirements for success in education.

1.2 Special opportunities and requirements of the program of this college.

2. Selective admissions and selective retention:

2.1 Select those candidates best qualified and most likely to succeed as teachers.

2.2 Provide continuing appraisal and selection after admission to the credential program.

3. Orientation to the professional program of preparation:

3.1 To provide opportunity for self-appraisal in:

3.11 Personality qualifications.

3.12 Intellectual abilities.

3.13 Interest in professional activities.

3.2 To collect information for use in counseling and continued screening of candidates.
To provide information on:

- Opportunities in various areas of education.
- Kinds of professional preparation needed.
- Ethical and professional standards expected.

B. PROFESSIONAL COMPETENCES WHICH THE COLLEGE SEeks TO DEVELOP IN THE STUDENT TEACHERS

1. As a Director of Learning.
   - 1.1 Demonstrates effective instructional procedures.
   - 1.2 Uses diagnostic and remedial procedures effectively.
   - 1.3 Utilizes adequate evaluation procedures.
   - 1.4 Maintains effective balance of freedom and security in classroom.

2. As a Counselor and Guidance Worker.
   - 2.1 Adapts principles of child development and mental hygiene to individual and group guidance.
   - 2.2 Is able to collect and utilize significant counseling data.
   - 2.3 Utilizes suitable counseling techniques.

3. As a Mediator of the Culture.
   - 3.1 Uses significant life applications of classroom learning.
   - 3.2 Develops pupil attitudes necessary for democratic participation in society.

4. As an Effective Member of the School Community.
   - 4.1 Reveals a sense of responsibility for his share in the overall effectiveness of the school.

5. As an Effective Liaison Between School and Community.
   - 5.1 Utilizes available educational resources in community classroom procedures.
   - 5.2 Interprets the school to the community.

6. As a Member of the Profession.
   - 6.1 Demonstrates an appreciation of the social importance of the profession.
   - 6.2 Contributes to the profession through its organizations.
   - 6.3 Takes personal responsibility for professional growth.
   - 6.4 Demonstrates understanding of types of organization of public school systems.
Section 2

Qualitative Rating
Audio-visual inventory of equipment
Resident teachers' handbook
Student teachers' handbook
Summary of follow-up study
Form for evaluation of student teaching
Sample folders of applicants for admission to the credential programs

F1-1
F1-2
F1-3
F1-4
F1-5
F1-6
F1-7
VIII. GRADUATE PROGRAM

INTRODUCTION

The inauguration of graduate work at the San Diego College for Women has been the result of a threefold pressure: from the government, from the superiors and supervisors of the congregations of teaching Sisters in San Diego, and from graduates of the San Diego College for Women. In the current educational crisis, with the enormous need for teachers in the present and still more in the future, the Federal government has called upon all institutions of higher education to make every possible effort to cooperate more fully in the preparation of teachers for the nation's schools and colleges. An appeal has been made specifically for the opening of new graduate schools at least in preparation for the Master's degree, to lessen the pressure on the universities with doctoral programs. Marion B. Folsom, Secretary of Health, Education, and Welfare said in a policy address before the Conference on Engineering and Scientific Education, in Chicago, on November 2, 1957:

".....It seems clear to me that America must enlarge the training facilities of those numerous institutions whose current production of graduate degrees is only nominal in the national picture. And more institutions should become qualified to give instruction toward graduate degrees."

(Italics the writer's).

I. GENERAL INFORMATION

The person chiefly responsible for this report is Mother Margaret Reilly, Director of the Division of Graduate Studies.
This is a report on the program for the degree of Master of Arts. This degree is given in the Departments of English and Education.

Administrative Set-up for Graduate Work

The Division of Graduate Studies is organized as an integral division of the San Diego College for Women, under the administration of the Director of the Division and the Graduate Council appointed by the President. The Director is the Chairman of the Council, and is directly responsible to the Dean of the undergraduate college.

The Graduate Council has general supervision over the rules and regulations of the Division in all that concerns the administration of graduate work and the requirements for advanced degrees. It prescribes the qualifications of all professors who offer graduate work and approves all courses taken for graduate credit.

The Faculty of the Division of Graduate Studies is drawn from the faculty of the college and includes those who are authorized by the Graduate Council to offer courses for graduate work.

Lines of authority and supervision descend from the Governing Board through the President and the Dean of the college to the Graduate Council of which the Director of Graduate Studies is the Chairman.

The Graduate Council exercises general direction of the Division of Graduate Studies. It determines the requirements for admission to graduate standing, authorizes the courses to be offered for graduate credit in the various departments of the college, and specifies the requirements for advanced degrees. The Director, in accordance with the wishes and recommendations of the Council, supervises the official transactions of the Graduate Division.
The report for the Master of Arts degree is identical with the report on the Master of Education degree, with the exception of the paragraph on objectives and on thesis requirements.

The Division of Graduate Studies seeks to fulfill the general objectives of the San Diego College for Women as already stated, by offering its students an opportunity of broadening the foundations of their knowledge in a chosen field of specialization, of training in methods of research, and in the presentation of this research, whether as preparation for further graduate study, or for more effective teaching. Majors are offered in the departments of Education and of English.

The Master of Arts degree requires some creative expression of scholarship, normally in the form of a research thesis. Other forms that this production may take are: a scholarly review and critical study of scholarly work in a specialized field, a critical analysis of a selected writer or writers in the student's field, or the production of an original work, such as a novel or drama involving literary or historical research.

Questions 2, 3, 4, and 5 are answered in the Bulletin of Information.

No off-campus or extension courses are accepted for graduate work.
III. FACULTY

The faculty of the Graduate Division has been carefully selected for special competence to direct graduate work and research programs. All hold doctoral degrees from strong institutions; all have studied under recognized scholars in their own fields; all have had teaching experience at elementary, high-school, and college level. Half of them have had administrative experience. Three have been community supervisors of studies. Their training is listed in the college catalogue and their special qualifications for their work are explained in detail in the faculty rosters in the departmental files.

Service loads are adjusted for faculty members giving instruction in the graduate school. Administrative and counseling duties as well as teaching are taken into consideration in the calculation of service loads. (In the past semester the advisory load has been light because no student has as yet begun work on a thesis.)

IV. STUDENTS

The applicant for admission to graduate standing must satisfy the following requirements:

1. The possession of a bachelor's degree from an accredited four-year college, with satisfactory preparation in the field in which the advanced degree is sought, and sufficient background in a related subject. For each of the Master's degrees in Education, a minimum of fifteen semester hours of upper-division credit in education, with a B average, must be presented.

2. A minimum average of B during the last two years of undergraduate work is required.

3. The Graduate Record Examination and the Miller Analogies Test must be taken during the first or second semester of graduate work, and before admission to candidacy.
Admission requirements are determined by the Graduate Council and administered by the Registrar. No course in which the grade earned is less than B will be counted toward a Master's degree.

Progress and achievement are evaluated in terms of grades, A, B, and C assigned to semester tests and course work in accordance with the judgment of the instructors. No course with a grade lower than B will be counted toward a graduate degree; no student whose average falls below B in two consecutive semesters may remain in the program. Instructors look for evidence of growth in critical power, as evidenced in frequently assigned critical papers; growth in the ability to do independent work; a mastery of the sources and the methods of the field, as evidenced by tests; a knowledge of the literature of the field, evidenced chiefly by contributions to seminar discussions and reports.

The Graduate Division of the San Diego College for Women offers no degree beyond the Master's.

STRENGTHS OF THE PROGRAM

The main elements of strength in the program of the Division of Graduate Studies of the San Diego College for Women are:

1. The resources of the Society of the Sacred Heart, personal and financial, stand behind it.

2. The spirit of dedication and determination animating every person who is engaged in the project is a guarantee that no effort will be spared, no means left untried to assure its success.

3. The availability of competent faculty members of outstanding ability and superior training, of long and successful experience in the field of higher education bring to this undertaking a knowledge of the field of higher education with high standards of academic excellence.

4. The presence of a waiting and, as it were, a ready-made clientele of high calibre assure to the Division a continuing supply of
good students. There are, at the present time in San Diego about 450 teaching Sisters, all of whom have already received, or are preparing to receive, their Bachelor's degrees. A very large proportion of these, if not all, will sooner or later become candidates for graduate degrees. Most will prefer a Catholic graduate school in or near San Diego for this first graduate degree. The San Diego College for Women is at present the only one available, and will probably remain the only one for some time to come. This fact ensures a student body of high ability and scholarly habits.

5. San Diego's famed climate will attract many students from less favored portions of the United States.

6. The attractiveness and convenience of the campus and buildings are drawing cards.

7. The educational center which is developing in Alcalá' Park is growing in reputation.

WEAKNESSES OF THE PROGRAM

1. In common with all educational institutions today this college faces financial limitations; the amount of funds presently available is restricted.

2. The college is still young and the program is new.

3. The library resources are adequate but less extensive than is desirable. In some fields the standard books are out of print.

4. The student body is still small. That fact calls for careful economy in program making and, consequently, restriction of choice.

HOW THESE WEAKNESSES ARE BEING MET

1. By an objective facing of facts and a constant determination to work toward an outstanding program, the San Diego College for Women will make steady and solid progress.

2. The disadvantage of youth will be met by the natural process of aging.

3. There is a systematic plan for building up the library holdings in the fields of graduate work. The first step is the securing of the standard reference works, many of which have already been
provided for the undergraduate program. The second is the buying of essential books for each new course as it is taught for the first time. Emphasis is strongly on the purchase of source books. The buying order is:

a. The periodicals
b. The "classics", the indispensables.
c. The best of current scholarly books in the field of the given course.

The second time the course is given, the next most desirable books on each level will be added.

In the meantime, a systematic search is made to secure copies of the most important out-of-print books. Each instructor has a list of books which he is working to complete. At present there is a Rule of Thumb: A minimum of twenty source books for each course. In this work of building up the library, the college has an important resource in its librarian. She has had superior training and long experience in graduate school libraries. This experience includes the heading of a government-sponsored project of building up the library of the Japanese National University after the war.
MASTER OF EDUCATION

This is a report on the program for the degree of Master of Education. Education is the only department which offers a major for this degree.

The person chiefly responsible for this report is Mother Margaret Reilly, Director of the Division of Graduate Studies.

This report is identical with the report for the Master of Arts degree with the exception of two paragraphs: the one on objectives, and the one on thesis requirements.

PROGRAM

1. The objectives of the program leading to the Master of Education degree are to assist teachers or administrators who wish to attain greater competency in the practical arts of education. It is not intended for those whose primary interest is in the production of research. The program is concerned with education in a wide sense of the term: objectives, content, method, and results, as also with the relationship of education to other fields of knowledge. The Graduate Department of Education draws upon the strength and resources of the San Diego College for Women of which it is an integral part.

2, 3, 4, 5 are adequately answered in the Bulletins.

6. No off-campus or extension courses are accepted for graduate credit.

7. Candidates for the Master of Education degree are not held to the writing of a thesis, but they are required to take a course in research techniques in education and to submit the result of work on a special problem in their field of concentration.